

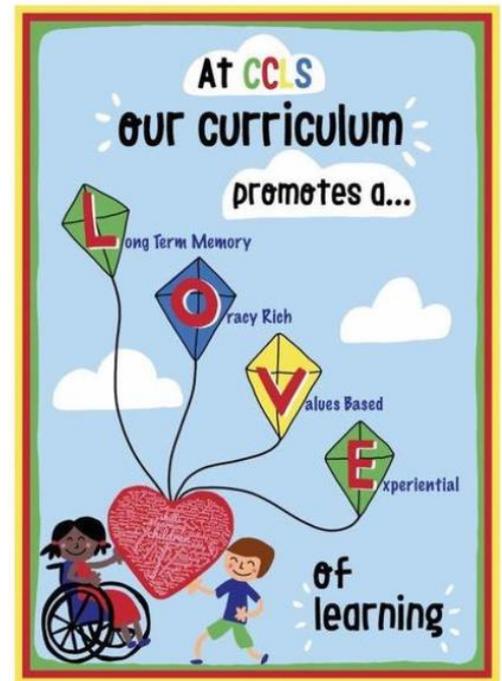
Cotgrave Candleby Lane School SEND Information Report 2023-2024



Our Curriculum Vision Statement

At Candleby Lane, our school values are: confidence, creativity, pride, enjoyment, perseverance, aspiration, responsibility and respect. These values are at the heart of our school and make sure that our children can all **'Look back with pride and forward with confidence.'** We strive to provide our children with a high-quality education and experiences that support and develop the whole child. We are committed to providing opportunities that enable all pupils to achieve every day that will not only ensure our children are secondary ready, but also prepare them for life in what will be their modern Britain.

Our Candleby Lane Curriculum principle is **'LOVE'**. Our curriculum promotes a love of learning. It is broad and balanced, rich and varied, and offers our pupils a learning journey that ensures they develop the knowledge, skills, experiences, attitudes and beliefs to become confident and passionate future citizens of the world.



What kinds of special educational needs does the school make provision for?

Cotgrave Candleby Lane School is a Mainstream Primary School, which caters for a wide range of needs. This includes pupils with identified special educational needs, and those who have a specific medical need or disability.

Staff know the children, their background, their needs, achievements, social contexts and individual journeys and this enables a personalised approach to learning, stretching beyond the classroom.

Special Educational Needs and inclusion at Cotgrave Candleby Lane School are always a priority and bespoke provision is planned for and provided to ensure that the needs of all our children are met in line with the principles outlined in our SEND policy.

Meet the CCLS SEND Team

Our school is committed to ensuring that all staff are provided with the opportunities to enable them to support children with a range of specific needs. The SEND team attend relevant courses, meetings and external training to support this.



Miss Wigley is the SENCo in school. She has responsibility for co-ordinating the provision for all children in the school who have Special Educational Needs or disabilities.



Miss Soar is our Inclusion Lead and Senior Mental Health Lead. She is responsible for leading and monitoring interventions and line managing Teaching Assistants.



Miss Dimmock is our Family Support Worker. She is responsible for assisting families with early help, advice and working with the Healthy Family Team and other external agencies.



Miss Straw is our dyslexia specialist teaching assistant. She is responsible for completing profiles and screenings and monitoring interventions upon the request of the SEND team.



Mrs Wright is one of our ELSAs (Emotional Literacy Support Assistant).



Mrs Ward is one of our ELSAs (Emotional Literacy Support Assistant).



Mrs Tate is our Senior Mental Health Lead.

How do we identify children with SEND?

Some children will enter school with identified needs, however for others, their needs do not become fully apparent until they enter or progress through our school.

Class teachers will make regular assessments of progress for all pupils and during this process will identify children whose progress or attainment is becoming a cause for concern. They will identify children who are working below the expected standard for their age across the four main areas of need. This is done through:

- Regular communication with parents/carers
- Regular communication as a staff body
- Transition meetings when a child is new to school
- Pupil progress meetings
- Data analysis
- Learning walks
- Book looks
- Gathering pupil, staff and parent/carer voice

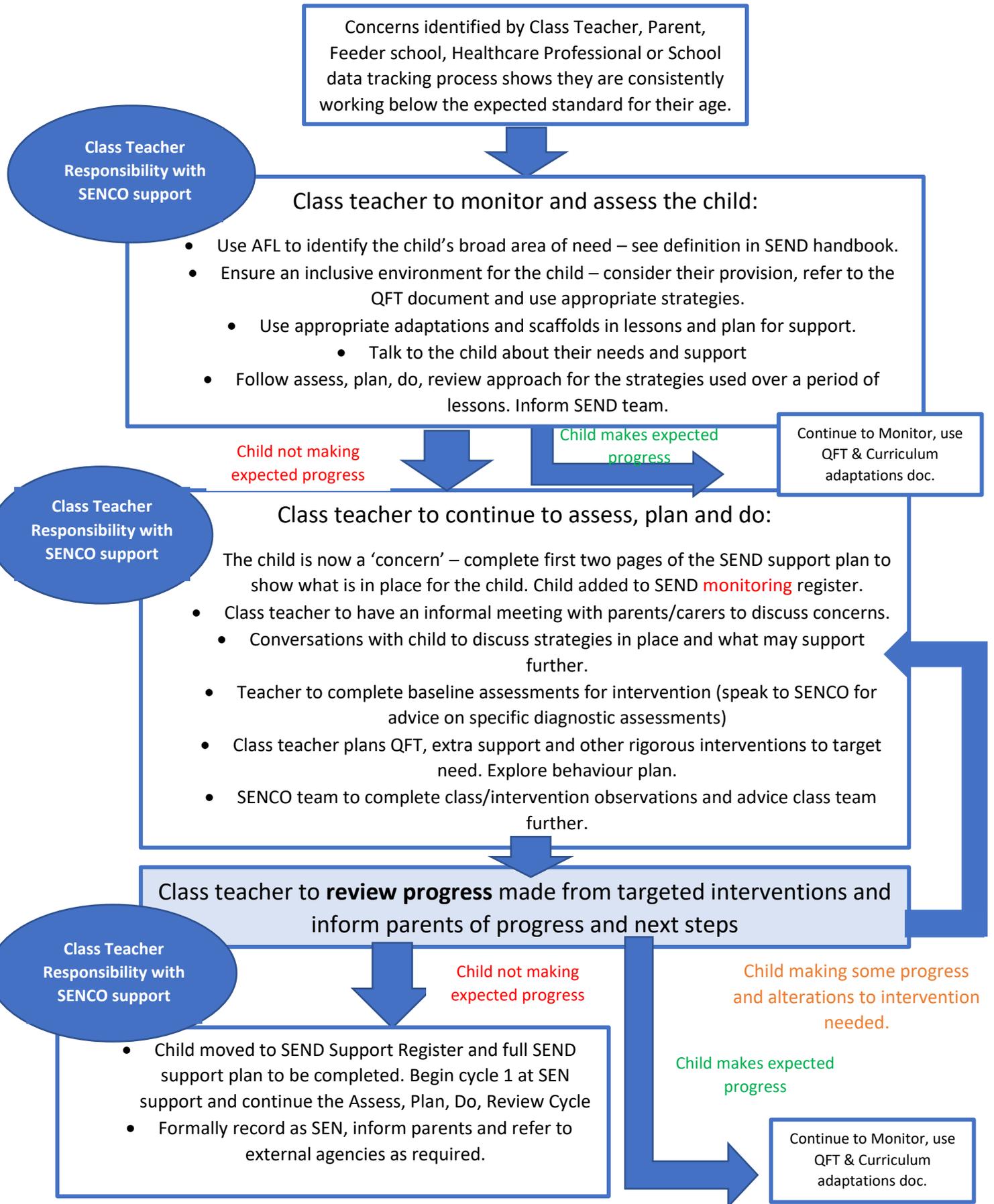
We follow the graduated approach by implementing the 'assess, plan, do, review' approach. This involves adapting high quality first teaching strategies, planning interventions and reviewing their impact and gathering further information to create a clearer picture of the child's needs.



Depending on the identified need, this could involve observations by the SENCo, outside agencies, completion of checklists or formal assessments.



CCLS Graduated Approach



How do we work with parents and carers?



When a child's progress in any aspect of their development becomes a cause for concern, we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Everyone understands the agreed outcomes for the child and what the next steps are.

We will notify parents when it is decided that a pupil will receive SEND support and parents will receive a copy of the SEND support plan detailing their child's provision. This will formally outline the support the child is receiving and will include:

- The child's current assessments
- Their identified barriers and strategies to address these
- The pupil's own views
- A clear outline of the provision for the pupil and the intended and measurable outcomes.

Parents then continue to be included at every step of their child's journey through regular (at least termly) reviews of the support in place.

What is our approach to teaching children with SEND?

Teachers are responsible and accountable for the progress and development of all of the pupils in their class and therefore high-quality teaching and learning for all pupils is our first step in responding to pupils who have SEND.

This will be adapted for individual pupils to enable them to access the curriculum alongside their peers.

We make the following adaptations to ensure all pupils' needs are met by:

- Scaffolding our daily provision to ensure that all pupils are supported to access the curriculum alongside their peers for example by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our teaching, resources and staffing.

All staff have a copy of and refer to a document entitled 'High quality teaching for SEND' which contains strategies to support children in the classroom under the 4 areas of need.

There are also documents to support more specific adaptations in each of the individual subject areas.

Additional Interventions and Support

Where it is identified that a child needs something additional to the adaptations made in the classroom, we also provide the following interventions and support for the differing areas of need:

Cognition and Learning	Communication and Interaction	Social, Emotional, Mental Health	Sensory & Physical
Shine Interventions Spotlight daily readers Whole word reading Subject specific interventions (pre/post teaching) SNIP Spelling	Social stories Now/Next boards Visual timetables SALT – internal/external Visual prompts Inclusive technology Talk Boost	ELSA Lego therapy Reflection areas Emotion coaching trained adults Relationship-based approaches Attachment aware strategies	1:1 physiotherapy Sensory breaks Sensory circuits Inclusive technology

Outside Agencies

With consent from parents, we also work with the following agencies to provide additional support for pupils with SEND.

- Schools and family specialist services (SFSS)
- Rushcliffe Primary SEMH Partnership
- Educational psychologists
- Visual and hearing-impaired teams
- Physical Disability Specialist Service (PDSS)
- Schools Behaviours and Attendance Partnership (SBAP)
- Speech and Language Therapy (SaLT)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)
- Physiotherapy

How do we support children's wider development and well-being?

We recognise that children's development and progress is not only measured by academic success and therefore provide support for pupils to improve their emotional and social development in the following ways:

- We have a school council and class councils in which all children are supported to have a voice.
- ELSAs (Emotional literacy support assistant) can provide support for those children who need more targeted emotional support.
- We have a sensory room which all children can access.
- Each classroom has a reflection area which all children can access.
- We can refer children to a mentor through *Brighter Future Through Sport* who supports identified children in school once a week.
- CASY counselling
- We have a Family Support Worker who will work with the whole family to support positive outcomes for the child.
- We have two senior mental health first aiders.
- Children with SEND can access all extra-curricular activities and participation is actively encouraged.
- Attendance monitoring and support through our family support worker.

We also ensure that all members of our school community are treated with tolerance and respect. This is taught as part of our Healthy Bodies and Healthy Minds curriculum and through regular assemblies including our anti bullying assemblies.



How do we know that the support in place is working?

We evaluate the effectiveness of provision for pupils with SEND through:

- Reviewing pupils' progress towards the outcomes on their pupil profiles
- Holding termly reviews with parents
- Reviewing the impact of interventions on a regular basis
- Listening to and capturing the pupils own voice and involving them in their reviews where appropriate
- Regular monitoring by the SENCO by visiting children in classes, speaking to staff and children and looking through the children's books
- Consulting with and taking feedback from outside agencies
- Holding annual reviews for pupils with EHC plans

For those children who it is not possible to track progress against the usual methods, we use appropriate small step tracking systems:

Cognition and Learning	Communication and Interaction	Social, Emotional, Mental Health
BSquared (Progression Steps)	SALT package BSquared (Autism Progress)	Boxall

How do we support children who are moving between phases?

We support all of our children to have smooth transitions between settings whether they are entering our setting, moving to a new class within our school or leaving us for another school.

This happens in several ways:

- During the Summer Term, transition meetings are planned to ensure detailed transfer of the child's needs and that the pupil profiles are passed on to the new class teacher. Parents may be invited to attend these meetings.

- Additional transition activities may be planned for children who need it such as those with emotional needs or ASD. This may include additional visits, transition books or social stories to support them with the change involved in moving on.

- Transition for new EYFS children who have been identified prior to starting school in their Nursery or pre-school setting will be completed by the EYFS Lead with the SENCO's support.

- For children transitioning to a new setting (such as secondary school) we work closely with the destination school to ensure that a clear transition plan is in place.

What if I'm not happy with the support being provided?

Any complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance to seek a resolution.

Parents will then be referred to the school's complaints policy on the school website if they feel that their complaint has not been addressed at this level.

Who can I contact for support?

In Nottinghamshire support for parents of children with SEND is available through 'ask us' (formerly known as parent partnership). They can be contacted on 0800 121 7772 or through the contact form on their website www.askusnotts.org.uk

The local authority produces their 'local offer' which enables parents to see the services which are available in locally for children with SEND. Nottinghamshire's local offer is published here:

[SEND Local Offer | Notts](#)
[Help Yourself](#)