

SEND Newsletter – Summer 2 2024

Meet the SEND Team



SENCo – Miss Harriett Fletcher

hfletcher@cooperperry.staffs.sch.uk



SEND Governor – Mrs Helen Summers



**Interim SENCo (Maternity Cover)
– Miss Olivia Simpson**

osimpson@cooperperry.staffs.sch.uk

Important Dates

Monday 17th June 1:00 – 3:30 – Year 4 to Year 5 SEND Handover meetings

Wednesday 19th June 9:00 – 11:00 – Year 1 to Year 2 SEND Handover meetings

Friday 21st June 9:00 – 11:00 – Reception to Year 1 SEND Handover meetings

Monday 24th June 1:00 – 3:30 – Year 5 to Year 6 SEND Handover meetings

Tuesday 25th June 9:00 – 11:00 – Year 2 to Year 3 SEND Handover meetings

Wednesday 26th June 9:00 – 1:00 – Year 3 to Year 4 SEND Handover meetings

What can I do if I think my child has SEND (Special Educational Needs or Disability)?

Miss H Fletcher is the school SENCo (Special Educational Needs and Disability Co-ordinator). If you have any concerns or questions regarding your child's needs, please don't hesitate to contact her.

All children experience challenges with their learning at some point, but for most children, these difficulties are overcome with support from teachers and home. However, children with SEND are likely to need additional and continuous help and support to ensure they are making progress.

How do you know if your child has SEND?

A child has SEN if:

- They have significantly greater difficulty in learning than the majority of other children and young people the same age.
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school.

A child has a disability if:

- They have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities.

What are the Four Ares of SEND?

Cognition and Learning – children and young people learn at a slower pace than others their age, have difficulty in understanding and/or organisation and memory skills, or have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy.

Communication and Interaction – children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Physical and Sensory – children and young people with visual and/or hearing impairments, or a physical need that can give rise to difficulties in accessing learning without appropriate support and equipment.

Social, Emotional and Mental Health – where children and young people have difficulty in managing their relationships with other people, are withdrawn, have difficulty understanding their emotions or if they behave in ways that may hinder their and other children's learning and/or that have an impact on their health and wellbeing.

Some children and young people may have SEN that cover more than one of these areas.

For further information, please visit the SENDIASS website: [Education – SENDIASS \(covsendiass.co.uk\)](http://covsendiass.co.uk)

SEND Code of Practice – what does SEND Support, SEND Support Plus and EHCP mean?

SEN Support – this means your child is on our SEND register. We have noticed in school that your child requires additional support and we offer support in school to meet your child's needs.

SEND Support Plus – this means that your child is being supported by school and external professionals. This may mean they have had a diagnosis from an external professional or that school work alongside other agencies (e.g. Educational Psychologists, Occupational Therapists, Autism Inclusion Team, Speech and Language Therapist) to offer your child the support they need.

EHCP – your child has got an Educational Healthcare Plan to support their more complex needs. School receives additional funding to action the provision outlined in their plan. This is reviewed annually with parents and the SENCO.

If you would like any further information, please don't hesitate to contact Miss Fletcher.

School Information

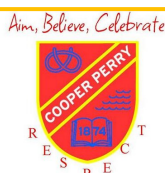
	Cooper Perry	National
Pupils on the SEND Register	15.7%	13%
Pupils with an EHCP (Education Healthcare Plan)	1.9%	4.3%

Useful Contacts

Staffordshire Connects: [Staffordshire Connects](#)

SENDIASS: [SENDIASS SEND IASS - Staffordshire Family Partnership \(staffs-iass.org\)](#) or 01785 356921

Staffordshire Local Offer: [Staffordshire Connects | Special Educational Needs and Disabilities Local Offer](#)



Your views matter to us!

We would like to say a HUGE thank you to all of the parents who completed our online SEND parent view survey. We are always looking for ways to enhance our provision, and your views, opinions and suggestions matter to us.

100% of parents knew who the SENCo was and how to contact them.

87% of parents feel their child is making good progress.

93% of parents feel their child is well supported in school.

93% of parents feel they can approach school staff with their concerns.

93% of parents said they had been involved in discussing their child's individual targets.

What Next?

Following the survey, we would like to find out a little more about how we can further improve SEND provision in school. You will have received a follow-up survey which specifically focuses on communication around progress, support in school and activities to complete at home. It is a very short survey and we would appreciate your feedback and suggestions.

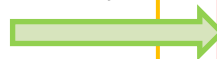
Once we have collated these results, we will share with you our actions over the Summer Term.

Parent SEND Handover Meetings

Over the next half term, we would like to invite all parents of SEND pupils into school to meet with their child's current class teacher and their new class teacher. During this meeting, we will discuss: any important information about your child, the support and strategies currently in place to help them, review their Summer Term ISP and begin to discuss their Autumn Term ISP targets.

Timings for these meetings will be shared this week.

Prior to the meeting, we would appreciate it if you could complete the 'Parent View' form, which you can feedback on during the discussion. These will be sent home electronically and as a paper copy.



Cooper Perry Primary School
Parent SEND Handover Meeting

Pupil Name: _____ Current Year Group: _____

Important information about my child:

My child's strengths:

My child needs support with:

My hopes and wishes for my child next academic year:

Questions I would like to ask:



Preparing for Summer

The summer break is a time children often look forward to, but for some children this change in routine can be difficult. Autism Parent Magazine have shared the following tips to help the summer holidays be as stress-free as possible.

- Plan ahead – this can often help children adjust to changes easier and it helps to know what is going to happen next. Some parents provide a visual or written schedule and then try to stick to it as much as possible.
- Use timers/alarms – Using timers that have a visual cue can be useful if children are not yet able to tell the time independently. For example, if you are leaving the house in 15 minutes, a countdown timer can help regulate the time left until the change in routine.
- Use social stories – These are a great way to introduce and explain concepts and situations in a visual form. Social stories may increase the child's understanding of a social concept and help the child understand what is going to happen. By letting your child know ahead of time what is going to take place, the potential anxiety and stress associated with the activity may decrease. For more information on social stories, please visit: <https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations>
- Allow extra time – When creating a schedule, it is important to remember that each activity or event may not start at the exact time, so it is useful to allow extra time. If timings are problematic, then times can be left out which just a list of activities in order.
- Introduce your child to new places or activities – If you are going somewhere new, it may be useful to introduce your child to these beforehand. For example, you could visit the place beforehand, or look maps/pictures on the website.

For further advice, particularly on how to support children with autism, please visit: <https://www.autism.org.uk/what-we-do/holidays-and-days-out/holidays>

Did You Know?

Staffordshire Local Offer provides information in one place for children and young people from 0 to 25 with special educational needs and disabilities, their parents/carers and professionals.

The local offer includes information on local services to help children, young people, parents and carers make choices about the support they receive.

Access the local offer here:

<https://www.staffordshireconnects.info/kb5/staffordshire/director/localoffer.page?localofferchannel=0/co>

EVERY CHILD CAN LEARN



JUST NOT IN THE SAME WAY