

ST MARY'S COCKERTON CE PRIMARY SCHOOL

SEND INFORMATION REPORT

**What does our school do to support pupils with specific needs?
Our contribution to the LA Local Offer**



HOW TO GET IN TOUCH

From the very beginning it is important for us that parents and carers know who to contact and how. Whether you need further information, need some clarification or wish to raise concerns, please contact any of the following:

Executive Principal

Mrs Wendy Aitken

Vice Principal

Mrs Kaye Boyce

Assistant Vice Principal (Inclusion and Welfare and SENDCO)

Mrs Sarah McTimoney

Email: office@stmaryscockerton.org.uk

Post: St Mary's Cockerton CE Primary School, Newton Lane, Darlington, DL3 9EX

Telephone: 01325 380758

www.stmaryscockerton.org.uk

or find us on Facebook



ABOUT OUR SCHOOL

- St Mary's Cockerton CE Primary School is a single form entry school for 210 pupils, aged 4-11.
- We are a voluntary aided Church of England school and are proud of our Christian values and ethos. We welcome children and families from all faith and none, and together form a family who seek to live out our values in the world.
- We currently have seven single year group classes. The current Reception year has a waiting list. There are a small number of spaces in some older year groups. Our pupils are from a range of backgrounds, including some for whom English is an additional language.
- We have 7 teachers, 1 higher level teaching assistant, 5 teaching assistants and 2 classroom assistants. Our Senior Leadership Team also have some teaching responsibility.
- We have 2 office staff and a Business Manager, a caretaker and cleaner, a cook and a kitchen assistant, and 5 Lunchtime Supervisors.

VISION AND ETHOS



OUR SCHOOL'S CHRISTIAN VISION AND ETHOS AFFIRMS EACH MEMBER OF OUR SCHOOL FAMILY AS BEING LOVED AND VALUED, EACH WITH A UNIQUE CONTRIBUTION TO MAKE TO GOD'S WORK IN THE WORLD. WE ARE THE HANDS AND FEET OF JESUS, AS WE LIVE IN THE WORLD AS GLOBAL NEIGHBOURS.

17% of our pupils have additional, or special educational needs or disabilities. These children face barriers to their learning. Our pupils with SEND are encouraged to persevere to overcome these barriers and make their unique contribution to our world. We strive to help pupils and families identify needs, support them through assessments and help identify appropriate support so that they can flourish in our school and in their community.

4 AREAS OF SEND

- **SPEECH, LANGUAGE AND COMMUNICATION**
- **COGNITION AND LEARNING**
- **SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES**
- **SENSORY AND/OR PHYSICAL DEVELOPMENT**

We have children with primary and secondary needs in all of these areas; some children may experience barriers to learning in more than one area.

Children with Autistic Spectrum Disorder as a primary need come under 'Speech, Language and Communication'.

Children with a physical disability or chronic illness/condition as a primary need come under 'Sensory and/or Physical development'.

Children with anxiety or attachment difficulties, or those who have experienced trauma which create a barrier to learning and participation come under 'Social, Emotional and Mental Health'.

It is important to note that having English as an Additional Language (EAL) is NOT a Special Educational Need

Our staff have a wealth of expertise and additional training over and above the standard qualifications for their roles. When we feel we need more support and advice we access specialist services as required.

SPEECH, LANGUAGE AND COMMUNICATION

Our staff have a wealth of expertise and additional training over and above the standard qualifications for their roles. When we feel we need more support and advice we access specialist services as required.

- ✓ High quality first teaching
- ✓ A differentiated curriculum
- ✓ Tokens for 'Going Above and Beyond' delivery
- ✓ Planning cater for different learning styles
- ✓ Learning walls
- ✓ Topic words shared prior to unit of work
- ✓ Talking time
- ✓ High quality displays
- ✓ Learning objective / success criteria shared in an appropriate way
- ✓ Illustrated dictionaries/wordbanks/thesauruses
- ✓ Daily phonic lessons for KS1
- ✓ Labelled resources and equipment
- ✓ Individual targets shared with children on as age / need appropriate
- ✓ Teacher modelling
- ✓ Drama productions, including working with the Royal Shakespeare Company
- ✓ Participation in worship
- ✓ 'Think Global Act Local' presentations/workshops for key events identified through UNICEF
- ✓ Speech Link assessments
- ✓ Specialist Autism trained Teaching Assistant
- ✓ Liaising with Social Communication Outreach

COGNITION AND LEARNING

Our staff have a wealth of expertise and additional training over and above the standard qualifications for their roles. When we feel we need more support and advice we access specialist services as required.

- ✓ High quality first teaching
- ✓ A differentiated curriculum
- ✓ Differentiated delivery e.g. simplified language, slower lesson pace
- ✓ Differentiated delivery
- ✓ Structured transition programmes between key stages
- ✓ Pupil centred planning / personalised learning with individual targets
- ✓ Clear learning objectives and success criteria
- ✓ Use of visual aids and manipulatives equipment
- ✓ Interactive displays
- ✓ Learning walls throughout the school
- ✓ Regular communication – SeeSaw and Home Learning, Facebook and emails
- ✓ Curriculum visits
- ✓ Volunteers working with individual children – hearing readers, flashcards, ‘bubble’ writing
- ✓ EYFS daily reading with an adult
- ✓ Opportunities for parents / carers to see their child’s learning such as class assemblies, Parents’ Evenings

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Our staff have a wealth of expertise and additional training over and above the standard qualifications for their roles. When we feel we need more support and advice we access specialist services as required.

- ✓ Positive praise culture
- ✓ House Team System, serving the school family as well as individual rewards
- ✓ Responsibility roles within all classrooms
- ✓ 'Special Person'
- ✓ High quality lunches cooked on site
- ✓ Fruit scheme for EYFS and KS1
- ✓ Health snacks encouraged in KS2
- ✓ Circle time
- ✓ Social stories
- ✓ Staff training – Attachment and Trauma
- ✓ Now and next boards
- ✓ Listening Post service
- ✓ CAMHS School Based programmes eg. We Eat Elephants
- ✓ Time to listen
- ✓ Termly Christian values
- ✓ Active 30
- ✓ Lego Therapy
- ✓ Collective Worship
- ✓ Class assemblies
- ✓ Website celebrates success and achievements

SENSORY AND PHYSICAL

Our staff have a wealth of expertise and additional training over and above the standard qualifications for their roles. When we feel we need more support and advice we access specialist services as required.

- ✓ Staff awareness of implications of physical impairment
- ✓ Support/personal care for physical disabilities
- ✓ Visual timetables
- ✓ Wobble cushions
- ✓ Fiddle toys
- ✓ Caring cutlery
- ✓ Bear hug
- ✓ Weighted jacket
- ✓ Chewellery
- ✓ Sloping desks
- ✓ Ear defenders
- ✓ Physiotherapy
- ✓ Occupational Therapy – including Future Steps Scholarship Award
- ✓ Extensive Outdoor areas
- ✓ Large open main hall with wide range of equipment
- ✓ Appropriately sized classroom furniture, sinks and toilets
- ✓ Named pegs
- ✓ Fine / gross motor skills support
- ✓ Gold Sportsmark
- ✓ Close liaison with NHS/health services

OUR CORE OFFER

- **Safeguarding and Family Support** is our main priority. We work closely with families and outside agencies to support our pupils across all aspects of their life
- **High quality teaching** meeting the needs of the children is at the heart of what we offer at St Mary's Cockerton. Our highly skilled and qualified staff, who are responsible for the progress of all the children they work with, offer challenge as well as support.
- Our **stable and committed staff** team know all of our children, offering exceptional pastoral and social support. Not only teaching staff, but admin staff, catering staff and premises staff develop warm and personal relationships with all of our children, tailoring their approach to meet needs. Staff training is undertaken as refreshers and to support needs new to the staff team.
- Our **broad and balanced curriculum** engages the children and makes the most of our beautiful school grounds. We make the most of all available space – inside and out.

OUR CORE OFFER

- Our **links** with the out of school club provides a seamless link between the end of the school day and the wraparound care available for families running from 7.30am to 6.00pm.
- Our **after school** activities provide additional opportunities for the children.
- The **children play a key role** in shaping the work of the school. A number of groups of pupils work to enhance the life of the school and the opportunities we provide. The ‘Think Global Act Local’ are innovative in ways in which our learning about issues around the world can have an impact in our local community – how we can make a difference. Our ‘Reading Champions’ inspire and encourage a love of reading in our pupils. Our House Team system, with our House Captains and Vice Captains help us work together for the greater good of our team and have a positive impact on our whole community. All of these groups include children with SEND.

ASSESS

- Staff continually assess all pupils' learning and progress, and closely monitor any pupil who is having difficulty.
- If from our rigorous tracking and monitoring of your child's progress, it becomes apparent that he/she is not making expected progress then you will be invited to a meeting with their teacher and / or **Sarah McTimoney (SENDCO)**
- At the meeting we will begin to explore the possible barriers to learning and you will be asked how we can best support your child. We may also agree how you could support your child at home. Observations and assessments will then be carried out and, if required, input from specialist services may be sought with your permission.
- Support to this level would be documented in a 'support plan' with strategies jointly devised to support staff in guiding your child to achieve their learning outcomes and specific, short term targets. Proven, effective interventions will be used.
- If, despite this level of support, it is determined that further, external support is required a 'One Plan' will be devised. A one plan is a document to support the child, taking views from the child and parents, as well including the advice from outside agencies.
- Where a child's needs are deemed more complex and require the input from a range of outside agencies the school can apply to the local authority for statutory assessment to determine whether a EHCP (Education, Health and Care Plan) is necessary. This will include input from health and social services. An EHCP is a statutory document to determine the level of educational, social and health support the child needs in order to meet the learning outcomes we have jointly identified. Additional funding may be provided to meet the child's needs. This may be in the form of funding to the school, or direct financial support to the family via a personal budget
- If you are concerned about your child's progress or that your child may have SEND, please contact our SENDCO Sarah McTimoney on 01325 38058

PLAN/REVIEW

- **Consultation evenings** are held in the autumn and spring terms where all parents or carers can meet their child's teacher and look at their work in different subject areas, as well as discussing other aspects of school life such as behaviour, attitude, friendships etc. For parents that have children on the school's SEN support register these termly meetings are held with the class teacher and SENDCO to review the child's Support Plan or One Plan. Your child will be involved in reviewing their targets at appropriate times throughout the term, with the class teacher, and during the setting of new targets on a termly basis. A further opportunity is provided in the summer term for you to discuss your child's end of year report with their class teacher and SENDCO. If your child has an EHCP, you will be invited to termly review meetings with the SENDCO and class teacher, and also a formal annual review of this plan which could also involve other professionals.
- We enjoy a **positive relationship with families**, and work closely together. We endeavour to be available to meet with parents and carers on an informal basis throughout the year to discuss concerns and update on a child's progress and development, and to share concerns. We are an open and friendly school and take pride in our in depth understanding of the different circumstances of our pupils.
- When concerns about a child cannot be addresses through quality teaching and internal supports or interventions, we work closely with parents and carers to refer a child to **outside agencies**. These could include Educational Psychology, Outreach Services (Cognition and Learning, Social and Communication, Speech and Language), Occupational Therapy, Listening Post, CAMHS, Neurodevelopmental Assessment or other services that may be able to support. We have had support from Mind, St Teresa's Hospice Family Support Service, Riding for the Disabled, Low Incidence Needs Service (including Hearing Impairments).
- We have an excellent working relationship with the Virtual School, who oversee provision for children in **Looked After Care**. We strive to ensure that all looked after children expect and experience the same outcomes as their peers. This is done through the Personal Education Plan (PEP) which details targets and appropriate support for children in Looked After Care. This links closely with planning and provision for children with SEND. Sarah McTimoney serves as both SENDCO and Designated Teacher for Looked After Children so a fully rounded picture of a child's needs is understood.

DO

- Our **teachers are skilled** at adapting teaching and learning to meet the diverse needs in each class.
- **Daily planning** takes into account individual children's needs and requirements
- We evaluate the **provision** arranged for your child through feedback, questioning and observation.
- **Differentiation** is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.
- **Grouping** arrangements take into account the different skills and abilities of each child. This ensures that learning is maximised. This is particularly the case for early reading.
- **Additional adults** are used to help groups and individual children with the long term goal of developing independent learning skills. The class teacher leads, guides, plans and monitors this support and ensures the child does not become overly reliant on it.
- Where a child has been assessed or observed by an outside agency, we follow **guidance and recommendations** given within constraints of timetables and staffing. We prioritise the needs of those with statutory EHCPs but strive to support all children with SEND by implementing recommended programmes of support.
- We fully encourage **parental support** and we warmly welcome children learning at home through reading, core maths skills such as times tables, and also our 'Above and Beyond' Learning Grid which is sent home each term.