

North Cockerington C of E Primary School

SEN Information Report

SENCO: Imogen Plaskitt

SEN Governors: Jack Stratford-Parker and Donna Underwood

Contact: School Office: 01507 327258

Dedicated SEN time: None

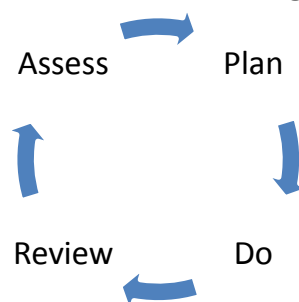
Our School's SEN Offer is available on our school website: www.north-cockerington.lincs.sch.uk

Alternatively, a copy is available from the school office.

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



At North Cockerington C of E Primary School teaching staff follow the ASSESS - PLAN - DO - REVIEW cycle to ensure that all children's learning needs are met. Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including those pupils who access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. 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 or they do not understand or use social rules of communication. They may have support from a Speech and Language Therapist, who will provide a programme of work for the school to carry out with the child.

2. Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

3. 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 or physical symptoms that are medically unexplained. Other children may have disorders

such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. 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. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

As of March 2015, we have 9 number of children receiving some form of SEN Support.

Consulting with children, young people and their parents

Where a child is receiving SEN support, we will liaise with parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and ourselves. We will meet parents at least three times each year. The views of the pupil will be included in these discussions. This is age and ability dependent, and may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. An Individual Education Plan (IEP) may be written at this point, outlining the need of the child, the support that is to be provided, and by whom. It will also specify a target review date.

Staff development

The teachers and TAs at our school have received training in Dyslexia and Precision Teaching. All staff have received Team Teach Training. The SENCo has received training on Dyslexia, Dyspraxia and Dyscalculia. The SENCo regularly attends the Local Authority SENCo network meetings in order to keep up to date with local and national updates in SEND. The SENCo is a member of NASEN (National Association of Special Educational Needs).

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Each class has a full time teaching assistant who works with children 1:1 and in small groups.

Finance

SEN is funded through the SEN element of the budget, as well as the whole school budget.

School Partnerships and Transitions

All of the local secondary schools work closely with us to help us to provide all of our children with a smooth transition between settings. This may be done in a variety of ways, including:

- Year 6 children going to spend exciting taster days at the school,
- Secondary school teaching staff coming in to our school to meet children
- Staff from both settings closely discussing the needs and strengths of the cohort in readiness for the move,
- Transfer of information and assessment files.

In cases where a child may have greater needs regarding transition, additional support will be provided according to the needs of the child. This may include;

- Additional taster days at the secondary school,

- Parental involvement in 'Transition Meetings' between North Cockerington C of E Primary School staff and the staff of the secondary school

Complaints

The arrangements for making a complaint regarding SEN can be found in our Complaints Policy, in the policy pages of our website <http://www.north-cockerington.lincs.sch.uk/> Alternatively, paper copies can be obtained from the school office.

Last year, no complaints regarding SEN were made.

Date presented to and approved by the Governing Body: