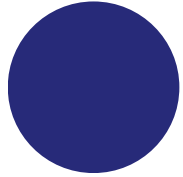
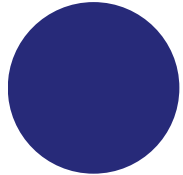


Our SEND Mission:

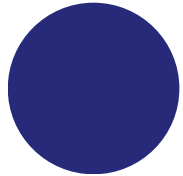
To encourage daring,
resilient, curious,
ambitious and motivated
pupils.



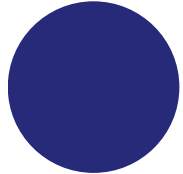
Be at the heart of our
school community



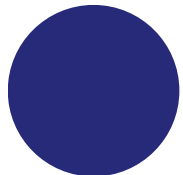
Make excellent
progress



Thrive in a mainstream
setting



Develop important life
skills



See strength in their
SEND

Get in touch!

If you have any concerns about your
child, please make an appointment
to talk to:

- Your child's teacher
- Miss Noble, SENCo (Special
Educational Needs Co-ordinator)
- Mrs Oldham / Mrs Blackwell,
Headteachers

01604 890380

admin@cogenhoe-school.net



How can you help at home?

- Keep us informed of any changes - however small
- Encourage your child to self advocate
- Continue to work with us and follow advice to support your child
- Attempt the 'Conquer Cogenhoe' passport with your child
- Share and celebrate your child's successes
- Promote and encourage independence



Special Educational Needs & Disabilities SEND



Cogenhoe
Primary School

Cogenhoe Primary School

Parent Information Booklet

Further information:

To read all of our SEND related policies; view our SEND newsletters; view identification and next steps flow charts; find links to resources and support for parents, please visit the Special Educational Needs and Disabilities section on our school website!
<https://cogenhoeprimary.co.uk/>

What Does SEND Mean?

SEND stands for Special Educational Needs and Disabilities - It means that your child has some additional needs and they may need some extra support to thrive in their development. Your child may have some difficulties in one or more areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (e.g. emotional difficulties, lack of focus in class, poor social skills)
- Physical and/or sensory (e.g. a hearing or visual impairment, physical needs).



How does school identify children who are experiencing difficulties?

1. All children are observed and assessed by their class teacher. Children who are not meeting their Age Related Expectations are identified.
2. Teachers meet with parents/carers to discuss this (hearing and eye test to be obtained).
3. Interventions / specific provisions are implemented and a first round of ADPR will take place.
4. If your child has not made progress in these interventions, the class teacher will inform the SENDCO, who will monitor the next set of targeted interventions (wave 3).
5. If limited progress has occurred, the SENDCO will observe your child, discuss the findings with parents/ carers and with permission, refer to the appropriate outside agency if needed.
6. Your child will be placed on the SEN register and their Individual Learning Plan will be accessible via Edukey for parents to view and comment on.
7. Ongoing, effective communication will take place between the school and home,

Who might see or assess my child?

An Educational Psychologist

Occupational Therapist

Speech & Language therapist

A specialist assessor

General Practitioner

Paediatrician



Next Steps

In a very small number of cases, a child has a higher level of long term needs and requires ongoing support. With parental consent, a request for Statutory Assessment is made to the Local Authority for an Education, Health and Care Plan to support the child's or young person's additional needs. This is a legal document that states what additional help is needed and can remain in place until someone is 25 years old.