

# Special educational needs (SEN) information report

Coundon Primary School



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Coundon Primary School \(coundon-coventry.org.uk\)](http://coundon-coventry.org.uk)

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

SEND pupils are supported by all staff but may access more specific support via our inclusion team lead by our Special Educational Needs coordinator, Miss Plimmer.



The inclusion team consists of 7 teaching assistants with specialist training in SEND and EAL.



SEND pupils are also supported by our learning mentor, Miss French.



All our inclusion staff have up to date training on how to support pupils with SEND and continue to develop their professional development through ongoing training.

Our team are committed to supporting children with SEND and have excellent knowledge and skills to do so.

### **Our special educational needs co-ordinator, or SENCO**

Our SENDCO is Miss Plimmer

They have 2 years' experience in this role and have worked as a class teacher at Coundon beforehand. Miss Plimmer achieved the National Award in Special educational Needs Co-ordination in January 2023.

They are allocated 5 days a week to manage SEN provision.

## Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

## Teaching assistants (TAs)

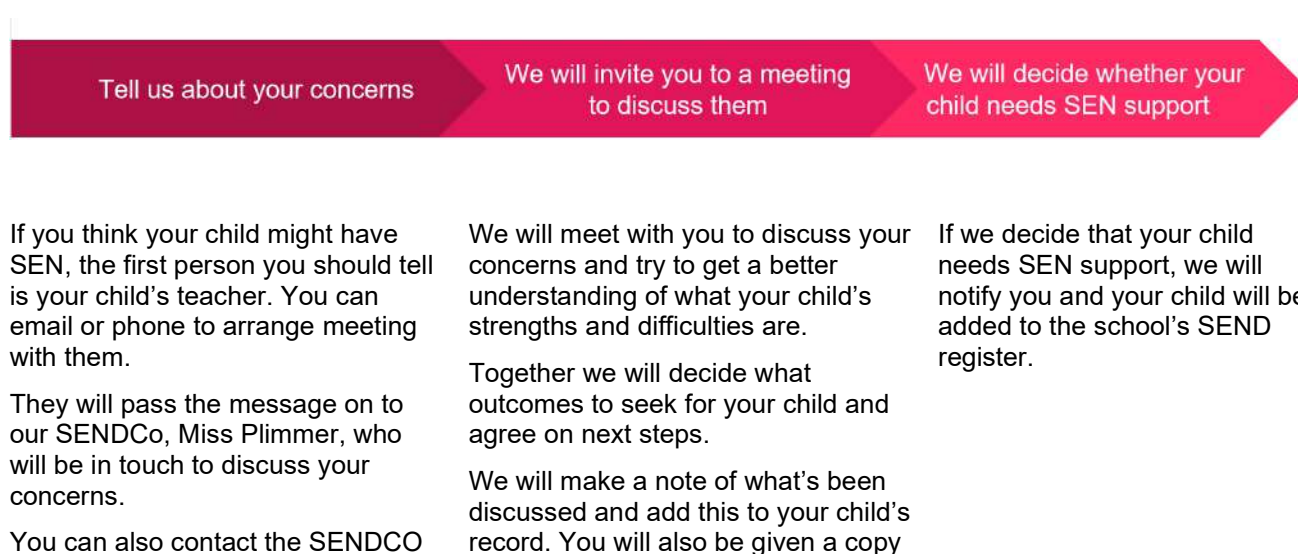
We have a team of 11 TAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver interventions and support class learning. We also have a team of 7 SEND TAs who are trained to deliver SEN provision.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Complex communication team
- SEMHL
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

## 3. What should I do if I think my child has SEN?



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## 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. Staff are highly qualified to identify possible barriers to learning and will liaise with the school SENDCo to discuss any concerns and gain advice.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil support tuition to try to fill it for example, pupil will attend a fast-track phonics intervention. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND and possible support school can offer/ next steps.

The SENDCo may observe the pupil in the classroom and on the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

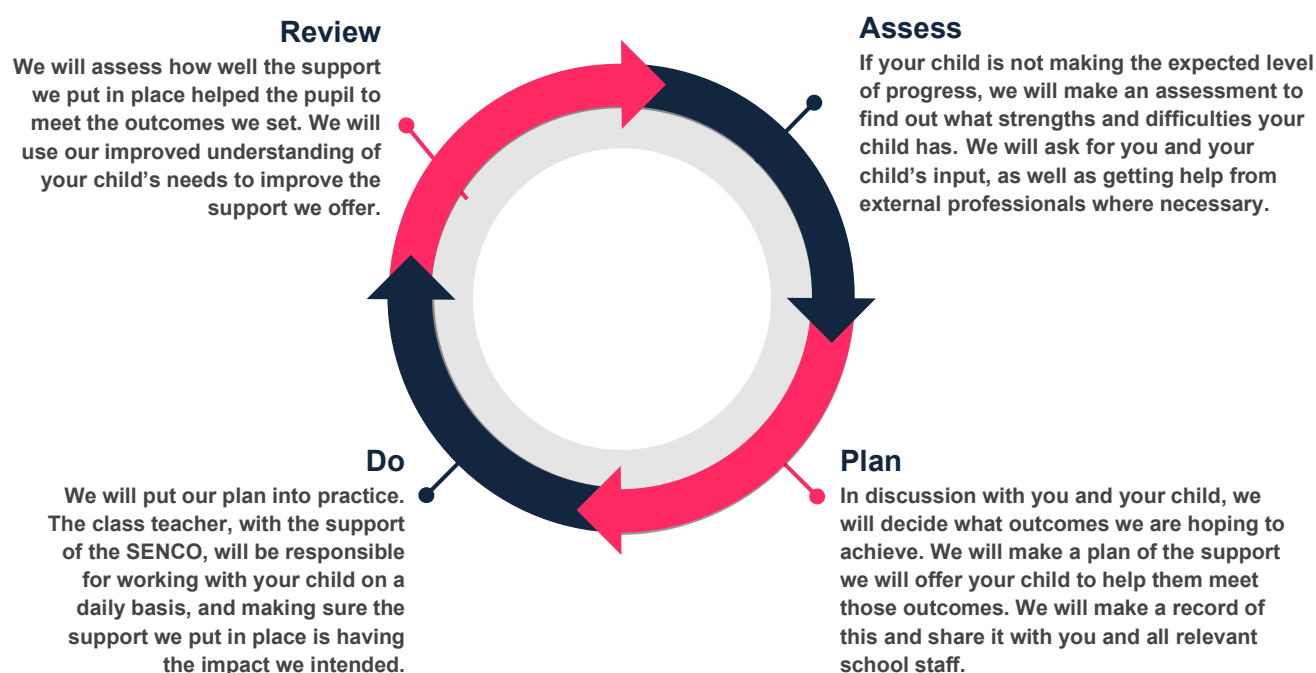
The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the SENDCO will decide whether your child needs SEND support and If your child does need SEN support, their name will be added to the school's SEN register. The SENDCO will work with you to create a SEND support plan for them and review this every term.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve on either an Individual provision map or a Support plan depending on the level of need.

Whenever school run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide termly reports on your child's progress.

Parents' evenings are held in the Autumn term and in the Spring term to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via email or telephone.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

## 8. How will the school adapt its teaching for my child?

At Coundon primary school we aspire to teach all pupils in ways that cater to their individual style or learning and their individual needs. We adapt our planning and delivery of lessons accordingly and differentiate tasks appropriately for each pupil.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Inclusion team teaching assistants will support pupils in the nurture room and their classroom when necessary.
- Teaching assistants will support pupils in small groups and in the classroom.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Lego therapy Social skills
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia. Moderate and severe learning difficulties.	Writing slope Coloured overlay Coloured paper  Sentence adventure Memory magic
<b>Social, emotional and</b>	ADHD, ADD	Quiet workstation



<b>mental health</b>	Adverse childhood experiences and/or mental health issues	Nurture groups Adult support Learning mentor sessions
<b>Sensory and/or physical</b>	Hearing impairment	Appropriate technology
	Visual impairment	Limiting classroom displays Dark corners
	Multi-sensory impairment	a sensory diet movement breaks
	Physical impairment	See accessibility policy also

These interventions are part of our contribution to Coventry's local offer.

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO and class teachers
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours/ more staff
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s) and their support will be discussed with parents before hand to make appropriate arrangements.

All pupils are encouraged to take part in sports day/ school activity days and will be supported accordingly.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

- Coventry's Local Offer for Special Educational Needs and Disabilities can be found at: - • <https://www.coventry.gov.uk/localoffer>
- Here you will find additional information about services, policies and ways in which pupils within our area can be supported to ensure their needs are successfully met.
- You can also access support from the Special Educational Needs and Disabilities Independent Advice Service (SENDIASS). More information on this service can be found here:- • <https://www.coventry.gov.uk/sendiaass>

## **13. How does the school support pupils with disabilities?**

At Coundon Primary School we are committed to making our school accessible for all pupils. Please see accessibility policy. You can find this on our website.

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also supported by our Learning mentor; Miss French. Workshops and weekly sessions may be offered to support your child's mental health. Miss French may also make referrals to Rise to support your child further and will discuss this with you and the next steps.
- We provide extra pastoral support for listening to the views of pupils with SEN by meeting with them and giving them the opportunity to voice their ideas and opinions.
- Our Nurture classroom provides more support for pupils with social or emotional needs and they may access this throughout the day.
- We have a 'zero tolerance' approach to bullying. You can find our Anti- bullying policy on our website.

## **15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

### **Between years**

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to meet and discuss pupil's with SEND in depth and the strategies needed to support them. The pupils support plan/ EHCP will be discussed, and the new teacher will be made aware of how the pupil works best.

- Transition day- we schedule a day for all pupils to meet their new teacher and spend the morning with them to aid transition. SEND pupils may spend some extra time with their new teacher or may be supported by the inclusion during this time.
- Our learning mentor and SENDCo will support transition between years using social stories and transitional objects as well as any required sessions with them.

## Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Year 6 pupils will be heavily supported in their transition to secondary school.

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising more independence during the school day and being given more responsibility
- Learning how to get organised independently.
- Plugging any gaps in knowledge

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Miss Plimmer, our SENCO, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Whenever you have a concern about your child, you must contact their class teacher in the first instance. If you wish to discuss the matter further then contact the SENDCO Miss Sarah Plimmer, Head teacher Mrs Natasha Maude or the Inclusion Governor Mrs Sally Skidmore. For further information please see the school website for our complaint's procedure.

<https://coundon-coventry.org.uk/wp-content/uploads/Complaints-Policy.pdf>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal - [www.covsendiass.co.uk](http://www.covsendiass.co.uk)

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Coventry's local offer. Coventry Local authority publishes information about the local offer on their website: [Coventry's Special Educational Needs and Disability \(SEND\) Local Offer – Coventry City Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [SEND Information, Advice and Support Service \(IASS\) – Coventry City Council](#)

Local charities that offer information and support to families of children with SEND can be found at: [SEND organisations - local and national – Coventry City Council](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- 
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages