

The Special Education Needs & Disability Policy and Information Report



Coleham Primary School

Date of policy: January 2018

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The Special Educational Needs & Disability Policy and Information Report

p. 3 General Introduction

p. 3-4 What is a Special Educational Need or Disability (SEND)?

p. 5-6 School Policy. What happens once a potential need has been identified?

p. 7 Access arrangements for pupils with SEND

p. 8-10 People who support children with special educational needs and/or disabilities in school

p. 11-21 Assessment process

Communication & interaction

**Speech, Language & Communication
p. 22-23**
**Autism Spectrum Disorder
p. 24-25**

Cognition & learning

**General/Moderate Learning Difficulties
p. 26-27**
**Specific Learning Difficulties
p. 28-29**

Social, emotional & mental health

p. 30-31

Health, sensory and/or physical

**Hearing impaired
p. 32-33**
**Visually impaired
p. 34**
**Physical difficulties
p. 35-36**

p. 37 Looked After Children with SEND.

p. 38 Evaluation of SEND at Coleham Primary School.

p. 38 Where can I find further information?

p. 39 Appendix 1: List of useful acronyms.

Introduction

Under new legislation, The Children and Families Act 2014, local authorities and schools are required to provide information on the provision for children and young people with special educational needs so that parents, children and young people are clear about what is available for them. This information is set out in The Special Educational Needs and Disability Regulations 2014. Coleham School's Special Educational Needs Policy and information report aims to set out a clear pathway of how our school approaches the identification of special educational needs and disabilities (SEND) and the provision that the school makes for children.

This Special Educational Needs & Disability Policy and Information Report should be read in conjunction with the school's Accessibility Plan which is in line with the Equality Act 2010 and the Equality Information and Objectives Policy.

Overview

Coleham Primary School is an inclusive school which offers a broad, balanced and creative curriculum which aims to encourage all children to achieve their full potential, including children with SEND.

This document aims to provide a package of information to support parents, carers and young people's understanding of SEND Provision at Coleham Primary School. If your particular question is not answered here, please contact the school office to speak to Mrs C. White the school SENCO (Special Educational Needs Co-ordinator) who will happily discuss any issues further.

What is a Special Educational Need or Disability (SEND)?

A pupil has SEND where their learning difficulty or disability calls for special educational provision. This means provision that is different from, or in addition to, that normally available to pupils of the same age.

The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies Children's SEND in four broad areas of need:

1. Communication and Interaction. This could include:

- Speech, Language and Communication needs (SLCN) - children may have difficulty saying what they want to, difficulty understanding what is being said or do not understand or use social rules.
- Autistic Spectrum Disorders (Asperger's, Autism) - may have difficulties with social interaction, language, communication and imagination.

2. Cognition and Learning. This could include:

- General or Moderate Learning difficulties—children find significant difficulty with learning in many areas of the curriculum.
- Severe Learning Difficulties (SLD) where a child is likely to need support in all areas of the curriculum and there may also be difficulties with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD) - a child will have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific Learning Difficulties (SpLD) - affect one or more specific aspects of learning. This includes a range of difficulties such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Difficulties. This could include:

Social and emotional difficulties which may result in a child becoming withdrawn or isolated or displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect under-lying mental health issues e.g. anxiety, depression, self-harm or eating disorders.

- Attention deficit disorder.
- Attention deficit hyperactive disorder.

4. Health, Sensory and/or Physical Needs. This could include:

A disability which prevents them from making use of the facilities usually provided in a school e.g. Vision Impairment, Hearing Impairment, Multi-sensory Impairment (combination of vision and hearing). These children are likely to need special equipment to access their learning. Physical disability - some children may need additional ongoing support and equipment to access all opportunities available to other children.

If a child has been identified as having a special educational need and/or disability, then their needs may fit into one or more of these categories.

What is our policy for identification of children with SEND?

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school. At Coleham Primary School, we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND in a variety of ways, including the following:

- Liaison with the full range of pre-school settings.
- Discussion with parents/carers.
- Concerns raised by the class teacher.
- Following discussions with outside agencies such as LSAT, Woodlands or an Ed Psych visit.
- Attainment significantly below expected levels.
- Widening of an attainment gap between the child and their peers.
- Rates of progress being slower than previously.
- Observations in a range of contexts.
- Information/diagnosis from an outside agency e.g. paediatrician.

What happens once a potential need has been identified?

Once a potential need has been identified, four types of action should be put in place, known as the "graduated approach"

The first stage of the 'graduated approach' is assessment.

As part of the assessment, the class teacher and SENCO will consider the teacher's experience of the pupil, pupil progress, attainment and behaviour, the child's development compared to their peers and the views of the parent and the child themselves. If it is thought that it is appropriate for the child to be at 'SEN Support' parents must be informed.

The second stage of the 'graduated approach' is planning.

A plan of action will be drawn up and discussed with parents. This short term plan is called a 'Pupil Centred Plan' (PCP). The PCP focuses on the child as an individual. There are generally three key targets for the term. A 'One Page Profile' is also created with input from the child, parents, class teacher and any other people who work with the child; this document will give a detailed description of the individual child and how they best learn. Pupil and parent voice are an integral part of the planning process. The PCP is discussed with parents and parental views/requests are listened to and given careful consideration. Once the PCP is agreed by all those involved it is signed by the parents and as appropriate by the child. This PCP is a working document for all staff working with an individual child.

The third stage of the 'graduated approach' is reviewing.

A review of the "effectiveness of support and the impact on the child's progress" takes place at an agreed date each term. This review may take place within the termly consultation parent's evening or as a separate appointment. This combined with the opinion of the child is used to inform any changes to the support provided.

How do we ensure access to all pupils with SEND?

- We have an up to date Accessibility Plan which is in line with the Equality Act 2010. The Equality Information and Objectives Policy is also reviewed regularly.
- The building is accessible to those with physical disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Curriculum provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Residential courses are adapted as necessary to facilitate inclusion for children with SEND.

How do we adapt our learning environment to include pupils with SEND?

We have an ethos of inclusivity running through all that we do. Children are supported to achieve their full potential in a number of ways and we endeavour to adapt the curriculum to suit every child's needs.

- We have an up to date Accessibility Plan which is in line with the Equality Act 2010. The Equality Information and Objectives Policy is also reviewed regularly.

- We encourage quiet areas/reflection areas in school where children have some time to talk one to one, think quietly or just have some space from others.
- We buy resources to support children where necessary, based on our knowledge of the child, our experience or on advice from outside agencies - e.g. specific spelling programme /social skills workshop.
- Classrooms are well resourced but staff will request the SENCO to order any additional equipment or will ask the SENCO for advice on any products that may be useful.
- Highly skilled Pastoral Care Team are available to work with small groups or on a 1:1 level.
- Teaching assistants are deployed effectively.

**What activities are available to our pupils with SEND in addition to the curriculum?
How do we support the emotional and social development of our pupils with SEND?**

- We offer a wide range of extra-curricular activities. These are offered and accessible to all children. Suitable arrangements are made to enable all children to access extra-curricular activities such as additional 1:1 support and specialist equipment if necessary.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways such as behavioural difficulties, low self-esteem and anxiousness. To help children with these difficulties:

- All year groups follow a structured PSHE (Personal, Social, Health Education) curriculum and a SMSC (Spiritual, Moral, Social and Cultural) curriculum to support this development.
- Individual or group support sessions are run by our Pastoral Care Team to encourage the emotional and social development of children. We use TAMHS programmes such as 'No Worries' to support vulnerable pupils.
- Our Learning Mentors are used as 'key workers' and have specified time to work with targeted children during the school day.
- Lunchtime arrangements can be flexible and include support systems such as a nurture room and structured activities led by our Pastoral Care Team.
- If a child still needs extra support, the Pastoral Care Team and SENCO will work with parents to access further support through the Strengthening Families process.

"If I get stuck on something, someone can help me." (Y4 child)

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/AND OR DISABILITIES IN THIS SCHOOL:

School Based Information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?</p>	<p>Class Teacher</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know additional information as necessary. • Writing Person Centred Plans (PCP), and sharing and reviewing these with parents and pupils at least once each term and planning for the next term. • Working with parents and children to create and update one page profiles on a termly basis. • Ensuring that staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>Responsible for:</p>

	<p>Teaching Assistants and Pastoral Care Team</p> <p>SENCO</p>	<ul style="list-style-type: none"> • Supporting your child under the direction of the class teacher. • Carrying out intervention plans, assessing and planning alongside the class teacher • Communicating and liaising with teachers and, where appropriate, parents. <p>Responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> ○ involved in supporting your child's learning ○ kept informed about the support your child is getting ○ involved in reviewing how they are doing • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEND list (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • Ensuring that complete records are passed from one class to another on transition and school to school in Year 6 and where appropriate e.g. when a child leaves before Year 6. • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. • The current SENCO is Mrs Cheryl White. She can be contacted by e-mail at chw@tpstrust.co.uk.
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	<p>Headteacher</p> <p>SEN Governor</p>	<p>Responsible for:</p> <ul style="list-style-type: none">• The day to day management of all aspects of the school, this includes the support for children with SEND.• She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.• She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>Responsible for:</p> <ul style="list-style-type: none">• Making sure that the necessary support is made for any child who attends the school who has SEND.• Meeting with SENCO to discuss SEND issues within school.• The SEN link governor currently is Mrs E Miles.
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B. THE ASSESSMENT PROCESS

How can I let the school know I am concerned about my child's progress in school?	<ul style="list-style-type: none">• If you have concerns about your child's progress, you should speak to your child's class teacher initially.• If you are not happy and your child is still not making progress, you should speak to the SENCO or Headteacher.
How will the school let me know if they have any concerns about my child's learning in school?	<p>If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none">• listen to any concerns you may have• plan any additional support your child may receive• discuss with you any referrals to outside professionals to support your child's learning
How is extra support allocated to children and how do they move between the different levels?	<ul style="list-style-type: none">• The school budget, received from Shropshire LA, includes money for supporting children with SEND.• The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

	<ul style="list-style-type: none"> • The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected <p>And decide what resources/training and support is needed.</p> <ul style="list-style-type: none"> • All resources/training and support are reviewed regularly and changes made as needed.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every half term using the schools chosen assessment system. • If your child is in Year 1 and above, but is not yet at National Curriculum standards, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'Interim Pre-Key Stage Standards'. • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. • Children at Wave 3 (SEN Support/EHCP) will have a PCP which will be reviewed with your involvement, every term and the plan for the next term made. • The progress of children with an Education Health Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

<p>Who are the other people providing services to children with an SEN in this school?</p>	<p>Directly funded by the school:</p> <ul style="list-style-type: none"> • Higher Level Teaching Assistants • Learning Mentors and Parent Support Advisors • Additional Speech and Language Therapy input to provide a higher level of service to the school. • Educational Psychology Service • Woodlands Outreach Service • LSAT – Learning Support Advisory Service (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) <p>Paid for centrally by the Local Authority but delivered in school:</p> <ul style="list-style-type: none"> • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority). <p>Provided and paid for by the Health Service (Shropshire NHS Trust) but can be delivered in school:</p> <ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Physiotherapy
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<p>How are the teachers in school helped to work with children with a SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The SENCO's job is to support the class teacher in planning for children with SEND. • The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
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- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Woodlands ASD or Behaviour Outreach Service, LSAT, Speech and Language Therapy etc.
- Teaching Assistants/Support staff attend a weekly meeting to discuss children's progress/effective strategies used and to benefit from necessary training.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, in pairs and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Class teachers and other adults will use The Graduated Approach of assess, plan, do and review. When a need is identified, the class teacher will adapt teaching to support the needs of the individual child.

What support do we have for you as a parent of child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. An appointment can be arranged vi the school office.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- PCP's and One Page Profiles will be reviewed with your involvement each term.

- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How do we consult with our SEND pupils?

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Each termly plan (PCP) and One Page Profile is based on the child as an individual. They are asked about their likes, strengths, wishes and future targets.
- We investigate different learning styles and consult with children as to how they feel they learn best.
- Children are encouraged to develop a good understanding of their learning and discussion about progress and next steps forms an important part of class work, individual and group interventions.
- Children are encouraged to be active participants in their assessment and learning. They are encouraged to think about the progress that they have made and what they feel their next steps may be on a daily basis as they complete activities by using their steps to success to scaffold this process.
- During assessments by outside agencies they are encouraged to share their ideas about the way they learn.
- We have a school council where children's voices are heard. This often includes SEND pupils.

How is Coleham accessible to children with SEND?

- The building is accessible to those with physical disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Residential courses are adapted as necessary to facilitate inclusion for children with SEND.

- There is more detailed information included in the school's Accessibility Plan.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All PCPs and One Page Profiles will be shared with the new teacher.
 - The child's new teacher will be given time to observe the new class in addition to a session where the children spend time in their new classroom.
 - If your child would be helped by a book to support them understand moving on, then it will be made for them.
- In Year 6:
 - The SENCO and the Pastoral Care Team will liaise with secondary school staff to discuss the specific needs of your child.
 - In some cases the Woodlands ASD or Behaviour Outreach Service or the Pastoral Care Team will organise specialist sessions for students as appropriate.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Where possible, a keyworker TA will visit your child at Coleham to help build a relationship before your child starts secondary school.

How will we support your child when they are joining this school in reception or transferring from another school?

Transferring to a new school can be difficult for a child with SEND so we take steps to ensure that joining our school runs as smoothly as possible.

Joining in Reception

- Any SEND information is passed onto our school from the child's pre-school setting.
- Both the reception class teachers and SENCO meet with the pre-school setting to discuss the child's needs in detail.
- The reception teachers visit the child in their pre-school setting and the child attends induction sessions both with and without parents.
- The SENCO or class teacher will meet with parents and set up a One Page Profile and PCP for that term.

Joining in another year group

- Any SEND information is passed onto our school from the child's previous setting.
- Our SENCO will liaise with the SENCO from the receiving school to ensure adequate provision is in place before transfer.
- The SENCO or class teacher will meet with parents and set up a One Page Profile and PCP for that term.

What are the different types of support available for children with SEND in Coleham?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as part of excellent classroom practice when needed.

Specific focussed work within a smaller group of children.

This group, often called Intervention groups by schools, may be

- Run in the classroom or outside the classroom.
- Run by a teacher or most often a teaching assistant who has had training to run these groups.

Stage of SEN Code of Practice: Wave 2

which means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A teaching assistant or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's or a specialist's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups sometimes supported by outside agencies e.g. Speech and Language Therapy or Occupational therapy groups

AND/OR Individual support for your child of less than 20 hours in school

Stage of SEN Code of Practice: Wave 3 SEN Support

which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school sometimes from a professional outside the school. This may be from:

- Local Authority central services such as the Sensory Inclusion Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Woodlands ASD or Behaviour Outreach Service, Educational Psychology Service or the Learning Support Advisory Service (LSAT).

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input, in addition to quality first teaching and intervention groups.
- You will be asked to come to an informal meeting to discuss your child's progress and help plan possible ways forward.

- You may be asked to give your permission by signing your consent for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - A group or individual work with outside professional
- The school may suggest that your child needs some degree of individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- The Educational Psychology Service

- The Learning Support Advisory Service
- The Woodlands ASD or Behaviour Outreach Service
- Sensory Inclusion Service (for students with a hearing or visual need)
- Speech and Language Therapy (SALT) Service.
- Occupational Therapy

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority, (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If they do not think your child needs this, they will ask the school to continue with the support at Wave 3 – SEN Support. They could advise the school to apply for Graduated Support Pathway funding which acts as an interim between SEN Support and an EHCP.
- The EHCP will outline the level of support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

"We play games to help with letter sounds." (Y2 child)

"Mrs Lord helps me say sounds properly – we play snap and bingo." (Y4 child)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCO and ELKLAN trained Teaching Assistants will observe and either suggest intervention strategies or refer to the speech and language team. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made, then either other interventions are suggested or another referral is made or statutory assessment is requested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national 	<ul style="list-style-type: none"> • Children with speech and language difficulties are encouraged to learn to read by recognising whole words alongside learning to read and spell using their phonological knowledge. • Staff model correct uses of language by subtle repetition. Pupils are not expected to repeat the phrase using an adult's language. • Children are pre-taught new vocabulary and topic words before they encounter them within the classroom. • Children are encouraged to share their ideas with others within the classroom. They begin by talking about areas of interest to them through activities such as show and tell and then they are encouraged to contribute within small group discussions. Once they are secure with 	<ul style="list-style-type: none"> • Following specific interventions as suggested by the Speech and Language Team (SALT) or the Specific Speech & Language Impaired Children's team (SSLIC). • Our ELKLAN trained Teaching Assistants are timetabled to work with individual children to support their speech and language development.

<p>assessments such as SATs and the Year 1 Phonic Screening.</p> <ul style="list-style-type: none">• If pupils have an EHCP then they will have yearly annual reviews to review their progress.	<p>sharing their ideas within a small group, they are encouraged to share their ideas within the whole class.</p>	
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2. Autism Spectrum Disorder/Condition

"I don't think about Mummy or Daddy or toys. I think about work when you sit next to me." (Y1 child)

"I like talking to Mrs Nash about different things." (Y6 child)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo and Pastoral Care Team will observe and either suggest intervention strategies or refer the pupils to an outside agency such as Woodlands ASD Outreach Service. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made, then either other interventions are suggested or another referral is made. Sometimes a Strengthening Families assessment is put into place. 	<ul style="list-style-type: none"> • Visual timetables are used within the classroom and children are prepared in advance when there are changes to the routines. • Pupils are pre-taught new vocabulary before they are exposed to it within the classroom. • The anxiety levels of the pupils are monitored, triggers identified where possible and subtle intervention is put in place before pupils become anxious. • Pupils are given instructions and requests using straight forward language and instructions are given in smaller chunks. 	<p>Support and strategies from Woodlands ASD Outreach Service which could include:</p> <ul style="list-style-type: none"> • Social stories / comic strip conversations. • Circle of friends • Visual timetables • Quiet / special places offered for reflection • Key person to go to if the pupil is becoming anxious • Lego therapy

<ul style="list-style-type: none"> • A referral could be made to CAMHS (Child and Adolescent Mental Health Services) or other support/counselling services. • Parents can also refer their child for assessment into ASD (Autism Spectrum Disorder) traits by visiting their GP. • If appropriate a request for statutory assessment is made and additional interventions and strategies are put into place to support the pupils. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the Year 1 Phonic Screening. • If pupils have an EHCP then they will have yearly annual reviews to review their progress. 	<ul style="list-style-type: none"> • The pupil's name is used at the beginning of instructions so that the pupil knows that the instruction is relevant to him/her. • Instructions given are positive, rather than negative e.g. <i>Sit properly on your chair</i> rather than <i>Don't swing on your chair</i>. • Language should be straight-forward and non-metaphorical e.g. <i>It's raining cats and dogs</i> should be avoided as this will be taken literally. 	
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Cognition and Learning:

1. General/Moderate Learning Difficulties

“Playing the word games has helped me remember.” (Y2 child)

“I work with Miss Pearson. She helps me with my reading and writing.” (Y6)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as the Educational Psychologist or the Learning Support Advisory Teacher. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other 	<ul style="list-style-type: none"> • Pupils are encouraged to work within small groups with the support of an additional adult. • Pupils are given work which is carefully differentiated and pupils are put into ability groups when appropriate. • Pupils are encouraged to use resources to support their learning such as word banks, number lines and bead strings. • Specific interventions are put into place to aid pupils to develop the skills that they 	<ul style="list-style-type: none"> • Additional spelling practice • Daily reading and reading comprehension • Rapid reading scheme • Letters and sounds programme • Phonics Intervention Groups • Touch typing activities such as dance mat from the BBC website.

<p>interventions are suggested or another referral is made or statutory assessment is requested.</p> <ul style="list-style-type: none">• Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the Year 1 Phonic Screening.• If pupils have an EHCP then they will have yearly annual reviews to review their progress.	<p>require to be able to access the curriculum.</p>	<ul style="list-style-type: none">• Individual programmes to develop mathematical understanding.
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2. Specific Learning Difficulties eg Dyslexia, Dyscalculia

“Miss M finds me a hundred square and lots of things to help me with counting.” (Y4 child)

“Mrs P tells me how to spell sometimes and sometimes adults say ‘have a go at sounding it out’ then it is easy.” (Y4 child)

“Mind mapping with a grown up really helps me to plan my writing.” (Y6 child)

“I like the small reading groups because I can get lots of help from my teacher.” (Y6 child)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as the Educational Psychologist or the Learning Support Advisory Teacher. 	<ul style="list-style-type: none"> • Pupils are encouraged to work with an adult within a small group when appropriate. For some activities pupils are grouped within ability groups. • Pupils receive specific interventions to aid them with acquiring the skills that they need to be able to access the curriculum. Pupils are encouraged to work within the classroom with subtle support. 	<ul style="list-style-type: none"> • Toe by Toe • Word Wasp • Little Hornet • Text help – writing support • Daily reading • Squeebles – I-pad app • Wave 3 / Spring board materials

<ul style="list-style-type: none"> • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made, then either other interventions are suggested or another referral is made or statutory assessment is requested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the Year 1 Phonic Screening. • If pupils have an EHCP then they will have yearly annual reviews to review their progress. 	<ul style="list-style-type: none"> • Pupils are encouraged to develop their own strategies to help them overcome the difficulties that they have, for example learning a mnemonic to aid with remembering spellings. • Pupils are encouraged to access resources to support their learning such as word banks, ACE dictionaries, number lines etc. • Pupils are given the opportunities to revisit concepts more frequently than other pupils to ensure that pupils are secure with concepts. 	<ul style="list-style-type: none"> • Use of an I-pad for reading (the font and number of words can be changed to make the text more accessible). • Memory activities such as pellmanism, use of ICT games. • Touch typing activities such as dance mat from the BBC website. • Coloured overlays / reading rulers.
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Social, Mental and Emotional Health:

"Working with Mrs Nash gives me time to think." (Y5 child)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern, the Pastoral Care Team/SENCO will observe and either suggest intervention strategies or a referral will be made through an Early Help Assessment form (EHAF). • A specialist teacher from Woodlands Outreach may be asked to come in and observe the child and write a report with strategies for the school to implement. 	<ul style="list-style-type: none"> • Pupils are encouraged to work with others within a small group with the support of an adult. • Pupils are encouraged to share their ideas with others and adults model how to take turns, share and negotiate with their peers. • Pupils are provided with clear guidance and expectations for expected behaviours. All staff are aware of these and reinforce the same consistent expectations. • Parents are aware of the behavioural expectations that we have so they can reinforce these at home. This helps to 	<p>Regular sessions with the Learning Mentors which could include:</p> <ul style="list-style-type: none"> • Anger management • Quiet / special places offered for reflection • Circle of friends • No Worries programme (TAMHS)

<ul style="list-style-type: none">• If appropriate, then a Strengthening Families will take place with the suggestion that a referral should be made to CAMHS (Child and Adolescent Mental Health Services) or other support/counselling services.• Parents can also refer their child for assessments or raise concerns by visiting their GP.• Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening.• If pupils have an EHCP then they will have yearly annual reviews to review their progress.	<p>provide the pupil with a consistent approach.</p>	
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Sensory and/or Physical:

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. Parents will be informed of any worries or concerns that have been noted. • If the child continues to be of concern, the SENCO will observe, speak to parents and refer to an external agency such as the Sensory Inclusion Service (SIS). • Parents can also request an assessment by visiting their GP. • Pupils are regularly reviewed and assessed by the Sensory Inclusion 	<ul style="list-style-type: none"> • Pupils usually work within a small group with the subtle support of an adult. • The adult will repeat the ideas and comments of other children when the class are discussing ideas, in a clear and audible voice. • Pupils are encouraged to wear hearing aids if appropriate and these are monitored daily in a subtle and unobtrusive way. • Pupils are encouraged to ask for ideas to be repeated or to be explained again if they have not heard or understood them. 	<ul style="list-style-type: none"> • Ensuring pupils sit near the front of the classroom. • Following advice from Sensory Inclusion Service. • Pupils are encouraged to wear hearing aids if appropriate and an amplification loop box can be worn by the adults if this is suggested by the sensory inclusion team.

<p>Service. They also monitor hearing aids where appropriate and ensure that they are working adequately, replacing any parts that are no longer working.</p> <ul style="list-style-type: none">• Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the Year 1 Phonic Screening.• If pupils have an EHCP then they will have yearly annual reviews to review their progress.		
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2. Visually Impaired

“Using my coloured overlay and green books stop the words from moving around.” (Y4 child)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Pupils are monitored carefully and if there are concerns then parents are requested to take their child for an appointment with the optician. • For pupils with significant impairments a request is made with the Sensory Inclusion Service. This is usually requested by the child’s optician or by an optometrist. • Pupils are given regularly reviewed and assessed by the Sensory Inclusion Service. Additional strategies and interventions are suggested. Class conditions are also monitored e.g. 	<ul style="list-style-type: none"> • Pupils are encouraged to sit near the front of the class so they can clearly see any visual information that is displayed. • Any information that is displayed on the whiteboard is presented using a clear and large font. If this is not possible then the pupils are given a copy of what is to be displayed. • If pupils have a significant visual impairment, then the teacher will ensure that furniture and resources stay in expected locations so they are easy to find. 	<ul style="list-style-type: none"> • Following advice from Sensory Inclusion Service. • Providing pupils with documents which use a larger font. • Using different coloured paper to print worksheets and tasks onto. • Using coloured overlays / reading rulers. • Ordering large size print materials for SATs.

<p>lighting, positioning, resources, font size etc.</p> <ul style="list-style-type: none"> • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the Year 1 Phonic Screening. 		
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3. Physical Difficulties

“Mrs Nash made me a stress ball so I have something to fiddle with in lessons. It is full of rice.” (Y6 child)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Parents are best placed to advise us about the specific physical needs of their child. We therefore rely upon good communication between home and school to ensure that concerns about the child are addressed promptly. • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer 	<ul style="list-style-type: none"> • Pupils are encouraged to sit with the rest of their class or small group to listen to the ideas of others. They will either have a wobble cushion or a fidget toy to keep them focused or an adult to sit near to them to keep them on task. • Pupils are provided with resources such as pencil grips, lap tops etc. so they are able to write about their own ideas. • When the pupils are completing physical activities such as P.E. or outdoor learning, they are encouraged to participate in the 	<ul style="list-style-type: none"> • Pre-writing skills such as using tweezers, using mazes etc. • Pencil grips / tri-grip pencils • Pens recommended by OT services • Lap tops • Dance mat touch typing programme • Wobble cushions • Fidget toys

<p>to an external agency such as the occupational therapy team.</p> <ul style="list-style-type: none"> • An assessment with the occupational therapy team will be undertaken if appropriate and then additional strategies will be implemented. • Parents can also request an assessment with the occupational therapy team by visiting their GP. • If appropriate, a request for statutory assessment is made and additional interventions and strategies are put into place to support the pupils. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the Year 1 Phonic Screening. • If pupils have an EHCP then they will have yearly annual reviews to review their progress. 	<p>same way as their peers. If this is not possible then they are given different resources such as large balls in PE or the subtle support of an adult so they are able to participate.</p> <ul style="list-style-type: none"> • When the pupils are using tools and resources the appropriate use of these are modelled by an adult and specialist tools are used if appropriate. 	<ul style="list-style-type: none"> • Interventions as suggested by the occupational therapy team • Slanted writing board
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Looked After Children (LAC) with SEND

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Pupils will be assessed through the normal processes accorded to all other children in the school. • If pupils have an EHCP then they will have yearly annual reviews to review their progress. 	<ul style="list-style-type: none"> • Teaching will be adapted for LAC children as it is for all other children with similar needs. 	<ul style="list-style-type: none"> • LAC pupils will have access to all the relevant support systems. They also benefit from additional funding through Pupil Premium and some of the assessments are funded by the LAC team. The SENCO and Pastoral Care Team would liaise with the LAC team and progress reviewed on a regular basis at Progress meetings.

Evaluation of SEND at Coleham Primary School

- The School Development Plan includes a section on SEND, with an evaluation of what has been achieved in the previous academic year and an action plan of work to be completed during the current academic year.
- If you have any questions, concerns, complaints or compliments about our provision for SEN pupils at Coleham, please contact either the school SENCO – Mrs White or the headteacher – Ms Claire Jones.
- Information about our complaints procedure can be found by reading the complaints policy. This can be found on the website.
- Your views regarding the information in this report would be valuable in updating and ensuring the information is useful and in a format that is easily accessible. Please contact Mrs C. White the school SENCO with any feedback that you may have.

Where can I find further information?

- Parent/carers and young people can also access support from an external agency called the Information Advice Support Service (formally known as Parent Partnership) in any matters related to special educational needs and disability. Their contact telephone number is 01952 457176 and their website is: <http://www.parentpartnership-shropshireandtelford.org.uk/>

- You can also find information on Shropshire Local Authority's Local Offer on their website: [https://www.shropshire.gov.uk/special-education-needs-and-disability-\(send\)/](https://www.shropshire.gov.uk/special-education-needs-and-disability-(send)/) or telephone them at 01743 254366.

Appendix 1

List of useful acronyms

- **SEN** Special Educational Needs
- **SEND** Special Educational Needs & Disabilities
- **PCP** Person Centred Plan
- **TA** Teaching Assistant
- **SENCO** Special Educational Needs Co-ordinator
- **LA** Local Authority
- **EHCP** Education Health Care Plan
- **HLTA** Higher Level Teaching Assistant
- **LM** Learning Mentor
- **PSA** Parent Support Advisor
- **EP** Educational Psychologist
- **ASD** Autism Spectrum Disorder

- **LSAT** Learning Support Advisory Teacher
- **SIS** Sensory Inclusion Service
- **VIS** Vision Inclusion Service
- **HIS** Hearing Inclusion Service
- **SALT** Speech and Language Therapy
- **OT** Occupational Therapy
- **SSLIC** Specific Speech and Language Impaired Child
- **GP** General Practitioner
- **CAMHS** Child and Adolescent Mental Health Service
- **SATs** Standard Assessment Tests