



Collingwood Primary School's Special Educational Needs Information Report

The following information is updated at least annually and outlines the provision parents/carers can expect their child to receive at Collingwood Primary School.

Our school ethos

Collingwood is an inclusive school, we are very proud of the care and consideration our children and staff, show each other on a daily basis. Pupils are not disadvantaged because of their vulnerability, special educational needs, (SEND) or disability (SEND)

Our Staff and Governors' Vision Statement

At Collingwood, children and adults work together in a safe, well disciplined, exciting environment where **all** pupils feel valued and are expected to make good or outstanding progress.

Our staff, pupils and parents have high expectations and ensure that pupils produce work of increasing quality, develop their individual strengths, achieve their personal goals and challenges and realise their full potential as lifelong learners and responsible citizens in our global community.

"We live our lives with arms and minds wide open"

Our **Special Educational Needs Co-ordinator (SENCO)** is Mrs Minister who can be contacted via the school office or on 01245 322258.

The school governor with SEND responsibility is: Mrs Margaret Harrison.

The kinds of special educational needs that are provided for at Collingwood

Collingwood does not have a special unit or specialise in any specific SEND provision but have a number of pupils whose special educational needs fall within the following areas:

Autism and Social Communication

Speech, Language and Communication Needs

Physical and Neurological impairment

Sensory, Hearing, Visual, Multi-Sensory Impairments

Social, Emotional and Mental Health difficulties

Learning Difficulties and Disabilities

Arrangements for the admission of pupils with SEND

"We welcome all pupils whose parents wish them to attend our high achieving and friendly foundation status school." (Admission policy 2019) Parents and their children have the opportunity to visit the school and talk to The Headteacher, Deputy/SENCO at our open day

or at a prearranged appointment time. Once parents have chosen Collingwood as their preferred school, parents of children with SEND should apply through the normal admissions procedure online at <https://www.essex.gov.uk/apply-for-a-primary-school-place>. Parents of a child with an Education Health and Care Plan (EHCP) should apply for a place through the statutory Assessment Service, and Collingwood Primary school is then named in the Plan as the chosen school.

Identifying children with SEND and assessing their needs

The following procedures are in place to identify children with special educational needs:

Step 1

On entry assessment, then continuous assessment is undertaken by all teachers. Assessment data is entered into our data tracking software. When pupils join Collingwood other than September of their Reception year, assessments from their previous school are transferred to us and are incorporated into our data. Progress and attainment is monitored every half term by: Class Teachers, Assessment Subject Leader, SENCO, Phase Leaders, Subject Leaders and the Headteacher.

Step 2

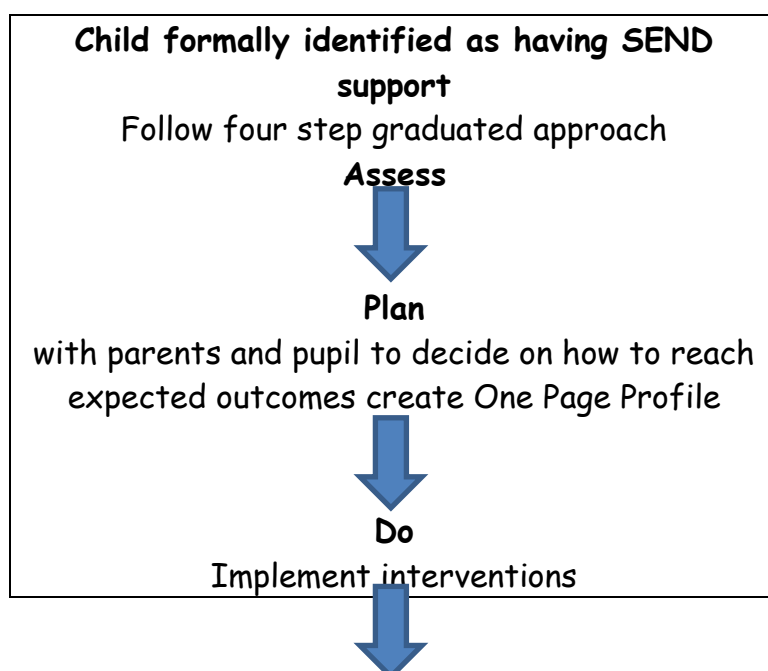
Teachers and Learning Support Assistants (LSAs) discuss concerns about individual pupils at any time with the SENCO.

The class teacher provides high quality first teaching which targets areas of weakness and this is discussed with parents.

Parent/carer concerns can be discussed with the class teacher at our Termly Learning Conferences or indeed at any mutually convenient time either before or after school. Parents may also contact the SENCO direct.

Step 3

If pupil progress continues to be a cause for concern despite high-quality teaching targeted at areas of weakness and the child's needs are 'different from and additional to their peers' and 'they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools'. The child is then identified as having SEND support. A One Page Profile is completed, outlining up to 3 outcomes for the pupil to work towards. At all times parental involvement is integral to the process.



Review

Meet with parents and pupil review progress and attainment and effectiveness of interventions
plan next cycle

If necessary seek expert advice from:
Educational Psychologist/Specialist Teacher
teams/ Health Professionals/ Speech Therapists

Staff at Collingwood use 'The Provision Guidance' which includes advice for teachers of pupils with SEND it draws on good practice in schools, and evidence-based, applied psychological theory and research. It has been created by Educational Psychologists in close collaboration with the Specialist Teacher teams within Essex. Parents will be actively involved with the process and their views and experiences sought.

Policies

The SEND policy and most other policies are available on the school website www.collingwoodschool.net - paper copies can be made available by enquiring at the School office.

Our arrangements for consulting parents of children with SEND and involving them in their child's education

Collingwood firmly believes that an effective partnership with parents plays a key role in promoting a culture of co-operation between home and school. Parents know their own child and hold key information and have a critical role to play in their child's education. They have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting their child's development.

Parents of children with high needs SEND or an ECHP participate in termly One Planning meetings. If there are any agencies and professionals involved with the child they are also invited to these meetings together with the pupil, class teacher and SENCO.

The person centred planning meetings are characterised by the principle that planning should start with the individual and must have regard to the views, wishes and feelings of the child, child's parents, their aspirations, the outcomes they wish to seek and the support they need to achieve them (SEND Code of Practice: 0-25 years, 2014, Section 9.21). Termly Learning Conferences, which involves the class teacher, pupil and parents are offered in addition to One Planning.

Our arrangements for consulting young people with SEND and involving them in their education

The degree of participation is reflected by a child's evolving maturity but **all** children are given the opportunity to make choices and understand that their views matter.

Children with special educational needs are encouraged to:

- play an active part in assessment and developing agreed outcomes

- develop independence
- understand the aims of an intervention and their contribution to it
- be consulted about any individual support provided
- have their views sought and recorded in all reviews
- attend review meetings

Our arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of the assessment and review process.

In order to measure progress towards the agreed outcomes we use both formative (while child is working in the lesson) and summative (once learning is complete, such as a test) assessments. Parents are encouraged to give their assessments on what they have observed at home. All assessments and progress towards outcomes are discussed at the One Planning Meetings. As a result of assessments, all parties will agree on the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the child are made aware of their needs, the support provided and any teaching strategies or approaches that are required." (p 74 Code of Practice (CoP))

Our arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

We make contact with pre-schools as part of our transition to school. Home visits are offered to families in the term before children start so that any issues, concerns or special provision can be discussed. The SENCO and class teacher attend pre-school meetings with parents in the summer term if appropriate.

Once a child's secondary place is known, staff from the receiving school are invited to attend our One Planning/ Annual Review meeting with parents and pupils. On transition to secondary school pupils with SEND are usually offered additional visits, with school staff if appropriate. The SENCOs of both schools liaise and handover relevant paperwork.

In order to prepare for adult life, children's learning is scaffolded by good quality adult and peer interactions, which promotes independence and self-help skills.

Our approach to teaching pupils with SEND

Our approach to teaching pupils with SEND is exemplified in our school vision statement "... all pupils feel valued and are expected to make good or outstanding progress. Our staff, pupils and parents have high expectations and ...develop their individual strengths, achieve their personal goals and challenges and realise their full potential as lifelong learners and responsible citizens in our global community." In order to achieve this we follow the three levels of need as outlined in the Essex 'Provision Guidance Toolkit'.

<p>Level 1: High Quality Teaching (HQT) This is what is offered for all children</p> <p>Personalised learning which builds on pupils' prior learning and responds appropriately to the 'pupil voice'</p> <p>Carefully planned differentiated learning sequences that are methodically constructed and renewed to deliver small and efficient steps of progression.</p> <p>Children have a clear understanding of what they are learning and are able to articulate this in an age appropriate manner.</p>
<p>Level 2: Additional School Intervention (Building on quality first teaching) (ASI)</p> <p>A pupil may need more personalised input and advice may be sought from professionals to support individual assessments and interventions</p> <p>Parents' permission must be given before outside agencies have any involvement with their child.</p> <p>An individual plan (One Page Profile) is written in consultation with pupil, parents and other agencies (if appropriate), which is reviewed regularly in line with SEND code of Practice. This provision follows the cycle outlined in the SEND code of Practice of Assess, Plan, Do, Review.</p> <p>Detailed assessments are carried out to identify gaps in learning or barriers/access routes to learning. Results are used to inform targeted teaching and monitor progress.</p>
<p>Level 3: High Need (HN) For pupils with more complex or enduring needs, whose effective curriculum and learning require coordinated and highly personalised advice and support.</p> <p>Individualised provision plan is in place using highly personalised strategies in the form of One Planning.</p> <p>Detailed analysis of skills and progression is carried out regularly. (Weekly task sheet)</p> <p>Interventions are followed as advised in Individual Plan/One Planning/EHC plan.</p> <p>Regular reviews of outcomes inform daily teaching.</p>

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

At Collingwood, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEND) and not all pupils with SEND meet the definition of disability, each pupil is unique. Our Equality Information Report outlines our equalities evidence and can be viewed on the school website under "About the school." The following steps have been taken to prevent SEND pupils from being treated less favourably than other pupils:

The school has a range of resources, books, and equipment to support children with SEND. A range of IT programmes and equipment are available for children to use.

Work stations are used by some children.

We provide access to counselling and wellbeing support where appropriate.

We provide a lunch time club for vulnerable pupils who would find a whole hour on the playground challenging or who find the busy dining hall overwhelming.

Wheelchair access is available from the playground and the main entrance. One classroom has a disabled toilet and sink and there is a disabled toilet situated in the corridor close to

the large hall. It is possible for wheelchair access to the majority of the building. High visibility handrails are placed by steps, both inside and outside the building. The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained.

Children who need specific Speech and Language programmes, gross motor programmes, and Literacy interventions are supported by trained Learning Support Assistants (LSAs).

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Our SENCO holds the NASENCO Award. She regularly attends training and briefings to keep up-to-date with current local and national initiatives. She piloted the Essex One Planning Initiative with a member of the Specialist Teaching team before it was adopted county wide and is now involved in the development of One Planning led by the Principal Educational Psychologist for Essex and other professionals within the county. She works closely with a range of Specialist Teaching teams and other professionals.

Requests for specialist expertise can be made by parents this can be accessed via the SENCO or by a health professional. All specialist expertise can only be arranged with parental permission using the Essex agreed formats.

Teachers, Learning Support Assistants and Mid-Day Assistant's training needs are met through in house and external training, organised by the SENCO as required. We employ one experienced LSA to deliver Speech and Language interventions across the school. Other LSAs are deployed on a needs basis.

Evaluating the effectiveness of our provision.

Pupil's progress is measured termly and statutory assessments take place at the end of EYFS, KS1 and KS2. Phonics assessment takes place at the end of Y1 and again in Y2 if the child did not meet the standard.

The effectiveness of interventions is monitored by measuring progress from baseline assessment, which is completed at the start of the intervention and the end of intervention assessment.

Both formative assessments, which are teacher assessments based on observing and talking to the child about their learning and summative assessments which are test based and give score or rating according to performance are used.

Children do not continue with an intervention if it is proving to be ineffectual.

Parental and pupils views are sought via questionnaires and at review meetings.

Progress of children with SEND is analysed against national comparison data.

How children with SEND are enabled to have access to facilities and extra-curricular activities available to all children in the school.

All pupils are actively encouraged to participate in all aspects of school life, both on and off site; this includes school visits, the year 6 annual residential trip and many other activities. We welcome parent/carer/ relative involvement in all activities which will further support inclusion for all.

Appropriate adaptations have been made to accommodate individual needs to enable them to participate in all aspects of school life.

Training when appropriate, is arranged for members of staff, so that children are able to access extra-curricular activities.

Children are not excluded from activities on the basis of their SEND.

Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying.

All pupils are supported by the school's Anti-bullying and behaviour policy, details of which can be found in the form of a coloured consequence grid around the school and on the school website. Details on how our school supports parents and children can be found on the school website. We provide a safe and supportive environment, in which children have access to a range of teaching and learning strategies to suit their needs. Staff are good at observing any changes in children's emotional and social development and interventions are put in place to support the child. This may be in the form of 'circle of friends' activities, lunch time club, SEAL activities.

We promote independence and resilience as a learner, without over-reliance on adult support. Children are encouraged to communicate their needs appropriately throughout the school.

We encourage parents/carers to work in partnership with school, to maintain close links to help support their child throughout their learning and social and emotional development - for example, through attending meetings, Termly Learning Conferences, Open Afternoons, and talking to class teachers as and when necessary. We encourage parents/carers to maintain close communication links with the class teacher, LSAs, Phase Leader, SENCO and Head Teacher as appropriate. Teachers are available by appointment both before and after school to discuss any issues.

We welcome the involvement of parents/carers in their child's education by supporting at home and with specific events or trips.

The school employs a counsellor who works with pupils who are experiencing emotional difficulties.

The views of pupils with SEND are regularly sought regarding all aspects of their life not just their emotional and social development.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

Children and Parents may have the opportunity to meet with a variety of professionals such as Specialist Teachers, Educational Psychologists and Counsellors in school. The school works closely with the Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists, Physiotherapists and Speech and Language Therapists. Social Care input is also available where needed.

We currently have access to local authority specialist teachers who have a wealth of experience in areas such as:

- Autism and Social Communication
- Cognition and Learning

- Hearing
- Multi-sensory
- Physical and Neurological
- Social, Emotional and Mental Health
- Speech, Language and Communication
- Vision

There is no guarantee that the local authority will be in a position to provide this on request but school does everything within its power to access this support. We currently have limited access to an Educational Psychologist who may make observations, provide reports and recommendations and meet with parents as appropriate.

All the above are always invited to attend One Planning meetings and Annual Review meetings if their input has been sought.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

The school has a thorough complaints policy which can be found on our school website at www.collingwood.essex.sch.uk

Arrangements for supporting children and young people who are looked after by the LA and have SEND.

Information regarding the special educational needs of any looked after children is reported to the placing local authority termly.

Additional information

Special Needs pupils who are entitled to the Pupil Premium Grant will receive support as appropriate and this is detailed on the school website.

The SEND budget is used to partly fund the deployment of LSAs, equipment and resources. It also covers the cost of training for LSAs and teachers.

The Governing Body has a contingent of Parent Governors - the Governing Body as a whole regularly communicates with, and seeks views of parents and pupils.

Parents can be supported by Family Solutions, if appropriate, which is an Essex County Council service working together with a range of other agencies and organisations including district councils, Job Centre Plus, police, housing providers and charities. Family Solutions will arrange home visits to help identify how to achieve best solutions for families. Arrange meetings for all agencies to meet together to ensure the best provision is being made for families.

Their contact details are:

Mid Essex Family Solutions Team manager Simon Morris

Carousel Children's Centre

Chapel Hill

Braintree,

Essex CM7 3QZ

Tel: 01206 222 390

familyolutionsmid@essex.gov.uk

Parents can also be supported by Families in Focus, who are a leading independent parent led registered charity providing holistic support to families of children with disabilities and special needs (aged 0 to 19) across Essex, who require advice, information and support, particularly at times of change, challenge and crisis. Families in Focus will help with filling in forms, independent parental support (IPS) attend meetings at parents request as an impartial supporter.

They can be contacted on: 01245 353575

<http://www.familiesinfocusessex.org.uk/>

Other agencies who may advise us are:

SNAP - www.snapcharity.org - 01277 211300

FACE - Families Acting for Change Essex info@face-essex.org

Local GP surgery

Local Library

School Nurse - contact via the School.

Parent Partnership - 01245 436036

Parentpartnership@essex.gov.uk for the GB.

Essex Local Offer which can be found at www.essexlocaloffer.org.uk

The Head Teacher/SENCO are able to signpost parents to various support services such as Optometrists, local support groups etc. should they require this.

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