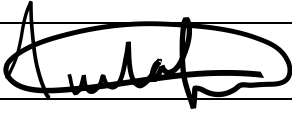


The Slough and East Berkshire C. of E. Multi Academy Trust Colnbrook C. of E. Primary School



SEN Policy and Information Report

Owner:	Deborah Esson
Ratified by Governing Body:	
Date Ratified:	10/12/2020
Date Policy to be reviewed:	December 2021

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9

Our Vision Statement

At Colnbrook we want to grow young people who believe in themselves so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.

Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

Aspiration, Resilience, Respect, Responsibility, Community, Compassion.

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1. Aims

Colnbrook Church of England (C. of E.) Primary School serves a multi-cultural community and we are pleased to welcome children from all faiths and backgrounds. Colnbrook C. of E. Primary School upholds the following Christian values for all of our children: Aspiration, Respect, Responsibility, Resilience, Compassion and Community. These values are reflected in our whole-school approach to children with special educational needs and disabilities (SEND).

At Colnbrook C. of E. Primary School, we welcome children with SEND as part of our school community. We support children to integrate fully into the life of the school and we are committed to supporting each individual child to perform and progress to the best of their ability. Colnbrook C. of E. Primary School is a mainstream primary school with a Learning Resource Base.

All of the staff at the school are expected, as part of their role, to support all children to reach their full potential, academically, socially and physically. All children have the right to an education regardless of their needs, and we will make reasonable adjustments where possible to support children with special educational needs and disabilities.

Our SEND Policy and Information Report aims to:

- Set out how Colnbrook C. of E. Primary School supports and makes provision for pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Outline how children with SEN and their parents/carers are involved in the process of their education.
- Give support with finding and accessing the information parents/carers may need in relation to the education of their children with SEN.

This policy also complies with our funding agreement and articles of association.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability Code of Practice, 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities in terms of Education, Health and Care Plans (EHCP), SEND Coordinators (SENDCO) and the SEND Information Report
- Equality Act 2010, which defines disability, discrimination and 'reasonable adjustments'.

We understand that we are required by the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice, 2015, to support parents and children to remove barriers to learning, whatever they may be. We will endeavour to work with parents and children to put the child and their needs, feelings and views at the centre of our provision to support learning and access to school life.

3. Definitions

A pupil has **Special Educational Need (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a **learning difficulty** or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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 schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools (SEND Code of Practice, 2015).

Below is a glossary of frequently used SEND terms:

ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
CoP	Code of Practice (refers to the <i>SEND Code of Practice, 2015</i>)
CYP	Children & Young People
DLD	Developmental Language Disorder
EAL	English as an Additional Language
EHCP	Education Health Care Plan
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ILP / LP	(Individual) Learning Plan
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapy / Therapist
RB	Resource Base
SALT / SLT	Speech and Language Therapy / Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Coordinator
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
VI	Visual Impairment

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Deborah Esson (email: mail@colnbrookprimary.com tel. 01753683661)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with previous and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND governor, Jackie Eady (email: mail@colnbrookprimary.com. tel. 01753683661)

will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher, Tom Brunson (email: mail@colnbrookprimary.com. tel. 01753683661)

will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information Report

5.1 The kinds of SEN that are provided for

Colnbrook C. of E. Primary School is a one-form-entry mainstream primary school with a Learning Resource Base.

In the mainstream classes most children with SEN are taught alongside their peers. Special educational needs such as

- Speech and Language difficulties,
- Specific Learning Difficulties (dyslexia, dyspraxia, etc.),
- Social, Emotional, Mental Health difficulties as well as
- Fine and Gross Motor difficulties

are addressed by high quality teaching that is differentiated to the individual needs of the child.

Children on SEN support are able to access a variety of intervention groups and may have shared support from a Teaching Assistant in class. If applicable, they also have access to the on-site Speech and Language Therapist who delivers either individual or group therapy sessions.

The **Learning Resource Base** in Colnbrook C of E Primary School supports children in

- Years R to 6, whose needs include
- MLD (Moderate Learning Difficulties)
- DLD (Developmental Language Disorder)

The general level of academic attainment of children with MLD will be significantly lower than that of their peers. Generally they will have difficulty acquiring literacy and numeracy skills. Other difficulties may include associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

Children with DLD will have difficulties with learning and using language which will be long term, but the difficulties are not associated with other conditions, such as cerebral palsy, or autistic spectrum disorders.

All children in the Learning Resource Base will have EHCPs indicating significant learning needs. This means the children will have learning difficulties associated with cognition and learning, impacting on their ability to access the curriculum, and they will require additional provision to make progress.

The Learning Resource Base does not specialise in special needs that are linked primarily to Social, Emotional and Mental Health needs, such as autism.

Admissions for children without an Educational, Health Care Plan (EHCP) are allocated as per the criteria in the Admissions Policy.

Admissions for children who are undergoing a statutory assessment or already have an EHCP will be in consultation with the **SEND team of the Local Authority** and other professionals. We will carefully consider whether we are able to meet the needs of the child as specified in their EHCP and also consider whether admitting the child will affect the education of the other children already on roll. The SENDCO/Learning Resource Base manager may visit a pupil in their current setting to be able to make an informed decision on whether the school is able to meet their needs.

We will accept two pupils with EHCPs per year group.

It is important to note that the Resource placement will not necessarily remain appropriate throughout the child's time in the primary sector. Children's needs can change and sometimes their progress indicates that a change of provision or placement is necessary.

5.2 Identifying, assessing and reviewing pupils' progress

Colnbrook C. of E. Primary School follows the Graduated Approach, that is the four-part cycle of **assess, plan, do, review**, as outlined in the SEND Code of Practice, 2015.

Assess:

Pupils' progress is carefully monitored by their Class Teachers and the Senior Leaders in school. Class teachers regularly assess children's progress and the results are reported to Senior Leaders in the termly Pupil Progress Meetings. Class Teachers, the Senior Leaders and the SENDCO will identify those pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social skills.

Plan:

Any children not making progress or making slow progress will be identified for intervention. In the Early Years any children not making progress or making slow progress will be identified and will work in small, targeted groups within the EYFS curriculum.

Personalised Learning Plans will be put in place to specify the strategies/resources to be used to enable the child to meet their targets. The Learning Plans will be shared with the child and their parents.

Do:

The intervention will be carried out for an agreed period of time (as appropriate). All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Review:

The Class Teacher will assess the progress made, which will be discussed in the next Pupil Progress Meeting together with the effectiveness of the intervention. These 'assess, plan, do, review' cycles (reviewing and updating the Learning Targets in each cycle) will continue until the child has closed the gap between themselves and their peers, or until they are in no need of support. It is the function of the **Pupil Progress Meeting** to decide whether the provision to be made is 'additional to, or different from', which is generally made for other children of the same

age by mainstream schools; that is whether the child is considered to be in need of 'Special Educational Provision'. If that is the case the child will be included in the SEN support register.

5.3 Consulting and involving pupils and parents

The Class Teacher will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

When it is decided a pupil will receive SEN Support, this will be discussed with parents and they will be formally asked for permission to include the pupil on our SEN register.

We will invite parents to regular meetings about their child. These meetings can form part of the normal "parents' evenings" but parents do not have to wait until parents' evening; Any parent can request a meeting with their child's Class Teacher or the SENDCO at any time.

Parents of children who see other professionals such as an Educational Psychologist can request a meeting to talk about the reports they have received about their child. Parents of a child with an EHCP will be invited to formal annual review meetings.

5.4 Our approach to teaching pupils with SEND

Most children with SEND learn in their mainstream classes. The Class Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. Teaching will be differentiated for individual pupils. Adaptations are recorded on class Graduated Response Charts and updated termly.

We also run a number of intervention programmes, for example:

- Fine Motor Skills programmes
- Spelling, Writing, SPAG,
- Phonics, Reading & Phonics, Reading, Reading 1:1, Reactive reading, Reading Comprehension
- Maths Fluency, Number Fluency, Maths Challenge, Maths (times tables), Maths (greater depth) Reactive Maths, Maths 1:1 on how to answer reasoning papers
- Nurture group, Dispute resolution, self-regulation
- Attendance Group
- 1:1 support with ELSA's (Emotional Literacy Support Assistant) for social, emotional and behaviour support.
- Language Groups, shape-coding, narrative programme

Children who are allocated a place in the Learning Resource Base access their individualised learning in the resource base classrooms, in small groups or occasionally on a 1:1 basis. They attend about half of their lessons in their mainstream classroom where they have access to shared support from a specialist Teaching Assistant.

5.5 Adaptations to the curriculum and learning environment

As part of the high quality teaching Class Teachers can make the following adaptations to ensure all pupils' needs are met:

- Differentiating curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, talk mats and other equipment etc. Visual support is provided to help children with communication and other specific difficulties.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.6 Additional support for learning

In Colnbrook C. of E. Primary School we have a team of Teaching Assistants. Their role is to assist with the high quality teaching planned and implemented by the Class Teachers. Teaching Assistants support pupils within or outside the classroom, on a 1:1 basis or in small groups under the direction of the Class Teacher. They are also trained to deliver certain interventions.

The school also has 3 qualified ELSA, who help pupils overcome behavioural, social or emotional difficulties that are affecting their learning. Our ELSAs work with groups of children or on a 1:1 basis with pupils from across the school. They also run nurture groups to help pupils build up their social skills and become active members of our community. The ELSAs work closely with the Class Teachers and the Leadership of the school to address difficulties as they arise in a timely manner.

5.7 Identifying pupils with SEN and assessing their needs

If there is on-going concern about a child's progress the Class Teacher will work closely with the SENDCO to carry out an analysis and identify their needs. The parents and the child will be included in the discussions.

Slow progress and low attainment will not automatically mean that a pupil is recorded as having SEN.

There may be need for involving other professionals to carry out further assessments, observations and consultations. Before involving other professionals, the SENDCO will seek agreement from the parents. The reports of professional involvement will be shared with the parents and with the child, as appropriate.

When deciding whether special educational provision is required, we will draw on the following sources of information:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, where applicable

Where a child's needs are complex and over and above that which can be met by the school from general resources, then the school may work with parents and other professionals to request an Education, Health and Care Plan (EHCP) from the Local Education Authority. This would provide a detailed assessment of the child's needs, and targets for the school to work towards.

When the SEND Team of the Local Authority has provided an EHCP for a child, the school is obliged to hold annual reviews to ensure that the child is progressing towards the targets set. The child and parents should attend the meeting, and their views will be taken into account. The EHCP targets will be broken down into termly targets and set out in their individual Learning Target sheet.

Where possible, a child with an EHCP will be taught within their mainstream class, with additional support depending on their needs. The SENDCO and Headteacher will work closely with the Class Teacher and the child's parents to determine the best way to support the child within school.

5.8 Working with outside agencies

Colnbrook C. of E. Primary School works with the following agencies to provide professional advice and support for pupils with SEN:

- Special Educational Needs & Disability Team, Slough Borough Council
- Educational Psychologist: Chelsea Barnes, Slough Psychology Service
- On site Speech and Language Therapists from The Owl Centre
- Speech and Therapy Assessments: Slough Borough Council Schools Speech and Language Therapy Service
- Berkshire Sensory Consortium Service
- SEBDOS, Social, Emotional, Behaviour Difficulties Outreach Service
- Autism Outreach Service: assessments and training
- Slough School Nursing Team
- Slough Children's Services Trust

5.9 Expertise and training of staff

- The SENDCO, Mrs Deborah Esson has had 24 years of experience in teaching children, including those with SEN and 6 years' experience as SENDCo. She has also acquired the National Award for SEN Coordination (NASENCO) qualification.
- We have a team of specialist SEN Teaching Assistants in the resource base. They support the children in the Learning Resource Base, and also across the mainstream school. Their specialisms include areas of Occupational Therapy, Speech and Language Therapy, Social Skills. Mrs. A Shah and Ms D Ferris are qualified ELSAs and attend ongoing development with the Slough EP service termly.
- 2 x First Class at Number qualified Teaching Assistants
- 3 x ELSA qualified Teaching Assistant: are qualified ELSAs and attend ongoing development with the Slough EP service termly.
- 1x qualified child mentor.
- 2x speech and language therapists visit the school regularly.

5.10 Inclusion

Colnbrook C. of E. Primary School can pride themselves on including our children with special needs in any activities that are available in the school.

Our children with SEN participate equally with activities, such as assemblies, church visits, class trips, etc. They can choose any of the extra-curricular activities, including our before-and after-school clubs. Adaptations are made if needed to accommodate children with SEND, no pupil is excluded from taking part in these activities because of their SEN or disability.

All pupils are encouraged to go on our residential trips.

We have a zero tolerance approach to bullying, see our [Behaviour Policy](#) and [Anti Bullying Policy](#).

The school's [Accessibility Plan](#) can be found on the school website.

5.11 Supporting pupils' transition between settings

We endeavour to liaise with other schools to ensure that all of our pupils with SEN are able to transfer successfully. We welcome visits from staff at receiving schools, and invite the SENDCO / Year Leader from the receiving school to attend the Year 6 Annual Review of any child with an EHCP.

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with by:

- Using Graduated Response Charts for each class
- Using Personalised Learning Plans to track progress
- Reviewing pupils' progress towards their targets each term
- Reviewing the impact of interventions after specified time depending on intervention
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans

5.13 Complaints about SEND provision

Complaints about SEND provision should be made to the Class Teacher or the SENDCO in the first instance. Where informal attempts have been unsuccessful in resolving a complaint, then the complainant will follow the steps of the complaint procedure as described in the school's [complaints policy](#).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of a child with SEN

- **Special Educational Needs & Disability Team,**
Slough Borough Council

Observatory House, 25 Windsor Road, Slough, SL1 2EL

Tel: 01753 787676.

Email: sendteam@slough.gov.uk

- **Slough SEND Information Advice and Support Service (SENDIASS)**

01753 787693

sendiass@slough.gov.uk

- **Parent Partnership Service**

01753787693

- **Slough Psychology Service**

Observatory House

25 Windsor Road

Slough

SL1 2EL

Telephone: 01753 787660

Email: psychologyadmin@slough.gov.uk

- **Home school transport**

Slough Borough Council

Telephone: 01753 520824

- **Slough Services Guide**

5.15 The local authority local offer

Our contribution to the local offer is [here](#).

The Slough Local Offer can be accessed via this link:

<http://search3.openobjects.com/kb5/sloughcst/directory/localoffer.page>

6. Monitoring arrangements

This SEN Policy and Information Report will be reviewed by SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the local governing board.

7. Links with other policies and documents

This policy links to our policies on:

- [Accessibility Plan](#)
- [Complaints Policy](#)
- [Behaviour Policy](#)
- [Equalities Policy](#)
- [Supporting Children with Medical Conditions Policy](#)