



Special Educational Needs Information

Colwich C of E Primary School



1. What are Special Educational Needs?

“A learning difficulty or disability is a significantly greater difficulty in learning than the majority of other pupils of the same age”

We provide SEN support for pupils with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

2. What types of SEN does the school provide for ?

A range of needs are catered for including the following:

- Dyslexia
- Hearing impairment
- Visual impairment
- ASD (Autistic Spectrum Disorder)
- ADHD (Attention Deficit Hyperactivity Disorder)
- Dyspraxia
- Social, Emotional and Mental Health

3. What should I do if I think my child has special educational needs or a disability?

- Speak to your child's class teacher
- Refer to the SENCo if there are still concerns
- Points which you may want to consider before meeting with the SENCo:
 - why you think your child has SEN/disability
 - whether your child learns at the same rate as other children their age
 - what the school can do to help
 - what you can do to help
- Speak to your doctor if you have concerns about your child's learning/behaviour/well-being
- Also, if you have any medical paperwork which may be appropriate, please bring it with you to the meeting

4. How does the school identify and assess special educational needs?

All pupils have access to a balanced and broad curriculum. All staff and key governors have relevant training relating to SEND practice.

- Our Early Years leader (and SENCo if appropriate) gather information
- External agencies contact the school at transition, regarding pupils who receive their support
- Ongoing teacher assessments identify pupils who might need differentiation, intervention or support
- Trackers are used to inform planning for all children
- End of key stage tests and assessments will help identify pupils who may need access arrangements for statutory tests
- Referral will be made to the SENCo by class teachers after differentiation and intervention within the classroom

Please see SEND policy at www.colwich.staffs.sch.uk

5. How will I know how my child is progressing?

Our aim is to ensure that parents/carers are fully involved in the SEND process.

This may include:

- Parents' Evenings
- School reports
- Contact by telephone or letter if we have any concerns
- You will receive an Individual Support Plan (ISP) for a child with a Statement/Education and Health Care Plan (EHCP) or SEND support
- Termly SEND review meetings with parents, staff and pupils where appropriate
- Meetings with external agencies

6. How can I help to support my child's learning?

- Check homework regularly
- Encourage your child to attend homework/revision clubs as appropriate
- Know your child's targets and actively encourage your child to work towards them
- Encourage your child to engage in extra-curricular activities as appropriate
- Follow advice given by staff/external agencies
- Attend planning and review meetings

7. How will I be involved in planning for my child's education?

- Open Evenings
- Parents' Evenings
- Communication with class teacher/SENCo
- Planning meetings about your child's needs
- Discussions with external agencies
- Review meetings to explore if your child's needs are being met
- Feedback from Individual Support Plans

8. How will my child be involved in planning for his or her educational needs?

- Encourage your child to begin to take increasing responsibility for their learning
- Help keep homework up-to-date
- Talk to class teachers/TAs when there is a problem
- Be involved in the writing of Individual Support Plan targets when appropriate
- Discussions with teachers/TAs about how learning could be improved, i.e. what is needed for them to achieve their targets
- Identified children (with an ISP, statement or Education and Health Care Plan) will take part in the assess/plan/do/review process

9. What additional support is available for my child?

Needs of the individual child will be taken in to account and appropriate additional support provided.

This may include:

- Adjusted planning and learning
- Additional in-class support during lessons
- Intervention planning
- Use of Individual Support Plans
- Access Arrangements for statutory tests
- Modifications to the curriculum, where appropriate
- Access to appropriately qualified staff and external professionals

10. How does the school allocate resources to match the needs of pupils with SEND?

SEND budget and resources are allocated according to identified needs.

This is based on:

- Tracking pupil progress
- For pupils with SEN but without an Education and Health Care Plan (EHCP), the decision regarding the support required will be taken by the SENCo in consultation with school staff and external agencies
- Changes in a pupil's circumstances which affect their well-being may lead to certain interventions being arranged
- Recommendations resulting from assessments by outside agencies
- For pupils with an EHCP, the decision will be reached when needs have been identified

The following resources may be allocated:

- In-class support from TAs
- Small group support
- Availability of accessible resources and equipment
- Access arrangements
- External agency support e.g. Speech and Language Therapists, Autism inclusion Team, Educational Psychologist
- Provision of specialist resources where an identified need is established

11. How does the school evaluate the effectiveness of SEND provision?

- School staff will assess whether your child is happy in school and making expected progress
- School will gather information about the progress of your child through regular assessment which will indicate if your child is making expected progress and this will be shared with you
- Interventions will be evaluated for impact on learning and this information will be used to plan for your child's needs within school
- Regular review of targets
- Regular evaluation of impact of intervention by SENCo, senior leaders and SEND Governor
- OFSTED reports

12. What training or expertise do your staff have?

- In-house and specialist training is available for all staff
- Specific training in aspects of SEND through in-service training
- Continuing Professional Development training as per appraisal reviews
- HLTAs and TAs with specialisms
- The SENCo is a qualified teacher with graduate qualifications
- The SENCo attends termly SENCo updates

13. What specialist services could be available for my child?

School	*SENCo *Experienced teachers and TAs
Local Authority Support Service (SENSS)	*Special Educational Needs
Support Services	*Educational Psychology Service *Hearing/Visual impairment team *Autism Inclusion Team *Local Support Team * Family Support Worker *Education Welfare Officer
Health Services	*School Nurse/GP *Child and Adolescent Mental *Children and Young Person's Autism Service
Health Service	*Speech and Language Therapists

14. How does the school support children with medical conditions?

- Care plans are put in place for all children with medical conditions
- Regular meetings with relevant health professionals

15. How will you include my child in activities outside the classroom?

- All children are invited to take part in extra-curricular activities at lunchtimes and after school
- Relevant risk assessments are undertaken for all out of school activities
- Planning for appropriate transport and reasonable adjustments to make sure all pupils are able to take part

16. How will you support my child in starting school and moving on?

TRANSITION INTO PRIMARY SCHOOL

- General/SEN information requested from Early Years settings
- Transition meetings with nursery staff and Early Years leader/SENCo
- Extra transition visits if appropriate
- 'Moving Up' visits
- 1:1 discussions between Early Years leader/parents in first week of term
- 'Settling in' Parents' Evening in first half term

TRANSITION INTO SECONDARY SCHOOL

- Transition meetings are arranged and relevant information is shared with key staff from your child's allocated Secondary School

17. How accessible is the school?

We are an inclusive school and we aim to provide appropriate provision and make reasonable adjustments so that school and its resources are accessible for all.

At Colwich:

- Both buildings are wheelchair accessible
- There is an accessible toilet in each building
- Each building has only one floor used by pupils
- Steps in main building have handrails

Please see the following policies on our school website:

- Accessibility plan
- Admission policy

18. How will you support my child's overall well-being?

- Personal, Social and Health Education/Personal Development
- Family Group arrangements
- Church school caring ethos
- Nurture groups and mentors
- Opportunities within and beyond the curriculum to support the well-being of all pupils

See also Anti-bullying Policy

19. Where can I find more information or advice?

- School SENCo – Miss Samantha Langston
- senco@mid-trentmat.staffs.sch.uk
- Colwich School website www.colwich.staffs.sch.uk
- Staffordshire website www.staffordshire.gov.uk/education/
- Council for Disabled Children www.councilfordisabledchildren.org.uk
- British Dyslexia Association www.bdadyslexia.org.uk
- National Autistic Society www.autism.org.uk

- Staffordshire Cares Web address
- <http://www.staffordshirecares.info/Home.aspx>

- SEND Assessment and Planning Team
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=bVy--cmLcOk>

- SENDIASS Family Partnership Services
<https://www.staffs-iass.org/home.aspx>

This is not an exhaustive list: other sources of information are available.

20. What procedures are in place if I am unhappy about my child's SEN provision?

- We aim to work in partnership with parents and would encourage early discussion about concerns you may have.
- Our Complaints Policy is available if concerns raised, are not resolved satisfactorily.