Cawston Grange Primary School

Special Educational Needs Information Report 2024 – 2025

**This Information Report should be read alongside the following:**

* **The Special Educational Needs and Disabilities (SEND) Policy**
* **The Accessibility Plan**
* **The Behaviour Policy**

**In addition, information about Warwickshire’s Local Offer can be found at:** [**https://www.warwickshire.gov.uk/send**](https://www.warwickshire.gov.uk/send)

**What kinds of SEND does Cawston Grange make provision for?**

At Cawston Grange, we work hard to meet the needs of children with a wide range of needs; we work on a ‘by child’ basis, looking at what provision each child requires, and adapting as such. In line with the SEND Code of Practice 2015, we identify children’s needs as falling into four different categories:

* Communication and Interaction: this includes children with speech and language difficulties, and social communication difficulties such as autism.
* Cognition and Learning: this includes children with specific learning difficulties such as dyslexia, general learning difficulties, difficulties with processing and working memory, and other related difficulties.
* Physical and Sensory: this includes children with sensory impairments such as vision impairment or hearing loss, and physical disabilities such as cerebral palsy.
* Social, emotional and mental health: this includes children experiencing difficulties managing their emotions and mental health, including diagnosed mental health conditions.

**Who is responsible?**

The Special Educational Needs and Disability Co-ordinator (SENDCO) is Mrs Claudia Paterson. She is responsible for overseeing the day-to-day implementation of the SEND policy, under the guidance of the headteacher, Mrs Kate Worthington. Mrs Paterson can be emailed directly at [paterson.c@welearn365.com](mailto:paterson.c@welearn365.com), or can be reached on the main school telephone number.

**How do we identify pupils with SEND, and assess their needs?**

Some children join in Reception already with diagnosed additional needs or disabilities, or already receiving additional support from services such as the NHS Speech and Language team (SALT) or Integrated Disability Service (IDS). These pupils are normally identified prior to their starting at school, following meetings with external nurseries, or the parents/guardians themselves. They are added to the SEND Register at Cawston Grange, with consent of their parents or guardians, to ensure that their support continues and is monitored as described subsequently.

For other children, their needs may only become apparent during their time at school. Staff receive regular training in different types of need, and may notice that a child is requiring additional support. Equally, monitoring by teachers and senior leaders of pupil progress can indicate children who are not making expected progress, or parents may come to the school expressing concerns that their child may have a need. In this scenario, the following pathway is followed:

In exceptional circumstances, a child with no previous SEND may experience a life event resulting in disability or significant learning need. In this scenario, an EHCP can be applied for without previous review cycles having been completed.

**How do we involve children and their families?**

In line with the SEND Code of Practice 2015, we believe that developing a close working relationship with the families of pupils with SEND, and the pupils themselves, is key to success. We have an open door policy, and encourage parents to speak to a staff member as soon as any concerns arise.

Parents attend review meetings with the SENDCO and their child’s class teacher termly. These meetings are a key part of our ‘Assess, Plan, Do, Review’ cycles, and parent views are recorded as part of this, alongside the views of professionals and the child where appropriate. Likewise, children are consulted prior to the meeting about what progress they feel they have made towards their targets, and this view is discussed in the meetings. In addition to this, the SENDCO is in regular contact with parents on a needs basis. Parents have the SENDCO’s email address, as well as the school number, and are encouraged to make contact at any point where they feel they need to.

Children with EHCPs attend their annual review, either in part or in full, so that they are able to express their thoughts about their plan and support, and make changes as needed.

The school’s Child and Family Support worker is Mrs Noreen New. Mrs New is available on the school gate in mornings and evenings, for ‘ad hoc’ parent conversations. She works closely with families of children with SEND where it is felt that she may be able to offer emotional support, or support for families to access services, including through the Early Help pathway. Staff, parents and children themselves can refer to Mrs New, who supports on a needs basis.

We conduct annual surveys with both parents and children on their views on our SEND provision, and use this information to guide changes to our practice.

**How do we monitor and assess pupil progress?**

All pupils on the SEND Register have an Individual Education Plan (IEP). This is a document that states what provision the school is making to support the child, both in and out of class, and includes termly progression targets. The IEP supports the school, alongside the family, to engage in a termly ‘Assess, Plan, Do, Review’ (ADPR) cycle:

The ADPR cycle is recorded formally in the child’s IEP, including the minutes from review meetings. This is shared termly with families.

In addition to the ADPR cycle and IEPS, the SENDCO monitors the achievement of children on the SEND register using achievement and progress data which is reported termly for all children. Provision for SEND pupils is monitored through learning walks and observations, and in conversation with staff.

**How do we support pupils at points of transition?**

At Cawston Grange, we recognise that transitioning to a new school (whether starting in Reception, leaving in Year Six, or at another time) can be challenging for all children, especially those children with SEND.

As soon as Reception places are allocated for the coming academic year, we contact Early Years settings that children are currently attending, and discuss any children who may have additional needs. From this, parents are contacted as needed by the SENDCO to develop an understanding of that child’s needs before they start, and start to develop the child’s IEP. Where needed, additional school visits can be arranged before the child starts to support them to feel settled in their new environment. Equally, children whose parents have indicated that they have SEND on application paperwork are contacted.

When children with SEND enter the summer term of Year Six, the SENDCO contacts their receiving secondary schools in order to discuss children with SEND. This can include advising secondary settings of children who would benefit from additional transition support, and making schools aware of each child’s needs. Where a child has an EHCP, the receiving secondary school are invited to the child’s Annual Review that year.

At times, children with SEND can join during the school year. We encourage parents to contact us before their child starts, so that we can meet and understand what support they will need prior to starting.

When a child is about to move to their new year group, the receiving teacher is given time with the current teacher to discuss each child’s needs and their IEP, to support an effective transition. Likewise, all staff have access to the IEPs of all children, and so can be familiar with children across the school as needed. Where is it felt necessary, additional support may be given to help a child move year group, such as a photo book, or time visiting the new classroom.

**How do we teach pupils with SEND, and what additional support do we offer?**

At Cawston Grange, in line with the SEND Code of Practice 2015, we firmly believe that ‘all teachers are teachers of SEND’. It is the responsibility of each classteacher to offer the day-to-day provision for all children in their class, following the guidance of both the SENDCO and other external professionals as needed. Likewise, teachers are responsible for directing teaching assistants within their classrooms, to ensure that they are used effectively to support the progress of all pupils.

In line with the SEND Code of Practice 2015, we offer three levels of SEND support: universal, targeted and higher needs. These are defined as follows:

Universal

This level is also known as Quality First Teaching; teaching that emphasises high quality, inclusive teaching for all pupils in a class. It describes the support which is available to all pupils. It includes (but is not limited to) adaptations to teaching styles and resources (such as a visual timetable) to ease anxiety or help with letter formation.

Targeted

This is the level of support which will be received by some pupils if they do not make expected progress with universal provision in place. It includes interventions to support numeracy skills, reading, spelling or fine/gross motor skills. At this support level, a pupil may not have an identified special educational need.

Higher Needs

This is the highest level of support pupils can receive at school. It is also known as specialist support and is for pupils with an identified special educational need or disability. It might include a specialist intervention, such as a bespoke social skills programme or SALT programme.

Within school, a range of evidence-based interventions are used, designed to support specific needs and increase a child’s progress in the given area. The impact of these is monitored by the SENDCO, and used to inform the ‘assess, plan, do, review’ cycle for each child. This is also supported by the work of the school’s Child and Family Support worker.

Where necessary, external professionals may be referred to with a parent’s consent to offer more specialised support and advice. This includes, but is not limited to:

* The Specialist Teaching Service
* Educational Psychology
* Integrated Disability Services (IDS)
* Counselling services
* Therapy Dogs
* NHS Speech and Language Team

As a school, we work closely with external professionals to ensure that a child’s needs are met.

**How do we adapt our curriculum for pupils with SEND?**

At Cawston Grange, we work hard to ensure that our curriculum meets the needs of all our learners. This includes differentiating the learning in classrooms to ensure that outcomes are relevant and achievable for all, as part of our universal provision.

Similarly, we recognise that specific adaptations will be needed for individual pupils at times, and work with the advice of external agencies to ensure that no child is prevented from accessing learning. This may mean changing the resources that we use, or in some cases, providing a more bespoke curriculum that reflects that child’s needs and stage. Teachers plan for specific needs as part of their weekly lesson planning, and the curriculum as a whole is regularly reviewed.

**How do we adapt our learning environment for pupils with SEND?**

All class teachers adapt their classrooms to ensure that needs are met, as part of their universal provision. This may mean small adaptations such as considering where children are sat, providing visual aids on displays, or ensuring visual timetables are used.

Larger scale adaptations to ensure access for specific disabilities are made on a needs basis, in consultation with external professionals. For further information, please see the Accessibility Plan.

**How do we ensure that our staff are trained to support pupils with SEND?**

All staff receive regular training relating to SEND. Training needs within the school are identified by senior leaders, as part of ongoing whole school monitoring, and sessions are planned throughout the school year in response. This may either be delivered in-house, or by external agencies as appropriate.

Where a child joins the school with an EHCP, the plan is read and any gaps in staff training are identified and addressed, to ensure that the needs as stated on the plan are met.

**How do we work with other agencies to support pupils with SEND?**

The SENDCO is responsible for co-ordinating working with other agencies to support pupils with SEND, such as educational psychology, disability services and the specialist teaching service. This forms part of our ‘assess, plan, do, review’ cycle for individual children, and may include the SENDCO making referrals as needed, and being responsive to agencies working within school to support.

**How do we evaluate our provision for pupils with SEND?**

As part of whole school monitoring by senior leadership, we regularly evaluate the effectiveness of our SEND provision. This includes active monitoring through lesson observations, learning walks and similar, and monitoring of outcomes through data, discussions with stakeholders etc. The SENDCO audits our SEND provision annually with the specialist teaching service, and this helps to form the SEND action plan for the year.