



COTEFORD INFANT SCHOOL SEN Information Report 2016 (was called Local Offer)

Parent/ Carer information for children who have additional needs

Coteford Infant School is a mainstream school with a specialist provision with places for up to 10 children with physical disabilities. It has a school nursery and a Children's Centre on the same site. At Coteford Infant School we strongly believe in inclusion and work hard to make sure that all children, whatever their starting points, are given the right support to be the best that they can be. We believe that **all** our children benefit from the experience of being in a school with children with disabilities and that together they learn skills and attitudes that will help them as they grow older.



Frequently asked questions



- 1. How does the school know if my child needs extra help and what should I do if I think my child may have special needs?**

If you have any concerns about your child please contact the class teacher, you don't have to wait until a Consultation Evening.

At Coteford Infant School the class teacher has a termly meeting with the headteacher to review the needs and progress of all the children. The Inclusion Manager (Mrs Powell) is informed about any children whose progress is slower than expected or below school or national expectations and she will either give advice and/or support or monitor and review those children. Teachers and the Inclusion Manager also meet informally throughout the term to discuss children's progress. The class teacher will also feedback any concerns that a parent may have to the Inclusion Manager who is very happy to meet parents.

In some circumstances we may use some formal assessments to help us decide what kind of support will best help your child.

If you think your child may have special needs please talk to the class teacher or the Inclusion Manager.



2. How will Coteford Infant school support my child?

The level of support your child receives will depend on their needs. In the first instance the class teacher will manage any short term support. If support is likely to become more long term then this will be managed by the Inclusion Manager (Mrs Powell) who will offer all parents of children receiving additional support the opportunity to come into school for a meeting. At this meeting we will discuss the support your child has already received and whether they will need continued support in the following term(s) and what this support might look like.

At Coteford Infant School we have learning support assistants working within the class to support children as well as learning support assistants trained to deliver specific support programmes. We also have learning support assistants and a physiotherapy assistant specially trained to work with children with physical disabilities funded by our Specialist Resourced Provision. Our Inclusion manager also teaches children with addition needs as well as supporting other staff with programmes and work to use with children.

Our Inclusion Manager also manages the additional support given to children through the Pupil Premium Grant.

The class teachers and Inclusion Manager review children's progress, identify which children are in intervention groups and monitor progress against targets every term. The effectiveness of support is closely monitored. If it is not working then the Inclusion Manager will work with staff to adapt or change the support that is given or seek additional advice. We always work with parents to make sure the support is appropriate.



3. How will the curriculum be matched to my child's needs?

During the school day work will be adapted by the teacher, so that it meets the individual needs of your child. Both the teacher and learning support assistants work with groups of children within the classroom. Teachers adapt their planning so that

the needs of different children are met.

At Coteford Infant School we use the Read Write Inc. programme to teach reading and writing. In reception we teach 3 classes in 6 ability groups and in Year 1 we teach 3 classes in 6 ability groups and Y2 children are mostly off the programme. Children are regularly assessed and moved between groups so that work matches their needs. For maths children are taught in class and in small ability groups in the classrooms.



4. How will both you and I know how my child is doing and will you help me to support my child's learning?

If your child is on the Special Needs Register they will have an Individual Education Programme. This will be reviewed at least once a term by the teacher and Inclusion Manager and new targets will be set. You will also have the opportunity to discuss progress and targets with the class teacher during Consultation Evenings. You can arrange to meet the Inclusion Manager at additional times following assessments etc. If you would like to discuss targets and progress at any other time we would be delighted to meet with you at a convenient time.

If it is felt appropriate a home /school link book is used.



5. What Support will there be for my child's overall wellbeing?

At Coteford Infant School, a child's wellbeing is supported at different levels and in many ways. Each class has their class rules which are developed during the first 2 weeks of the Autumn Term. We follow the Social and Emotional Aspects of Learning programme with introductory assemblies, follow up lessons and circle times. In this way the whole school has a shared language when talking about wellbeing, feelings and behaviour. We have a strong inclusive ethos and this includes explicit teaching about disabilities and differences and what behaviour we expect from all our children towards each other. As a result children accept that we are all different and all have value.

For some children we provide social skills groups and programmes usually in collaboration with Speech and Language Therapists.

When a child has medical needs we put together a Health Care plan with the parent, school nurse and Mrs Coombs our school Welfare Assistant. This ensures the child is safe and that staff are aware of the each child's specific needs. When this meeting is held we would also look at any staff training that may be needed.

For some children we have been able to offer Art therapy or Play therapy.



6. What Specialist Services and expertise are available at or accessed by the school.

Speech Therapist

Occupational Therapist

Physiotherapist – usually in school for half a day a week, depending on children’s clinical needs

Physiotherapy assistant – 15 hours a week employed by the school

Educational Psychologist

Children’s Centre staff (we can sign post to a range of staff and services)

These are the main specialists we work with, but we also work with a wide range of specialists depending on the children attending our school at any time.

7. What Training have the staff supporting children with SEND had or are having?



Staff training needs are assessed regularly. All support staff have annual lifting and handling training. All staff have asthma and allergy training annually and the Inclusion Manager arranges training to address the range of different children’s needs in school at any time e.g. autism, ADHD, CP, muscular dystrophy etc.

Currently 2 members of staff are trained as First Aiders at work and 19 support staff have completed a two day Level 3 paediatric first aid training course.

We are currently working with the LA on a joint project on autism and 1 member of staff is trained to deliver Attention Hillingdon.

8. How will my child be included in activities outside the classroom including school trips?



All school trips require a Risk Assessment. For children with significant needs they may require an individual Risk Assessment involving the Inclusion Manager to ensure that they are able to take part in the trip successfully.

It is our policy to ensure that all activities planned outside the classroom, including outings, are fully inclusive.

9. How accessible is the school?



At Coteford Infant School the whole school is on one level and all classes are fully wheelchair accessible. We have disabled toilets in all our toilet areas and 4 sluice rooms with changing facilities and showers. Accommodating children with additional needs is carefully considered each year when children move classes.



10. How will the school prepare and support my child to join the school and transfer to a new one?

Before your child starts school we will meet with you so that we can ensure a positive start into school. This is usually done in conjunction with the previous setting. When moving on to a new school we will arrange extra transfer visits for your child. The Inclusion Manager works with specific children to help them prepare for their new school and spend time on any aspects of the change in school that they may be unsure of. Parents are encouraged to visit the new school and the Inclusion Manager is happy to visit with the parent if they need this support. The Inclusion manager will always meet with the new school to ensure that all information is passed on about your child. If a Common Assessment Framework plan is in place, staff from the new school will be invited to a meeting, so that the parents can have the opportunity to speak with them together with any other professionals involved.



11. How are the schools resources allocated and matched to the children's special educational needs?

Where children have an Education, Health and Care plan (previously a statement) we allocate resources appropriately and carefully. This will include the allocation of 1:1 support, allocation of specialist support (for example, Speech Therapy) time to work with the Inclusion Manager, the class teachers and Learning Support Assistants. We also fund specialist equipment and resources and work carefully with other professionals. We send our Learning Support Assistants on courses/training to support their work with pupils. We deliver programmes provided by therapists, for example, speech and language programmes, OT programmes.



12. How is the decision made about what type and how much support my child will receive?

If your child has an Education, Health and Care Plan it may specify how much support time your child will need. If not then the time and type of support given to your child will be reviewed at least termly, by the class teacher and Inclusion Manager and you will have the opportunity to discuss this at the termly meetings. If your child has an Education Health and Care Plan we will also arrange Annual Review meetings with you, to ensure that the plan is still appropriate for your child and make any changes. All professionals working with your child are invited to attend these meetings and/or send a report. At these meetings we will consider your views about what your wishes are for your child and what outcomes you hope they will achieve. This will inform any decisions.



13. How are the parents involved in the setting? How can I be involved?

At Coteford Infant School, we understand that you have a valuable understanding of your child's needs and wishes. We aim to involve you in the decision making process. We encourage you to meet with us as often as you feel necessary. We will also send home information about ways that we can work together to support your child.

Additional information about your child's learning will be available on the school online learning portal, DB Primary.

Parents of children on the SEND register told us they would like to have more opportunities to meet together so we now host regular coffee afternoons. The parents work with the Inclusion Manager to set the agenda for these meetings, and sometimes they meet as a support group for each other.



14. Who can I contact for further information?

At Coteford Infant School your first point of contact is always the class teacher and/or Learning Support Assistant if it is a care issue.

If your child has an Education, Health and Care plan the Inclusion Manager will oversee the implementation of the plan in school and can always be contacted too on the school number: 01895 462395

For more information please look at the website where you will see information about classes, the curriculum, newsletters and photographs of the school.

SCHOOL NAME	Coteford Infant School	
TYPE OF SCHOOL	Mainstream with Specialist Provision	Infant and Nursery
	Targeted support	Physical disabilities
ACCESSIBILITY	Fully Wheelchair accessible	Yes
	Auditory/Visual enhancements	No
	Other adaptations	Toilet and changing facilities for children with disabilities including hoists
CORE OFFER	Are you currently able to deliver your core offer consistently across all areas of your school? Yes	

POLICIES	Are the schools policies available on its website for;	SEN	Yes
		Safeguarding	Yes
		Behaviour	Yes
		Equality + Diversity	Yes
	Are you aware /familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	Yes	

RANGE OF PROVISION	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:	
	Areas of strength: Supporting children with physical disabilities – includes range of health issues and associated learning difficulties	
	Specialist facilities / Equipment to support SEND Physiotherapy room, 4 sluice/shower/changing rooms, hoist, mobile hoist, range of equipment including; standing frames, specialist chairs, tables and IT equipment.	
	Inputs from therapists/Advisory teachers/other specialist support services Regular weekly input from physiotherapist plus daily input from school employed physiotherapy assistant for 15 hours a week. Occupational Therapist and Speech Therapists provide support in line with children’s needs. School staff implement programmes provided by therapists. Support is also provided by Advisory teachers for autism, visual impairment and the Behaviour Support Team when requested	

	<p>Breakfast and After School Club support Both are available;</p> <p>Breakfast club is free and the only cost is 20p per item of food, parents may leave children or stay with them as they choose. Children with SEND will be supported.</p> <p>The After School Club takes place at the Junior School and is subject to spaces being available and there is a fee.</p>					
INCLUSION	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>Inclusion is promoted by all adults who have a shared understanding of the benefits of inclusive schooling.</p> <p>Lessons are as inclusive as possible, with adjustments made depending on need.</p> <p>Children with disabilities are included on all school trips. In the Infant School we do not have any residential trips.</p> <p>Displays reflect positive images inclusion within the school.</p>					
PARENT SUPPORT/ INVOLVEMENT/ LIAISON	<p>How do you involve/support parents child of children with a SEND regarding identifying and meeting their needs? How do you communicate their progress and areas of difficulty?</p> <p>Children with SEND work closely with the Inclusion manager and other professionals.</p> <p>Home/school books are in place when needed. We hold consultation evenings in term 1 and term 2 each year; parents are asked for their views about their child's strengths and areas that would be beneficial to develop. We provide a written report in term 3.</p> <p>Parents attend annual reviews and contribute their views. Additional meetings are held when significant changes are made to care plans.</p>					
	<p>How well do you prepare for children with SEND to join the next setting/ school / stage of life?</p> <p>We have a carefully planned and structured transition programme between KS1 and KS2 and between both schools which includes visits and may include the Inclusion Manager supporting the parents/child in visiting the new school.</p>					
OTHER INFORMATION	<p>What else do you think that parents would like to know about your school?</p> <p>We currently use the following programmes:</p> <table border="1" data-bbox="399 1915 1505 2132"> <tr> <td data-bbox="399 1915 770 2132"> <ul style="list-style-type: none"> • RWInc • RWInc 1:1 tutoring • Time to Talk </td> <td data-bbox="770 1915 1142 2132"> <ul style="list-style-type: none"> • 1:1 Reading and Writing Interventions • 5 minutes a day maths • 1:1 programme </td> <td data-bbox="1142 1915 1505 2132"> <ul style="list-style-type: none"> • Social Skills groups • FUN FRIENDS • Attention Hillingdon </td> </tr> </table>			<ul style="list-style-type: none"> • RWInc • RWInc 1:1 tutoring • Time to Talk 	<ul style="list-style-type: none"> • 1:1 Reading and Writing Interventions • 5 minutes a day maths • 1:1 programme 	<ul style="list-style-type: none"> • Social Skills groups • FUN FRIENDS • Attention Hillingdon
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PARENT VIEWS	<p>"Keep supporting parents in the ways in which you have been, and have started. Bringing parents together has been a fantastic idea." Parent feedback after the parent support group was arranged.</p> <p>"I am completely happy with everything and so is A." Parent of child end of reception in SRP.</p> <p>"We could not be more pleased with all the TAs support throughout the years." Parent comment at the end of Y2.</p> <p>"Thank you from all of us and to everyone at Coteford, T has achieved so much and been able to access so much thanks to all the wonderful staff at Coteford." Comment from parent with child with a physical disability.</p>
CHILDREN'S VIEWS	Link to a video
COMPLETED BY	<p>Julia Thomas – Headteacher</p> <p>Suzanne Powell – Inclusion Manager</p>
DATE COMPLETED	June 2014 for September 2014
UPDATED	September 2016

Useful acronyms

SEND: Special Educational Needs and Disability

SRP: Specialist Resourced Provision – additional funds to support a specialist provision

IEP: Individual Education Plan

KS1: Key Stage 1 – Year1 and Year2

LSA: Learning Support Assistant

TA: Teacher Assistant

EHC: Education Health Care plan – replaces statement

ELS: Early Literacy Support – small group support for Year 1 children

G+T: Gifted and Talented

IT: Information Technology

CAF: Common Assessment Framework – form used by professionals to assess need