



## School Local Offer

### Special Educational Needs and Disability (SEND)

Cotgrave Church of England Primary School is committed to providing a quality education for every individual child. Guided by our school vision, "LIFE - Learn, Include, Flourish Everyday," inspired by John 10:10, we strive to ensure all children achieve their full potential within a nurturing and inclusive environment.

As of January 2025, the school has 109 pupils on roll.

- 16% are on the school's SEND register.
- 5% have additional funding through the Additional Family Needs (AFN) funding.
- 2% have additional funding through High Level Needs (HLN) funding.
- 5% have an Education Health Care Plan (EHCP).
- 53% are entitled to Pupil Premium.

The Special Educational Needs Co-ordinator (SENCo) is Mrs. Emily Black, who can be contacted on 0115 989 2204 or via [eblack@cotgrave.snmatt.org.uk](mailto:eblack@cotgrave.snmatt.org.uk).

Mrs. Black has a wealth of experience in supporting children with additional needs. As part of her role, appropriate training, advice, and support are given to the staff through specific In-Service Training (INSET) and staff meetings. The school works in line with the principles and policies of the SNMAT, ensuring consistency and quality across all its provisions.

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### **Key Questions:**

#### **What should I do if I think my child has a special educational need or disability?**

Initially, find an appropriate time to speak to your child's class teacher and explain your concerns. They will then complete an 'Initial Concerns Form' and discuss it with Mrs. Black.

#### **How will the school respond to my concerns?**

We will listen to your concerns and discuss the situation. A longer meeting may be arranged with your child's class teacher and/or Mrs. Black. Your concerns will be looked into over an agreed length of time, with sharing of information between home and school. A follow-up meeting may be arranged to discuss next steps.

#### **How will the school decide if my child needs extra support?**

This will be a collaborative decision based on evidence of your child's academic and personal progress. Both you and your child will be involved in setting targets and deciding next steps.

### **How can I be involved in supporting my child in school?**

We actively encourage all parents/carers to be involved in their children's education. Reading with your child every day, supporting them with any homework tasks they bring home, talking about their day and what they have learned and enjoyed are all very important. Attending parents' evenings and other scheduled meetings is also essential to ensure honest and open communication. We also hold information sessions for parents/carers on topics such as phonics and maths. If your child has a 'Support Plan' (previously Individual Education Plan), there may also be specific references to key activities home has been asked to support.

### **How will the curriculum be matched to my child's needs?**

Our curriculum is creative and has a strong emphasis on learning through practical experiences, enabling children of all abilities and needs to access the curriculum while being both supported and challenged. ICT is used regularly to enhance our curriculum. Teachers plan all lessons to reflect the differentiation needed for all pupils to achieve and learn. Tasks and activities may be adapted to suit specific needs, as will the environment if applicable— i.e., seating to allow full auditory and/or visual access, appropriate resources to support learners, etc. If your child needs support above and beyond what can be provided in class, additional small group, paired, or individual intervention will be offered.

### **What will the school do to support my child?**

Cotgrave Church of England Primary School is an inclusive school and may offer the following range of provision to support children with SEND:

#### **Interventions**

- Social Skills programmes/support, including strategies to enhance self-esteem
  - Practical skills programmes for individual children or small groups
  - Nurture groups and ELSA (Emotional Literacy Support Assistant)
  - Social stories used to discuss events
  - Lunchtime clubs, jobs, and responsibilities offered to alleviate unstructured time
- Access to a supportive environment—IT facilities/equipment/resources (inc. preparation)
  - Visual timetables for organisational purposes
  - Pre-teaching of strategies and vocabulary
  - Software to support key areas of learning

- Scribe for writing
- Interventions from a Speech and Language Therapist
- Delivery of a speech and language programme by a Teaching Assistant
- Talk partners
- Pre-learning of vocabulary
- Use of visual strategies to support language
- Use of peer buddies, including paired reading

**Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs**

- Intervention from an Occupational Therapist/Physiotherapist
- Delivery of planned programmes by a Teaching Assistant
- Provision of equipment advised by a specialist

**Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):**

- Planned programme of support from Teaching Assistants
- Meet and greet at the start of the day
- Regular parental contact sessions/home-school link
- Referral to the Mental Health Support Team (MHST) or Child and Adolescent Mental Health Service (CAMHS)
- Small group support in class through guided teaching
- Withdrawal in a small group by Class Teacher or Teaching Assistant for planned catch-up programmes
- Withdrawal for 1:1 planned programme intervention by Class Teacher or Teaching Assistant

**Strategies to support/modify behaviour:**

- Use of the school's behaviour policy
- Movement breaks/sensory circuits
- Individual behaviour plans
- Social skills groups
- Visual timetable

- Small group support in class through guided teaching
- Withdrawal in small group for planned interventions by Class Teacher or Teaching Assistant
- Withdrawal for 1:1 teaching of planned programme by Class Teacher or Teaching Assistant

**Provision to facilitate/support access to the curriculum:**

- Small group support from Teaching Assistant
- 1:1 support in the classroom from a Teaching Assistant to facilitate access
- Use of specialist equipment such as seating
- Use of personalised curriculum
- Use of visual timetables and checklists
- Pre-teaching of vocabulary and content
- Access to ICT
- Use of individualised success criteria through individual education plans and steps to success

**Support/supervision at unstructured times of the day, including personal care:**

- Named Teaching Assistant at playtime
- Named midday supervisor at lunchtime
- Lunchtime clubs, jobs, and responsibilities
- Strategies for the use of personal medication
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to the school nurse
- Individual support plans for pupils with short-term medical needs

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**Access to Specialist Support Services including:**

- SEND Inclusion service (previously SSFS) which include The Early Years team (0-7) Cognition and Learning Team, Communication and Interaction Team and The Hearing and Vision Support Team

- Communication and Interaction Team.
- Social, Emotional, and Mental Health (SEMH) Support Team.
- Speech and Language Team (SaLT).
- Mental Health Support Team (MHST).
- Child and Adolescent Mental Health Service (CAMHS).

For children with complex SEND, the frequency of such provision may result in the school (or parent) applying for an Education Health Care Plan (EHCP) or the school applying for additional funding to support a child, known as Additional Family Needs or Higher Level Needs funding.

This SEND report aligns with the vision and policies of the SNMAT to ensure quality, inclusivity and the best outcomes for all pupils.