

# SEN

Cosgrove Village Primary School is committed to being an inclusive school and pupils with special educational needs will receive support to ensure they gain access to the full curriculum.

We work closely with the relevant external agencies to ensure that pupils get the right specialist support.

We also have links with any local special schools to provide mutual support.

## SEN Information Report

### Introduction

The purpose of this document is to clarify to Parents, School staff, Governors and parents how the special educational needs of pupils are managed at Cosgrove Village Primary School and how the SEN policy is put into practice.

### Objectives

- To identify effectively and assess the needs of all children
- To set appropriate targets that accelerate progress
- To monitor and review learning and raise achievement
- To liaise with and involve parents and value their contribution to their child's education
- To listen and respect the views of the child

### The kinds of Special Educational Needs and disabilities provided for

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Difficulties
- Sensory and/or physical needs

### Identification of Pupils with SEND

Identification of pupils with SEND will come from a range of sources:

- Progress monitored by teachers as part of an on-going observation and assessment that will identify differences between progress, attainment and achievement. This is monitored by the SENCo and Teachers through team meetings, advice and support from the SENCo, and termly pupil progress meeting.
- Progress made against objectives specified in the Birth to Five Foundation Curriculum and Primary National Strategy
- Standardised screening and assessment tools
- Signposted from pre-school information, parental concerns
- Concerns raised on entry to the Academy in any year group or concerns raised by previous school
- Liaison with Local Authority or other outside professional
- Concerns raised because a child is under the care of the Local Authority

## **Provision**

There is graduated response to meet pupil's special educational needs; should the provision provided not appear to meet the needs of the child a formal statutory assessment may be sought.

### **Universal Provision**

- High quality classroom teaching
- Gifted and talented extension activities
- Adaptations to the working environment including workstations and visual timetables, seating and lighting.
- Pre teaching sessions and vocabulary support
- Class targeted support and adult support identified through class planning.
- Differentiated curriculum
- Designated Safeguarding Lead liaising with outside agencies
- School Nurse support
- Pastoral support plan

### **SEN Support and Statement Provision**

- Visual communications systems
- Targeted interventions in literacy and numeracy
- 1:1 reading support and targeted reading support
- Protective Behaviours
- Circle time Behaviour Support
- Drawing and talking
- Time to Talk
- Structured Lunchtime
- Fine motor skills work
- Targeted IPM support
- SALT – NHS
- OT and physiotherapy support NHS
- Behaviour support (Jo-go)
- CAMHS
- Target Autism
- Access arrangements

### **Progress and Achievement**

Progress will be measured against the National Expectations of levels. Where children have complex needs and progress is achieved in small steps, the use of P scales will be used from Key Stage 1. The assessment and recording of progress is monitored termly.

It may be necessary to carry out extended, detailed assessments to inform the next stage of planning. These may involve external professionals where appropriate.

Assessment information and pupil progress are available to parents at reviews, parent consultations and termly reports.

### **Staff Development**

Those staff involved in SEND are:

- Special Needs Co-ordinator (SENCo)
- The Head Teacher
- Class Teachers
- Teaching Assistants (TAs)
- Teacher for intervention
- TA's for intervention
- Speech and language therapist

These staff have experience in:

- Autism
- Dyslexia
- Speech Language and Communication needs
- Emotional and behavioural needs

The School staff liaise with additional outside agencies, including: EP, Community Paediatrician, Social Services, ASD team, SALT, CAMHS, OT, Physio and School Nurse.

We encourage all staff to take up training opportunities, attending relevant courses provided by the County Council and outside agencies to develop and upgrade skills and knowledge in SEND.

### **Contact Details for further information**

SENCo – Mrs Rebecca Osborne 01908 562641

### **Pastoral Support**

Cosgrove Village Primary has a pastoral system in place to support children with their social and emotional development. Each pupil has access to support from:

- Class teacher
- Teaching Assistant

Our attendance, anti-bullying and behaviour and exclusion policies are available on our website.

### **Involving Parents and Children**

Parents who have a concern about their child or who would like to discuss their child's SEN provision should contact the class teacher in the first instance. If there are still concerns then a meeting may be arranged with the SENCO/Headteacher.

Parents receive termly reports informing them of their child's attainment and progress through parents evening meetings. Parents are invited to termly parents' evenings and to reviews with outside professional where appropriate. During parents evenings the SENCo is available and times can be booked for a meeting.

When possible we involve children in the setting and reviewing of targets and provision.

## **Transition**

The School has a thorough transition plan for all pupils within Cosgrove for pupils on entry, pupils moving through the school and pupils moving on to their next provision.

The School will liaise with transfer schools, pre-schools and other additional outside agencies before a child starts at the school. An enhanced transition plan may be implemented if necessary.

Children moving to Secondary School will have a programme of transition organised by the School. Some children will have an enhanced transition plan if parents and staff feel it is appropriate.

## **Monitoring and Evaluation**

The SENCo will monitor and update children's provision using the assess-plan-do-review cycle.

The SENCo will be responsible for monitoring and evaluating planning, practice and outcomes. This may involve focused classroom observations, staff meetings and reviews. Vulnerable groups such as pupil premium, FSM, EAL etc. will be monitored, as will attendance and exclusion data for SEND pupils.

## **Activities Outside the classroom**

Activities and school trips are available to all. Risk assessments are carried out and all reasonable adjustments are put in place to enable all children to participate as fully as possible. Any potential barriers will be discussed with parents.

## **Local Offer**

Click [here](#) to access more information from Northamptonshire County Council.