

The Cottesloe School SEND Information Report

<p>What kinds of special educational needs are provided for at The Cottesloe School?</p>	<p>The Cottesloe School is a mainstream school. We operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children. We also recognise that some students may have needs beyond those which we cater for. We work with parents/carers and specialists to facilitate the appropriate placement of children with special educational needs and support their learning and progress.</p> <p>Special educational needs and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> 1 Communication and interaction 2 Cognition and learning 3 Social, mental and emotional health 4 Sensory and/or physical <p>We monitor and assess the needs of our students to ensure that necessary provision is made for any individual who has special educational needs (SEND), in co-operation with our local authority. We make reasonable adjustments to ensure that disabled students are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum.</p>
<p>How does the school know if children need extra help?</p>	<p>We believe that all students are entitled to an education that enables them to:</p> <ul style="list-style-type: none"> • Achieve their best • Become confident individuals living fulfilling lives • Make a successful transition to adulthood. <p>We use a range of strategies to identify and support students who have a significantly greater difficulty in learning than the majority of others the same age, or who have a disability which prevents them from making use of educational facilities.</p> <p>Each student's current skills and levels of attainment are assessed on entry, including liaison with their previous school. Regular assessments of progress are made across all curriculum areas and where students are falling behind or making inadequate progress, they are given extra support and intervention through the school's raising standards programme. Where students continue to make inadequate progress, despite high quality teaching and intervention targeted at their areas of weakness, the teacher and SENDCo work together, with parents/carers as necessary, to assess whether the student has a significant learning difficulty. Where this is the case, agreement is reached about the SEND support that is required.</p> <p>Identification includes the use of high quality assessment and, where necessary, may include more specialised internal assessments or assessments from external agencies and professionals.</p> <p>Parents/carers know their children best, and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by the students themselves.</p> <p>Where a student is not making adequate progress, teachers, the SENDCo and parents/carers collaborate on problem-solving, planning, support and teaching strategies for individual students.</p>

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<p>What should I do if I think my child may have special educational needs?</p> <p>How will I raise concerns, if I need to?</p>	<p>If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us. In the first instance, talk to your child's form tutor.</p> <p>You may also contact the SENDCo, either by phone or by email. The contact details are available via the school website and further on in this document. Alternatively you may make an appointment via the main school reception by visiting the school.</p>
<p>Where can I see the school's policies relating to special educational needs?</p>	<p>All statutory policies can be viewed on our website: www.cottesloe.bucks.sch.uk including</p> <ul style="list-style-type: none"> • Special Educational Needs Policy • Access Plan • Admissions Policy
<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We have an open door policy, which means that you are welcome at any time to make an appointment to meet with either your child's form tutor or the SENDCo to discuss your child's provision and progress and to get advice on how you can support your child at home. A weekly drop in with the SENDCo or Assistant SENDCo is available after school on a Thursday until 4:30 p.m. Please make an appointment via the school reception.</p> <p>Parents and carers will always be informed if we begin to make SEND provision. The involvement of the student and parents/carers is very important to us.</p> <p>We provide regular reports for parents/carers on your child's progress. You are invited to meet the SENDCo / Assistant SENDCo at Parent Consultations. If your child is receiving support for SEND, additional meetings can be arranged via the school in order to discuss support and review progress. Where your child has an Individual Education Plan (IEP), this will be reviewed termly. You will be given an up-to-date copy of the I.E.P.</p> <p>Your child may have a Statement of SEND or Education, Health Care Plan (EHCP), which will be formally reviewed at least annually, in addition to the arrangements above. You will be invited to attend this meeting. As a parent you can request that this meeting be brought forwards if you have concerns or the child's situation or needs changes.</p>
<p>How will the school staff support my child?</p>	<p>Overall support and intervention is planned and reviewed by the SENDCo. The class teacher is responsible for ensuring that suggested strategies are in place and that they cater for the needs of the student through quality first teaching. Students' views are considered in this. Additional provision may take the form of additional support from within school, for example Teaching Assistants (TAs), additional maths or literacy support; spelling or handwriting support; 1:1 tuition or emotional support sessions. It may require the involvement of specialist staff or support services. The school may involve specialists at any point to advise them on SEND and effective support. Parents/carers are always involved in this decision.</p>

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<p>How will the curriculum be matched to my child's needs?</p>	<p>Teachers set high expectations for each pupil and aim to teach the full curriculum. Teachers use appropriate assessment to set ambitious targets both within lessons and over time. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every child achieving. Potential areas of difficulty are identified and addressed at the outset of work. Teachers and TAs are expected to communicate and assess the progress of the student within the lesson and over time.</p>
<p>How is the decision made about the type and how much support my child will receive?</p>	<p>SEND provision is educational provision which is additional to or different from that made generally for others of the same age, beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from school staff or require the involvement of specialist staff or support services.</p> <p>We have arrangements in place to identify the need and secure such provision, whether through expertise and resources at The Cottesloe School or from external services, such as Educational Psychology, Behaviour Support, Occupational Therapy, Speech and Language Therapy and Child and Adolescent Mental Health Service (CAMHS) or Blueprint.</p> <p>High quality teaching, differentiated for individual students is the first step in responding to pupils who have or may have SEND. Some children and young people need something additional to or different from what is provided for the majority of children; this is SEND provision.</p> <p>We always try our best to ensure that provision is made for those who need it. In order to do this, we endeavour to:</p> <ul style="list-style-type: none"> • Know where children are in their learning • Identify any barriers to learning • Ensure decisions are informed by the insights of parents/carers and students • Have high ambitions and set stretching targets for them • Track their progress towards these goals • Keep under review their additional or different provision • Ensure that approaches used are based on the best possible evidence and monitor the impact on progress.
<p>What support will there be for my child's overall wellbeing?</p>	<p>We try to support the emotional and social development of all our pupils, including those with SEND. Our staff are caring and have the wellbeing of all students as their top priority.</p> <p>A student's form tutor and their Head of Year have responsibility for the pastoral care of every student in their form. There is a broad programme of social and emotional education delivered during form time sessions and in curriculum time.</p> <p>All students are encouraged to share any worries by talking to an adult, or writing a statement to their form tutor or head of year. If further social / emotional support is required, this can be arranged through the SENDCo and or the LINC team.</p> <p>Where appropriate, we work with parents to get support from external agencies, including the Family Resilience Team or Child and Adolescent Mental Health Service.</p> <p>We take any suggestion of bullying very seriously and act in strict accordance with the school's anti-bullying policy.</p>

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<p>How are the school's resources allocated and matched to the student's SEND needs?</p>	<p>Where Special Educational Needs are identified, we put in place appropriate evidence-based interventions. The approach is graduated, with regular review of the progress made and adaptations to the support provided as required.</p> <p>In planning support, we always start with what we want the child to achieve in their learning. This is tracked and reviewed, at least termly.</p> <p>Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.</p>
<p>Who will explain this to me?</p>	<p>Your child's form tutor can explain any additional support or interventions to you. However you may feel that you require this explained by the SENDCo or Assistant SENDCo. This can be done either via a meeting, email or a telephone conversation.</p>
<p>How do we know if it has had an impact?</p>	<p>The effectiveness of the support and the impact on your child's progress are reviewed regularly. This information, along with the views of parents/carers and children, forms the basis for the revision of the support.</p> <p>Where the SEND provision does not enable a child to make adequate progress, we will, if necessary, work with parents and carers to request an assessment for an Education, Health and Care Plan.</p>
<p>How will my child be included in activities outside the school classroom including school trips?</p>	<p>We endeavour to enable children with SEND to have access to extra-curricular activities and school trips that are available to our students. This may require additional adult support and enhanced risk-assessment, to ensure that everyone's health and safety is not compromised.</p> <p>In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities will be provided in school, if necessary and as appropriate. Where appropriate, we try to prepare students in advance for any new environment or situation.</p>
<p>What support is there for behaviour, reducing the risk of exclusion and increasing attendance?</p>	<p>Behaviour is underpinned by the Cottesloe School Charter, which applies to all students.</p> <p>After any incident, the student is given an opportunity to reflect on their behaviour with an adult. Where a student is perceived to be at risk of exclusion, we endeavour to work closely with parents/carers and any appropriate external agencies, to introduce strategies to reduce the risk. This may include being replaced on report, the introduction of a Pastoral Support Plan (PSP) or we may undertake a re-tracking or an engage to learn programme. The PSP is written with the student, their Head of Year and shared with parents/carers.</p> <p>Attendance is closely monitored. Where a student's attendance is below 95%, without a clear medical reason, parents/carers are invited in to discuss ways to improve the attendance, in partnership with school and children. The aim of this is to avoid the need for referral to the Legal Intervention Team.</p>

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<p>How does the school manage the administration of medicines?</p>	<p>Cottesloe School has a strict policy regarding the administration of medicines on the school site. We have a full time school nurse. If your child needs medication during the school day, please take the medication to Reception and give it to the school nurse. You will be required to complete a form, authorising school staff to administer the medication.</p> <p>Our staff receive regular training in managing some medical conditions that are relevant to the students on roll.</p> <p>Several members of staff are trained as First Aiders.</p> <p>Should you need clarification on any aspects of medical care then please refer to the policies section of the school website or contact the school nurse directly.</p>
<p>How are the governors involved and what are their responsibilities?</p>	<p>The SENDCo reports regularly to the Headteacher and the school governors on all matters relating to SEND at Cottesloe via a termly report and via the Governors Teaching, Learning and Achievement committee. The report does not refer to individual students and confidentiality is maintained at all times.</p> <p>One of the governors is responsible for SEND and reports back to the full governing body. This governor regularly visits the school and liaises with the SENDCo in order to offer support and guidance as well as ensuring that policies are adhered to.</p> <p>The governors agree priorities for spending within the SEND budget, in consultation with the business manager, and their overall aim is to ensure that all students receive the support they need in order to make good progress.</p>
<p>Who is the SENDCo at Cottesloe School? How can the SENDCo be contacted?</p>	<p>The person with responsibility for coordinating the provision for children with SEND is the SENDCo (Special Educational Needs Coordinator).</p> <p>The SENDCo at Cottesloe School is Ms Anne-Marie Hibbert and she can be contacted on the school phone number: 01296 688264</p> <p>or by email: office@cottesloe.bucks.sch.uk</p> <p>Meetings with Ms Hibbert can also be arranged by phoning the school.</p> <p>If possible, you will be able to speak to Ms Hibbert when you ring. If she is not available, please leave a message and she will try to contact you the same day, if she is in school, or on the day she returns, if not.</p> <p>In addition, the SENDCo or Assistant SENDCo is available at every parents evening and if necessary will make an appointment with you.</p> <p>A weekly drop in with the SENDCo or Assistant SENDCo is available after school on a Thursday until 4:30 p.m. Please make an appointment via the school reception.</p>
<p>What training do staff supporting Special Educational Needs and/ or Disabilities have?</p>	<p>All staff receive regular training. Training for staff relates to the needs of the school and students and is done both in school and through external course providers.</p> <p>Our Teaching Assistants receive high quality training in all areas relevant to their role. This includes, but is not limited to, learning difficulties, autistic spectrum disorders, attention deficit and hyperactivity difficulties, motor skills, reading, phonics, writing and maths.</p> <p>Some support staff have developed areas of specialism.</p>

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<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Collaboration between education, health and social care services is important to us.</p> <p>These include, but are not limited to, the school nurse, educational psychology, speech and language therapy, other therapies such as physiotherapy and occupational therapy, services relating to physical and mental health, Specialist Teacher Advisers, including hearing and vision impairment and physical disability.</p>
<p>How accessible is the school both indoors and outdoors?</p>	<p>We endeavour to enable students with SEND and disabilities to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities.</p> <p>Much of the school is wheelchair accessible, although some of the facilities are not. There is a disabled toilet large enough to accommodate changing. Edges of steps are demarcated to assist the visually impaired. We have lift access in one of our buildings.</p> <p>We liaise with the Ethnic Minority and Traveller Achievement Service (EMTAS), who assists us in supporting our families with English as an additional language.</p> <p>The school's access plan can be found on the school's website. Should you wish to discuss access arrangements then please contact the SENDCo or the School business manager.</p>
<p>How are parents involved in the school? How can I get involved?</p>	<p>The involvement of parents and carers in their children's education is very important to us. We encourage parents/carers to contribute their views on their child's SEND at all parents evenings or via contacting the school.</p> <p>If you would like more information about how to get involved in the life of the school, please ask at Reception or contact the Friends of Cottesloe. Their details can be found under the "Our School" tab on the main school website.</p>
<p>How will my child be able to contribute their views?</p>	<p>The involvement of students in their own education is very important to us. We believe that students have a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them.</p> <p>Student's views will be sought when identifying need and planning and reviewing provision. A student can express their views on their SEND at any time, by speaking to their form tutor, a teacher, a Teaching Assistant or the SENDCo.</p>
<p>What steps should I take if I have a concern about the school's special educational needs provision?</p>	<p>In the first instance, speak to Ms Hibbert, the SENDCo.</p> <p>If you are still concerned, you should speak to the Assistant Headteacher, Mr Wilson.</p> <p>If you are still concerned, you should speak to the Headteacher, Mr McBurnie</p> <p>You may also contact the SEND governor by writing to:</p> <p>Mrs Margaret Balding Clerk to the Governors Cottesloe School Aylesbury Road Wing LU7 0NY</p>

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<p>How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?</p>	<p>We always do our best to support students in moving from primary school to secondary school and between the stages of education in our school. Additionally we support any students who join or leave us throughout the school year.</p> <p>Before joining Cottesloe, we encourage all new students to visit for a tour of the school. We offer an extensive transition support programme, The details can be found via obtaining a leaflet from the school reception, contacting Miss Hawkes, Head of Year 7, the SENDCo and also available on the school website.</p> <p>The Year 7 team and SENDCo liaise closely with our primary feeder school colleagues to gain all relevant information needed to ensure a smooth transition. Where appropriate, extra sessions can be arranged, prior to starting. Photo books and social stories are also used where appropriate.</p>
<p>Where can I get information on what provision is made through the local authority?</p> <p>Where can I see the Buckinghamshire Local Offer?</p> <p>Where can I get support?</p>	<p>More information on what is available to children with SEND and their parents/carers in Buckinghamshire can be found on the Buckinghamshire Local Offer website:</p> <p>http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page</p> <p>Support for parents and carers is available through Parent Partnership:</p> <p>Email: nppn@ncb.org.uk Website: www.parentpartnership.org.uk</p>

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