



Coughton Church of England Primary School

## **SEND** Information Report and School Offer 2024-2025

### **Introduction**

Coughton C of E Primary School is a co-educational, Church of England, Voluntary Controlled school with 184 children currently on roll. Through our 12 Christian Values we develop a happy family atmosphere where everybody is welcome. We work together to create a rewarding environment built on high expectations and an enthusiasm for learning. We have close links with many members of our locality, including Coughton Court, and use these to further develop an inclusive school community. We provide many educational opportunities and endeavour to create an inclusive and creative curriculum that engages and inspires all within our Coughton family.

The purpose of our school's SEND Information Report is to inform parents and carers about the provision we make to ensure we support children with Special Educational Needs and/or disabilities in all aspects of school life. This report forms part of the Warwickshire Local Offer which sets out a wide range of information about specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. You can access Warwickshire's Local Offer online at <https://www.warwickshire.gov.uk/send> where you can also find further advice, information and guidance on SEND.

The Coughton C of E SEND Policy contains further information on the provision at our school and can be found in policies section of our school website.



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### **The kinds of Special Educational Needs for which provision is made at our school**

A child has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for special education provision to be made for them or if they have a disability which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

We currently provide an array of additional and different provision within our school to support children with a range of needs, including:

- Cognition and Learning – children with moderate learning difficulties or specific learning difficulties
- Sensory, Medical and Physical – children with; hearing or visual impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – autistic spectrum disorder, speech, language and communication needs
- Social, Emotional and Mental Health – children demonstrating attachment difficulties, attention deficit hyperactivity disorder.

#### **Accessibility**

We currently have many facilities on site and are happy to discuss individual access requirements and adaptations. At present we have:



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- Single storey building that is accessible to all
- Toilet adapted for disabled users
- Wide doors and corridors
- Disabled car parking available when required
- Dropped kerbs around school
- Ramps on all external fire doors
- A dedicated room for nurture (Thrive room)
- Quiet spaces in classrooms and in the outside area

For more information please see our Accessibility Plan available at:  
<https://www.coughtonschool.org/special/accessibility-statement/>

#### **SEN Staff and Contact Information**

All the staff at Coughton are dedicated to providing our children with the best possible start to their education through a range of excellent experiences. They have a wide range of expertise and are committed to developing their practice in order to support every child effectively and appropriately in partnership with parents, carers and the wider community. If your child has Special Educational Needs and/or disability and you would like to find out more about our provision please contact the school office on 01789 762444 or via email [admin3021@welearn365.com](mailto:admin3021@welearn365.com).

As SENDCo, Zoe Blackwell is responsible for overseeing SEN at Coughton. This involves:



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- ensuring that parents and carers are kept informed and involved in the support their child needs and receives through 3 yearly meetings
- developing the school's SEND Policy to make sure that all children receive a consistent, high quality response that meets their needs in school
- maintaining up to date and appropriate records for each child on the SEN Register
- consulting with and enlisting the support of outside agencies when appropriate

If you require a meeting with Mrs Zoe Blackwell please contact the office to arrange a suitable time.

#### **Assessment and Identification**

At Coughton the early identification of children with SEND is a priority as this significantly improves the long term outcomes for the child. We use a graduated approach throughout the school in order to best support the individual.

Class Teachers carefully monitor the progress of their pupils on a daily basis as part of their teaching. This is supported by Teaching Assistants and this enables them to support or extend children effectively. Every term formal progress meetings are carried out between the Class Teacher and the Senior Leadership Team (SLT). These provide the opportunity to discuss children who have not made expected progress. This may be because it is slower than that of their peers, it may fail to match their previous rate of progress, it might fail to close the attainment gap between the rate of progress or it might be widening that gap. During these meetings staff consider ways in which the child can be further supported. These children will be clearly identified and strategies and/or interventions will be put into place to provide them with additional support.



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The SENDCo works closely alongside Class Teachers and Teaching Assistants to ensure that interventions are targeted and effective. During the fourth and eighth week these interventions are evaluated and this is used to inform future provision. When a child's progress is still causing concern the SENDCo, alongside the class teacher, will meet with parents to discuss the next steps to be taken. This may include receiving support from external agencies such as the Speech and Language Team or being observed within the classroom by a Specialist Teacher.

Children identified as having SEN may need a higher level of support and will be placed upon the SEND Register. These children will then be accessing SEN Support and will have a Pupil Passport created for them by their Class Teacher and the SENDCo. This is reviewed termly and updated with goals that they can work towards and see their progress with. The passport also contains information about their strengths and their likes and dislikes. It is a working document that supports the child throughout their school day and also informs staff of strategies that work for them.

### **Statutory Assessment – Education and Health Care Plans (EHCP)**

If a child continues to demonstrate a significant cause for concern with their learning that is not met by the interventions put in place then statutory assessment will be considered. The EHC Plan is a lengthy process and requires the gathering of information from many different sources, both inside and outside of school. It will detail information about a child from their birth to 25 years of age and includes information from an array of agencies including health care professionals involved with the child. The views of the child and their family form the centre of this document and this is reviewed every year at an Annual Review meeting. The child is at the centre of this process and invites their parents/carers to attend this review alongside other outside professionals and school staff.



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Through ongoing discussions and consultations with parents/carers a decision to request a Statutory Assessment can be made. The request is made to Warwickshire Local Authority and Worcestershire Local Authority and is defined by a specific timescale and statutory procedures. For further information about EHCPs visit the Warwickshire <https://www.warwickshire.gov.uk/requestehcassessment> or Worcestershire website [http://www.worcestershire.gov.uk/info/20542/education\\_health\\_care\\_plans/1798/education\\_health\\_care\\_plans\\_ehcp/4](http://www.worcestershire.gov.uk/info/20542/education_health_care_plans/1798/education_health_care_plans_ehcp/4)

### **Provision**

At Coughton we provide an amazing array of support for each child within our school throughout the school day. Our staff provide quality first teaching that takes into account the needs of each child and can be seen through:

- Differentiated activities
- Active learning techniques
- Different methods to record e.g. iPads, Easi-Speak microphones, photographs
- Materials used and level of support provided

Our teachers are all fully qualified and undertake continued professional development (CPD) to support them with teaching all children effectively. Our Teaching Assistants also receive further training and development opportunities that are frequently run alongside their Class Teacher.



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Previous training has including Thrive, Team Teach, Classroom Communicators (speech and language), Moves (motor skills development) as well as training around Play Therapy and using the PACE approach. This training is ongoing and in line with the new Code of Practice.

Some of the interventions we currently run are:

- Extra Forest School sessions
- Sensory circuits
- Power of One & Two- daily support with number facts
- Nessy and Dyslexia Gold to support reading difficulties
- Counselling
- Mentoring
- Pre and post teaching
- Thrive 1:1 as well as classroom profiles and Thrive Outside
- Lunchtime games led by our midday supervisors
- Lunch Club

With the support and advice of many external agencies we have been able to adopt different strategies that support and assist our children with SEND. Such advice has included:

- Task boards that list small steps to complete a task
- iPads, iPods and laptops to record work
- Writing slopes and pencil grips



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- Coloured overlays and tinted paper in exercise books
- considerate placement within the classroom e.g. close to the front
- Sensory resources to support children with additional sensory needs e.g. Therabands, wobble cushions, fiddle resources, chew toys

All our classrooms contain a visual timetable, working walls and easy to access, labelled resources. The children are able to access phonics and word mats to assist with their spellings.

Our staff run a range of lunchtime and after school clubs that all children within the school are welcome to join. These include: gardening club, football, homework club, magic club and choir. We also have professionals who run clubs after school. These include; Aston Villa football, multi-sports, dodgeball, Artbase and Netball.

In Years 5/ 6 children are invited to attend a residential trip. This is a wonderful opportunity to build links with their peers and take part in a range of physical and team-building activities outside of the school setting. Where necessary the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

### **Emotional and social development of children with SEND**

At Coughton we recognise the importance of emotional wellbeing and develop this throughout our day and amongst our whole school community. The staff have embraced the Thrive approach which includes using PACE to support children with managing their emotions (Playfulness, Acceptance, Curiosity and Empathy). All classes carry out weekly Thrive sessions based upon the class action plan created using the Thrive Online





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Tool. These sessions enable teachers to effectively support children in developing and managing their emotions and wellbeing.

Class Teachers also carry out weekly Jigsaw sessions with their class. Jigsaw provides a mindful approach to PSHE with carefully structured lessons and content that is shared across the school.

Further support with emotional wellbeing is offered through various interventions:

- Happy to be me
- My Happy Mind
- Mindfulness strategies
- Friendship groups
- 1:1 Thrive sessions
- Thrive Outside (mixed age Thrive group in Forest School)

Please refer to accessibility plan for access arrangements.

**External Support Services**



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We work alongside many agencies when supporting the children within our school. The below is just a few of the agencies we work frequently work alongside.



#### Child and Parental Involvement

At Coughton C of E Primary School we understand how important it is to involve all children with their learning. Through our use of BLP (Building Learning Power) we enable children to understand the importance of their learning and techniques they can use themselves to support themselves. Through our use of School Council we facilitate opportunities for the children to make decisions about the school and the experiences that we provide.

All children will receive reports on their progress three times a year and parents will be given the opportunity to meet with class teachers twice a year. An optional parents evening is also available in the summer term and parents are able to make appointments to meet with the Class Teacher or SENCo during school hours via the office.

Whilst children are on the SEND Support Register they will have three meetings each year to discuss their Pupil Passports and next steps. This document enables children to understand methods that support them with their learning and ways they can support themselves. It is used as a working document and can be edited and



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updated when necessary. This document is informed by all members of staff who work with the child alongside parents and external agencies.

### **Transition**

At Coughton we use various strategies to support children during transitions to ensure that they run as smoothly as possible. Being such a small setting, children are frequently interacting with all the teaching staff and developing relationships with them. For children who might find transition difficult we are able to support them with extra visits to their new classroom, tasks to complete alongside their new teacher/teaching assistant and social stories that can address some of their concerns.

Every year children will take part in a day of transition activities with their new Class Teacher and in their new classroom. This includes 'getting to know you' activities and provides opportunities to ask questions and discover what their new classroom looks like. The old and new teacher will then meet and have a formal transition meeting to further discuss each child in depth.

Children entering our school from nursery will take part in transition afternoons with the Reception Class Teacher and Teaching Assistant. This allows them to familiarise themselves with their new classroom and develop relationships with the adults they will be working alongside. The Reception Class Teacher will also visit the pre-school setting and have an in-depth meeting with the child's key worker to discuss them further.

The move from primary into secondary education can be a particularly challenging time for any child. As a school we have developed strong links with many of our local secondary schools. Our children are frequently invited to taster events at these schools before and during their time in Year 6. Alongside this, most secondary



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settings will offer at least 2 days of transition and will send in members of their staff to meet with prospective pupils. Children who are on the SEN Register will also be offered extra transition opportunities once their secondary placement has been confirmed these have included personalised tours around their new setting and activity mornings at their new setting with a smaller number of children.