

Welcome to our CPS SEND Newsletter

Every term, our newsletter will provide information about SEND across and outside of school.

Welcome!



Miss Emma Noble

SENDCo

As Cogenhoe Primary School's Special Educational Needs and Disability Coordinator (SENDCO), I am here to offer support and advice regarding additional needs or SEND support for your child.

As a school, we value the engagement of our parents so please do not hesitate to get in touch if you have any questions via edulink.

Alternatively, you may find further information about our SEND provision on the school website:

Staff training:

This term we have had whole school training regarding how to support dyslexic students in the classroom.

Contents of this term's news:

- Welcome
- Individual Learning Plans/One-Page Profiles
- SEND - Keeping Safe online.
- Transition - helping my child.
- Right to choose
- SEND activities/services in the area.
- Staff training
- Identifying SEND needs

Northamptonshire SEND local offer.

<https://www.westnorthants.gov.uk/local-offer/about-local-offer>

Individual learning plans

Individual Learning Plans and One Page Profiles are created for all pupils who are identified as having an additional need within school and are on the SEND register.

The purpose of the plans are to set Specific, Measurable, achievable, Realistic and timely (SMART) targets for the children over a termly period. These are completed by the class teacher and overseen by the SENDCO. These are targets set to support your child's SEND needs as well as other learning interventions that may be more academic.

Alongside each target is the identified provision/intervention that will be put into place to support the child. This might be an intervention, strategy or resource.

At Cogenhoe, we always share the pupil plans with parents, and these are all accessible via edukey where you can comment and have an opportunity to have your parent voice included. If you would like to discuss your child's ILP further, please contact either the class teacher or myself.



SEND – Keeping Safe Online Information taken from Childnet.com

For many young people with Special Educational Needs or Disabilities (SEND), the internet can be a place where they feel safe, calm and in control; somewhere they can make friends without having to communicate face-to-face and build a community which they may not have in their offline life.

Whilst recognising the internet is a great resource which young people enjoy using, life online for a child with SEND may pose additional challenges that require careful management and support. SEND children can be extremely vulnerable online if the right support is not offered. In school, we teach online safety once every half term and have multiple visitors such as Simon Aston coming in to support parents with the online world and anxieties that go with it.

Please make sure you are regularly monitoring your child's phone, to see what they are g, who they are talking to and what the content on their phone is.

Learn how to use parental controls.

Setting up parental controls and filters on your home internet can help to avoid age-inappropriate images, videos and websites being seen by your child whilst they are using the Wi-Fi.

Many devices like phones, tablets and consoles have parental controls settings to restrict this content, as well as restricting additional costs online, such as in-app purchasing and turning off location functions.

[Internet Matters](#) provide some helpful information about these settings and how to use them.

When should I talk about online safety to my child?

Whether your child is verbal or non-verbal, the moment your child expresses an interest in the internet, is the time to talk about and show ways in which they can stay safe online. Allow yourself enough time and choose a quiet space to avoid interruption. Everyone has the right to feel safe and enjoy their time online so it's important for children to understand boundaries and behaviour, both their own and that of other people. The earlier you start this communication, the easier it will be to talk about any online safety concerns in the future.

SEND children and bullying online.

A study found that those who reported having special educational needs (SEN) were 12% more likely to have experienced cyberbullying than those who did not. At Cogenhoe, we take bullying incredible seriously even outside of school. Please speak to a DSL if you find anything on your child's phone that raises a concern.



SEND - Keeping Safe Online Information taken from Childnet.com

Set up a family agreement together.

A **Family Agreement** is a great way of talking about online safety and how to use the internet in a positive way. Establishing an agreement together can help your child understand how to communicate safely and appropriately online and learn what to do if they find themselves in a challenging or unpleasant situation. It will also provide an opportunity for your child to decide who they should go and tell if something confusing or unpleasant happens online. We refer to this person as a trusted adult. These are people they already know, and they could be another relative, teacher, a youth leader or key support worker. Using a communication method that works best for your child, be it written form or symbol aids, a family agreement can really help to reinforce and remind your child of the important things they need to know.

Join in and find out what they enjoy online.

Show an interest and find out what your child enjoys doing online and ask to be shown the things they like to play, look at, or watch. If possible, ask to join in as this will show you exactly what your child sees when they are online. Whether it be YouTube, Mine craft, Roblox or social media, upskilling your own knowledge is key in being able to keep your child safe online.

[Common Sense Media](#) have some helpful information and website suggestions.

What is 'Wake Up Wednesday?'

National Online Safety is an award-winning organization whose mission is to empower parents, teachers, and children with the knowledge to keep safe online.

'Wake up Wednesday' is just one of the initiatives led by National online safety and produces guides for schools and parents on the latest technology, APPS, gaming, social media platforms. For more information visit:

<https://nationalcollege.com/parents>





Transition at CPS

Transition, whether it is to a new class or a new school, can be a difficult time and we endeavor to make sure that we ensure that this process is as smooth as possible for pupils and parents.

Transition to a new class @ CPS

All teachers work closely together to prepare for transition from year to year. Meetings are held to discuss pupils and information is passed on in advance of the new academic year beginning.

For pupils with SEND, Individual Provision Maps are shared with the new teachers and then new teachers will ensure that their ILP and their one-page profiles are updated by October half term. This is to ensure the staff working with your child know their needs and have actively set targets and provisions to support them.

Social stories may also be used to support transition for pupils with Autistic spectrum conditions (ASC) or anxiety. Please speak to Miss Noble if you feel your child would benefit from this going forward.

All pupils visit their new class during the summer term where they can meet their new teacher and begin their transition journey.

If you feel your child has struggled with their transition so far this year, please speak to the class teacher and/or Miss Noble.



Year 6 to Year 7 Transition

Year 6 pupils are supported through their transition from primary to their chosen secondary school.

During the summer term, the pupils meet their new 'Year 7 head of year' and are given the opportunity to ask questions or raise concerns about their next step to secondary school.

Within class, teachers complete work around transition with all Y6 pupils to offer strategies, advice and reassurance about the next step on their educational journey.

Each secondary school provides transition days where the children will visit their new school. SEND children tend to be accommodated for extra settling in sessions.

Miss Noble meets with all secondary school SENDCos to ensure all your child's needs will be met and supported.





Top tips to support transitions.

- Look on the school website to find out information about your new school. Some schools have virtual tours on their websites still from when COVID created lockdown.
- Plot and travel the route to your new school before you start in September.
- Practise getting ready for school - make a list of everything you will need.
- Find out who else is going to your new secondary school with you.
- Find out the school rules so that you know what you are allowed/not allowed to do.
- Check to see if you need an appointment to purchase new secondary uniform.
- Meet with the SENDCo to discuss reasonable adjustments - sensory needs that may impact uniform.
- Discuss with staff about their needs and how this may present in secondary school.
- Share your worries - they care and are there to help and support you.



Right to choose



Right to Choose is a scheme that allows NHS patients in England to choose their mental health care provider, including for ADHD and autism assessments. This scheme is relatively new, and many patients are unaware of it. Currently, NHS waiting lists for ADHD/ASD can be up to three years.

Here are some things to know about Right to Choose for ADHD and autism:

- **How to get started**

A GP can refer a patient to a provider of their choice for an assessment. Patients can research providers on websites like adhduk.co.uk to find one that suits their needs.

- **Waiting times**

Assessments can take between 12 weeks and 12 months, which is faster than NHS alternatives.

- **Medication**

Although a diagnosis made be made, often medication will not be authorised by the NHS, therefore you would still need to get an NHS diagnosis to fund the medication, or some will allow you to self-fund.

- **Patient care advisors**

Patient care advisors can guide patients through the process and are the first point of contact. Please contact your GP if you think right to choose could be an option for an ADHD/ASD assessment of your child.

For more information, please look at:

<https://adhduk.co.uk/right-to-choose/>

<https://www.nhft.nhs.uk/download.cfm?doc=docm93jjm4n13681.pdf&ver=59287>

<https://www.clinical-partners.co.uk/nhs-services/right-to-choose>



SEND Services across Northamptonshire



West Northants voices in partnership (WNVP)

West Northants Voices in Partnership (WNVP) is an independent group of Parent Carers who all have a child/young person (CYP) with a Special Educational Need and/or Disability (SEND). They empower the voices of Parent Carers of a child or young person between the ages of 0-25 with SEND, living or attending a provision within West Northamptonshire. Membership is free, and open to all parents and carers of children with SEND in West Northamptonshire. Become a member using this [link](#).

Specialist SEND Support Services (SSS)

How we can support you:

The SEND Support Service offers advice and support to children, young people, families, carers and a range of educational establishments for children with special educational needs and/or autism, aged 0 to 19 years.

Support available without a referral

You can request consultation support or access courses and workshops without a referral.

How to request a consultation

Email sss.ncc@westnorthants.gov.uk, providing the following information:

1. About the child or young person
 - Name
 - Address
 - Date of birth
2. About the person who will be having the consultation
 - Name
 - Role (either parent/carers or professional role e.g. SENCo)
 - Email address
 - Phone number

3. Please also provide a brief background and what you hope would be the outcome of a consultation. You will be contacted within two weeks to make arrangements for the consultation, and this will normally take place in the following 6 weeks afterwards.

Courses

We offer a range of virtual and face-to-face courses and workshops to help parents understand and support their child's Special Educational Need (SEN).

[Learn more about Send Support Service courses](#)

S
U
P
P
O
R
T



SEND sessions in Northamptonshire.

Play

360 Play SEN Evenings (Rushden Lakes): first Wednesday of the month

Riverside Hub (Northampton): first Friday of the month

Rugrats and Half Pints (Banbury): last Thursday of the month

Gravity Trampolining park (Corby): Thursdays

Flip Out (Rushden Lakes): Sundays at 10.00am

Rock Up (Rushden Lakes): Autism and SEN friendly session on Thursdays at 4:30pm

Bezerk: Tuesdays 5pm-7pm

Cinema (autism-friendly screenings)

Cineworld: first Sunday of each month, 11am

Vue: last Sunday of each month, 10:15am

Odeon: one Sunday a month, 10:15am

Action for Children

Action for children's non-residential short breaks give children and young people with SEND an opportunity to relax, have fun, socialise, and make new friends.

Youngsters will also have the chance to learn new things, try new activities, and build their confidence and independence. Parents can be assured that children are taking part in positive and enjoyable activities to grow and develop.

For more information, please look at their website:

<https://www.actionforchildren.org.uk/in-your-area/services/disability/northants-short-breaks-service/>



1st Grafton Scouts pride themselves on their inclusivity and they do their best to make sure all members can take part. They support all young people and young adults with SEND including Autism, ADHD, PDA, SPD and disabilities. There's a lot of flexibility within the Scouts programme to meet individual needs, whether that be a disability, neurodiversity, or an educational, mental health or medical need.

The group is for ages from 4 years to 25 years (Scout DBS required for 18+). They meet on Sundays from 2.00pm to 4.00pm on 2nd and 4th week of each month.

There will be opportunities to have adventures such as hiking, raft building, climbing, abseiling, trampolining and canoeing.

They will provide a safe space for everyone to make new friends, having fun, playing games, soft play, arts and crafts, getting out, making fires and dens.

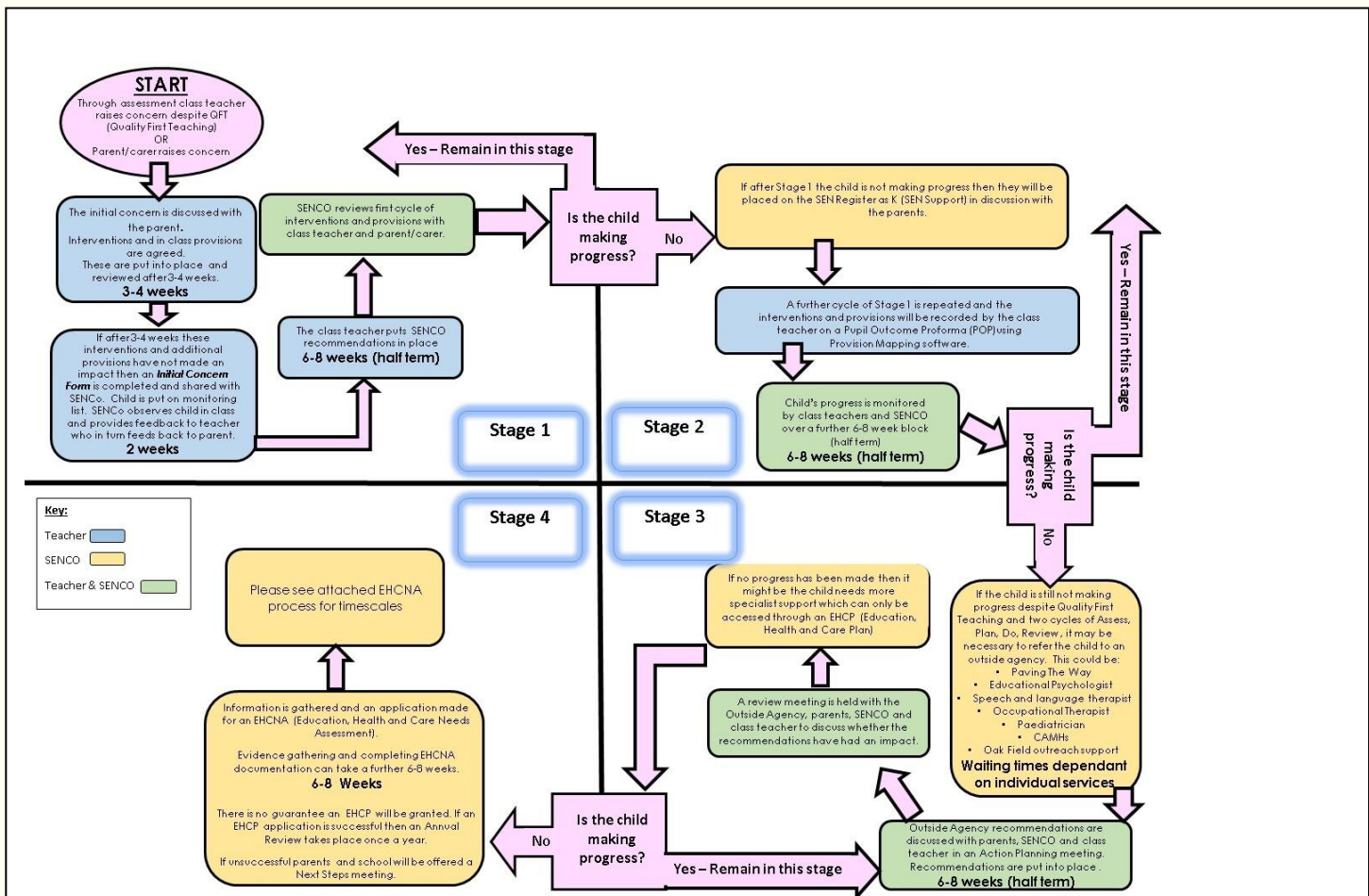
The parent and carer hub will be open during meeting times to allow mutual support.

Refreshments available.





Cogenhoe's identifying SEND process.



EHC - timeframe

The Education, Health and Care Needs Assessment (EHCNA) process typically takes 20 weeks from the initial request to the final EHC Plan. The process includes several stages:

- Initial stage - The local authority decides whether to carry out an assessment, which can take up to six weeks.
- EHCNA Panel - The local authority presents the request to a multi-agency panel that considers the information and makes a recommendation.
- Draft plan - The local authority sends out the draft plan, which should be done within 14 weeks of the assessment request.
- Final plan- The local authority sends the final EHC Plan within 20 weeks of the initial request.



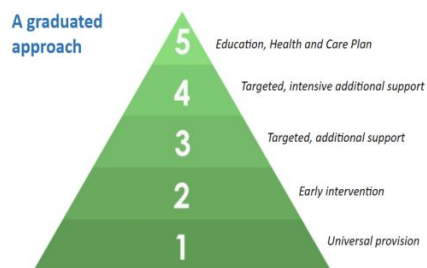
SEND Approach at Cogenhoe Primary School, we inspire, aspire, achieve. Our mission is to encourage daring, resilient, enquiring, ambitious and motivated pupils.

Our intention is for children with SEND to:

- Be at the heart of our school community
- Make excellent progress
- Thrive in mainstream
- Develop important life skills

Our Graduated Approach to pupils' needs.

All teachers receive training on what this looks like for pupils at Cogenhoe and their roles and responsibilities in this process. The diagram below shows this process:



Stage	Provision required	Assessment, recording and monitoring system.
1. Universal provision	First quality teaching Whole school schemes followed e.g. talk4writing, book talk, phonics. Communication and literacy rich environments	Progress data - assessment weeks
2. Early intervention support	Individual (wave 3) or small group (wave 2) support in class. Targeted class strategies e.g. seating plan, access to scaffolding resources/manipulatives.	Progress data - assessment weeks Progress in lesson - summative assessment. Progress within subject.
3. Targeted intervention support	In addition to stage 2. Structured interventions outside of regular lesson time. Teacher to raise concerns to SENDCo via concern form - discussion with parents beforehand.	Assess, Do, Plan, Review (ADPR) on interventions. Recording of concerns to SENDCo SENDCo monitors progress
4. Targeted enhanced support	No progress with stage 1 and 2. SENDCo to observe child. Sought outside professional support.	Child is moved to SEND register. Pupil one page profile completed. Individual learning plan created. (both accessible from edukey) ADPR with individual learning plans
5. Targeted specialist intensive support	In addition to stages 1-4: Multi-agency approach Possible Request for statutory assessment (start of EHC process)	Termly reviews for plans - all accessed via edukey. Where appropriate (EHCP) formal annual reviews meeting to be held. EHC - termly meetings to discuss long and short-term outcomes.