

Cookridge Primary School SEND School Offer 2018-2019



Adopted by Governing Body – September 2018

Review –September 2019

The Intimate Care Policy will be published on the school website.

'Together We Achieve the Extraordinary'



Cookridge Primary School

SEN School Offer

Type of school	Primary School
Specialist provision on site	None
Headteacher	Mrs Lynne Hunter
SENCo	Mrs Rachel Hoyle
Governor with responsibility for SEN	Katie Stewart
Contact details	0113 386 2500
School office Email	office@cookridgeprimaryschool.org.uk
SENCo Email	fast.team@cookridgeprimaryschool.org.uk
School office Telephone	0113 386 2500
SENCo team Telephone	0113 386 2500
Local offer website link	http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx
Age Range	5 – 11 years
Funding	

All Leeds maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Needs and or Disability being met in a mainstream setting wherever possible, where families want this to happen.



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Admissions

Students with SEN are allocated places in the following way:

- Those pupils who have SEN but do not have an Education, Health and Care Plan (EHCP) are admitted via the normal school admissions criteria.
- Those pupils with EHCPs, must request for Cookridge Primary School to be named on their EHCP and this must then be sent to your child's case work officer, who will then inform the school of your choice. The named school will then be sent your child's EHCP and consider if the placement will be able to meet the needs of your child as described in the EHCP. You will be then advised by your case work officer if the school is able to meet their needs or not.

Detailed information and guidance of how to apply for a place at Cookridge Primary both if your child has an EHCP, or has special needs but does not have an EHCP, can be found on the following link:

<http://www.leeds.gov.uk/residents/Pages/Admissions-Primary-School.aspx>

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN THIS SCHOOL:

School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?</p>	<p>The SENCO team</p> <p>Mrs R Hoyle - Special Educational Needs Coordinator</p> <p>and</p> <p>Leaders of Learning:</p> <p>Mr N Kershaw – Upper Key Stage 2</p> <p>Mr S Gamble – Lower Key Stage 2</p> <p>Mrs H Koopman – Key</p>	<p>The SENCo is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs and disability (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of the process in planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's



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	<p>Stage 1</p> <p>Mr A Joy – Foundation Unit</p>	<p>learning e.g. Speech and Language Therapy, Educational Psychology etc.</p> <ul style="list-style-type: none"> • Updating the school’s SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child’s progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.
	<p>Class teachers</p>	<p>Class teachers are responsible for:</p> <ul style="list-style-type: none"> • 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) and letting the SENCO know as necessary. • Ensuring that all staff working with your child in their classroom are supported to deliver 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 SEN and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEN.
	<p>Mrs L Hunter - Headteacher</p>	<p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN. • The Headteacher will give responsibility and delegate to the SENCO team and class teachers but is still responsible for ensuring that your child’s needs are met. • The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.



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	SEN Governor	<p>The SEN Governor is responsible for:</p> <ul style="list-style-type: none"> Making sure that the necessary support is made for any child who attends the school who has SEN.
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HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be 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 the Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service and Educational Psychology Service

<p>What are the different types of support available for children with SEN in this school?</p>	<ul style="list-style-type: none"> Our schools provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support. When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets a criteria for special educational needs or disabilities (SEND), a plan will detail the exact support the pupil will receive at Wave 1, Wave 2 and Wave 3, with some pupils receiving a My Learning Guide; a copy of this will be provided to parents. We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCO on the progress of pupils with SEND. 		
	<p>Wave 1 Class teacher input via excellent targeted</p>	<ul style="list-style-type: none"> Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. Ensuring that all teaching is based on building on what your child 	<p>All children in school should be getting this as a part of outstanding</p>



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	<p>classroom teaching also known as Quality First Teaching.</p>	<p>already knows, can do and can understand.</p> <ul style="list-style-type: none"> • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	<p>classroom practice as appropriate.</p>
	<p>Wave 2</p> <p>Specific group work with in a smaller group of children. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom. 	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • A member of staff may run sessions using the teacher's plans either in a small group or within the classroom setting. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p><i>New Code of Practice: Identifying learning needs and effective small group support/interventions Plan/Do/Review</i></p>
	<p>Wave 3</p> <p>Specialist groups run by or in partnership with outside agencies e.g Speech and Language therapy or Occupational therapy groups</p> <p>AND/OR Individual support</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may 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 and be able to support them better in school. 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p> <p><i>New Code of Practice: SEN Support - have been identified by the class teacher/SENCO as needing some extra specialist support in</i></p>



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		<ul style="list-style-type: none"> • The specialist professional will work with your child 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 ○ Support to set better targets which will include their specific expertise for teachers to implement ○ A group run by school staff under the guidance of the outside professional e.g. a behaviour, speech and language group ○ Group or individual work with an outside professional ○ Support by families to work on specific targets at home • The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p><i>school from a professional outside the school.</i></p>
	<p>Specified Individual support for your child in school.</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment/EHC (Education, Health and Care Plan) detailing your child's needs. This is a legal process and you can find more detail about this in the Leeds Local Offer. This is a person centred review and will involve an SEN Caseworker. • Within 6 weeks after the school (or you) have sent the request to the Local Authority (with a lot of information about your child, including some from you) a Multi Agency Panel (MAP) is held to discuss the request and decide whether or not to proceed with the EHC Needs Assessment. The child/young person and family are invited to this meeting, along with the professional who made the initial request (if applicable). If it is decided not to proceed with the EHC Needs Assessment, the family are signposted to alternative sources of support with the Local Offer. • Once it has been agreed that an EHC Needs Assessment is 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong <p><i>Usually your child may also need specialist support in school from a professional outside the school.</i></p>



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		<p>appropriate, the council will gather any further evidence and advice required from people who are involved with the child/young person and family. The professionals have six weeks to submit their advice. Once all of this information and advice has been gathered, in most cases the council will begin to draft the EHC plan. In some cases the council may decide that the support required for the child or young person is available through Early Help and would not need EHC plan.</p> <ul style="list-style-type: none"> • Once a draft plan is written and sent out, the child/young person, parents and professions have fifteen days to let the council whether or not they are happy with the plan. A next steps meeting will be held, and everyone who has contributed to the plan, including parents/carers are invited. • The Education, Health and Care Plan will outline the support your child will from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for your child. 	
<p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> • All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. • Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use personalised communication strategies and/or pictures to support them to understand new vocabulary. 		
<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<ul style="list-style-type: none"> • Annual reports and Parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual targets and any behavioural, emotional or social difficulties. • When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting. • Individual support plans (My Learning Guide) are shared and discussed with parents. Parents/ carers and pupils are involved in developing their targets and the progress they make towards achieving them. 		



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	<ul style="list-style-type: none"> • Pupils with a My Learning Guide will be able to add information, comments and work to highlight progress.
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's teacher initially. <p>The concerns may need referring if your child is still not making progress, to the SENCo Team: Mrs R Hoyle - Special Educational Needs Coordinator and Leaders of Learning: Mr N Kershaw – Upper Key Stage 2, Mr S Gamble – Lower Key Stage 2, Mrs H Koopman – Key Stage 1, Mr A Joy – Foundation Unit</p> <ul style="list-style-type: none"> • If you continue to feel that your child is still not making progress you should speak to the Headteacher or the school SEN Governor.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCo. • At Cookridge Primary School we hold termly pupil progress staff meetings at which children who give concern are discussed and appropriate actions agreed and reviewed. Teachers are able to raise any concerns and seek advice from the SENCo whenever there is a need. • At Cookridge Primary School, there are regular meetings within the Key Stage teams to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> ○ To listen to any concerns you may have, ○ To discuss with you any referrals to outside professionals to support your child's learning.
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • Quality First Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this. • Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo team oversees all additional support and regularly shares updates with the SEN Governor. • The school budget, received from Leeds City Council, 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 needs in the school. • The Head Teacher and the SENCO team discuss all the information they have about SEND in the school, including



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	<ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. ● Decisions are then made in regard to what resources/training and support is needed. ● All resources/training and support are reviewed regularly and changes made as needed. 	
Who are the other people providing services to children with an SEN in this school?	A. Directly funded by school	<ul style="list-style-type: none"> ● Learning Support Assistants and Family and Attendance Officer ● Speech and Language Therapy through Chatterbug
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> ● Educational Psychology Service ● Sensory Service for children with visual or hearing needs ● Speech and Language Therapy (provided by Health but paid for by the Local Authority).
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> ● School Nurse ● Occupational Therapy
How are the teachers in school supported to work with children with an SEN and what training do they have?	<p>The job of the SENCo team is to support the teachers in planning for children with SEN.</p> <ul style="list-style-type: none"> ● The school supports continuous professional development as a priority to enable staff to improve the teaching and learning of children including those with SEN. The SENCo has completed the National College Award for SENCo's. This includes whole school information & training on SEND issues such as ASD, dyslexia, attachment etc. ● 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 Speech and Language Therapy Service, STARS ● The SENCo is involved in the Cluster meeting which meets termly to discuss and share advice and guidance for pupils with SEN with the support of the Educational Psychology Service. The SENCo is also part of the Red Kite Alliance Collaborative group which meets 6 times a years to develop and share practice. 	
How will the teaching be adapted for my child with learning	<ul style="list-style-type: none"> ● Teachers plan lessons according to the specific needs of all groups of children in their class. ● Support staff will support with your child's learning in the classroom. 	



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needs (SEND)?	<ul style="list-style-type: none">• Specific resources and strategies will be used to support your child individually and/or in groups.• Planning and teaching will be adapted on a daily basis if needed to try to meet your child's learning needs.• Quality First Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this.• Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff and the learner as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN Governor.
How will we measure the progress of your child in school?	<ul style="list-style-type: none">• Your child's progress is continually monitored by their teachers and Key Stage leaders.• Their progress is reviewed formally every term and an assessment is given.• If your child is not Working Towards Year 1, your child will be assessed using another scale of levels that assess attainment. The levels are called 'B²'.• At the end of Key Stage 2 the school is required to report English, Maths and Science National Curriculum levels for your child. This is something the government requires all schools to do and the results are published nationally.• The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education and the child themselves if appropriate. Review meetings can be held more regularly if there is an identified need.• The SENCo team will also check that your child is making good progress within any individual work and in any group that they take part in.



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What support do we have for you as a parent of child with an SEN?	<ul style="list-style-type: none">• We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations.• We operate an open-door policy to allow parents to contact their child's class teacher and the Family and Support Team (FAST) with ease in order to make an appointment to discuss these in more detail.• We would like you to talk to your child's teachers, Key stage leader regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.• The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have and will also hold pupil progress meetings for those children identified as needing SEN Support or for those who have an EHC Plan.• All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. The SENCo team will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.• Homework will be adjusted as needed to your child's individual needs.
What support will there be for my child's/young person's overall well-being?	<ul style="list-style-type: none">• The well-being of all of our pupils is our primary concern at Cookridge Primary School. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning and Restorative Practice are integral to our curriculum.• Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need.• Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.• We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.• Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.• Pupils' views are sought through school council and other forums.



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<p>How have we made Cookridge Primary School accessible to children with SEN? (including after school clubs etc.)</p>	<ul style="list-style-type: none"> • Cookridge Primary School is an inclusive setting that welcomes all children regardless of their abilities. . • The school is fully accessible to children and adults, with full disabled access and toilet facilities. • We ensure that equipment used is accessible to all children regardless of their needs. • We provide after school clubs. • Key words and literacy resources are used across the school to support learning.
<p>How will we support your child when they are leaving this school? OR moving to another Year?</p>	<ul style="list-style-type: none"> • We have an Induction process in place for welcoming all new learners to our setting including home visits wherever possible. • We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. • Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils. • Information is regularly shared between key stage teams so that children's progress is consistently monitored and evaluated. • Pupils are provided with key information (where possible), such as pictures of staff, to support them with transitional periods.
<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions). • Our Special Educational Needs Co-ordinator (SENCo) is a qualified, experienced teacher and holds the National Qualification in Special Educational Needs, as well as receiving ongoing SEN training in specific areas. • All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND, for example in Autism, speech and language needs.
<p>How will my child/young person be included in activities outside</p>	<ul style="list-style-type: none"> • Our SEN/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. • Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in



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the classroom including school trips?	planning.
Who can I contact for further information	<ul style="list-style-type: none">• In the first instance, parents/carers are encouraged to talk to their child's class teacher or key stage leader. For students with SEND, further information and support can be obtained from the SENCo / Inclusion Manager.