

**Cockton Hill Infants'  
School**

**SEND Information  
Report**



**Headteacher: Tom  
Cuthbertson  
Chair  
of Governors: Bob  
Woods**

**Date: March 2026**

**Date for review: March 2027**

## **Overview**

Welcome to our SEND information report, part of Durham County Council's Local Offer for children and young people with special educational needs.

Hopefully you will find all of the information you require here. However, if you would like to discuss our SEND information report in more detail, require any further information or would like to discuss any issue specific to your child, please do not hesitate to contact the school to arrange an appointment.

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the Local offer - you can find further details at <https://www.durham.gov.uk/localoffer>.

## **Key Contacts**

Mrs Laycock – SENCO

Tom Cuthbertson – Headteacher

## **What is SEN?**

Special Educational Needs and/or a disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEND difficulties should be seen as life-long. SEND is seen by our school as the child requiring provision that is additional to or different from the rest of the class. For example, they may have additional needs due to dyslexia, co-ordination, number problems or sensory and/or physical needs. Every child is unique and here at Cockton Hill Infants' School we celebrate each child as an individual. We ensure that all pupils, regardless of their specific needs, make the best progress possible. We are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

## **Definition - SEND Code of Practice.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age.

## **Other useful policies:**

SEND Policy

Accessibility Plan

Admission Arrangements

Anti-Bullying Policy

There are four broad areas of SEND, these are:

### **Communication and Interaction**

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs

### **Cognition and Learning**

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

### **Social, Emotional and Mental Health Difficulties**

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn

### **Sensory and/or Physical Difficulties**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

### **Our Curriculum**

Cockton Hill Infants' School is an inclusive school. As well as meeting the formal requirements of the National Curriculum 2014 we aim to provide a curriculum that is both engaging and relevant to the needs and interests of all of our children. Additional activities are included to enrich the learning experience of all of the children where possible and the curriculum may be adapted to suit the needs of different learners as required. "Experience" is one of our core values and we recognise the importance of providing stimulating and engaging experiences as part of our curriculum to enhance learning.

### **Finance**

The school funding formula is generated to include financial provision to specifically support pupils' individual special needs. This funding is prioritised to tailor make learning to ensure small steps of progress are continually made by all SEN learners. At Cockton Hill Infants' School, for those pupils with High Needs, Costed Provision Maps are created with detailed evidence of supporting resources provided in school. This builds a portfolio of the progress each child makes which allows us to target resources effectively. Additional funding and financial support can be applied for from the Local Authority. If you have any questions about our SEND Local Offer please contact the school.

### **Accessibility at Cockton Hill Infants' School**

Cockton Hill Infants' School is a single level building. There are some entrances and exits that have some steps. However, we have measures in place such as lifts as part of making reasonable adjustments. There is a disabled toilet in the building. If you require any further information regarding the accessibility of the site please contact the school or access our accessibility plan.

### **How do we support SEND?**

Cockton Hill Infants' School is an inclusive school. All pupils at school are entitled to

be taught to a standard called Quality First Teaching. This acknowledges that all children are different and that at times resources and work should be differentiated to ensure that all children are included and can achieve.

However many children, at some point in their school life need extra help. In accordance with the Special Educational Needs and Disability Code of Practice (2015), the school operates a graduated response to support children identified with special educational needs and disabilities.

Within each class teachers and teaching assistants recognise that children learn and develop in different ways. They use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. Where necessary, there may be adaptations to the curriculum to enable all pupils to access the learning. Some children also benefit from small group work and one to one intervention.

Resources available include: move and sit cushions, writing supports, reading rulers, modified exercise books, speech and language intervention, weighted blankets, use of iPads and easyspeak microphones.

We do not see SEND as a barrier to accessing the full curriculum and ensure that children with SEND are fully included in all activities in order to promote the highest levels of achievement.

To do this, we ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement

Ensure that all pupils have access to the school curriculum and all school activities, for example; additional adult support to model and support learning and/or carefully selected resources to scaffold learning.

Ensure every child has the entitlement to a sense of achievement through celebrating progress with parents in line with the school's rewards policy.

When planning activities such as visits and trips, SEN children are considered to ensure they can fully participate.

We seek advice, change resources/equipment and access training.

At Cockton Hill Infants' School, we have staff who have benefitted from training in supporting children with: specific learning difficulties, ADHD, Autism, Speech & Language and Communication Needs, Emotional, Social and Behavioural Needs, hearing impairments, visual impairments and physical disabilities. We also have a member of staff who is highly trained in speech and language development and can offer interventions in this area.

### **Support for emotional and social development.**

The school also benefits from a School Support Worker/Senior Mental Health Lead who works closely with the staff, children and families to remove barriers to learning. She also provides social and emotional support inline with the school's PSHE policy. We run a nurture group within school and staff have attended training provided by the Emotional Well-being and Effective Learning Team. Our School also participated in the Durham Resilience Project organised by DCC educational psychologists.

As a school we have a positive approach to behaviour with a restorative approach being employed. Weekly, each class recognises and rewards a Pupil of the Week, learner of the Week and a kindness award is also given out. These systems are embedded across school and the children enjoy their celebrations and rewards.

Cockton Hill Infants' School maintains close links with External Partnerships. In order to access the best professional advice, we also link with Local Authority and Private Providers of additional services, such as Occupational Therapy, CAHMS (Child and Adolescent Mental Health Service) School Nursing Service, Social Services and Medical Professionals.

Each year, the needs of our children within school are carefully considered and training organised to up-skill staff if necessary. For further details please see our SEND policy.

Children with additional needs, such as SEND and 'looked after' children are closely monitored and supported. Their provision is assessed regularly and we liaise with social services at 'looked after reviews'. As well as a SEN support plan or EHCP, 'looked after' children also have a PEP (Personal Education Plan) which is a record of what need to happen for the children to fulfil their potential.

### **How do we identify and assess children with SEN?**

We carefully track the progress of all pupils at Cockton Hill Infants' School. The needs of some of our pupils can be met through quality first teaching. However, sometimes a child may not make progress as expected, the class teacher may then discuss the child's learning needs with the Special Education Needs Coordinator (SENCo) to identify any barriers to learning. A Short Note would be made at this time and the child's parents or carers would be fully involved in this process. The child's progress would be carefully monitored and if necessary, the class teacher or SENCo would discuss with the parents/carers any further concerns they may have. In order to make progress, the child may require some extra intervention, for example small group work, extra resources, additional time, individual behaviour systems or charts etc and a SEN support plan may be put in place. Sometimes it is necessary for the school to refer to another agency or service to support the child. Once again, this process would be in consultation with the parents or carers. A meeting maybe organised to discuss the needs of the child with other agencies.

If requested, parents or carers can be supported with the process by the school, the School Support Worker or by the SEND Information, Advice and Support Service (SENDIASS). Contact information can be found using the link below or you can ask Mrs Laycock for further information.

<http://www.durhamsendiass.info/>

Often, parents/carers are the first to recognise signs of a SEN and can raise this with the class teacher initially. The SENCo can also be contacted; we will then liaise to find the best route forward.

For some children, who have a significant and/or complex level of need, as assessed by school staff, outside agencies and an Educational Psychologist, we would speak to parents/carers to ask them whether they would give consent for the initiation of a Statutory Assessment to potentially provide the child with an Education and Health Care Plan (EHCP). As a school, we would then submit evidence to an Inclusion Panel showing the complex and/or significant level of the pupil. If the Inclusion Panel agrees that the evidence presented shows that a child needs the support of an EHCP to be fully included and to make progress then a Statutory Assessment will be started. This is a detailed assessment of child's needs and a range of professionals (including medical staff, school staff, other agencies involved such as speech therapists, etc) will work with the child and write reports that will then be presented to an Inclusion Panel.

Parents/carers will also be asked to provide some written information about their child. As a school, we recognise how complicated the process of statutory assessment can seem and always offer parents/carers extra support from the SENCo, School Support Worker or SEND Information, Advice and Support Service (SENDIASS - please see link above) to help them with this.

If the Inclusion Panel agree that the evidence submitted shows that the pupil has needs that require an EHCP then this will be issued. A child with a plan will often need a highly individualised curriculum. Where possible, the curriculum at Cockton Hill Infants' School will be adapted according to any recommendations made. A review meeting will be held annually to discuss the child's progress and the plan that is in place.

When providing support that is 'additional to' or 'different from' we follow an Assess, Plan, Do Review process:

**Assess** – Taking into consideration information from parents/carers, teachers, assessments, other professionals and the child themselves.

**Plan**- Identify the outcomes and the provision to be provided to meet those outcomes. This will be recorded on an SEN plan or EHCP.

**Do** – providing the support as set out in the plan.

**Review** – measuring the impact of support provided and considering whether changes need to be made to the support provided. All those involved will contribute to this review and it will be used to inform the next cycle.

### **How do parents/carers and children contribute to the provision planning?**

We value the contribution parents/carers can make in their child's learning and for this reason, parents are welcome to speak to the class teacher and/or SENCo about any concerns. If your child has an EHCP, you will be involved in the annual review and for those children with SEN plans, discussions will take place at parents evening in relation to your child's provision and outcomes.

The relationships our teachers form with children ensure open conversations so that we have a clear picture of what our children want and need. This is in line with our core value of "nurture".

## **How are the Governors involved and what is their responsibility?**

Governors fully support our school vision and values. They are kept up to date on the progress of SEN pupils and the SENCO meets with the Governing Body termly. Confidentiality is maintained and individual pupils are not named however, data is shared to support discussions around funding arrangements and the SEND Notional Budget. Our SEN Governor is Cathy Hunt.

## **Transition**

At Cockton Hill Infants' School we understand the importance of transition for all pupils, particularly those with additional needs. We work closely with the Junior school/ primary school to provide careful support and consistency as part of the transition process. We liaise with the Junior school/primary schools and where necessary provide extra visits for some pupils. If a child has a Statement of SEN or and Education Health Care Plan, colleagues are invited to attend the child's annual review.

If a child who has SEND transfers to Cockton Hill Infants' School every effort will be made to ensure their transition is as successful as possible. Depending of the needs of the child, this may include careful liaison with the previous school, a multi agency meeting, transition visits for the child. Depending on the needs of the child a more bespoke package for transition maybe offered to ensure a successful transition.

At Cockton Hill Infants' School, for transition between classes, children have the opportunity to visit their new class during several transition days in the summer term. Teachers also meet to share information about those children who require additional support and to share effective provision.

## **Agencies and Partnerships.**

Cockton Hill Infants' School works with all of the following professionals and agencies to ensure that we are able to meet the needs of pupils with Special Educational Needs and Disabilities (SEND).

Bishop Auckland One Point Hub

School Nurse

Health visitors

CAMHS (Child and Adult Mental Health) Assessment Team

Speech and Language Therapy

Crisis Response

Durham Movement Difficulties Service

Tree Tops Occupational Therapy Service for Children Occupational Therapy

The Service for Hearing Impaired The Service for the Visually Impaired Durham

Autistic Spectrum Team Durham

Educational Psychologists

Educational Psychologist Consultants

First Contact Service

Other specialist health services e.g. hearing, speech, vision, diabetes Medical Practitioners e.g. GPs, Paediatricians, Clinical Psychologists Virtual School for Looked After Children Team, Emotional Well-being Team

If you require any further information please contact the school and ask to speak to Mr Cuthbertson (Head Teacher) or Mrs Laycock (Special Education Needs

Coordinator)