



COWES PRIMARY SCHOOL SEND OFFER

<p>Cowes Primary School Edinburgh Close Cowes Primary School Isle of Wight PO31 8HF Telephone No. 01983 293261</p>	<p>Website Address http://www.cowesprimaryschool.co.uk</p>
<p>Type of EY Setting/school/College</p>	<p>Primary School</p>

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools 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 proactive and 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.

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

<http://www.iwight.com/Residents/Schools-and-Learning/>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING
IN THIS SCHOOL:**

Setting/School/College Based Information	Staff	Summary of Responsibilities
<p>1.a) Who are the best people to talk to in the early years setting about my child's development needs?</p>	<p>Louise Stanton Early Years Foundation Stage Leader</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Children's Leader know as necessary. • Writing Pupil Centred Plans (PCP's) and sharing and reviewing these with parents at least once each term and planning for the next term. • Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in EYFS classrooms for all the children they teach with any SEND.
<p>1.b) Who are the best people to talk to in the school about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Lynne Westhorpe Children's Leader (SENDCo)</p> <p>Abi Pascoe Multi Agency Coordinator (MAC)</p>	<p>They are responsible for: Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</p> <p>Ensuring that you are:</p> <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • Liaising with all the other people who may be coming into school to help support your child's learning Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records

	<p>Head Teacher</p> <p>SEND Governor</p>	<p>of your child’s progress and needs.</p> <ul style="list-style-type: none"> • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. • The day to day management of all aspects of the school, this includes the support for children with SEND. • Will give responsibility to the Children’s Leader and class teachers but is still responsible for ensuring that your child’s needs are met. • Must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. • Making sure that the necessary support is made for any child who attends the school who has SEND. • Ensuring The SEND policy is reviewed and being followed across the school.
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HOW COULD MY CHILD GET HELP IN THE EY SETTING/SCHOOL? :

Children and young people in Cowes Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- **Other staff in the EY setting/school**
- **Staff who will visit the EY setting/school/college from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)**
- **Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service**

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with SEND in this EY setting/school?	Quality first teaching for all students.	<ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is based on building on what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. • Specific strategies (which may be suggested by the Children’s Leader or outside staff) are in place to support your child to learn. • Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. 	All children in school should be getting this as a part of excellent classroom practice when needed.
	<p><i>Stage of SEN Code of Practice: SEN Support</i></p> <p>Your child has been identified by the class teacher as needing some extra support in school.</p>	<ul style="list-style-type: none"> • He/ She will engage in group sessions with specific targets to help him/her to make more progress. • A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher’s or other professionals plan. • Run in the classroom or outside by a teacher or Learning Support Assistant who has had training to run these groups. 	This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning

	<p><i>Stage of SEN Code of Practice: SEN Support</i></p> <p>which means they have been identified by the class teacher/Children’s Leader as needing some extra specialist support in school from a professional outside the school.</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/Children’s Leader (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups. • You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ Support to set better targets which will include their specific expertise ○ A group run by school staff under the guidance of the outside professional e.g. a social skills group ○ A group or individual work with outside professional 	<p>This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>
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	<p>EHCP Usually your child will also need specialist support in school from a professional outside the school.</p>	<ul style="list-style-type: none"> • The school (or parent/carer) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support. • After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an EHCP. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. <ul style="list-style-type: none"> • The additional adult may be used to support your 	<p>This type of support is available for children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more hours of support in school
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		child with whole class learning, run individual programmes or run small groups including your child.	
3. How can I let the EY setting/school know I am concerned about the progress of my child/young person in school?	<ul style="list-style-type: none"> • If you have concerns about your child’s progress you should speak to your child’s class teacher initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Children’s Leader or Headteacher. • If you still feel your concerns are not being listened to or responded to you can speak to the school SEND Governor Mrs Amy Duncan. 		
4. How will the EY setting/school let me know if they have any concerns about my child/young person?	<p>If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> • Listen to any concerns you may have too. • Plan any additional support your child may receive. • Discuss with you any referrals to outside professionals to support your child’s learning. 		
5. How is extra support allocated to children and young people and how do they move between the different levels?	<ul style="list-style-type: none"> • The school budget, received from the LA, includes money for supporting children with SEND. • The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the Children’s Leader discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected <p>And decide what resources/training and support is needed.</p> <ul style="list-style-type: none"> • All resources/training and support are reviewed regularly and changes made as needed. 		

<p>6. What specialist services are available at or accessed by the EY setting/school?</p>	<p>A. Directly funded by the school</p>	<p>Play Therapy Interventions Educational Psychologist ELSA Initial Dyslexia Screening MAC coordinator Educational Psychology Service Autism Outreach Service</p>
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<p>Sensory Service for children with visual or hearing needs Speech and Language Therapy (provided by Health but paid for by the Local Authority) Medina House Outreach Service</p>
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<p>Speech and Language Therapy (SALT) Sensory support (VI, HI) Occupational Therapy Physiotherapy</p>
<p>7. How are staff in the EY setting/school supported to work with children & young people with an SEND?</p> <p>a) What training have the staff supporting children/young people with SEND had or have available?</p>	<p>The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class from the ASD Outreach service, Medina House Outreach, Makaton, Diabetes training, Safeguarding, Epi pen training, Manual Handling, ADHD and First Aid training.</p>	
<p>8. How will activities/teaching be adapted for my child/young person with learning needs?</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. 	

<p>a). How will the curriculum be matched to my child's/young person's needs?</p> <p>b) How will I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p>	<ul style="list-style-type: none"> • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. • The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. • At the induction meeting in September and the tracking meeting in February your child's progress will be discussed with you. • A full report on your child's achievements will be sent to you in the form of an end of year report in July. • The Children's Leader is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. • PCP's will be reviewed each term. Homework will be adjusted as needed to your child's individual needs. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
<p>9. How will the EY setting/school measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and informally half termly against National Curriculum KPI's in Reading, Writing, Numeracy and Science. • If your child is in Year 1 and above, but is not yet at Age Related Expectations (ARE), a more sensitive assessment tool is used which shows their achievements in more detail and will also show smaller but significant steps of progress. These are called 'P levels'. • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. • Children at SEN Support will have a PCP which will be reviewed, every term and the plan for the next term made. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The Children's Leader and Keystage Leader will also check that your child is making good progress within any individual work and in any group that they take part in.

<p>10. What is the pastoral, medical and social support available in the EY setting/school?</p> <p>a) What support will there be for my child/ young person’s overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>c) What approaches are used in early year’s settings to manage behaviour?</p>	<p>We offer a wide variety of pastoral support for pupils who are encountering emotional difficulties:</p> <ul style="list-style-type: none"> • ELSA groups • Daily pop ins • Members of staff such as the class teacher, MAC (Mrs Pascoe) and the ELSA Assistant (Mrs Lewin) are readily available for pupils who wish to discuss issues and concerns. • MSAs are available to organise games on the playground and monitor the buddy system for those children who find playtimes difficult. • We run a variety of after school clubs and quest activities on a Thursday or Friday afternoon that encourage teamwork, making new friends and trying unknown activities. • We have a small farm on the school site that allows the children to learn how to look after and care for chickens. • EWO is regularly in contact with the school and attendance is monitored. Advice and support is given to families who are finding it difficult keeping to the schools attendance goal. • Rewards are given for good or improved attendance with the class attendance cup. <ul style="list-style-type: none"> • Positive behaviour strategy – all positive behaviour is rewarded with a smiley face sticker. Sanction of a ‘sad face’ for negative behaviour, with the provision that it will be removed when they ‘choose to do the right thing.’ • Certificates to celebrate all achievements, not just academic. • ‘Time out’ to think about the choices that they have made.
<p>11. What support does the EY setting/school have for me as a parent of child/young person with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at</p>	<p>We would like you to talk to your child’s class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. We also offer:</p> <ul style="list-style-type: none"> • Coffee mornings with outside agencies that are readily available to discuss concerns or needs in an informal setting. • Early Help plans to support the whole family. <p>Children are encouraged from an early age to work independently and take control of their own learning, they :</p> <ul style="list-style-type: none"> • Regularly help plan and run activities for RE Days, International Days, Fun Days, the school Horticultural Show, Fayres and after school clubs. • Are encouraged to work as playground buddies, join the school council and take a lead role in school assemblies.

<p>your setting</p>	<ul style="list-style-type: none"> • Help to run the school farm including feeding the chickens, collecting eggs, cleaning out the chicken’s habitat growing and harvesting our own fruit and vegetables and promoting healthy eating using school grown produce. • • Personalised Learning Plan (EYFS) – We use their interest to inform their planning.
<p>12. How does the EY setting/school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • If your child has a medical need then a detailed care plan will be completed. These plans will be discussed with all staff who are involved with your child. • Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure both safety of the child and the staff member. • All staff have basic first aid training with a least two full first aiders in each Keystage. EYFS have specialist paediatric first aid training.
<p>13. How accessible is the EY setting/school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • The building is accessible to children with physical disability via slopes as we are mostly on 1 level. • We ensure that equipment used is accessible to all children regardless of their needs. • After school provision is accessible to all children including those with SEND. • Extra-curricular activities are accessible for children with SEND. • Risk assessments are carried out and procedures are put in place to enable all children to participate. • However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity. • Equipment is purchased as and when necessary e.g. large print, sloping writing desks, ASD bands/cushions amongst other resources.
<p>14. How will the EY setting/school support my child/young person when they are leaving? OR moving to another Year?</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible.

	<ul style="list-style-type: none"> • When moving classes in school: <ul style="list-style-type: none"> ○ Information will be passed on to the new class teacher IN ADVANCE at a transition / planning meeting All PCPs will be shared with the new teacher. ○ If your child would be helped by a social stories book to support them understand moving on then it will be made with them during or after their Transition Days. • In Year 6: <ul style="list-style-type: none"> ○ The Class teacher, Children’s Leader and or MAC will attend transition meeting to discuss the specific needs of your child with the SENDCo of their secondary school, and offer further specialist session for students with an EHCP, as appropriate. ○ Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. ○ Where possible your child will visit their new school on several occasions and usually staff from the new school will visit your child in this school.
<p>15. Where can I get further information about services for my child/young person?</p>	<p>SEN Department IOW Council: Special Educational Needs Floor 2 County Hall High Street Newport Isle of Wight PO30 1UD Phone: 01983 821000 Links to Admissions and SEND Assessment Teams : http://www.iwight.com/Residents/Schools-and-Learning/ Information Zone (FIZ) 9am – 4.30pm - 11 Orchard St, Newport, PO30 1JZ. Tel: 01983 821999 Email:familyinfozone@iow.gov.uk</p>

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