

The Cottenham Village College's SENDCO (Special Educational Needs and Disabilities Coordinator) is Mrs Susan Kean susan.kean@astreacottenham.org (01954 288788 or 01954 288944 for Main Reception).

The SENDCO is line managed by Mrs Lisa Langley lisa.langley@astreacottenham.org who is a member of the school's Senior Leadership Team.

Supporting the SENDCO is the Assistant SENDCO – Mrs Beverley Halliwell beverley.halliwell@astreacotteham.org 01954 288795

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Q1 Who is the best person to talk to at Cottenham Village College about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

If you have a specific query regarding your child, please talk to their tutor in the first instance.

Roles and Responsibilities/Co-ordination of Provision

Provision for students with special educational needs is a matter for the school as a whole.

Local Education Consultative Committee (LECC) and Astrea Academy Trust

The LECC and Trust have specific responsibility to ensure:

- That necessary provision is made for any student who has special educational needs

- That students' needs are made known to all who are likely to teach them
- That staff are aware of the importance of identifying, and providing for, those students who have special educational needs
- Consultation takes place with external agencies and the governing bodies of other schools, when it seems necessary or desirable in the interest of co-ordinated special educational provision in the area as a whole
- That students with special educational needs join in the activities of Cottenham Village College with students who do not have special educational needs, so far as it is reasonably practical and compatible with receiving the special educational provision their learning needs call for and efficient education of the students with whom they are educated and the efficient use of resources
- Ensure that parents are notified of any decision that SEN provision is being made for their child.

In doing so we will have regard to the Special Educational Needs Code of Practice and the relevant Disability Rights Code of Practice. There is a named member of the LECC with responsibility for SEND.

The Principal

The Principal has responsibility for the day-to day management of all aspects of the school work, including provision for students with SEN. The Principal keeps the Local Education Consultative Committee fully informed and works closely with the SENDCO.

Cottenham Village College Staff

All teachers are teachers of children with SEND and work to adapt the curriculum to meet their need with the help of other key staff. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their management of teaching assistants, classroom organisation, teaching materials, teaching styles and differentiation.

SENDCO

The school SENDCO has responsibility for

- Co-ordinating provision for students with special educational needs
- Liaising with and advising teachers
- Leading the SEND team including teachers and teaching assistants and monitoring their work, managing timetable and inset
- Overseeing the records of all students with SEND, including provision mapping and annual reviews
- Liaising with parents/carers of students with special education needs
- Liaising with other SENDCOs, Educational Psychologists, School Pediatricians, School Nurse, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Social Care and other health services such as CAMHS.

Q2 What type of support is available for children at Cottenham Village College Academy?

Cottenham Village College assesses the needs of every student on entry to the school and offers a graduated response designed to meet the needs of individual students. In the first instance every child should receive 'Quality First Teaching', based on the principle of an inclusive classroom that meets the needs of all.

If through individualised assessment and discussion it is clear that a student is making poor progress or is causing concern they may be identified as requiring SEN Support. This graduated approach would first ensure that high quality teaching, differentiated for the individual pupil is in place.

Universal Support – the principle of 'Quality First Teaching'.

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class

- That all teaching is based on building on what your child already knows, can do and can understand
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using practical learning
- Specific strategies (which may be suggested by the Learning Support Team or outside agencies) are in place to support your child to learn.
- The subject teachers, supported by the senior leadership team check that your child is making appropriate progress and whether they need some extra support to help them make the best possible progress, this may include specific group work in a smaller group of students.

These small groups, often called intervention groups, may be:

- Run in the classroom or outside
- Lead by a teacher or a teaching assistant who has had training to run these groups.

These groups will address specific needs or gaps in skills and or knowledge to support your child to make the appropriate progress. He/she will engage in group sessions with specific targets to help him/her to make more progress.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Additional Support (targeted special educational provision)

This means that a child has been identified as having a learning difficulty/disability that may be impacting on progress and that they may require specialist, targeted support in addition to Quality First Teaching and intervention groups. This may involve some individual support, or specialist equipment.

For your child this may mean:

- A group run by school staff e.g. a phonics programme such as 'Toe by Toe' or 'Lexia'
- A group run by an outside professional e.g. a social skills group such as KICK (<http://www.kickyouth.org/>)
- Support through the school's pastoral team, including individual 1-1 sessions for emotional and behavioural issues.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and Intervention groups.

EHCP/EHC Plan/Education Health and Care Plan

This applies to a small number of children and young people who may have special educational needs or medical needs. It is likely that this need may not be provided for from the budget normally available from the local authority or school. The Higher Level Needs budget supports the students with the most complex needs in the school.

A student may arrive at Cottenham Village College with an Education Health and Care (EHC) Plan or a request may be made for the local authority to carry out a statutory assessment of your child's needs.

The process of planning provision for a pupil with an EHC Plan is rooted in the graduated response, the difference being that as these pupils' needs are more complex, the approach to meeting these needs and ensuring progress will be even more personalised and individualised. Crucially, the approach will be based on organising provision around the planned outcomes written on the student's plan.

The statutory assessment process is the responsibility of the Local Authority through the Statutory Assessment and Resourcing Team. Further information available via the county council website.

<https://www.cambridgeshire.gov.uk/directory/local-authority-service/statutory-assessment-and-resources-team-start>

Q3 How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's tutor initially, email is best (firstname.surname@astrecottenham.org) E.G. jane.blogs@astrecottenham.org
- If the matter is not resolved you should speak to the head of subject or year head.
 - Year 7 (Head of Key Stage 3) = Peter Holt peter.holt@astrecottenham.org
 - Year 8 = Matthew Need matthew.need@astrecottenham.org
 - Year 9 = Marcus Purser marcus.purser@astrecottenham.org
 - Year 10 = Geoff Kirby Geoffrey.kirby@astrecottenham.org
 - Year 11 = Jos Abbott (Head of Key Stage 4) jos.abbott@astrecottenham.org
- If the outcome is not successful and progress is still a concern, you should speak to the SENDCO (see contact details above)

If your concern is not resolved, please refer to the academy's complaint policy which is available on the policies page of the Astrea Academy Trust website. <http://www.astreaacademytrust.org>

Under the SEN and Disability Regulations 2014, parents may seek advice on resolving disagreements through the Local Authority (LA) and/or Independent Mediation Service. Further advice may be sought from the Pinpoint website <https://www.pinpoint.org.uk/>

Q4 How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making the expected progress the school will contact you, in the first instance, to inform you of any support we can offer and to:

- Listen to any concerns you may have
- Plan additional support your child may receive
- Discuss with you any referrals to outside professionals

Q5 How is extra support allocated to children and how do they move between the different funding levels?

The school budget includes money for supporting children with SEND. The Principal decides on the budget for Special Educational Needs and Disabilities in consultation with the trust, on the basis of needs in the school. The Principal and Assistant Principal with responsibility for inclusion will discuss all the information they have in the school, including:

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making progress as would be expected and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made if needed.

The school could spend this money on:

- Teaching assistants at the appropriate level
- The SENDCO and Student Services Team
- Early identification and intervention work with students
- Training for all teachers and teaching assistants so they can meet student's needs more effectively
- Special books and equipment
- Additional advisory services.

The details of how individual students receive support are recorded on the schools Provision Map

Q6 Who are the people providing services to children with an SEN in this school?

Directly funded by the school:

- Pastoral leads
- *School Nurse*
- Educational welfare officer
- Alternative provision via *Private providers*
- Access Arrangement Testing for support in formal exams

Paid for centrally by the Local Authority but delivered in school:

- Educational Psychology Service (limited hours of support)
- Sensory Service for children with visual or hearing needs

Provided and paid for by the Health Service but delivered in school:

- Occupational Therapy
- Physiotherapy
- School and community paediatrician
- Specialised nursing services
- Speech and Language Therapy

Other services we might use:

- District team
- CAMHS (Child and adolescent mental health service)

Q7 How does Cambridgeshire LA support Children with SEND in this school?

The LA support students in many ways which can be accessed through their website.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/send-service-0-25>

Q8 How are teachers in school helped to work with children with an SEND and what training do they receive?

The SENDCO's job is to support the teacher in planning for children with SEND. The school has training for all staff to improve teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.

Individual teachers and support staff attend training courses, which may be run by outside agencies that are relevant to the needs of specific children in their class.

Q9 How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will do their utmost to ensure that your child's needs are met.

Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Q10 How will we measure progress of your child in school?

The progress of every student is recorded on SIMS. You are able to access live, up to date data on the progress of your child through the Astrea App. If you require more detail regarding your child's progress, please contact your child form tutor in the first instance.

The SENDCO will also check the progress of students receiving Additional Support who are in individual or small group interventions.

Q11 What support will I receive as a parent of a child with SEND?

The tutor or class teacher is regularly available to meet with you to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used.

The SENDCO or Assistant SENDCO are also available to meet with you to discuss your child's progress or any concerns/worries you may have.

Q12 Are the school buildings accessible to children with SEND?

Cottenham Village College is an inclusive school and welcomes applications from the parents of students with a disability.

Cottenham Village College does have some buildings with up to three floors, not all of which are wheelchair accessible. Whilst there are currently restrictions on access to the upper floors of some buildings, every effort is made to accommodate the needs of each individual student.

The school ensures that there are good lighting and safety arrangements (for example, markings on steps and posts) for visually impaired students.

After school provision, including Catch Up and homework club are accessible to all children including those with SEND.

The school endeavors to ensure all extra-curricular activities and trips are accessible for children with SEND.

Q13 How will we support your child when they are leaving this school or moving to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure any transition is as smooth as possible.

If your child is moving to another school, we will contact the school SENDCO and ensure they are aware of any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

As your child moves from one teacher to another, normally at the start of an academic year, details are passed to individual staff in a variety of ways to ensure that support is appropriate for individual students.

Primary to Secondary transition:

The SENDCO and/or the Assistant SENDCO will visit the Primary school to discuss the specific needs of your child with the SENDCO/appropriate staff of their primary school. Arrangements for transition may include:

- Additional visits to the new school
- Teaching Assistant to visit Primary School
- Production of Strategy Sheets containing key support information
- Transition work with Specialist Teaching Team

Q14 Who assesses if my child may require extra support in exams?

The school has a *specialist teacher* who will conduct formal assessments to see if your child meets the criteria of the exam boards. Possible additional support includes:

- Reader
- Scribe
- Extra time
- Rest breaks
- Use of a word processor
- Prompt

Staff and/or parents can contact the SENDCO or specific class teacher if they wish to discuss the possibility of access arrangements. A history of need must be gathered through Key Stage 3 (KS3) for formal application in KS4.