



Cottesmore St Mary Catholic Primary School SEND Information Report 2019-2020



This report was compiled during the Autumn term 2018. It is the result of consultation with staff, parents of children with SEND (Special Educational Needs and / or a disability) & governors. The Governing Body ratified this document for publication in October 2019.

COTTESMORE ST MARY IS A MAINSTREAM PRIMARY SCHOOL WITH AN INCLUSIVE ETHOS.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Cottesmore St Mary Catholic Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: School Start Assessments, Baseline Assessments, Phonics Screening, Sandwell Numeracy, DEST (Dyslexia Early Screening Test)
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

Your child will be placed on the SEND register if any external agencies are involved with your child. There include Brighton and Hove Inclusion Service (BHISS), Speech and Language, Children and Adolescent Mental Health (CAHMs), Occupational Therapy.

If your child has a diagnosed need such as having Dyslexia, hearing or visual impairment and having Autism they would also be automatically placed on the register.

If your child has a medical need such as diabetes and might need medication administered in school, they will be placed on the register.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the INCo (Inclusion Coordinator). Appointments can be arranged in person, by phone or by email.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD, AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our INCo and Assessment Lead oversee the progress of any child identified as having SEND
- There may be a TA (Teaching Assistant) or INA (Individual Needs Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly learning conversations

3b WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally on at least a termly basis (this can be in addition to normal parents evening conversation meetings), in order to discuss your child's progress and the support that they are receiving
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
- An appointment can be made with the INCo discuss support in more detail if required. The INCo can be contacted directly, or through the school office
- IPMs (Individual Provision Maps) will be shared with you and your child (where appropriate)

4. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- The school currently has a number of staff that have experience of nurture group work
- The school has a counsellor that works with individual children on a Tuesday morning
- The INCo supports looked after and post looked after pupils in conjunction with support from the Virtual School
- Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the INCo

4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office by a parent
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations. The vast majority of support staff hold first aid qualifications, which are updated regularly

4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has adopted a positive behaviour policy underpinned by the Governing Body's principles for behaviour, which are available on the school website. If a child has significant behaviour difficulties, a Positive Behaviour Plan (PBP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school works closely with Brighton & Hove Inclusion Support Service (BHISS) and the Front Door for Families team to provide support to parents if necessary e.g. bespoke 'Triple P' parenting sessions and a family coach
- The school has an attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Anna Mullans the Attendance lead, who may involve the Attendance team and Brighton and Hove County Council.
- Various incentive schemes are used to promote positive attendance throughout the school including the presentation of the class holding ARCHIE bear
- The school are also able to support families in making contact with other agencies through our family worker, who can provide appropriate support for behaviour / attendance needs

4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have Individual Provision Maps or PBPs discuss their progress and targets as necessary (age appropriate), as well as at termly pupil progress meetings
- If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an accessibility policy, which is available on the school website
- Many areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and there is a disabled parking bay available in the staff car park
- Ground floor meetings can be arranged where necessary as there is no disabled access to the upper floor of the school
- If you have specific access queries or concerns, please speak with us

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated
- The class teacher and the INCo will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon, pencil grips and so on.
- The INCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets and liaises with the INCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information

- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against age expected levels (or equivalents) and that the gap is narrowing between children with SEND and their peers
- By reviewing children's targets on Individual Provision Maps (IPMs) ensuring they are met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEND Register when they have made sufficient progress against their primary area of need. This is usually when a child is discharged by external agencies, parents will always be informed if this has taken place

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS OR CONCERNS I MAY HAVE REGARDING PROVISION?

- You are welcome to make an appointment to meet with either the class teacher or INCo at any time throughout the year and discuss how your child is getting on
- Frequent family learning activities are held for all parents at a variety of times of day e.g. phonics workshops, maths workshops, work shares, activity events
- The INCo holds termly parents evenings for parents to discuss their child's needs with her, and she arranges transition meetings when your child moves to a new year group / school
- Your child may have an Individual Provision Map that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. These conversations will also provide suggestions as to how you can support your child's learning at home. When the child's IPM is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may have an EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually
- If you are unhappy with the provision in place at Cottesmore school for your child's additional needs, in the first instance you would meet the INCo to discuss this. If you remain unhappy, you will be able to discuss your concerns with the Headteacher. If you are still not satisfied with the provision your child is receiving, you would follow the schools complaint procedure – the complaints policy is available on the school website.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's progress in learning from entry at Reception through to Year 6, against national expectations and age related expectations on a termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed
- Pupil Progress Meetings are held each half term between each class teacher, the Senior Leader responsible for their year group, and the Deputy Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example DEST and various standardised assessments, such as Single Word Reading/Spelling
- The Headteacher and INCo report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the INCo and attends briefing sessions They also report back to the Governing Body (see section 6)

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible
- The school offers a breakfast club from 7.30am, and on-site childcare run by an external provider, Class of their own until 6pm for Cottesmore pupils. A variety of school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some external club agencies may have their own Inclusion policy and the INCo can put you in touch with them if requested. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. We can offer 'quiet lunches' in these circumstances. The INCo will decide, based on each individual case. Each child and their needs will be considered on an individual basis.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN THEY JOIN THE SCHOOL OR TRANSFER TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Reception, the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other
- A transition form is sent to all pre-schools and other schools prior to children transferring to Cottesmore St Mary. The teachers will visit settings where it is felt there is a need to
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our INCo had undertaken and passed the national SENCO accreditation and a Postgraduate Diploma in Special Educational Needs Co-ordination
- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations, designated intervention areas as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs: Behaviour and Inclusion Learning Team, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Early Help locality teams, social workers; family workers, educational psychologists and specialist English and Maths advisory teachers
- We also work with outreach teams from Special Needs schools including the Autism and Attachment outreach specialists
- The school also runs a working party for parents of children with special educational needs/ disabilities and this meets termly to look at any issues/ provide specialist advice

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- The specific training held for support staff includes, Wave 3 interventions and LLSS training. In addition to this, members of support staff are trained on delivering a range of Maths, English and speech and language interventions
- The school also operates an internal training programme for support staff, facilitated by the INCo. Whole group sessions or bespoke support based upon the needs of both children and staff, are timetabled on a regular basis.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website
- An Inclusion newsletter is produced termly by the INCo giving up to date information and advice for parents on services available
- Further information is available from the, INCo- (Anna Mullans), Headteacher (Rachel Breen) or, in exceptional circumstances, the SEN Governor (Diane Crabb).
- The school has a complaints policy, which is available on the policy page of the school website if you wish to raise concerns regarding your child's provision
- You might also wish to visit the following websites:
 - <http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer> - Brighton and Hove Local Authority's Local Offer
 - Parent and Carer Council Service: www.paccbrighton.org.uk
 - AMAZE Independent Parental Special Education Advice www.amazebrighton.org.uk/

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the School Office for further information about the school and to arrange a meeting with the INCo annamulland@cottesmore.brighton-hove.sch.uk , and/ or Head teacher, Mrs Rachel Breen in the first instance. Tel: 01273 555811 office@cottesmore.brighton-hove.sch.uk

