

Stronger Together



BRADGATE
Education Partnership

Cobden Primary School

SEN Information Report

Approved by: Trust Board 11.9.2024
Report produced by: Mrs Alison Simpson
Review Date: September 2025

Ambitious
Collaborative
Ethical



This Information Report has been prepared by Mrs Alison Simpson and approved by the Board of Trustees on 11.9.24 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on our website. In particular, it should be read alongside the school's SEND policy.

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| <p>The school makes provision for the following kinds of SEND</p> | <p>Cobden Primary school is a mainstream school without a specialist designated unit. We have a very established and popular Pre-School on site which is integral to our school and enables a smooth transition into EYFS.</p> <p>We are an inclusive school that welcomes and celebrates diversity. All staff believe that having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all our children.</p> <p>We recognise that the children in our care may have a variety of needs and those needs may change over time. We use the graduated approach and actively seek specialist support from a wide range of external agencies when further advice is beneficial in meeting specific needs.</p> <p>Some children need increased support to access learning because:</p> <ul style="list-style-type: none">a. they have a significantly greater difficulty in learning than the majority of children of the same age;b. they have a specific learning difficulty which can be supported in order to give the child the best possible outcomes in their educationc. they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age. |
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| | <p>We try to ensure that all barriers to equal access in our school are removed or overcome through a wide variety of means. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.</p> |
| <p>The school identifies and assesses SEND by:</p> | <p>We use a range of methods to help us identify if a child needs extra help. These include:</p> <ul style="list-style-type: none">• Accessing and acting upon Information from each child’s Pre-school or previous school.• Class teacher or SENDCo visit to feeder Pre-school to observe the child and speak to their key worker.• Information from other services who have worked with the child, for example a Speech and Language Therapist. This information will be used to ensure that we meet any additional needs the child may have.• When a child joins the school, we monitor their progress and development. If we have concerns, we may ask other professionals to give advice and support.• Cobden staff will be aware that a child may have additional needs if they are demonstrating a lack of progress, poor test scores, social or emotional difficulties or a change in behaviour. <p>All staff working with children at Cobden care about their well-being and progress. If any member of staff working with a child identifies that they have difficulties</p> |



in particular areas, that they find it harder than their peers to gain skills or knowledge, or that they are not making expected progress, they will bring this to the attention initially of the class teacher, who will ensure through 'Quality First Teaching' that the child is given every opportunity to progress.

Where the Class teacher has put in support and provision over time and concerns continue, they will complete an 'Initial concerns form' and share this with the SENDCo. Class teacher should discuss this with parents/carers.

The SENDCo will then review the information and carry out a range of assessments including:

- observing the child in the classroom and/or during unstructured times
- gather and analyse progress data
- ask teachers and parents to complete questionnaires about the child
- carry out individual assessments with the child

The SENDCo and Class teacher will arrange to meet with the child's parents/carers and discuss the child's strengths and areas of need. The SENDCo will make recommendations which can be implemented in school and at home. The SENDCo will discuss any referrals that may be beneficial in understanding and meeting the child's needs and gain parental/carer consent for these to be completed.

The SENDCo will discuss with parents/carers whether recommend that the child should be placed on the school's SEND record and for a SEND Support plan to be put in place. Parent/Carer consent will be sought.



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| <p>The school supports SEND in accordance with its policy framework which is set out at:</p> | <p>Please find our SEND School Policy and accessibility here: SEND Information –</p> <p>SEND Information – Cobden Primary School</p> <p>Policies – Cobden Primary School</p> <p>We also support our pupils in the following ways:</p> <ul style="list-style-type: none">• Assessing and review the progress of children with SEND;• Teaching children with SEND;• Adapting the curriculum and learning environment for children with SEND;• Making decisions on additional support in relation to children with SEND in conjunction with their families;• Ensuring inclusion of children with SEND in every aspect of school life including trips and clubs;• Supporting the emotional, social and mental development of children with SEND; and• Evaluating the effectiveness of our provision for our children with SEND through support from the Bradgate Education Partnership and our LAB member visit. |
| <p>The school’s SENCO’s details are:</p> | <p>Mrs Alison Simpson</p> <p>01509 263485</p> <p>asimpson@cobden.bepschools.org</p> |
| <p>The school’s staff have been trained and have</p> | <p>The Headteacher is the Continuing Professional Development (CPD) Coordinator for staff in school</p> |



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| <p>expertise in the following areas:</p> | <p>which ensures that all staff have the skills they require to support pupils.</p> <p>Skills audits are carried out and a rolling programme of training is delivered by the SENDCo and other external services/agencies.</p> <ul style="list-style-type: none">• Mrs Alison Simpson, SENDCo successfully completed the National Award for SENDCos in September 2017.• The school sources Educational Psychology services from EPIC with our link Educational Psychologist being Dr Paula Hopkins.• Teachers and support staff across school have completed 'Making sense of autism' training and there are 6 members of staff who have completed 'Good autism practice'. The SENDCo has completed 'Leading good autism practice.' All courses are affiliated by the Autism Education Trust (AET).• Teachers and support staff have completed Dyslexia training led by the Specialist teaching service• 4 support staff members have completed their ELSA (Emotional Literacy Support Assistant) qualification. 1 ELSA based in EYFS-Y2, 1 ELSA based in Y3-Y4, 1 ELSA based in Y5 and 1 ELSA in Y6.• Specific training from NHS and private Speech and language therapists has been completed by school staff to support identified needs. This has included: intensive interaction, Makaton Signing and the PECS Communication system. |
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| | <ul style="list-style-type: none">• 2 members of staff have completed the positive handling training delivered by Dynamis.• Since September 2020, the school work closely with the 'Mental Health Support Team in Schools-MHST.' We have a senior mental health practitioner, Mrs Joanne Bates, who visits our school once a week to deliver intervention to specific pupils who school have referred to the service. The service also regularly delivers workshops to children and parents on a range of Mental health needs.• The school has a full-time Family support and Attendance worker in place, Miss Eve Sanders. She supports families to understand specific children's needs and supports with approaches which are used in school and can also be used effectively at home.• The school's family liaison officer, Pre-school manager and support staff member have successfully completed training for The Solihull Programme. They are qualified to deliver this support programme to parents.• Specific training is sought from external bodies such as Speech and Language Therapists, Educational Psychologists, Hearing and Vision support service and Occupational Therapists as needed on an individual basis.• Medical training to support pupils with medical care plans such as asthma, epi-pen and diabetes training.• Shadowing/peer observation regularly takes place. In particular, when staff members start a new role in supporting a key child. This enables |
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| | <p>staff members to gain the knowledge and expertise needed to support the child's needs effectively.</p> |
| <p>The school will secure equipment and facilities for pupils with SEND by:</p> | <p>The school allocates a SEND budget each year to enable the SENDCO to review SEND priorities across the school. The SENDCO purchases resources which enable the school to be better equipped to meet collective and individual SEND needs.</p> <p>There are also occasions when the school will actively source funding from local charities. The school has successfully won grants from local charity, Molly's Gift and Leicestershire Children's Holidays to be able to provide Art therapy to pupils with significant SEND needs.</p> <p>This academic year, we have been successful in gaining a SIF bid to demolish an existing mobile classroom and erect a new one with a much-needed outdoor learning space in its place. The intention is for this to be a base for children to be able to access an alternative curriculum at key points in the school day.</p> <p>The school has also prioritised making a dedicated ELSA room with access to an open plan sensory room. This is intended to support children when they need a calm space to support them to regulate their emotions.</p> |



The school aims to involve the parents/carers and pupils with SEND and will do so by:

All Parents/carers are invited to attend parents' evenings at the end of Autumn 1 and Spring 1.

We welcome and actively encourage parents/carers to be fully involved in the provision the school provides for their child's SEND needs and keep them up to date with their progress.

Where school and parents/carers have significant concerns that their child may have SEND needs, the class teacher and SENDCO will ask the parents/carers to attend an initial concerns meeting. The SENDCo will make a recommendation of whether it is felt that the child would benefit from going on the school's SEND record. If this is agreed by parents and school, a SEND support plan will be put in place by the class teacher.

Parents/carers of children on the SEND record will be invited to attend a SEND review in Autumn 2 and Summer. This provides a great opportunity for parents/carers to find out about the specific support that is in place for their child and the progress they are making. It also provides parents/carers time to share with the teacher how their child is finding school and how they can further support their child's needs at home.

A child-centred approach is used for annual review meetings. For children with an EHCP (Education, Health, and Care Plans) or SENIF funding, their voice is captured through a One-page profile. Apart from in exceptional circumstances, the child attends the annual review meeting and are actively involved in updating their profile. The profile gathers valuable information under the following headings:

- What people like and admire about me



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| | <ul style="list-style-type: none">• What I like and enjoy• My future aspirations• How I like to be supported <p>This helps to create a fuller picture of the child and is an opportunity to celebrate strengths as well as identifying the areas needing support.</p> <p>Where possible, children are involved with reviewing the targets set and in setting new targets during review meetings.</p> <p>We also have a school council which gives pupils a channel to share their views and shape decision making at Cobden. SEND pupils are represented on the council every year.</p> |
| <p>Any concerns or complaints raised by a parent/carer of a pupil with SEND will be dealt with by the school by:</p> | <p>If you are concerned about your child's SEND needs in school, please make an appointment with the class teacher, who will know your child well.</p> <p>You can also arrange a meeting with the SENDCo to share any concerns you may have.</p> <p>If you are not happy that the concerns are addressed you should contact the school and arrange for a phone call or meeting with the Deputy Headteacher or Headteacher.</p> <p>Wherever possible we seek to discuss and come to an agreement. However, should you not be satisfied, there is a complaints form contained within the Cobden School Complaints Policy which can be completed. Following this, the concern will be heard formally by the Headteacher.</p> |



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| | <p>Further information regarding the complaint's procedure, can be found on the school website using the link below:</p> <p>Policies - Cobden Primary School</p> |
| <p>The school works with other agencies to support school with SEND and their families by:</p> | <p>We see a child's education as a positive partnership between parents, the child, school and external agencies where specialist expertise can be used to meet a child's need.</p> <p>Support from other services may be accessed as appropriate. We have strong and successful relationships with the following external agencies/services:</p> <ul style="list-style-type: none">• Educational Psychology. Provided by EPIC. The school's lead Educational Psychologist is the very experienced Dr Paula Hopkins. <p>The school refers specific children each year who school and parents feel would benefit from an Educational Psychologist assessment.</p> <p>About Us – EPIC (epicleics.com)</p> <ul style="list-style-type: none">• Specialist Teaching Service including the Hearing Support team, Vision Support team, Assistive Technology for Education support team, Learning support team and Autism Outreach. <p>The school can refer to these services when a child would benefit from their involvement and they meet the criteria to be able to offer support.</p> <p>Further details can be found here:</p> <p>Specialist Teaching Service Leicestershire County Council</p> |



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| | <ul style="list-style-type: none">• MHST- Mental Health Support team in schools. We have an established relationship with the team having joined the initiative in September 2020. As a service, they provide training and workshops to parents and whole classes on mental health themes such as managing anxieties and sleep hygiene. School can also refer individual children and families to the service to gain support for EBSA (emotional based school avoidance) and short-term LI CBT (Low intensity cognitive behavioural therapy) for a range of mental health needs.• NHS Speech and Language Therapy Service -Where parents and school have concerns about a child's speech and language development and parent/carer consent has been obtained, school can complete a referral to SALT. School nursing, Health visitors, GP's and Paediatricians can also complete the referral.• We have an established and successful partnership with Ashmount Special School Outreach Services. With parental consent, we can refer to them for outreach support. Outreach Services Ashmount School• Early Years SEND Inclusion team. This service can be accessed for children under the age of 5. They can assess and contribute to the identification of a child's SEND needs. They offer advice to early years settings on how to meet their needs effectively. |
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| | <ul style="list-style-type: none">• Early years SEND inclusion Leicestershire County Council Professional Services Portal• Paediatrics. Where school and parents have concerns that their child may have an underlying development need such as ASD, ADHD (Attention Deficit Hyperactivity Disorder) or Dyspraxia, we support by providing a supporting letter for parents to gain a referral to paediatrics via the GP. We support paediatrics with these pathways by completing questionnaires, attending MDT meetings and/or providing detailed information about how the child presents in school.• CAMHS When school and parents/carers have significant concerns about their child's mental health, we support parents by providing supporting information to help gain a referral to CAMHS via their paediatrician or GP.• We also work with NHS Occupational therapy service, Physiotherapy, Neurology and any other health services that are helpful in meeting a child's SEND needs. |
| <p>The school acknowledges that parents/carers of pupils with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p> | <p>SENDIASS Leicestershire are a local service that offer free, impartial and confidential support and advice to parents and carers of children with SEND aged between 0-25.</p> <p>They can be contacted via email or phone.</p> <p>info@sendiassleicestershire.org.uk</p> <p>Tel: 0116 3055614</p> |



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| | <p>Or via an online Contact us form.</p> <p>The details are also contained in the link below:</p> <p>Welcome SENDIASS (sendiassleicestershire.org.uk)</p> |
| <p>The school works on transition arrangements for pupils joining or leaving the school by:</p> | <p>Induction events take place during the summer term for all children who are joining EYFS at the start of the next academic year.</p> <ul style="list-style-type: none">• Key workers from our Pre-school bring their children into the EYFS to acclimatise to the environment and meet the EYFS staff.• Stay and play sessions take place after school for children attending external pre-schools or nurseries.• EYFS staff visit external childcare settings and gather information about each child's strengths, needs and stage of development.• New parents meeting and home visits are conducted in the term prior to the child starting school.• SENDCo, EYFS lead and the Pre-school manager meet at regular points throughout the year to discuss children with emerging and existing SEND needs and agree on actions to ensure we are meeting their needs as effectively as we can.• Flexible entry to EYFS will be considered if identified as necessary. <p>Transition arrangements are in place for each year group in the summer term. 2 staff meetings are dedicated to share transition information with class teachers and support staff.</p> |



The first meeting is to share key information on the individual pupils with SEND.

The second meeting is for whole class handover including academic progress, behavioural, medical and friendship/any social or emotional needs.

Information relating to children's SEND and medical needs is stored on Arbor.

All the children have 2 full transition days in their new classes with their new teacher/year group team. Where possible, the 2 days take place with the children in their new locations. Children with complex SEND needs, ASD and/or significant SEMH (Social, Emotional and Mental Health) needs, enhanced early transition arrangements are in place. This includes:

- meet and greets with their new class teacher and/or key adult who will be supporting them prior to the transition days.

- Visiting their new classroom ahead of the transition days.

- ELSA support, completing transition work together

- Photos taken of their new class and staff team on the transition days. These are made into a transition booklet which the pupils take home over the summer.

Pupils with SEND needs who transfer mid-term. Where possible, the SENDCo contacts their current school to exchange information on their needs and how they are supported.

Arrangements are made to transfer SEND information/paperwork and any external agencies involved are contacted.



Meetings with the parent and child are organised prior to them joining Cobden and additional visits to look round the school are facilitated.

Transition arrangements for pupils transferring from Cobden to secondary educational settings is well established. For pupils with an EHCP, annual reviews are held in September or October of Y6 and parents are actively encouraged to visit a range of secondary settings to decide on which school would be best placed to meet their child's SEND needs.

Strong links are maintained with our main feeder school, Limehurst Academy. Transition events are organised by Limehurst staff and take place in Year 6.

We also have clear links with all the mainstream secondaries in the Loughborough Area as well as specialist settings such as Ashmount, Birchwood, Forest Way and Maplewell Hall School.

- Additional SEND transition visits are facilitated prior to the main transition days.
- The SENDCo contacts the schools of all pupils transferring with SEND needs at the start of the summer term. Information is shared and all documentation is handed across to the secondary school at the end of the term. Children who would benefit from enhanced transition support are shared and additional visits made.
- Secondary SENDCo's and members of the pastoral team are also invited into Cobden to meet with staff and pupils.



**The Local Offer produced
by Leicestershire Local
Authority is available at:**

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>