

Cold Norton Primary School
School Information Report for Children with Special Educational Needs and/or Disabilities

Cold Norton Primary School is a mainstream Primary School providing education for children between the age of 4 and 11 years old. The school works hard to meet the individual needs of all children, including those with Special Educational Needs and/or disabilities.

Emily Penkett – (SENCo) is happy to answer any queries you may have.
 She can be contacted via email admin@coldnorton.essex.sch.uk or via the School Office.

The information below details the offer within the school and ways in which parents and children may access the support required.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School based information	People	Summary of responsibilities
Who are the best people to talk to in school about my child's difficulties with learning/Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?		
<p>Class Teacher (s/he is recommended as the first point of contact if you have any concerns).</p>	<p>S/he is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation or adaptation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCo as necessary. • Holding One Plan Meetings to share and review targets and provision with parents once each term and planning for the next term. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and to make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p><i>How to contact: speak to them at the end of a school day or arrange an appointment by contacting the school.</i></p>	<p>S/he is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in
<p>The SENCo (Special Educational Needs Co-ordinator)</p>		

Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities

Head Teacher

school.

- Ensuring that you are:
 - involved in supporting your child's learning.
 - kept informed about the support your child is receiving.
 - involved in reviewing how they are progressing.
 - fully involved in planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Specialist Teacher, Speech and Language Therapy, Educational Psychology etc.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's Class Teacher to write and review targets that specify what the school wants your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

How to contact: arrange an appointment by contacting the school.

A Learning Support Assistant (LSA) or Teaching assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and, whilst they take a very valuable role in your child's education, we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The Class Teacher and SENCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities suitable for the child.

A child may receive support from a number of adults, and a conversation with the Class Teacher or SENCo will give you a fuller picture than may be obtained from a single supporting adult.

Of course, as a school we welcome regular dialogue between parents and staff on how a child's day has been and we do actively encourage this continued feedback. For children who travel on Local Authority transport, we will maintain contact either in writing (via a contact book or email) or verbally (via telephone). We will always try to make appointments which fit in with your timetable and needs, where possible.

S/he is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. S/he will give responsibility to the SENCo and Class Teachers, but is still responsible for ensuring that your child's needs are met.
- S/he must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

How to contact: arrange an appointment by contacting the school.

<p>SEND Governor</p>	<p>S/he is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p><i>How to contact: write to the chair of the Governing Body via the School Office.</i></p>
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B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the Class Teacher or may involve:

- Other staff in the school.
- Staff who will visit the school from the Local Authority central services such as a Specialist Teacher or an Educational Psychologist.
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy Service.

<p>Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input</p>	<p>What would this mean for your child?</p>	<p>Who can get this kind of support?</p>
<p>What are the different types of support available for children with SEN and /or disabilities in this school?</p>		
<p>Class Teacher input via high quality teaching</p>	<ul style="list-style-type: none"> • The Class Teacher will have the highest possible expectations for all pupils in their class. 	<p>All children in school receive</p>

	<ul style="list-style-type: none"> • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve using more practical learning or providing different resources adapted for your child. Advice on this can be found in the Essex Provision Guidance and Ordinarily Available documents. • Putting in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task. 	this.
<p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or (most often) an LSA or TA who has received training to run these groups. <p>(These are often called Intervention Groups by schools.)</p>	<ul style="list-style-type: none"> • Your child's Class Teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • S/he will plan group sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant/Teacher (or outside professional such as a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups not be classed as SEN, but have been identified by the class teacher as needing some extra support in school.</p>
<p>Specialist support from outside agencies e.g. Speech and Language Therapy OR Occupational Therapy groups AND/OR Individual support</p> <p><i>Stage of SEN Code of Practice:</i> Additional Intervention and SEN Support: which means they have been identified by the Class Teacher/SENCo as needing some extra specialist support in school from a</p>	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made, we will always seek your permission and are available to discuss the referral in more detail, if you wish for it. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. • The specialist professional will work with your child and the classroom staff to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better 	<p>Children with specific barriers to learning that cannot be overcome through high quality teaching and intervention groups.</p>

<p>professional outside the school. This may be from:</p> <ul style="list-style-type: none"> Local Authority central services Outside agencies such as the Speech and Language therapy (SALT) Service. 	<ul style="list-style-type: none"> Support to set targets which will include their specific professional expertise Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit A group or individual work with outside professional The school may suggest that your child also needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	
<p>Specified Individual support - Stage of SEN Code of Practice: High Need This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the Statutory Assessment Service as needing a high level of individual support which cannot be provided from the resources already delegated to the school.</p>	<ul style="list-style-type: none"> The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at Additional Intervention and SEN Support. After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an Education Health Care Plan (EHC Plan) following the statutory process. If this is not the case, they will ask the school to continue with the support at SEN Support. The EHC Plan will outline how the support should be used and what strategies should be put in place. It will contain long term goals for your child - usually for the end of the key stage they are currently in. Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from: <ul style="list-style-type: none"> Local Authority central services Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS. 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> Severe, complex and lifelong Need more individual support in school
<p>How will we support your child with identified special needs starting at school?</p>		
<ul style="list-style-type: none"> If your child has been allocated a place in our Reception Class via the local authority and they have a special educational need and/ or disability, please contact us as soon as you receive the offer as we may not have details of their needs at this stage. 		

- We will first invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a Team around the Family (TAF) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- Your child's Class Teacher and/or the SENCo may make a home visit and also visit your child if they are attending another provision.
- We may suggest adaptations to the settling in period to help your child to settle more easily but these will be agreed with you at the TAF meeting.
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.
- The Class Teacher will arrange an early meeting with you to review your child's learning, following the settling in period.
- The staff will then hold regular One Plan meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns we recommend you speak to your child's Class Teacher initially, and at the earliest opportunity.
- If you have any further concerns please make an appointment to speak to the SENCo.
- Concerns can be raised at termly One Plan Meetings.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCo or Head Teacher.
- If you are still not happy you can speak to the school SEN Governor.

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or a parent has raised concerns about your child's progress, and targeted, high quality teaching has not met the child's needs, the Class Teacher will raise this with the SENCo.
- The Class Teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- Schools also have regular meetings between each Class Teacher and senior staff members in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. (However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning
- If your child is still not making expected progress the school will arrange a meeting with the Class Teacher and the SENCo to discuss with you:
 - Any concerns you may have
 - Discuss with you any further interventions or referrals to outside professionals to support your child's learning
 - To discuss how we could work together, to support your child at home/school.

How is extra support allocated to children and how do they move between the different levels?

- The school budget includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEN in the school, including
 - the children receiving extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.
 and decide what resources, training and support is needed.
- All resources, training and support are reviewed regularly and changes made as needed.

Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child's individual support will be discussed with you regularly, at One Plan Meetings.

Who are the other people providing services to children with SEN in this school?

<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Learning Support Assistants • 1:1 or small group teachers or tutors
<p>B. Paid for centrally by the Local Authority or Health</p>	<ul style="list-style-type: none"> • Educational Psychology Service • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Community Paediatrician Service • Professional training for school staff to deliver medical interventions • Parent Partnership Service (to support families through the SEN processes and procedures) • School Nurse • CAMHS

How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENCo's job is to support the Class Teacher in planning for children with SEN.

- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the performance management process.

How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. Advice is taken from the Essex Provision Guidance Toolkit.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by the Class Teacher.
- Progress is reviewed formally twice a year and more often in some cases. This will cover Reading, Writing and Maths, but can include other areas such as behaviour and personal and social understanding dependent upon the individual child's needs. This involves a meeting between each Class Teacher and senior staff members in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- Children at SEN Support will have targets which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - One Plan Meetings
 - Additional meetings as required
 - Annual Reviews
 - Mid Year/End of Year Reports

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to talk to your child's Class Teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both place. The SENCo (or Head Teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- Where possible all information from outside professionals will be discussed with you with the person involved directly, or in a written report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child, if you would like to.
- A home/school book may be used to support communication with you.

In addition:

- We sometimes hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.

If your child is undergoing statutory assessment you will also be supported by the SEND Operations Team. They will ensure that you fully understand the process.

How have we made this school physically accessible to children with SEND?

- The school is fully accessible to children with a physical disability.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to support children with a range of needs.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is a smooth as possible.

- If your child is moving to another school:
 - We will contact the new school's Inclusion Leader/SENCO and ensure s/he knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher.
- In Year 6
 - The SENCo will discuss the specific needs of your child with the Inclusion Leader/SENCO of their secondary school, as appropriate.
 - Staff from the secondary school will be invited to the Summer Term One Plan meeting.
 - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

GLOSSARY OF TERMS

SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health and Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities

SALT	Speech and Language Therapist
CAMHS	Children's and Adolescents's Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder

Sources of further information:

Further information and guidance for parents can be found at the Essex County Council portal at:
www.essexlocaloffer.org.uk.

Autism Anglia provides a range of services to enable people with autism to live as independently as possible and experience choice and inclusion in society.

www.autism-anglia.org.uk

Autism Education Trust: The Autism Education Trust is dedicated to coordinating, supporting and promoting effective education practice for all children and young people on the autism spectrum.

www.autismeducationtrust.org.uk

Changing Faces Changing Faces supports and represents people who have conditions or injuries which affect their appearance.

www.changingfaces.org.uk

Dyslexia Action: We aim to remove the barriers facing those with dyslexia and other specific learning difficulties by providing help and support.

01245 259656 chelmsford@dyslexiaaction.org.uk www.dyslexiaaction.org.uk

Essex Parent Partnership Service Offer information and support over the telephone or in person

01245 436 036 www.essex.gov.uk/parentpartnership

Families in Focus An independent, parent-led charity providing a range of support to families of children with disabilities and special needs across Essex

01245 353575 www.familiesinfocussessex.org.uk

ICAN: ICAN is the children's communication charity. We are experts in helping children develop the speech, language and communication skills they need to thrive in a 21st century world www.ican.org.uk

Kids Inspire Building relationships through therapy, opportunity, love and care. Kids Inspire helps young people in Essex to feel that they are valued members of society.

01245 348707 www.kidsinspire.org.uk

National Autistic Society For impartial, confidential advice and support on autism for anyone affected by, or researching autism.

0808 8004104 www.autism.org.uk

Special Kids in the UK - A charity for families who have a child of any age with special needs.

<http://specialkidsintheuk.org/>

Talk about Autism: A safe and friendly online community where you can share experiences, get support and discuss autism

www.talkaboutautism.org.uk

iSEssex for advice for parents undergoing assessment for an education, health and care plan

01245 608300 07506 566856 www.isessex.org

Further information and guidance for parents can be found at the Essex County Council portal at:

www.essexlocaloffer.org.uk.