The Cottesloe School
Special Educational Needs
(Information)
Regulation Annual Report

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, Special Educational Needs (Information) Regulations Clause 65.

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

To avoid duplication of information the Special Educational Needs Report will form part of the school’s Local Offer and can be linked to or uploaded to their record by signing in here to the Buckinghamshire Family Information Service website.

This template document has been co-produced by Bucks parents of children and young people with SEND.

1. The type of SEND provision that The Cottesloe School caters for is aimed at young people in mainstream education with a range of Special Educational Needs relating to their physical, emotional and behavioural, or cognitive learning difficulties. We currently do not offer specialist provision (ARP) for particular learning needs.

   The school’s Accessibility policy can be found here:
   http://www.cottesloe.bucks.sch.uk/_Docs/Policies/SEN%20policy%20May%202012.pdf

The School’s Policy

2. The school’s policy (including pupils who do and do not have an EHC Plan) for:

   A. identifying and assessing pupils with SEND is:

      • Pupils are identified through monitoring by class teachers, Heads of Department or Heads of Year who report any concerns to the SEND Co-ordinator and then further assessment, if required, can be carried out.

      • We also liaise closely with our feeder schools, other transferring centres, specialist teachers and other agencies to identify and monitor students’ additional learning needs.

      • Parents can also raise with the school any concerns they have which will be communicated to teaching staff and referred to the SEND Co-ordinator for assessment and review.

   B. evaluating the effectiveness of its provision for pupils with SEND is:

      • Through the annual review of statutory documents and a twice yearly formal review of a student’s Individual Provision Map which involves the parent, the student, the form tutor, the Teaching Assistant (TA) team and the SENDCo. The Individual Provision Map may be reviewed informally more frequently, according
to student need, throughout the academic year.

C. assessing & reviewing the progress of pupils with SEND is:

- On a termly basis, student progress is analysed with the headteacher and the SENDCo.
- On a half-termly basis, student progress is monitored and reviewed through the school’s information management system by the SENDCo and a Senior Leadership Link Manager for student progress.
- On a weekly basis, concerns over individual students’ progress are monitored through review meetings between Senior leaders and the SENDCo.
- On a daily basis, student progress can be monitored through the school’s information management system.

The School’s approach to teaching

3. The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan)

A. by adapting the curriculum & learning environment is:

- We are able to be flexible to the individual needs of children and can provide opportunities for support in differing sized groups as required. Some support will be carried out within class.
- We adapt timetables and rooming to cater for the individual needs of our students.

B. with additional support for learning is:

- Through some students taking part in short and long term interventions outside the classroom environment.
- Through the use of TAs as required.
- Through carefully planned, differentiated and personalised learning.

C. through activities that are available to pupils with SEND in addition to those available through the curriculum is:

- Support will be given to students outside their formal lessons in the form of additional learning opportunities, supervision and clubs.

D. through improving the emotional and social development of pupils with SEND is:

- In addition to the above, we offer the opportunity to address emotional and social concerns through targeted workshops, drop-in facilities and counsellors.

The School’s facilities

4. The school’s facilities to include pupils with SEND and how you obtain new or specialist equipment & facilities is:

- We aim to fully include all students in the daily life of the school whatever their individual needs. In the case of students with physical disabilities, the majority of our classrooms are accessible and we are working to improve access in all areas of the site.
We also have a designated learning zone for students with additional learning needs which allows for specialised interventions to take place.

**The School’s training**

5. The school’s arrangement for training staff in relation to pupils with SEND is:
   
   - Continuous Professional Development for all staff on key SEND issues
   - Half termly training for the TA team on key SEND issues

6. Specialist expertise is obtained by the school by:
   
   - Regular meetings between the SENDCo and outside agencies working within the school.
   - Termly meetings with the school’s Educational Psychologist.
   - Using outside agencies to deliver bespoke CPD.
   - Specialist courses to improve the skills of the TA team.

**The School’s consultation**

7. The school’s arrangements to consult with and involve:

   A. Parents/carers of pupils with SEND about the education of their child/ young person is:

      - Parents are normally consulted bi-annually for individual provision mapping review, annually though the formal Statement or EHCP review process and as and when the need arises via email, phone call, face to face meetings and, where appropriate a home school communication book.

   B. Children/ young people about their education is:

      - Students are involved in their individual provision mapping and set targets with their form tutor. All students attend the Annual review meetings and are consulted in decisions affecting their support and timetabling, through a person centered review.

**The School’s partnerships**

A. The school’s governing body involves other bodies (incl health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families by receiving regular updates on interventions and by acting as a ‘critical friend’ to the Learning Support team.

B. The school’s arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living is through consultation with Connexions, developing and maintaining close working relationships with primary school SENDCos and by attending annual reviews in the
primary school setting, and also through the school’s transition support programme.

The school does collaborate between the following education providers and other settings:

- Feeder schools
- Local colleges of Further Education
- Blueprint short stay school
- CAMHs
- Sue Nicholls centre (Incl Speech and language therapy team)
- Educational Psychology team
- Specialist Teaching Service
- Relevant medical specialists

The school communicates the contact details for the support listed above to pupils with SEND and their families by regular newsletters, information displayed on the school website, 1:1 discussions either via face to face meetings or by telephone and email.

The School’s key contacts

A. The name and contact details of the school’s SEND co-ordinator:
   Name: Ms Anne-Marie Hibbert
   Email: ahibbert@blpmail.org.uk
   Tel: 01296 688264

B. The contact for compliments, concerns or complaints from parents of pupils with SEND:
   Name: Mr Simon Wilson
   Email: swilson68@blpmail.org.uk
   Tel: 01296 688264

The school’s Complaints policy can be found here:

http://www.cottesloe.bucks.sch.uk/_Docs/Policies/Complaints%20and%20Resolutions%20policy%20May%202012.pdf

The School’s link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk