



Cotford St Luke Primary School

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*"This is a GOOD SCHOOL. Pupils are polite, well-mannered and articulate.
They talk to adults with confidence and exude a sense of pride in their school"* Ofsted April 2018

SEN Information Report: Cotford St Luke Community Primary School (SEND information)

All Somerset maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a special educational need(s) being met in a mainstream setting wherever possible, where families want this to happen.

All staff at Cotford St Luke Community Primary School are committed to providing the best learning opportunities for all children. We are an inclusive school, working with parents and a range of professionals to ensure the best education for all.

Possible Questions	Answers
1. Who are the best people to talk to in this school about my child's difficulties with learning/SEN?	Who do I speak to if I am worried? 1. Speak to your child's class teacher. 2. If you are still concerned you can make an appointment to meet with the SENDCO/Deputy Headteacher (Adrian Jones) 3. If you feel matters are still not resolved you can seek an appointment with the Head Teacher (Mike Wright) to discuss your concerns further. Further Support: You can also access further support from our Parent and Family Support advisor, Tean Rowland, on 07510 383334 She can support and advise you in a wide range of situations and is in school every Tuesday.
2. How do you know if a	All children at Cotford St Luke Primary School are monitored closely by their Class Teachers. If the Class Teacher has any significant concerns

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child needs extra help?	about the progress or attainment of a child, they will be discussed with the Special Educational Needs Coordinator (SENDCO). The SENDCO will carry out specific assessments to identify any difficulties in more detail, and will if necessary refer to external agencies but only with the consent of Parents. If Parents have any concerns they should see the Class Teacher in the first instance. Teachers are available every day for brief discussions, or an appointment can be made if a more detailed discussion is needed.
3. How will school support my child?	Your child's education will be overseen by their Class Teacher. They may work with Class Teachers, Teaching Assistants or external advisors. They will deliver specific programs and differentiated class content. This will be explained to Parents by Class Teachers, but further support and clarification can be sought via the SENDCO.
4. How will the curriculum be matched to my child's needs?	All class work is differentiated to match the needs of individual learners. Observation, marking and assessment inform planning on a day to day basis to ensure all work is accurately matched to the needs of all children. The curriculum and learning opportunities may also be adapted to meet individual pupil needs.
5. How will I know how well my child is doing?	There are Parent evenings in the Autumn and Spring Terms, and reports are written in the Summer Term. In addition to this, children who have an Education, Health and Care Plan will have an Annual Review meeting to inform and plan for next steps. Home School books may be used if appropriate. Weekly meetings can be set up with class teachers if necessary.
6. What support will there be for my child's overall wellbeing?	In addition to support received for academic subjects, there is a range of pastoral support available, including alternative lunch time provision, opportunities for any child to talk and work with a trained member of support staff over any concerns or anxieties. We also have a Parent and Family Support Advisor (PFSA) who can work with children and families. Specific plans and support will be put into place for children experiencing difficulties with behaviour and those needing medical support or intimate care.
7. What specialist services are accessed by the school?	When a child has a specific need, we access County services such as Educational Psychology and SEMH support advisors. We also access advice for physical impairments and medical conditions, including hearing and vision impairments. We can access Speech and Language Therapists, physiotherapists and Occupational Therapists via the NHS when needed. Somerset's SEND Local Offer: Somerset's SEND Local Offer is our local hub of information and guidance for children and young people with special educational needs and/or disabilities (SEND), their families and professionals in Somerset. Explore services available to support you and how to

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	access them. Discover more at www.somerset.gov.uk/localoffer and www.facebook.com/LocalOfferSomerset <i>Somerset Graduated Response Tool</i> <i>Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/</i>
8. How accessible is the school environment?	The School site is all wheelchair accessible. Where there are steps, alternatives are available with ramped entries. There are changing and alternative toilet facilities. All children have the right to access class trips where ever it is safe for them to do so. For those with additional needs, provision will be made where necessary, for example, additional adult support, alternative transport arrangements, or alternative arrangements for the administration of medicines.
9. How will the school support my child's transition to new settings?	Prior to starting in Reception, children identified as having Special Educational Needs will have a School Entry Plan Meeting. This will be attended by you, pre-school staff, school staff and any external professionals involved in supporting your child. The aim is to plan how your child can make the transition to school as smooth and easy as possible. For children with medical needs, this will include identifying staff training needs to ensure your child's needs are fully met, and any potential difficulties identified and solved. All families will be invited to various transition visits prior to starting school to ensure they are familiar with the staff and setting in advance. On moving to Secondary School, children in Year 6 with additional needs are discussed with the SENDCO at the secondary school once a place has been allocated. Additional visits can be organised within school time, supported by school staff and additional resources made, e.g. Books of photos to ensure your child is familiar with the people and places they will come across.
10. Who might work with my	A range of outside professionals might be called in to support the school in providing the best opportunities for every child, including: Speech and Language therapists

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child?	Educational Psychologists Learning Support Advisory Teachers Social, Emotional and Mental Health Advisory Teachers Physical Impairment and Medical Support Hearing Impairment Advisory Teachers Visual Impairment Advisory Teachers Occupational Therapists Physiotherapists Autism and Communication Advisors
11. Training for all staff	The SENDCo will arrange specific training for specific needs.

This information is available from the school office and can also be downloaded from the website.

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