



Coteford Junior School

SEND Information Report

Updated January 2024

Coteford Junior School is a mainstream school with a specialist resource provision (SRP) for pupils with physical disabilities. We are fully inclusive and work hard to make sure that all children, whatever their starting points, receive the right support in order to achieve their full potential.

The number of SEND pupils within the school is over ten times higher than the national average and we are proud of our ability to educate and care for all pupils.

Overview of special educational needs and disabilities within the school (2023 - 2024)

There are currently 8 pupils accessing the Specialist Resource Provision and 31 pupils who have Education, Health and Care Plans (EHCP).

There are 58 pupils who receive SEN support but do not have an EHCP.

We have pupils with needs in the following areas:

Speech, Language and Communication difficulties or diagnosed Developmental Language Disorder
Autistic Spectrum Disorder (ASD), and traits of Pathological Demand Avoidance (PDA)
ADHD and ADD
Dyslexia
Developmental Co-ordination Disorder
Learning difficulties in a specific area
Processing difficulties
Sensory difficulties or Sensory Processing Disorder
Social, Emotional and Mental Health Needs such as: Anxiety, Depression, OCD and Attachment Disorder
The impact of trauma
Hearing impairment
Foetal Alcohol Syndrome
Physical Disabilities connected to: <ul style="list-style-type: none">• Cerebral Palsy• Neurological disorders• Brain Tumours or the impact of previous tumours

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| <ul style="list-style-type: none">• Hypermobility• Specific Chromosome Disorders |
| Difficulties related to medical conditions, illnesses or allergies |

Our Aims:

- To make every reasonable adjustment to allow all pupils to access the curriculum and all other aspects of school
- To adhere to the Ordinarily Available Provision document for Hillingdon schools
- To equip staff with the skills and confidence needed to support all pupils
- To establish a clear process for identifying and meeting needs
- To communicate clearly with all individuals involved in a pupil's education, health and care
- To teach pupils with SEND alongside pupils with no SEND effectively
- To demonstrate that 'inclusion' can be achieved in many different ways

TRANSITION TO COTEFORD JUNIOR SCHOOL:

How will the school prepare a pupil for transition?

- The parents of children with SEND are invited to meet the SENCO before they start
- All prospective parents are welcome to visit and the SENCO is available to answer questions and provide reassurance
- The SENCO will always liaise with the SENCO and class teachers from the previous setting
- The SENCO will visit pupils in year 2 and get to know them before they start at Coteford Junior School in year 3
- Most of our pupils join the school in Year 3 from Coteford Infant School and we arrange many visits for the children in Year 2 both accompanied by their class teachers and without (these include disability sports events, assemblies and productions)
- In some cases SEND pupils are offered a place at Smarties after school club to help them feel more confident in the setting before they start
- SEND pupils are offered additional visits before starting in year 3 including a quiz and treasure hunt activity to familiarise them with the building
- The SENCO attends Year 2 annual reviews
- Social stories and personal information books can be created where needed to help pupils' manage the transition smoothly

For pupils with SEND who join us at times other than the start of year 3 or for pupils who did not attend Coteford Infant School, we adapt the above strategies to meet needs.

IDENTIFYING NEEDS

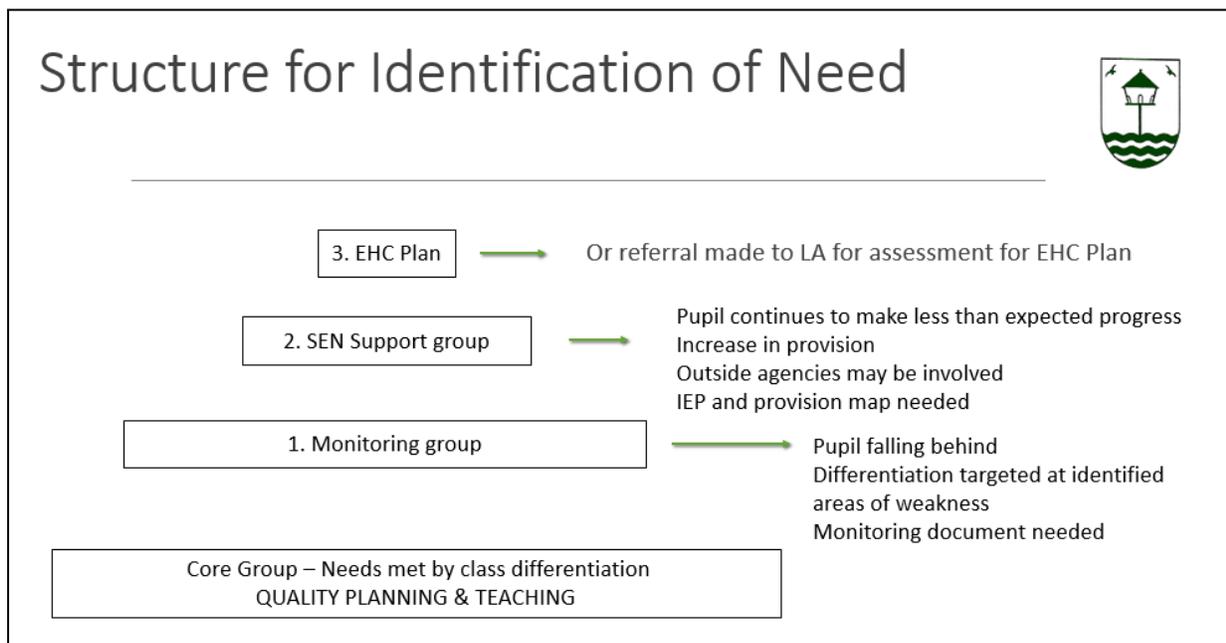
How does the school identify additional needs?

The school follows the SEND Code of Practice 'graduated approach' of: Assess, Plan, Do and Review. This means that class teachers and support staff are continually assessing progress and acting upon findings.

Pupils in any class are divided into 4 groups as seen in the diagram below.

The majority of pupils will fall into the CORE GROUP and their needs will be fully met through quality planning and teaching. Through working with pupils, marking work and tracking progress, staff will identify and monitor any areas of need.

If an area of need is identified, the pupil becomes part of the MONITORING GROUP. Specific targets will be set and actions taken to help the pupil make progress. Ideally, after intervention, a pupil will return to the CORE GROUP. However, if progress is not made and concerns remain, the pupil will move to the SEN SUPPORT GROUP. At this stage, an Individual Education Plan (IEP) will be written to ensure the pupil is getting the support needed. The IEP clearly guides staff through the process of ASSESSING the needs, PLANNING specifically for that pupil, putting plans into action (DO) and reviewing. This is a circular process and each stage should happen regularly. From December 2022, we have been using an online platform called Provision Map to record all SEND information and create Individual Education Plans. This system is now well established and working successfully.



What can a parent do if they are concerned about additional needs?

If parents have any concerns, they can contact class teachers or SENCO. There are many ways to communicate which include: email, making an appointment for a meeting, Zoom or telephone call. In addition to Parents' Evenings, staff are happy to meet or discuss worries at any time.

Class teachers and SENCO are present on the playground at the end of every day and are happy to make an arrangement to speak with parents or have a quick chat there and then if convenient.

SUPPORT FOR SEND:

What support is available in the school?

Most SEND children are taught in mainstream classrooms and their needs are met through:

- Quality teaching
- Adaptation of work (including homework) as appropriate
- Differentiated Curriculum (including homework) as appropriate
- Focussed teaching in small groups or 1:1 for short periods where needed
- Additional adult support
- Provision of specialist equipment such as adjustable tables, writing slopes, coloured overlays, pencil grips
- Access to assistive technology or ICT
- Enlarged or modified print
- Pre-teaching of information or vocabulary
- Strategies to scaffold thinking and learning
- Partner and group work
- Skilful use of questioning
- The use of written or visual instructions
- Checklists or reminders related to personal targets
- Individual or visual timetables
- Having short breaks when needed
- Access to sensory circuits or sensory resources
- Access to Zones of Regulation
- Allowing extra time for processing or completing tasks

In some instances, needs are better met by working outside of the classroom for parts of the day. This may be through:

- An intervention group targeting certain areas of concern
- Individual interventions targeting areas of concern
- Working with a therapist or specialist teacher
- Working in a more quiet environment
- Working in a less visually stimulating environment
- Identifying a 'safe' area or 'time out' area
- Starting the day 'softly' by completing an activity in a therapy room

Additional support aimed at improving the progress of SEND children includes:

- Access to social skills groups
- Access to speech and language support
- Access to sensory circuits

- Use of Zones of Regulation
- Play sessions to encourage language, social skills or confidence
- Lego therapy
- Provision of a lunchtime activities for those who find the playground overwhelming or challenging
- Homework support
- Access to a range of disability sports such as boccia, curling, seated volleyball and handball
- Access to a wide range of school clubs that are fully accessible

Special Resource Provision (SRP) for pupils with Physical Disabilities

We currently provide for 8 pupils with physical disabilities connected to:

- Cerebral Palsy
- Muscular Dystrophy
- Neurological disorders
- Amputated limbs
- Brain Tumours
- Hypermobility
- Other conditions which present or lead to with physical disabilities

Pupils who are part of our SRP are integrated into classes and treated no differently to anyone else. Any equipment or therapies are provided on site and every effort is made to timetable therapies so that they do not interrupt learning.

The school employs a Physio Therapist, Occupational Therapist and Speech and Language Therapist to work with SRP pupils who have these therapies stated in their EHCP.

Additional Provisions

We are always looking to meet SEND needs in ways that are most effective. In 2020, we identified that the greatest area of common need was connected to ASD and speech and language difficulties. Through mapping the needs and provision across the school, we identified that there were a group of pupils, being supported using similar strategies in different classes across the school; these pupils were often working predominantly with adults for support and struggling to understand the curriculum at an age appropriate level.

CAS Class

In September 2020, we opened an additional class of 13 pupils from years 3, 4 and 5. In September 2021, this was increased to 14 pupils from years 4, 5 and 6. In September 2022, there were 12 pupils in this provision. The current cohort comprises of 12 pupils. These pupils follow a highly adapted but challenging curriculum that is designed specifically to meet their needs and accelerate their progress. The class is named 'C' to represent Class (rather than a year group number); 'A' for Mrs Allen (class teacher); and 'S' for Miss Skinner (SENCO). The class name is intended to align with all other class names in the school. Pupils in this class are fully integrated into school life and this is not viewed as a separate provision. With occasional exceptions, the pupils in CAS transition to special schools for Key Stage 3.

Personalised Provision

We continually evaluate the needs of pupils with SEND and make decisions about how best to meet them.

Occasionally, a pupil requires a highly personalised curriculum and timetable with 1:1 support in order to access learning and feel regulated. In these instances, plans are created with parents, school staff and relevant professionals or advisors. The pupil will be involved in decision making if they are able. Individual plans are monitored closely and every effort is made to include pupils in activities alongside their peers. Pupils are integrated with their peers at every opportunity.

ENVIRONMENT:

How is the learning environment adapted to assist pupils with SEND?

In order to make our building and learning environment fully inclusive we ensure the following:

- Coteford Junior School is on one level and all classrooms are wheelchair accessible
- The corridors are wide and there is a ramp to the playground
- Electric doors are in place to allow pupils to move around the school independently
- We have disabled toilets; changing beds with hoist facilities and shower facilities
- Class teachers consider all accessibility needs when arranging the layout of their classroom and resources
- Teachers consider the impact of displayed information and the effect this may have on pupils' with sensory needs or conditions such as dyslexia
- Specialist furniture and equipment is used wherever needed to improve access to the curriculum and school life
- All small rooms and open areas of the school are used as teaching spaces to allow for small group or 1:1 interventions
- Quiet areas or work stations are provided (where possible) for those who need it
- Areas of the playground and field are allocated to different activities at break times that meet a range of needs
- Signs and symbols are available throughout the school to help pupils identify rooms and find their way around

COMMUNICATION and FEEDBACK

How do pupils and parents know what is happening in school?

- Class teachers constantly assess the progress of the children and discuss this with the SENCO
- During parents' evenings teachers will give you detailed information on how your child is progressing, and how to help him or her
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- Feedback is given to the child through written comments, verbal comments and marks for effort
- Children also receive Good News notes for their work, effort, behaviour, helpfulness, politeness and uniform.
- They may be recognised in the weekly merit assembly, the weekly school newsletter or through the award of special certificates
- We welcome parents/carers to meet to discuss individual needs

- All children are provided with a diary to record their reading, homework and messages between home and school
- Children with additional needs may also be provided with a Home/School link book where appropriate
- The SENCO is happy to meet with parents of children with SEND on request
- The SENCO is present on the playground at the end of each day
- Those with an Education, Health and Care Plan will have annual review meetings to discuss progress and make changes to the update the plan with those professionals involved with their child
- The annual review process has recently been evaluated and adapted to make it less formal and allow parents more opportunities see their pupil in the school environment
- Individual Education Plans should be written and evaluated in collaboration with parents

How are the children with special educational needs consulted about their education?

All pupils at Coteford Junior School are treated with respect and their opinions are valued:

- Individual Education Plans should be written and evaluated in collaboration with pupils
- Targets or goals within Individual Education Plans (IEPs) are fully explained to pupils
- Pupils are encouraged to evaluate their understanding and progress within individual activities and over time
- Teachers use a wide range of self-assessment tools and pupils are supported in using them
- A specific member of staff meets with all pupils who have an EHCP to gather their views and opinions before the annual review
- Pupil Passports are used to enable all pupils to share information about themselves
- Governors meet with all pupils including those with SEND to find out about experiences
- Pupils are invited to attend meetings in person where appropriate

EXTRA-CURRICULAR PROVISION:

What steps are taken to include all pupils in activities, clubs and trips?

At break times and lunch times adult, support is available on the playground and whilst eating lunch; this may be on an individual basis or small group. There is also a range of play equipment available at lunch break to encourage interaction.

All pupils are welcome to join in with any club or activity unless there is a specific reason why they should not. As with curriculum lessons, every reasonable adjustment will be made.

Some pupils may need 1:1 support to help them access provisions. We would speak to them and their parents to arrange this. It may be provided by a parent or a member of staff depending on the circumstances.

All educational visits require a risk assessment. For children with additional needs they may require an individual risk assessment to ensure they can take part in the visit successfully. Additional staff can be allocated for support on trips and parents are welcome to attend.

We have our own school minibus to enable all disabled pupils to be able to take part in educational visits whenever possible and always liaise with staff at the location we are visiting to plan ahead.

Some children may be offered additional trips to benefit their individual needs, such as horse riding at a local Riding for the Disabled Centre.

No pupil would ever be excluded from an activity, club or trip unless there was a good reason to prevent them taking part. If this was the case, this would be fully explained to all involved and an alternative activity would be arranged.

WELL-BEING:

What is in place to support the well-being of pupils?

- The school has an identified Welfare Assistant who is responsible for managing all health and medical issues and liaises closely with the allocated school nurse
- Relevant staff are trained to support medical needs and in some cases all staff receive specific training in order to support key pupils
- Medicines may be given in school with the signed consent of the parent
- We have robust child protection and safeguarding procedures
- Pupils learn about mental health in lessons
- Some pupils are offered 1:1 or group sessions which focus on social skills, anger or self-confidence
- Cognitive Behavioural Therapy sessions are delivered by the school's link Educational Psychologist for a small group of pupils
- If a pupil is struggling with a particular area of physical or emotional well-being, staff will work with pupil and parents to create an individual plan to support them
- A sensory exercise programme is available for any pupil who needs support with regulation of emotions or find it hard to concentrate
- Staff have been trained on the importance of physical exercise and how to incorporate this into the curriculum
- An ICT based resource 'My Concern' is used to record and share any concerns
- Information about workshops or training in the local area is shared with parents

MOVING ON:

What is done to support transfer to secondary school?

In Year 5, the parents of children with EHCPs are encouraged to begin visiting local secondary schools to look at the suitability and provision available for their child. Although staff cannot advise that a specific school would be best, we can guide parents towards the schools that are available locally and what they offer.

Visits can be made to schools and the SENCO is happy to accompany parents and pupils to look around potential settings. We can also provide key questions for parents to ask.

Coteford Junior School is committed to helping pupils and parents to find a suitable year 7 placement. Parents are guided by the SENCO so that they know what questions to ask. The SENCO is also responsible for making sure that all SEN information is up-to-date and accurate when it is shared with secondary schools.

During Year 6, once school places have been confirmed, a transition programme is instigated with the school. SEND pupils will visit their new schools to meet staff and familiarise themselves with the building. Pupils can meet peers from other primary or junior schools with SEND who will be in their new year-group.

SENCOs and year 7 staff from secondary schools, also visit Coteford to meet SEND pupils and teachers. These meetings allow staff to share information. Secondary school staff are also invited to all year 6 annual reviews.

If parents or staff feel that additional transition arrangements are needed, these can be arranged.

School staff are happy to be contacted and provide support by liaising with secondary schools after a pupil has moved into year 7.

FURTHER INFORMATION OR SUPPORT:

Who can be contacted for further information?

In the first instance, parents and carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCO, the head teacher or deputy head teacher. Different members of staff have areas of knowledge and expertise so it is important to find the person who is best placed to help.

The school has a designated SEN Officer who is able to offer support and advice on behalf of Hillingdon SEN. The current SEN Officer is Aderonke Ogundiya (aogundiya@hillingsdon.gov.uk)

We can provide details of external agencies that may be able to offer advice and support within the local authority or Clinical Commissioning Group.

Parents can be helped to contact SENDIAS for support and advice.

<https://www.hillingdonsendiass.co.uk/>

Parents can access The Local Offer to find out about organisations and support available to pupils with SEND and their families. School staff can help parents to find out about and access support.

<https://www.hillingdon.gov.uk/send-local-offer>

CONCERNS AND COMPLAINTS

In the first instance, parents and pupils should communicate with the Class teacher and SENCO if they are unhappy about anything. The next contact would be the Head teacher.

We always need to determine if it is a concern or a complaint so that we take the correct approach.

By listening to all points of view and taking appropriate action, we believe that most concerns can be resolved quickly.

If a parent wishes to make a complaint, the process would be explained to them. A copy of the Complaints Policy is available on the school website and has been updated. All stages of the procedure must be followed and recorded.

Problems that involve the staff employed by the local National Health Trust need to be addressed directly to their Head of departments.

