



Inclusion and Family Wellbeing

How we provide
additional support for children and families



Perseverance Enjoyment Awe & Wonder Compassion Excellence

Introduction

At Coton-in-the-Elms Primary School, we believe that all members of the school community should be valued for the contribution they make, be treated as individuals and be encouraged to build upon their strengths and talents, regardless of ability or background.



This booklet is intended to highlight the **Special Education Needs and Disabilities (SEND)** and **Social, Emotional and Mental Health (SEMH) support** that we can provide in the school setting, together with the options for external agency support for both the individual child and families, creating an inclusive school community.

All support is tailored to the individual needs of each child and/or family. Through this, our aim is to ensure that each child receives the best support possible to enable them to progress and move forward through their continuing educational journey.



SEMH Support: Internal Resources

As children go through their educational journey and beyond, the emotional and social challenges that they face can be tough sometimes, even more so after the pandemic. These can all have an impact upon levels of children's resilience, mental wellness, confidence and anxiety levels to name a few.

Our Pastoral Care and Inclusion Manager is a non-teaching member of staff who works in partnership with parents, staff and external agencies to support the children who may experience behavioural and emotional difficulties in and out of school.



Support can be provided for children who are experiencing friendship issues, changes within the home environment, difficulties with attendance, bereavement, anxieties and can also make referrals to external agencies where appropriate.

SEND Support: Internal Resources

There are several stages we go through to support your child's learning needs and this starts in the classroom with, what is known as, 'wave one' interventions. As a school, we ensure 'quality first teaching' is in place in each classroom, where teachers constantly monitor how each child is learning and adapts their classroom environment and/or teaching practices to obtain the best from each child. This may extend to small group work within the class or even before / after school.



Where children are continually experiencing learning difficulties for whatever reason, we would look to introduce a SEND Passport. This is a document where more focussed targets are introduced and input is provided from both school staff and parents. These targets are measured and reviewed after each half term to help determine what future support is required. This maybe a continuation of provision within school, or alternatively we may look to an external support provider to be adopted, relevant to the needs of each child.

SEND Support: External Resources

At Cotton-in-the-Elms Primary School, we buy into various external services which provide us with additional SEND support to help your child. It could be that we obtain support in more than one of these areas, it very much depends on your child's needs. Where external support is sought for your child, rest assured that the internal support will still continue as a matter of course, providing it is beneficial to your child's learning and doesn't conflict with what the external support is providing.

Overleaf is a brief description of each of the different areas in which we can access:

EP

Educational Psychologist

Following referral, Educational Psychologists come into the school environment to carry out assessments of children's strengths and needs, consulting with educational staff and parents / carers. This helps to improve outcomes for children and young people in their learning and social and emotional development. The outcome may result in a referral to other external resources as outlined in this booklet.

SLCN

Speech, Language and Communication Needs

Speech, language and communication are crucial for learning, reading, socialising and making friends and for understanding and expressing emotions and feelings.

A child with speech, language and communication needs (SLCN) may:

- use speech that is difficult to understand
- struggle to say words or form sentences
- not understand the words or sentences they hear.
- have difficulties knowing how to talk and listen to others in a conversation.

This may be alongside other needs, for example learning difficulties, a hearing impairment or a diagnosis such as autism spectrum disorder or it may be the only need the child has. Children and young people develop speech, language and communication skills at different rates and do not always need an SLCN diagnosis. Some children develop speech later than their peers. Some may be learning more than one language, which can take longer. Some may have delayed speech due to temporary hearing difficulties related to glue ear. These needs usually resolve naturally over time.

SN

School Nurse

The school nursing service works in partnership with children, young people and their families to ensure that children's health needs are supported within their school and their community.

School nurses are public health nurses who lead and deliver the Healthy Child Programme for school-aged children and young people. They work closely with education, social care and other health professionals, to help children and young people to remain healthy and accessing education.

OT

Occupational Therapist

Occupational therapists help identify the problem areas that children may have in their everyday lives and help them to work out practical solutions to regain or improve their independence and wellbeing in school.

GRIP

Graduated Response for Individual Pupil

The GRIP initiative is for pupils with significant special educational needs in primary school. This funding supports pupils access to specialist services, as appropriate, in order to reduce barriers to learning for pupils. It should be noted that this funding is for a fixed period, with a review process to show the impact and progress of the child. As part of the continual progress review process, if we feel that the support is required for longer than the initial period, then the school will need to reapply to Derbyshire County Council for the funding to continue. Any GRIP application requires ~consent from all legal guardians, prior to the school beginning the application process. The school will prepare an extensive application, looking into costings and what interventions have taken place so far, parent input is required, as well as internal diagnostic progress assessments. Once collated, all of this information will be put forward to the Local Authority Review Panel, which they will hopefully approve.

EH

Early Help Team

The Early Help Team provide a variety of resources to support not just the child, but the whole family, through whatever challenges you are faced with. This can range from support in the home; help with strategies at home and in school; access to counselling; mental health support; and access to a variety of support groups. This is not linked to Social Services, it is all about supporting the family through difficult and challenging times.

CAMHS

Child and Adolescent Mental Health Services

CAMHS supports children and young people aged 0-18 (and their families) with a wide range of mental health difficulties. Mental health is something we all have and, just like physical health, and at some times in your child's life they may struggle with it. Sometimes children can develop mental health problems, such as feeling very sad or worrying a lot. When this happens, these difficulties can stop you living your life in the way you want to.

SSSEN

Special Service for Special Educational Needs

The SSSEN service aims to ensure the inclusion and achievement of children with special educational needs, in line with local and national strategies, by providing weekly support to the child and school. All progress made towards outcomes is recorded in the child's Educational Health Care Plan (EHCP), Graduated Response for Individual Pupils (GRIP) etc. and is evaluated and reported at the review meeting.

SPOA

Single Point Of Access

This is a referral system for specialist children's services. The request could be made to support emotional or behavioural challenges, or to further investigate neurological disorders such as Dyslexia, ADHD or Autism amongst others.

EHCP

Educational Health Care Plan

An EHCP is a legal document which sets out the amount and type of support children and young people with special educational needs and/or disabilities need. Assessments for EHCP's are carried out by the Local Authority following a referral from the school, where they liaise with parents and carers, the school and any other external support services which are already in place to ascertain if this more formal support is required. Once an EHCP has been agreed and put in place, the funding for this will continue with your child through their educational journey. Each EHCP is tailor-made, which is why it can take time to reach an agreement between parents or carers, the school and the Local Authority to get every plan just right for your child's unique requirements.

Frequently asked questions

There are always lots of questions surrounding SEND Support and there are also many misconceptions too. Here are several questions and answers, which we hope will ease your mind and dispel any myths about SEND support.



Q. *How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?*

A. When your child is allocated a place at Coton in the Elms Primary School, the teacher will make contact with either their nursery or current school to discuss any details about your child.

Reports and other information are shared with the SENCO to ensure the correct intervention is put in place.

When your child moves into Year One and beyond, they will take part in regular Reading, Maths and Spelling assessments. These outcomes, along with prior attainment information help to inform us of the support your child may benefit from.

Throughout their time at school, your child's progress will be monitored through regular data meetings, teacher feedback and teaching assistants observations. If the school thinks your child is not making progress, the class teacher and/or will contact you to discuss how to move forward in support of your child.

If you believe your child may have additional needs please organise a meeting with your child's teacher in the first instance. It would be helpful but not essential if you could bring any evidence to support your concerns.

Q. *How will school staff support my child?*

A. Your child will be supported in a variety of ways:

- All children have daily contact with their teachers and many problems/issues can often be resolved during school time, or children can be signposted to the appropriate person. These are known as Wave One Interventions.
- A graduated response to intervention is implemented and all teaching staff will support your child by providing interesting lessons appropriately differentiated when necessary.
- Additional intervention will be put in place as needed, this can include small groups or 1:1 in English and/or Maths support or in-class support
- The Pastoral Care and Inclusion Manager together with the Assessment Lead will monitor your child's academic/emotional progress and put in appropriate interventions, as agreed with the class teacher and SENCO
- The Pastoral Care and Inclusion Manager supports the children during the school day with their behaviour and emotional needs.
- Meetings with relevant external agencies are put in place for vulnerable children.

- Homework club during school will support your child with homework tasks.
- Nurture Groups are offered to children who we feel would benefit from additional PSHE support.

Q. *How will I know how my child is doing?*

A. Parents' evenings with child's teacher will give an insight into your child's progress.

You will receive both mid-term and end-of-year reports to show your child's progress.

If your child has a Learning Passport or an EHCP you will have the opportunity to talk to their class teacher and SENCO about their progress and any concerns, you may have.

The school has a comprehensive reward system with stickers, merits points and rewards assemblies across the school.

Q. *How will the learning and development provision be matched to my child's needs?*

A. All lessons are appropriately differentiated to enable all children to access the curriculum and make progress.

Teaching staff work with Teaching Assistants to ensure that the needs of individual children are being met.

Children have Learning Passport/Behaviour Plans for both behaviour and learning; these plans inform teaching staff of individual student's needs, provide information from external agencies and strategies to help with learning.

Q. *What specialist services and expertise are available or accessed by the school?*

A. The school takes advice from many agencies and the list below is not exhaustive.

- Educational Psychologist
- Speech and Language Therapist
- Communication and Autism Team
- Visual and Hearing Impairment Team
- CAMHS (Child and Adolescent Mental Health Services)
- School Nurse
- Health and Social Care Services

Q. *How will you help me to support my child's learning?*

A. Children with additional needs have Learning Passports which will also outline what support you can give.

You can help your child by:

- By ensuring 100% attendance and punctuality.
- Attending parents evening and planned appointments.

Q. *How will I be involved in discussions about planning for my child's education?*

A. If you require information about your child's education you can speak to their teacher or the SENCO at parent's evenings. In addition, you can leave a message for them to call you back as soon as they are available.

Q. *How will my child be included in activities outside the classroom including school trips?*

A. All children have the opportunity to attend clubs and afterschool activities. Residential and day trips are open to all students, some students may require a risk assessment to ensure their safety. Parents and teachers liaise to discuss specific needs. Information is shared with trip organisers.

Q. *Who can I contact for further information?*

A. Mrs Smith, SENCO Lead

Q. *How is the decision made about how much support my child will receive?*

A. Resources are allocated based on evidence of need. Evidence is gathered from a variety of sources including baseline data, SATs tests, reading and spelling tests, close monitoring of progress, parental feedback and feedback / evidence from teaching staff.

Support Overview

Wave 1 Interventions and SEMH Support	SEND Passport	Educational Psychologist	Speech, Language and Communication Needs	School Nurse	Occupational Therapist	Graduated Response for Individual Pupil	Early Help Team	Child and Adolescent Mental Health Services	Special Service for Special Educational Needs	Single Point of Access	Educational Health Care Plan
<p>School Input</p> <p>Quality First Teaching in school.</p> <p>Constant monitoring and adapting child's learning environment. Small group work if/when required.</p> <p>Highlight any day to day learning difficulties</p> <p>Pastoral: Termly Nurture Groups, Positive Play, Restorative Practice and Targeted Interventions</p>	<p>School Input</p> <p>SEND Passport created by class teacher</p> <p>Focussed targets set for child</p> <p>Measure and review each target</p> <p>Assess if external support is required in addition to measures already in place</p>	<p>School Input</p> <p>Referral created by SENCO following dialogue with parent / guardian</p>	<p>School Input</p> <p>Referral created by SENCO following dialogue with parent / guardian</p>	<p>School Input</p> <p>Referral created by SENCO / Teacher/Pastoral Mgr</p>	<p>School Input</p> <p>Referral created by SENCO / Teacher/Pastoral Mgr</p>	<p>School Input</p> <p>Referral created by SENCO following agreement with parent / guardian</p>	<p>School Input</p> <p>Referral created by Pastoral Mgr following agreement with parent / guardian</p>	<p>School Input</p> <p>Referral created by SENCO / Teacher/Pastoral Mgr</p>	<p>School Input</p> <p>Referral created by SENCO following dialogue with parent / guardian</p>	<p>School Input</p> <p>Referral created by SENCO following agreement with parent / guardian</p>	<p>School Input</p> <p>Referral created by SENCO following agreement with parent / guardian</p>
<p>Parent Input</p> <p>No formal input required.</p> <p>Communicate any concerns to teacher if you see your child struggling with anything whilst at home. Consent may be required for any pastoral support.</p>	<p>Parent Input</p> <p>Parent / guardian complete the SEND passport from a home perspective.</p>	<p>Parent Input</p> <p>Consent forms together with brief description of parent concerns</p>	<p>Parent Input</p> <p>Consent forms together with description of concerns</p>	<p>Parent Input</p> <p>Consent forms together with details of what referral is for</p>	<p>Parent Input</p> <p>Referral can be made via your child's Doctor if not done via school</p>	<p>Parent Input</p> <p>Consent forms together with description of concerns</p>	<p>Parent Input</p> <p>Open dialogue with EH Team to understand how to best support their family</p>	<p>Parent Input</p> <p>Consent forms together with description of concerns</p>	<p>Parent Input</p> <p>No formal input required</p>	<p>Parent Input</p> <p>Consent forms together with description of concerns</p>	<p>Parent Input</p> <p>Consent forms together with description of concerns</p>
<p>External Input</p> <p>No formal input required.</p> <p>Communicate any concerns to teacher if you see your child struggling with anything whilst at home. Consent may be required for any pastoral support.</p>	<p>External Input</p> <p>Parent / guardian complete the SEND passport from a home perspective.</p>	<p>External Input</p> <p>Educational Psychologist comes in to school to assess child in learning environment Report created with recommendations for moving forward</p>	<p>External Input</p> <p>Speech and Language Assessments carried out in the school environment.</p>	<p>External Input</p> <p>School nurse will advise school as to how best support the child and provide school with next potential steps</p>	<p>External Input</p> <p>OT will advise school by recommending changes to the school/class environment or recommending specific resources to purchase to support the child's needs</p>	<p>External Input</p> <p>Following successful awarding of funding, school to coordinate internal/external resources to best support the child</p>	<p>External Input</p> <p>Provide access to a variety of resources from help with strategies in the home; access to counselling, mental health support through to support groups.</p>	<p>External Input</p> <p>If referral accepted, CAHMS can provide tailored support for your child's emotional, behavioural and mental health wellbeing.</p>	<p>External Input</p> <p>Weekly 1:1 support as part of EHCP/GRIP etc. Review meeting with staff and parents termly.</p>	<p>External Input</p> <p>Specific to the external agency which the SPOA has referred to, so can vary.</p>	<p>External Input</p> <p>Following successful awarding of funding, school to coordinate internal/external resources to best support the child</p>
<p>Timescales</p> <p>Continual</p>	<p>Timescales</p> <p>The targets and measures are reviewed each half term, then new targets are set as necessary</p>	<p>Timescales</p> <p>From referral to EP assessment, this can vary from between 4 and 18 months *</p>	<p>Timescales</p> <p>From referral to SLCN assessment, this can vary from between 4 and 18 months *</p>	<p>Timescales</p> <p>Dependent on school nurse availability and/or outside agency waiting lists *</p>	<p>Timescales</p> <p>Dependent on OT availability plus delivery timescale for any recommended improvements *</p>	<p>Timescales</p> <p>From referral to awarding of funding can take up to 6 months plus *</p>	<p>Timescales</p> <p>From referral to initial EH team, approximately 4 weeks *</p>	<p>Timescales</p> <p>Dependent on CAMHS acceptance and subsequent availability and/or waiting lists *</p>	<p>Timescales</p> <p>From referral to initial session can take up to 6 months plus *</p>	<p>Timescales</p> <p>These referrals can take up to 18 months due to the waiting list *</p>	<p>Timescales</p> <p>From referral to awarding of funding can take up to 20 weeks *</p>

* All external support timescales are estimated and subject to provider availability. We will do all we can to facilitate and progress any referral.



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