



Where a love of learning grows.

Growing in Knowledge

Growing in Faith

Growing in God's Love

*I can do all things through Christ who
strengthens me.*

Philippians 4:13

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Cockerham Parochial Church of England Primary School and Nursery is a mainstream school catering for pupils between the ages of 4-11 years. The school is committed to inclusion and aims to provide a high quality education, underpinned by Christian values, for each and every child within their care. This document is to provide information for parents/carers who may have questions about the school's provision for special educational needs. We welcome feedback and comments, priding ourselves upon open communication between the school and parents, as partners in their children's education.

What kinds of SEN are catered for in school?

SEN are currently grouped into four broad areas of need in the Code of Practice (2014). These are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical Needs. In school at the moment, we are supporting pupils with needs which come under all four categories.

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

The school closely monitors the progress and development of all pupils, from the time of entry. Class teachers and teaching assistants build up an in-depth knowledge of the strengths, and areas for development, for each individual child. The school has a tracking system, overseen by the head teacher, to monitor children's progress and development. Any concerns, either raised by staff or parents, would be considered by the school's Special Educational Needs and Disability Co-ordinator (SENDCo), in conjunction with the class and head teacher. The school also liaises closely with pre-school providers and organises visits, prior to entry into Reception, where such matters may be shared. Parents are encouraged to discuss any queries or concerns with the school, as soon as possible. Within each class, work is differentiated to cater for the range of abilities in the group. If a child is not making expected progress or is having difficulty accessing learning, then a number of strategies are used. Classes are supported by an experienced teaching assistant, who may work with the class teacher to provide group or individual support for pupils. The school can also run a number of specific intervention strategies, including phonics booster sessions (Y2 Faster Phonics and Bounce Back Phonics), IDL, and focus groups in KS2 for reading comprehension, writing and mathematics.

What expertise and training do staff have in order to support children with SEND? What if further expertise is needed?

Class teachers are all qualified and experienced in supporting children with additional needs and are your first port of call for any concerns. They are supported in class by experienced teaching assistants. Staff are regularly updated on safeguarding procedures. The SENDCo has achieved the National Professional Qualification for SENDCos and has access to cluster support groups on a termly basis. If further support is needed then the school also has access to specialist advice from outside agencies, such as speech and language therapists, physiotherapists and occupational therapists who may be working with individual children as well as special schools in the local area. We can also buy in specialist support from the Local Authority's Traded Team, either to carry out assessments or provide regular support for staff in school. The school also has access to an educational psychologist, for pupils whose needs are quite considerable, when an application to a formal panel may be made for an assessment as part of the graduated approach. Following initial assessment, an individual child's needs may be catered for in the ways described above. If a child is not making expected progress or having difficulty accessing learning, strategies will be put in place and the child will be placed upon the 'monitoring' section of the school's Register for Special Educational Needs. Children, at this level, may well be able to access learning and make progress through the systems

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put in place in school, as described. If, however, the needs are considered to be greater, involving outside agencies or having a significant impact upon learning, the child would be classed as having 'SEN Support', on the register. This would involve having an individual educational plan (IEP moving to a POP – Pupil overview profile), drawn up in consultation with parents, and have regular meetings, to review progress. Children where multiple agencies are involved will have a CAF assessment (Common Assessment Framework) with regular TAF (Team around the family) meetings. Some children, with more profound special educational needs may have an Education, Health and Care plan (EHCP), previously known as a Statement of Educational Needs. Where children are looked after by the local authority, then these children will have any SEN supported in school by the Designated Teacher, who is the SENDCo who will make sure that staff are aware of the implications of being looked after and having SEN and that these children's needs are appropriately met.

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How does the school evaluate provision?

The school staff have regular pupil progress meetings to discuss children's progress and the effectiveness of additional provision. The head teacher, English/Maths Coordinator and SENDCo are fully involved in this process. The standards and effectiveness Committee of the Governing Body monitor progress of groups, through the school tracking system, progress analysis and end of year attainment for each year group. This is reported to the full Governing Body, along with termly head teacher's reports, detailing attainment in year groups and impact of intervention strategies. Each autumn term, staff and governors study the comparative data of the school's performance at the end of Early Years' Foundation Stage, KS1 and KS2, against national performance indicators. Part of this analysis includes the progress of pupils with SEND. There is a nominated governor who has specific oversight of SEND (Mrs Lesley Brookbanks), liaising with staff and coming into school on a regular basis to monitor provision (restrictions permitting). Support for emotional and social development is reviewed as part of IEP reviews by class teachers, the SENDCo, in collaboration with parents and pupils. Where additional pastoral arrangements are required, this may be provided by teaching assistants, the Headteacher, external staff such as counsellors where appropriate.

How will I know how well my child is doing and how will the school help me to support my child's learning?

There are termly opportunities for parents to discuss their child's progress with class teachers. In the Autumn Term parents are invited to meet and greet sessions with the class teacher. There are parents' evenings in October and February and an end of year report sent out in July. In addition, children on the SEND register will have IEPs, which are reviewed half termly at review meetings and new targets set. Parents and pupils have the opportunity to share their views in the setting and reviewing of IEP targets. All parents are encouraged to make appointments to discuss their child's progress and development at other times, with either the class teacher, SENDCo or head teacher as required. Each child receives a detailed annual written report in July, outlining progress and areas for development. As stated, the school values parents as partners in their children's education. All children receive homework, suitable for their age and ability, which parents are encouraged to support. This work may reinforce subject matter covered in class or provide other challenges. Some homework materials have explanatory text to assist parents in working with their child or work may be supported by documents on the school's website, eg. Maths expectations for year groups and resources to support learning at home. If parents would like to discuss additional ways to support their children's learning, teaching staff are more than happy to facilitate this.

How will the curriculum/school organisation be matched to my child's needs?

As stated, work is differentiated according to the age and abilities of the children. Any children, who need more specific support, may have access to a teaching assistant and any learning/physical aids necessary. This could include colour overlays for visual dyslexia, printing on coloured paper, access to a computer, ensuring wheelchair/walking frame access throughout the building. Physiotherapy programmes may be included as part of a PE session or carried out individually, as required. The curriculum may also be adapted for children with specific physical or medical needs, on an individual basis. Teaching assistants working within the school have experience of supporting pupils with a range of additional needs. If necessary, staff have access to specific training, according to need.

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

Through the processes outlined above the type and amount of support will be decided upon an individual basis. This will be prioritised according to the specific needs of each child and the availability of staff. The school aims to encourage all children to become as independent as possible in their learning and personal development. Children may receive intensive 1:1 or group support, or a more 'light touch' approach at certain times, depending upon the nature of the task or situation. Parents are kept informed of the nature of such support and this will be discussed in review meetings.

How will my child be included in activities outside the classroom, including school visits?

All pupils, including those with SEND, have the opportunity to, and are encouraged to, become involved with all aspects of school life. This would include such activities as swimming, PE and sports, after-school clubs, instrumental tuition, school council, rotakids, school productions, school church services and all visits, including the Y5/6 residential visit. This is part of the school's inclusion policy and staff work closely with parents to provide suitable opportunities for each and every child.

Involvement of parents in school

Parents support school in many ways, not only in the education of their children. The school has an active PTFA, in which parents can be involved in events and activities throughout the year. Parents are also welcome to offer assistance in school, for example listening to children read. The class pages and website has access to support lessons, activities and resources for parents to reinforce concepts and learning at home. Parents are invited to Phonics training and maths updates for resources as well as changes to curriculum and approaches when necessary.

How will the school prepare and support my child to join the school or to transfer to a new setting or next phase of education?

Prior to entry in Reception the school will arrange to meet with parents and visit to any preschool provision. Discussions with parents are crucial at this stage, particularly with parents of children who consider that their child may have SEND. School staff may attend review/TAF meetings in the term prior to starting school and liaise with any other agencies who may already be involved. If a child joins the school other than at Reception all efforts will be made to liaise with the previous setting, with records being transferred. The school has good systems for transfer to KS3 provision, with effective communication and liaison with local high schools. If a pupil transfers to a special educational setting, visits will be undertaken, often with staff, parents and then the child, and staff from the setting are invited to come into school to talk to staff and the child.

Who can I contact regarding further information?

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The school welcomes enquiries from parents and can be contacted upon 01524 791550 or by emailing the Headteacher at: head@cockerham.lancs.sch.uk.

If you would like to make a complaint, then please follow the school's complaints policy which can be found here:

<https://primarysite-prod-sorted.s3.amazonaws.com/cockerham-parochial-church-of-england-primary-school/UploadedDocument/ab0cff47-3939-4f8c-ac5e-a236144ceb0d/complaints-policy-2021.pdf>

You can also contact SENDIAS – SEND Information, Advice and Support Service which can offer free confidential and impartial advice to parents and carers of children and young people with SEND.

Their details can be found here

[SENDIAS Home - Lancashire SEND \(lancssendias.org.uk\)](https://www.lancssendias.org.uk)

Lancashire Local Authority also has an extensive website for parents, which can be accessed here

<https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/send/>

The website also includes Lancashire's Local Offer for schools, which the school has contributed to. The school's local offer can be found here:

<https://primarysite-prod-sorted.s3.amazonaws.com/cockerham-parochial-church-of-england-primary-school/UploadedDocument/25f31451-cdaa-41bf-a6b5-e38b936bdd52/local-offer-2021-2022.pdf>

The school's accessibility policy is also available here:

<https://primarysite-prod-sorted.s3.amazonaws.com/cockerham-parochial-church-of-england-primary-school/UploadedDocument/a3712461-06d6-4e93-b971-b18e8567e963/accessibility-policy.pdf>

Mrs Kathryn Hutchins – Head teacher

Judith Brucciani – SENDCo

January 2023