

Cockernhoe Endowed C of E Primary School Offer January 2017

Welcome to our "School Offer" information. On these pages you should be able to find the answers to frequently asked questions relating to what the school offers for children with a Special Educational Need. At Cockernhoe School we believe that all children can expect an inclusive and well differentiated education. Some children may need additional support during their time with us, while a few children will require more precise individualised support.

[What should I do if I think my child may have a special educational need?](#)

Please talk to us! The first person to talk to would usually be your child's class teacher, but if you prefer you are very welcome to talk to the Special Needs Co-ordinator or the Headteacher.

[How does the school know about my child's progress and if they need extra help?](#)

The progress and attainment of all our children is monitored closely by class teachers, the Senior Management Team and at regular staff meetings. Classes, groups of children or individuals who need additional resources or input are identified and appropriate action taken. This is then recorded on a class Provision Map which identifies additional provision that all children in the class are receiving. This information is shared with parents on a termly basis during Parents Evening appointments. In some instances a child could be given a termly Education Support Plan. These are discussed with parents on a termly basis during a separate appointment before or after parents evening. A copy of the plan is handed to or sent home to parents. If your child has been included on a provision map or has an Education Support Plan, please do not feel you have to wait until parents evening to make an appointment to discuss these. Class teams welcome the opportunity to discuss these with parents and carers and are happy to provide updates or answer any concerns or queries you might have at a mutually convenient date and time.

[How will staff support my child and who might work with them?](#)

Staff work as a team to ensure that all children are supported in their learning and development. Some children may receive a greater level of input from teaching or support staff on either a 1:1 or group basis. For a few children, advice is sought from external professionals to assist us with that.

[How will I know how my child is doing and how might I be involved in discussions and planning?](#)

The parents and carers of all children are invited to consultation meetings twice a year over the autumn and spring term and will receive a written report at the end of the school year. If your child has an Education Support Plan you will also meet with the class teacher once in the summer term.

In addition to these regular chances to discuss your child's progress, the school operates an open door policy and teaching staff can be met with informally or formally. If you would like a longer or private meeting, or one involving a member of the Senior Management Team, please make an appointment via the school office.

For a few children meetings involving external professionals or review meetings will also be held regularly.

How will the learning and development provision be matched to my child's needs?

All class teachers differentiate work to take account of children who need additional challenge or support. In addition, some children will need alternative resources or additional adult input to ensure progress and development.

What support will there be for my child's overall wellbeing?

We are a happy school. The children's health and emotional wellbeing is of paramount importance. The school has clear policies around things such as medical needs and bullying. Additional PHSE will be undertaken in classes or with individuals raising any concerns. A few children may require pastoral support, an individual medical or care plan, mentoring, counselling or other specialised input.

What specialist services and expertise are available at or accessed by the school?

Some specialist services such as pastoral support are delivered through school staff. The school can also call upon the expertise of professionals such as the School Nurse, an Educational Psychologist, a Speech and Language Therapist, Woolgrove SPLD Base, a Physiotherapist or Occupational Therapist and Family Support Workers. These professionals are generally involved with only a few children. If you wish to discuss referral to a specialist service, please talk to your class teacher in the first instance, who may then refer you on the SENCO.

What training have staff supporting children and young people with SEND had or are having?

All staff benefit from regular training both in school and externally. This covers a wide range - from whole school training for large groups or entire classrooms to individual staff training to support one or a few children. Whole staff training is provided on epipens annually and staff have First Aid training with some having paediatric first aid training.

How will you help me support my child's learning?

A curriculum letter is sent home at the beginning of each term from each class detailing the learning for the term ahead. The website is another useful source of information. All children receive homework, which varies in content, length and frequency by age group. Parent information meetings are held on specific subjects and are a good opportunity to talk to staff. If you need further advice on supporting your child's learning, please talk to their class teacher.

How will my child be included in activities outside the classroom including class trips?

Class trips are always planned to be inclusive and we have taken many children with SEND on day and residential trips. A rigorous risk assessment is carried out for trips. Some parents may be involved in planning or delivery of a trip, to ensure that the trip is a success for their child.

How accessible is the school environment?

The school is on a split-level site, but has disability friendly lift to overcome this problem. There is a disabled toilet available and adaptations are made where necessary to improve access for children or adults with specific needs.

How will the school prepare and support my child at times of transfer?

All children require support prior to and during transition. Children with SEND may need additional visits to a new class or school. The Year 6 teacher, and where necessary the

SENCO, will discuss children with SEND with their receiving secondary school, and relevant paperwork is forwarded on.

How are the school's resources allocated and matched to children's special educational need?

The school's SEN budget is mostly used to provide additional staff support or resources that will directly benefit children with SEND. In a very few cases the school will apply for, and be granted, Exceptional Needs Funding from the County budget. This funding is allocated to a particular child and the school may use it in whichever way most benefits that child.

How is the decision made about how much support my child receives?

Decisions are made by the SENCO and the Headteacher in consultation with staff and the SEN Governor. Any decision will reflect the needs of the whole school as well as the needs on the individual child.

How can I find information about the Local Authority's Local Offer of services and provision for children and young people with SEND?

Go to the website www.hertsdirect.org/localoffer.

Any questions?

Please talk to us! If you feel unable to do this then you can contact the Parent Partnership Service who may be able to answer your questions or support you in talking to us. We also have a complaints policy that you may wish to read.

Who's Who at Cockernhoe?

Headteacher/ Acting SENCO Mr S Philby
SEN Governor Jane Williams