

SEN Local Offer Coton Green Primary School ATLP

Support for your child at Coton Green Primary School

“We aim to offer a stimulating and inspiring learning environment, a broad curriculum and to aspire to the highest standards. We aim to challenge and support all our children to achieve their potential and to develop the foundations of lifelong learning.”

Our Local Offer is our school’s offer of all services available to support disabled children and children with Special Educational Needs and their families. This easy to understand.

Information will set out what is normally available in our school to help children with lower-need Special Educational Needs as well as the options available to support families who need additional help to care for their child.

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/home.page>

Mrs Evans is our Inclusion Manager.

Roles & Responsibilities of the Inclusion Manager

- Our Inclusion Manager is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN.
- Our Inclusion Manager liaises with staff to monitor the children’s progress and plan further interventions where progress is slower than expected.
- Our Inclusion Manager regularly has contact with a wide range of external agencies that are able to give more specialised advice.

“My child has Special Educational Needs. What can you offer at Coton Green?”

1. How does Coton Green Primary School know if children need extra help?

We know when children need help if:

- Concerns are raised by parents/carers, teachers, teaching assistants or the children’s previous school.
- Feeder nurseries/pre-schools have highlighted children with special needs.
- A child asks for help.
- There is a lack of progress – progress is monitored at least termly through Pupil Progress Meetings.
- Test scores and/or teacher assessments are well below age-related expectations.
- Inclusion Manager assessments of the pupil show low standardised scores.
- There is a change in the learner’s behaviour and/or attitude

What should I do if I think my child may have special educational needs?

- If you have concerns then contact your child’s class teacher or the Inclusion Manager.

2. How will Coton Green Primary School support my child?

- Teachers deliver quality first teaching, planning their lessons to ensure all children’s needs are met. This may include additional general support by a teacher or teaching assistant.
- If a child has needs related to more specific areas of their education, such as spelling, handwriting, literacy and numeracy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the learner’s provision map. If you have any queries related to the interventions please do not hesitate to contact the class teacher or Inclusion Manager.
- Pupil Progress Meetings are held each term. This is the meeting of year group teachers with a combination of the Headteacher, Inclusion Manager, Key Stage Two Leader and Deputy Headteacher to discuss the progress of the children in the year group. This shared discussion may highlight any potential problems in order for further support to be planned. It is also an opportunity to discuss the impact of interventions.

- Occasionally, a child may need more expert support from an outside agency such as the School Nurse, Paediatrician, Speech and language Therapist, Occupational Therapist, Autism Outreach Team etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After an initial assessment, a programme of support and/or recommendations is usually provided to the school and parents/carers.
- The SLT and Inclusion Manager have regular meetings to discuss the provision and this is communicated to the governing body. The Inclusion Manager also has regular meetings with the Head teacher to discuss the latest developments. The Inclusion Manager provides information to the Head teacher for the report to governors.

3. How will the curriculum be matched to my child's needs?

- When a child has been identified as having a special need, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- A teaching assistant/teacher may be allocated to work with the child in a 1:1 or small focus group to target needs that are more specific.
- If appropriate, specialist equipment may be given to the child e.g. writing slopes, Reading Rulers, pen / pencil grips or easy to use scissors.

4. How will I know how my child is doing?

- The parent/carer of each child will be invited to discuss progress termly at Parent's Consultation Appointments.
- Appointments can be made to speak in more detail to the class teacher and/or Inclusion Manager when required, by visiting the school office.
- Every pupil is given a Home School Contact Book in which messages can be exchanged between adults working with children in school and parents/carers.
- Messages can be exchanged between adults working with children in school and parents/carers the child's Home School Contact Book or, in KS1, through the class's Teaching Assistant.

How will you help me support my child's learning?

- The class teacher may suggest ways of supporting your child's learning through messages in the Home School Contact Book, by conversations on the telephone or by inviting parents in to the classroom.
- Mrs Evans, the Inclusion Manager may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed by Mrs Evans or an advisory SEN teacher.

- Class teachers run Inspire workshops for parents, to demonstrate or explain methods the school use to teach pupils, enabling parents to support with homework.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

5. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupil's who are encountering emotional difficulties.

These include:

- Members of staff such as the class teacher, teaching assistants, Inclusion Manager and Deputy Head are readily available for pupils who wish to discuss issues and concerns.
- The school has two dedicated pastoral workers, Mrs Shipman (KS2) and Mrs Pegg (KS1). Both have had specific training for the role including children's mental health first aid, drawing and talking therapy and bereavement training.

Pupils with medical needs

- If a pupil has a medical need, then Mrs Evans compiles a detailed Care Plan in consultation with parents/carers and the School Nurse or other medical agencies. These are discussed with all staff who are involved with the pupil.
- If a pupil has a medical condition, which requires staff training e.g. the use of an epi-pen, the school nurse team will deliver training.
- Where necessary and in agreement with parents/carers, prescribed medicines can be administered in school in line with Staffordshire County Medicine Policy. A written request must be given to the school.

6. What specialist services and expertise are available at or accessed by the school?

At times, it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Mrs Heather Geobey (SPECIALIST SEND CONSULTANT)
- Educational Psychologist
- Children and young people's autism service in South Staffordshire - Midlands Partnership Foundation Trust (MPFT)
- Physical Disabilities Support Service
- Speech and Language Therapist
- Occupational Therapist

- Visual Impairment Service
 - Hearing Impairment Service
 - Autism Outreach Team
 - Behaviour Support
 - School Nurse
 - Paediatricians and Paediatric Specialist Nurse
 - Education Welfare Officer
 - Child and adolescent mental health service – CAMHS
 - Social services
 - Malachi
 - Physiotherapy
 - Family Support Worker
 - Two Rivers Special School – outreach work.
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- The school pays for a specialist SEND teacher to come into school for a number of sessions per term. This service generally implements additional assessments in order to gain further information regarding a child's learning. A report is written which provides recommendations that are discussed with parents/carers.
 - An Educational Psychologist (EP) is allocated to each school. The EP normally only works directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational needs better, the EP will generally meet with the parent and give feedback after the assessment has been completed. She will offer advice to the school and parent / carers on how to best support the pupil in order to take their learning forward.

7. What training are the staff supporting children and young people with SEND had or are having?

All staff have received some training related to SEND. These have included sessions on:

- Dyslexia Friendly Training.
- Dyslexia Centre Outreach received by a TA to deliver high quality teaching supporting children with specific needs.
- FFT Reading Intervention (delivered by SENNS)
- How to support pupils with visual impairment.
- Developing a working memory.
- SEND autism training level 1
- Additional focused specific training for Y1
- Drawing and talking therapy Autumn 2020
- ASD whole school training AET level one March 2016
- ADHD whole school training from ADHD specialist nurse May 2019
- EHA training (outcome stars)/Malachi training in the 2018-19 cycle
- Whole school (pyramid) training on attachment in Nov 2018

- Nurture training from HOPE for mindfulness and yoga Sept 2018

8. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1-1 support is required a parent or carer may be asked to accompany their child during the activity in addition to the usual school staff.

9. How accessible is the school environment?

As a school, we are happy to discuss individual access requirements.

Facilities include:

- Ramps for access into the school
- A toilet adapted for disabled users.
- There is a parking space in the car park allocated for disabled users.
- Equipment and resources are available for children who have specific needs. E.G. a monitor for a child with visual impairment. Raised table tops.

10. How will the school prepare and support my child when joining Coton Green Primary School or transferring to a new school?

We understand what a stressful time moving schools can be therefore many strategies are in place to enable the learner's transition to be as smooth as possible.

These include:

- Parents/carers and learner are encouraged to view the school prior to joining.
- Mrs Evans is always willing to meet parents/carers prior to their child joining the school.
- Children who start in the EYFS are invited to spend 2 afternoons to meet their new teacher and their new classmates.
- Additional visits are also arranged for pupils who require extra time in their new school.
- There is close liaison between feeder nurseries/pre schools, who provide background information (with parental permission) to the EYFS teachers and Inclusion Manager so enabling continuity of provision. When appropriate, school staff also visit the settings.
- Secondary school staff visit pupils prior to them joining their new school.
- Year 6 teachers and Inclusion Manager meet with staff from the secondary schools to pass on information regarding SEN pupils.
- SEN files are forwarded to the SENDCo of a receiving school to ensure continuity.

11. How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's need.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them to the Inclusion Manager at another time during the year.
- If the Inclusion Manager on completion of her assessments raises any concerns, further support or resources may be allocated as appropriate.

12. How is the decision made about how much support my child will receive?

- When children join the school, support is allocated on the information provided by the Pre-school setting or previous school and teacher assessment. The class teacher will decide on the interventions required to support the individual learner's needs, which may be small group support in class or other focus groups tailored to the pupils needs.
- During their school life, if further concerns are identified due to lack of progress or well-being, then other interventions will be arranged.
- Parents/carers will be informed if their child is participating in an intervention group.
- The school offers many different forms of additional provision. This can include: additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring; counselling; and access to a wide range of outside agencies. Additional provision is overseen by the school's Inclusion Manager and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of teaching assistants. Additional provision depends on the needs of the child.
- It is worth pointing out that we do not offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that all our extra-curricular activities, including our Year 6 residential, is adapted for children's specific needs. We are delighted by the number of pupils with Special Educational Needs who participate fully in school trips, residentia trips, extra-curricular clubs, art endeavours, sports teams and school committees.
- In addition, all pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to ICT; differentiated booster classes; and a broad range of extra-curricular activities.
- For pupils needing a significant amount of support, the school follows Staffordshire's graduated response approach through the local SEND hub. School uses the hub for advice and support for individual children periodically. All children who may require an Education and Health Care Plan are discussed at the hub following consultation with parents.
- School will put children for an assessment for an Educational Health Care Plan when the graduated response has been followed and evidence meets the criteria. It is also of benefit when the local SEND hub supports the school's evidence.
- Information for parents for the graduated response and Education and health care plans can be found here:

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0&lousertype=parents>

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher
- Discussion with the Inclusion Manager or other professionals
- Working with their child on Home Learning.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact one of the following, as soon as a problem arises in order for the matter to be resolved promptly:

- Your child's class teacher
- Mrs Evans – Inclusion Manager
- Mrs Tanner - Key Stage Two Leader
- Mrs Pursehouse – Deputy Headteacher
- Mr Osborne – Headteacher

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