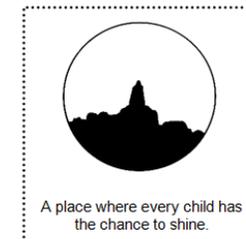




Cowling Community Primary School

Supporting Excellence In Education



SEN Information Report

Welcome to Cowling Community Primary School's Special Educational Needs Information Report which provides information about how our school supports all children to achieve their potential and have the very best learning opportunities possible. The Special Educational Needs coordinator is Mrs Kate Dawson and if you have any questions about SEND please do not hesitate to come into school and speak to her. Our school follows the National Code of Practice for SEN which is issued by law. The Code of Practice states that:

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Code of Practice 6.79

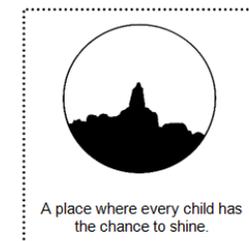
If you would like to read our school's SEND policy, you can find it here:

[SEND Policy](#)

If you would like more information about how North Yorkshire Local Authority supports pupils with SEND, please use the link below.

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>





SEN Information Report

Cowling Community Primary School
Provision for children with SEND

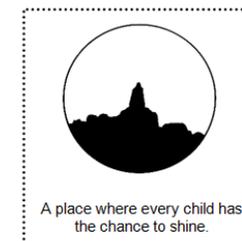
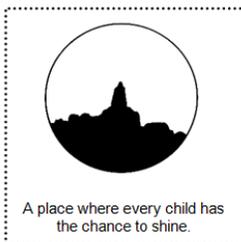
At Cowling CP school it is our aim:

- For all children to be included in and to have access to a broad, balanced and relevant curriculum.
- For children to achieve the very best they are capable of.
- For children to experience a wide range of activities leading to greater independence and decision making.
- For children to be happy and to demonstrate personal development.
- For children's needs to be identified early and or all learners to be well equipped to meet those needs.

The following information briefly outlines SEND provision at Cowling CP school:

	What we provide at Cowling Community Primary School.	North Yorkshire Local Authority's minimum expectations of good practice.
1) What kinds of SEN are provided for in your school?	Cowling Community Primary School is a mainstream school for children aged 4-11. We welcome all children to our school regardless of needs. We aim to ensure that 'every child has a chance to shine' and achieve their full potential. As part of this, we include and provide for children with Special Educational Needs or Disabilities including: <ul style="list-style-type: none"> • communication and interaction needs • cognition and learning needs • social, emotional and mental health needs 	Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.

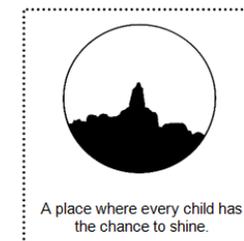




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<p>2) What policies do you have for identifying children and young people with SEN?</p> <p>How do you assess their needs?</p> <p>What is the SENCo's name and how can I contact them?</p>	<ul style="list-style-type: none"> • sensory and/or physical needs <p>We pride ourselves on our relationships with our families. Parents and carers are encouraged to speak with their child's class teacher about any concerns they may have. They will be able to discuss any support your child is receiving. If you wish to discuss your child's needs further please contact the Special Needs Coordinator, Mrs Kate Dawson.</p> <p>You can contact her at school on 01535 632198 or email her on admin@cowling.n-yorks.sch.uk</p> <p>All children are assessed regularly to ensure that they are making the expected progress. Children who are not making the expected progress will receive some extra help and support from the class teacher. If these strategies are not working, the class teacher will have a meeting with the SENCo to discuss strategies. If the gap is becoming significantly wider than their peers, then a discussion with families will be held about the possibility of putting the pupil on the SEN register. A final decision will be made by parents/carers, the class teacher and SENCO regarding the next appropriate steps. The school follows a plan-do- review cycle. Once a pupil's need has been identified, teachers and parents/carers will draw up a plan to meet need. This will be in the form of a provision map and an Inclusion Passport which outlines</p>	<p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-</p> <ul style="list-style-type: none"> • details of any strategies being used to support your child in class; • details of any extra support or interventions for your child • your child's learning targets and their long term desired outcomes • the next date when your child's progress will be reviewed. <p>Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.</p>
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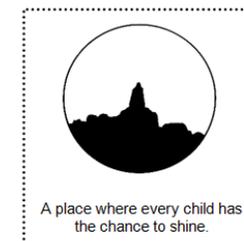




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	<p>strengths, areas of need and records additional and different provision made. Sometimes children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to request additional support to help meet a child's additional needs. A request for an Education, Health, Care Plan (EHCP) may be made if parents and professionals supporting a child feel that the child's needs cannot be met from within the resources normally available to mainstream schools. An EHCP assessment will not always lead to an EHCP.</p>	
<p>3) What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</p>	<p>Regular contact with parents is vital for our children with SEND. The school communicates with parents regularly throughout the year through:</p> <ul style="list-style-type: none"> • Parents evening three times a year • An annual written report. • Meetings with parents to discuss targets • Review meetings with parents • Meetings at request of parents <p>For some children, regular communication takes place on a daily basis through the use of a home/school book or contact with the class teacher before or after school. In addition to this we will provide information to parents about how to support their child at home.</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests. This will allow the school to regularly explain to</p>

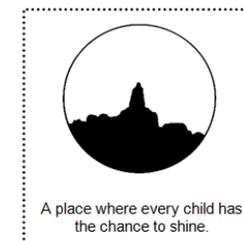




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		<p>you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • more regular meetings to update you on your child's progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child's learning at home.
<p>4) What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?</p>	<p>At Cowling Community Primary School we value pupil voice and children are consulted in a variety of ways. We have an active school council which runs whole school initiatives and helps with decision making. All pupils with SEND are included in discussions about their learning (where appropriate). Their views will be heard and this is a good opportunity for them to discuss things that help them in school as well as things that might not help. Their views are recorded on the inclusion passports. Children with</p>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. You school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>

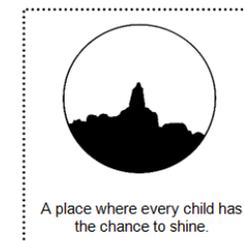




SEN Information Report

	SEND will work with their class teacher to plan and review their targets.	
<p>5) What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes.</p>	<p>Our aim is for all our children to make expected progress or better during their time at Cowling Community Primary School. Some children may need additional and different support to help them to achieve expected progress. Even with additional support, some children may not fully meet end these expectations, but will still make progress.</p> <p>We assess our children regularly throughout the year and pupil progress data is formally tracked three times a year. Pupil Progress meetings are held once a term with members of the Senior Leadership team, class teacher and SENCO.</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum.</p> <p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school <input type="checkbox"/></p>
<p>6) What are the arrangements for supporting children and young</p>	<p>Transition is very well planned for all children. We hold a meeting with the Secondary schools in the area to discuss individual children and their needs. There is also a document called the Inclusion Passport which is passed on to</p>	<p>Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend.</p>

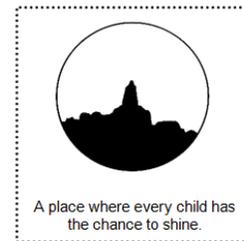




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<p>people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>	<p>the next school. This documents all the interventions in primary school along with other information such as interests, attainment and recent achievements.</p> <p>Children with SEND may also have extra visits to their new setting in order for them to become familiar with the routines of the day. Once the secondary school place has been confirmed a meeting may be set up with parents, the current school SENCO and the SENCO from the secondary school to discuss how the transition for the child will take place to ensure a smooth and relaxed change occurs. □</p>	<p>Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary</p>
<p>7) What is your School's approach to teaching children and young</p>	<p>All staff at Cowling are committed to providing quality first teaching enabling all children to make good progress in their learning. Lessons are differentiated to meet the needs of all children. We offer a wide variety of evidence based</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be</p>

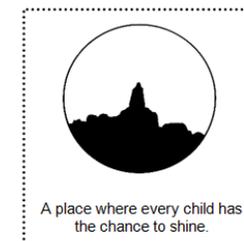




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<p>people with SEN?</p>	<p>interventions to support the needs of all children. Interventions are carefully monitored in order to ensure they impact on children’s learning. Pupils’ learning is measured at the start and end of the intervention process and progress tracked. Staff receive regular training and support provided by a number of different agencies. All interventions are recorded on an Intervention Map each term. These Intervention records outline the purpose of the intervention and an evaluation of the intervention to ensure impact is clear and the next steps easily identified□</p>	<p>occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons. Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support
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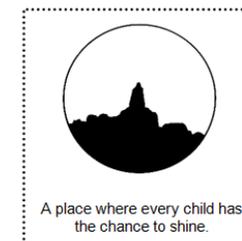
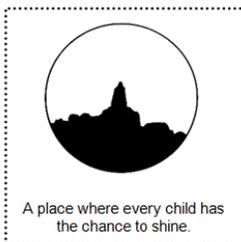




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		<p>learning in the classroom;</p> <ul style="list-style-type: none"> • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
<p>8) What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</p>	<p>At Cowling, we believe all teachers are teachers of SEND. We will make effective changes to the curriculum and learning environment to ensure all children are able to achieve their full potential. All staff have high expectations of our children and put relevant adaptations in place to ensure they achieve these. The learning environment is dyslexia friendly which means it is accessible to all. Further adaptations could be necessary for more specific needs such as partially sighted children, children with mobility issues and hearing impaired children. These are specific to individual children and will be addressed accordingly. Risk assessments are in place for children who require them <input type="checkbox"/></p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
<p>9) What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure</p>	<p>Our school provides SEND training, run by specialist teachers, for all staff on a regular basis ensuring our teaching and classroom management is up to date and informed. Sometimes, a pupil at our school has particular needs which require additional training for staff and this is accessed whenever necessary. Parents are often involved and come in to school to share the in depth knowledge they have of their child's SEND and we are always grateful for this. Our school</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist</p>

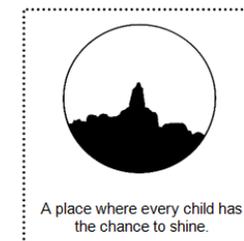




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<p>that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</p>	<p>has strong working relationships with local specialist SEND support staff and we call on their expertise for the benefit of our pupils whenever necessary. Sometimes, this is by making a formal referral for a pupil and sometimes it is by phoning or e-mailing for advice. We welcome specialist staff into our school as frequently as possible and always ensure their time with us is utilised fully. Staff who deliver focused interventions such as Reading Intervention and Talk Boost have all had the necessary training. The SENCO is fully qualified and achieved the NASENCO qualification.</p>	<p>support should be sought promptly.</p>
<p>10) How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	<p>All classes deliver quality first teaching, which is evaluated through teacher observations. The effectiveness of provision for pupils with SEND is also evaluated through intervention progress data, pupil progress meetings, pupil and parent feedback. Inclusion Passports clearly document provision given and progress made.</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the</p>

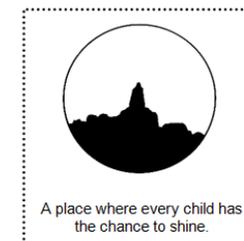




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		<p>intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'. Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
<p>11) How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</p>	<p>All of our pupils have the same opportunities within school as each other. Provision is made for all pupils to take part in extracurricular activities, trips, school productions and sporting events. We pride ourselves on the provision we make to ensure children with SEN can take part in everything we have to offer.</p>	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
<p>12) How do you support children and young people</p>	<p>At Cowling, we support pupils' emotional and social development in a variety of ways. All pupils participate in PSHCE/SEAL lessons and circle time activities, as well as whole</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker</p>





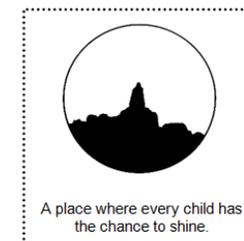
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<p>with SEN to improve their emotional and social development?</p>	<p>school assemblies which tackle issues such as relationships, bullying etc. We run support groups for more vulnerable pupils, such as Time to Talk in Early Years, Circle of Friends and Socially Speaking in KS2.</p> <p>On occasions, pupils may need additional emotional well-being support and all teachers and teaching assistants feel confident to provide a more personalised strategy. We work hard to ensure that each child understands they can speak with their trusted adult in school should any problems arise.</p>	
<p>13) How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their</p>	<p>The school has access to a wide range of professionals, specialist staff and outside agencies who we can contact for further support and advice.</p> <p>In discussion with parents, agreement is reached about involvement of other professionals.</p> <p>At Cowling, we regularly work with:</p> <ul style="list-style-type: none"> • Speech and Language Therapists • Educational Psychologists • Prevention Services (parent support) • Enhanced Mainstream schools for Cognition & Learning, Communication & Interaction and Social, Emotional and Mental Health difficulties. • Specialist teachers for hearing and visually impaired children • Children's Social care 	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p>





Cowling Community Primary School
Supporting Excellence In Education



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<p>families?</p> <p>14) What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?</p>	<p>If you are not satisfied with the provision made for your child in school regarding SEN your first point of contact should be the class teacher or SENCO. Explain your worries or concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Head Teacher and ask for a school Governor representative. Finally, if you do not feel the issues have been resolved then you will need to follow our formal complaints procedure as outlined in the Complaints procedure policy.</p>	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>
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