



COBHAM PRIMARY SCHOOL

CARING, PROUD, SUCCESSFUL!

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Local Offer Contribution: *<https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>*

The school SEN Information Report:

This report outlines how the needs of SEN pupils are met, as determined by school policy, and the range of provision we offer.

Whole School Approach:

At Cobham Primary we aim to raise the aspirations and achievements of all our pupils, regardless of their SEN status. We have high expectations of all of our children and believe in a fully inclusive and holistic approach, where every child is unique and every child matters. As a school we strive to support each and every child to the best of our abilities, so that all our children can maximise their potential, despite any barriers to learning that they may have. Every child is encouraged to develop his/her best – intellectually, emotionally, physically and socially. We have a responsibility to enable all children to have equal access to the whole curriculum, and to play as full a part as possible in all aspects of school life. All children are entitled to experience success.

The Local Offer:

The new Children and Families Bill came into force in September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about all services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to provide choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision available to them in the local area. You can access this at the web address given above.

What is the definition of SEN:

The SEND Code of Practice: for 0 to 25 years (DfE 2014) defines SEN as follows:

‘A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have:

- a) a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’*

At Cobham Primary School, we embrace the fact that every child is an individual, and therefore the educational needs of every child are different. This difficulty or disability may relate to:

➤ **Communication and interaction:**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them to they do not understand or use social rules of communication. This will include children and young people with ASD, including Aspergers Syndrome and Autism.

➤ **Cognition and learning:**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with differentiation. This will include a range of condition such as dyslexia, dyscalculia and dyspraxia.

➤ **Social, emotional and mental health:**

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

➤ **Sensory and/or physical needs:**

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

On the following pages you will find detailed answers to the 13 key questions below. This will give you more information about the Local Offer from our school, and how we can support your child.

Key Questions:

1. Who are the best people to talk to at Cobham about my child's difficulties with SEND (Special Educational Need and / or Disability)?
2. What types of SEN support are available for my child at Cobham Primary School?
3. What should I do if I am concerned about my child's learning or progress at school?
4. How will the school let me know if they have any concerns about my child's learning or progress at school?
5. How is extra support allocated to children with SEN?
6. Who provides support for children with SEN in school?
7. How are the teachers in school supported in helping children with SEN, and what training do they have?
8. How will class teaching be adapted for my child with SEN?
9. How will the school measure the progress of my child in school?
10. What support is available for me as a parent of a child with special needs?
11. How is Cobham Primary School accessible to children with special educational needs or disabilities?
12. How will my child's special needs be supported when joining or leaving the school, and when moving from one year group to another?
13. How will my child's social and emotional development be supported?

1. Who are the best people to talk to at Cobham about my child's difficulties with SEND (Special Educational Need and / or Disability)?

- **Your child's class teacher** is responsible for assessing and checking the progress of your child and identifying, planning and delivering any additional help your child may need. This could be through targeted work or additional support. The class teacher will inform or seek the advice of the Specialist Educational Needs / Disability Co-ordinator (SENCo) as required. The class teacher with the support of the SENCo and in consultation with you (the parent) and your child will write a Pupil Plan which identifies the nature of, frequency and intended outcomes of all support to be provided for your child.
- **The SENCo (Emma Heasman) – e.heasman@cobham.kent.sch.uk** is responsible for supporting and advising class teachers regarding matters pertaining to SEND, developing and reviewing the school's SEND Policy, co-ordinating all support and tracking the progress of children with SEND. She will ensure that you are actively involved in supporting your child's learning, kept informed about the support your child is receiving and are involved in reviewing how they are progressing. With your prior (and written) consent, she will liaise with and seek the support of specialist services and other professionals, who maybe contacted to support your child's learning; for instance – Speech and Language Therapists.
- **The Head Teacher (Jacqueline Saunders)** is responsible for the day to day management of all aspects of the school. This includes the support for children with SEND. She will give responsibility to the SENCo and Class Teachers, but is still responsible for ensuring that your child's needs are met. She will ensure that the Governing Body is kept up to date about issues relating to SEND.
- **The SEN Governor (David Edwards)** is responsible for making sure that the necessary support is given to any child with SEND who attends the school.

The school telephone number is 01474 814373, should you wish to contact a staff member or governor.

2. What types of SEN support are available for my child at Cobham Primary School?

- **Class Teacher support through consistent high quality first teaching provision.**
For your child this would mean:
 - That the teacher is aware of every child's specific and individual needs.
 - That the teacher has the highest possible expectations for all pupils in the class. That all teaching is built on what your child already knows, can do and can understand
 - That different teaching styles and strategies are in place so that your child is fully involved and engaged in learning in class.
 - That specific teaching or learning approaches are in place to support your child (these may have been suggested by the Inclusion Manager).
 - That the class teacher has carefully checked and monitored your child's progress and has decided that your child has a gap/gaps in their learning or understanding, and needs some extra help to make good progress.
- **Specific Group Intervention:**
For your child this would mean:
Most pupils are able to make good progress through high quality teaching in class. Some children will require additional help with their learning. This support may be carried out in the classroom as part of the timetabled day, or in an additional classroom or teaching area in the school. It may be taught by the class teacher, by a Higher Level Teaching Assistant (HLTA) or by a Teaching Assistant (TA). Some examples (but not limited to) of this type of support in our school are 1:1 or small group tuition in phonics, speech intervention programmes, Lego therapy, group support for Maths and Writing, nurture group support, Lexia reading support or BEAM.

- **Specialist support provided in school by outside agencies, e.g. Speech and Language therapy:**

For your child this would mean:

A pupil has been identified by the SENCo/Inclusion Manager/Class teacher as needing some extra specialist support in school from a professional outside the school. You would be asked to give your permission for the school to refer your child to a specialist professional if it is felt that professional support is needed. This will help the school and you to better understand your child's particular needs, and will allow the professional to recommend strategies or resources to support your child in school.

The specialist professional will work with your child to understand their needs, and will make recommendations about how these needs should be met. For example, a speech therapist will assess a child's speech and may then draw up a programme of support, which focuses on specific sounds. Teachers/TAs will then deliver this programme in school as instructed, and the therapist will review the support after a certain amount of time.

Some of the professionals who work or have worked with children in our school are:

- Speech and Language Therapists (SALT)
- Specialist Teachers (STS) eg Behaviour, Cognition and learning
- Educational Psychology Service
- Occupational Therapy and Physiotherapy
- Child & Adolescent Mental Health Service (CAMHS)
- The school nursing service

- **Education Health and Care Plan (EHCP) – formerly known as a Statement of SEN**

For your child this would mean:

The majority of children with SEN will have their needs met through quality first teaching, intervention support or involvement from specialist professionals. There are some cases where the support the child needs cannot reasonably be provided from the resources normally available to a mainstream school. In such cases, the Local Authority may carry out an assessment of education, health and care needs, and prepare an EHCP. The EHCP has replaced the Statement, and is based on a thorough planning approach, which has the child and family at the centre of all decision-making.

The EHCP process:

- An EHCP requires an assessment by the Local Authority. It can be requested by the school or by you, the parent.
- A panel of professionals from the Local Authority SEN team will decide whether your child's needs seem complex enough to require a statutory assessment. They will take into account the views, wishes and feelings of you and your child, as well as evidence of progress in school and the impact of any support already in place.
- If the LA decides to conduct an assessment, it must ensure that you are fully included from the start. They will ask you, the school, and any other professionals involved with your child to complete a report outlining your child's needs.
- Once the reports are all collated and submitted, the panel will decide whether an EHCP is needed, or whether support can continue at the current level in school. The plan will outline the provision of 1:1/small group support your child will receive – this additional support might be needed in class or out of class.
- The whole EHCP process, from the point the assessment was requested to the final EHC plan being issued, must take no more than 20 weeks (there are some exceptional circumstances).

3. What should I do if I am concerned about my child's learning or progress at school?

If you are concerned about how your child is getting on at school, your first point of contact is always the class teacher.

If following a meeting with the class teacher you continue to be concerned that your child is not making progress, or has needs that have not been identified or supported, you should then ask to speak to the SENCo or Head Teacher who are also available to discuss concerns.

4. How will the school let me know if they have any concerns about my child's learning or progress at school?

At school - we monitor and track the progress of all pupils, and assess them at various intervals throughout the school year. Their progress is reported to you both verbally, via regular parent information evenings (3 times yearly) and additional SEN parent information evenings to discuss your child's progress, attitude and learning, but also through formal written attainment and progress reports.

However, if your child is not making expected progress at school, or if we have any concerns we have about your child's learning or behaviour at school, we will set up a meeting to discuss this with you in more detail. This might be with the class teacher, the SENCo, or both.

At this meeting, we will listen to any concerns you have and share our concerns with you. We will plan any additional support your child may need, and we will discuss with you any referrals we would like to make to outside professionals who will be able to support your child.

5. How is extra support allocated to children with SEN?

The school budget, received annually from Kent Local Authority, includes some money to be used specifically for supporting children with SEN. The Head Teacher decides how this resource will be used on the basis of the needs in the school and in consultation with the school governors.

The Head Teacher and the SENCo will discuss SEN needs in the school, including the children getting support already, the children who need extra support and the children who have been identified as not making as much progress as would be expected.

From this information, they decide what support, resources and / or training are needed.

The school identifies the needs of children requiring SEN support on the school Provision Map, which is broken down into each year group. This identifies all support given within school from Reception to Year 6. It is reviewed regularly and changes made as needed, so that the needs of children are met and resources are deployed as effectively as possible.

6. Who provides support for children with SEN in school?

- **School provision**

- Class teachers working with and responsible for teaching groups/individuals during lessons in or out of class.
- Teaching Assistants and HLTAs mainly working in class but also with either individual children or small groups outside of class usually on specific support programmes.

- ICT support in the form of a phonic reading programme, is delivered by teaching assistants to small group or individuals according to need.
- Teaching Assistants or HLTAs offering support for children with emotional and social development through specific support programmes.
- Teaching Assistants or HLTAs offering support to enhance children's physical development through specific support programmes
- The school buys in professional services to support children with specific needs. Currently we purchase the support of a speech therapist for one day a week per month.
- **Local Authority Provision delivered in school**
 - Educational Psychology Service
 - SALT (Speech and Language Therapy)
 - Parent Partnership Service
 - Specialist Teaching Service
- **Health Provision delivered in school**
 - School Nurse
 - Occupational Therapy
 - Physiotherapy
 - CAMHs

7. How are the teachers in school supported in helping children with SEN; and what training do they have?

The SENCo makes sure that each class teacher has the support they need to plan for children with SEN in their class.

The school provides development opportunities for training and support for all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues. The SENCo is able to offer or organise staff training in an area of SEN to enable the staff to extend their knowledge and have access to the latest information. Training providers we can approach are: Ifield School, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physio-therapists and dyslexia specialists.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team (AoT) service.

The SENCo attends training courses and conferences run by outside agencies to keep an up to date working knowledge of SEN and to enable information to be disseminated to the rest of the staff where appropriate.

8. How will class teaching be adapted for my child with SEN?

Class teachers plan their lessons and activities according to the specific needs and abilities of the children in their class. They will ensure your child's individual needs are met, and every child can achieve their best. Ofsted 2012 stated, *'Over time and across the school, the quality of teaching is outstanding ... Teachers have very good understanding of how to build series of lessons to deepen pupils' understanding and skills. Teachers and teaching assistants set out clear objectives and steps for success. They then check the learning and adapt the activities throughout the lesson to make sure pupils have the right level of support and challenge.'*

Lessons are structured to allow plenty of opportunities for support from the teacher, and for independent learning. Most lessons are differentiated for at least three different levels of ability. Where needed, work is differentiated for individual children to support or challenge them.

Teaching Assistants work under the direction of the class teacher, and can adapt planning and resources to support your child's needs where necessary. Each class currently has a full-time teaching assistant for support.

Specific resources and teaching and learning strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted, daily if required, to meet your child's learning needs.

9. How will the school measure the progress of my child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is formally reviewed with the Head Teacher and SENCo three times a year in Pupil Progress Meetings, which focus on reading, writing and maths. Additional supporting provision will be put into place for those children whose progress is a concern, and will be monitored by the Head Teacher and SENCo.
- At the end of each key stage (Year 2 and Year 6), all children are required to be formally assessed using SATs. This is something the government requires all schools to do, and these results are published nationally.
- Children with SEN will have specific targets linked to their areas of need and recorded on their individual Pupil Plans; and their work and progress will be carefully monitored.
- The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved in the child's education.
- The SENCo has a programme of monitoring across the school, and these activities will be carried out by her and by the Senior Leadership Team to ensure that the needs of all children are met, and the quality of teaching and learning is high. The monitoring plan will include Pupil Progress Meetings, book and planning scrutiny, data analysis, learning walks, lesson observations and opportunities to speak to the children about their targets and the support they receive.

10. What support is available for me as a parent of a child with special needs?

The class teacher will be regularly available to discuss your child's progress or any other concerns you have, and to share information about what is working well at home and at school. You know your child best and we value your involvement with strategies at home.

As well as contact with us at school, there is other support available for you, if needed:-

- BEAMS - provides impartial advice, support and information for parents and carers with children/young people who have special needs. They have a confidential helpline, and can support with home visits, attending meetings, guiding you through SEN processes and filling in paperwork. The telephone number 03000413000

- There are many groups and support sessions to support parents of children with a range of different needs, for example: Family Support Outreach Workers can visit and support you at home. There are also social groups e.g. baby and toddler sessions, and classes to help with parenting, managing behaviour etc.
- Ifield Smile Centre runs many classes to support parents of children with a range of SEN needs which are available throughout the year and can be booked on 01474 365485. Their parent brochure can be downloaded from www.ifieldschool.com/smile.asp

11. How is Cobham Primary School accessible to children with SEN?

The school follows all guidelines and legal requirements set out in the DDA (Disability Discrimination Act), 1995.

In this document, a disability is defined as follows:

‘a person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities’

In our school, access can be provided for physical disabilities. Parts of the site are listed, but most parts of the school building could be adapted as and when it is needed in order to meet the needs of our pupils and staff. We currently have additional facilities in place in some parts of the school to support pupils with specific needs. There is one disabled toilet on site and we ensure wherever possible that equipment used is accessible to all children regardless of their needs. In addition, after-school provision is accessible to all children, including those with SEN.

Please refer to the Accessibility Plan on the school website for further information regarding accessibility planning.

12. How will my child’s special needs be supported when joining or leaving the school or when moving from one year group to another?

We understand that transitions can be difficult for a child with SEN, consequently we take steps to ensure that any transition is as smooth as possible. We have a range of transition programmes and support in school, depending on the age of the child and their specific needs.

- **If your child is joining us from another school:**

The Head Teacher and SENCo will liaise with the other school to ensure that all information is shared, and any current provision which is successful can be replicated as much as possible. Social stories (My New School) are created for those children who would benefit from them. Your child will be able to visit our school both during and after the school day and stay for a taster session, if this is appropriate. Children coming from pre-school attend taster afternoon sessions.

- **If your child is moving to another school:**

We will contact the school SENCo and ensure s/he knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. We will make sure that all records about your

child are passed on as soon as possible. A 'Moving On' book for the new school will be made if appropriate for your child.

- **When moving classes in school:**

Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. SEN paperwork and reports from outside agencies will be shared and passed on. A final parent teacher meeting will be offered with the out-going and in-coming teacher to ensure parents are confident that the current level of provision will be maintained in their new class and all relevant information has been passed on. This will include a final review of progress detailed on the child's individual Pupil Plan.

If required, transition plans are created for those children who require additional support with moving on. This may involve time with their new teacher in the summer term to make sure they are fully prepared for the move, and a 'My New Class' social story will be created for children to refer to in the holidays.

- **In Year 6:**

The Year 6 teacher and / or SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. If required, a transition review meeting to which you will be invited will take place with the SENCo from the new school. In addition, your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Your child will visit their new school on several occasions, and in most cases staff from the new school will visit your child in this school.

If your child would be helped by a Moving On social story to support them in their understanding, then one will be made for them.

13. How will my child's social and emotional development be supported?

We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative.

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, and indirectly with every conversation adults have with pupils throughout the day. All classes follow a structured PSHE (Personal, Social, Health and Economic education) and SMSC (Spiritual, Moral, Social and Cultural) curriculum to support this development.

Ofsted 2012 stated, '[Pupils' behaviour and safety are outstanding. Excellent personal, spiritual, moral, social and cultural development is at the heart of the school's success and underpins all of the school's strengths.](#)'

There are regular opportunities for circle time and class assemblies; and children are encouraged to take on special roles in school to support their peers, e.g. peer mediators, gamesters, school counsellors, library assistants.

We maintain strong links with the community, which helps children understand respect and citizenship, and encourages them to take care of their environment.

For some pupils with the most need for help in this area we can provide the following:- 'time to talk', Lego Play Therapy interventions. Pupils in the early stages of emotional and social

development because of their special educational needs will be supported to enable them to develop and mature appropriately.

If required, we offer lunchtime nurture provision, which is run by class teachers on a daily basis. This is an alternative lunchtime provision for children who find the playground over-whelming or difficult.

If you and your child still need extra support, with your permission the SENCo will access further support through the Early Help Intervention process.

Complaints about SEN provision:

Initially, we would ask you to speak with your child's teacher or the SENCo. If there are still concerns speak to the Head teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. The school's Complaints Policy and procedure can be found on the school website.

We hope you have found this information useful and are confident that you can come into school to discuss any need you feel your child may have so that we can provide them with the best support available.