

Colnbrook CE Primary School

Who to contact

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Where to go

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Local Offer

Extended Local Offer Response

[Special Educational Needs Policy](#)

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.

A link to our SEN Policy and Information Report is available at www.colnbrookprimary.com

Teaching and Learning

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

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 will 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 1 – 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 Unit 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.

Identifying and Assessing Special Educational Needs

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 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.

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

Do:

The intervention will be carried out for an agreed period of time. 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 Plans in each cycle) will continue until the child has closed the gap with their peers, or until they are in no need of support.

During the Pupil Progress Meeting, it will be decided whether the provision to be made is 'additional to, or different from' that which is generally made for other children of the same age in mainstream schools. It may be that at this point a decision is made about 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.

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 further assessments to be carried out within the school or 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
- Further SEND assessments within the school setting
- 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 Plans.

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.

Involving Parents and Children and Young People in Planning and Reviewing Progress

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.

We will formally notify the parents when it is decided that a pupil will receive SEN support.

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 that have received about their child.

Parents of a child with an EHCP will be invited to formal annual review meetings.

Additional Support

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 appropriately for individual pupils.

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

- Fine Motor Skills programmes
- Spelling, Writing, SPAG,
- Phonics, Reading & Phonics, Reading, Reading 1:1, Reading Comprehension
- Maths Fluency, Number Fluency, Maths Challenge, Maths (times tables), Maths (greater depth), Maths 1:1 on how to answer reasoning papers
- Nurture group, Dispute resolution, self-regulation
- 1:1 support with ELSA for social, emotional and behaviour support.

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.

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 the 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.
- Adaptations to the curriculum and learning environment

In Colnbrook C. of E. Primary School the role of our teaching assistants 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 2 qualified ELSAs (Emotional Literacy Support Assistants), who helps pupils overcome behavioural, social or emotional difficulties that are affecting their learning.

We also have a Mental Health Support Team Worker from Slough's Mental Health Team. This team will support parents and teachers with information, advice and guidance about how best to help children who are experiencing new or emerging difficulties. The teams also offer support to teachers through training, workshops and consultation.

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
- Slough Mental Health Support Team
- On site Speech and Language Therapist: Chelsea Harse, 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

Extra Activities

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.

Meeting the Social and Emotional Needs of Children and Young People with SEN

Colnbrook C. of E. Primary School has 2 qualified ELSAs, who help pupils overcome behavioural, social or emotional difficulties that are affecting their learning. Our ELSAs works 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. They receive continuous training and supervision from the Slough Educational Psychology team as part of their ongoing professional development.

Keeping Up to Date with Knowledge and Skills

The SENDCO has the National Award for SEN Co-ordination and many years of experience teaching children with SEN.

We have a team of specialist SEN Teaching Assistants in the Resource Base. They support the children in the Learning Resource Base, and as appropriate when pupils are in mainstream classrooms. Their specialisms include:

- Occupational Therapy;
- Speech and Language Therapy;
- Shape-coding;
- Makaton;
- Social Skills;
- ELSA and children's mental health.
- Qualified ELSA's: Mrs. A. Shah, Ms V Hibbert.
- Some Teaching Assistants have undertaken training in the following:
 - Understanding Specific Learning Difficulties
 - Understanding Behaviour that Challenges
 - Understanding Mental Health Conditions

Both in-house and external training is provided for all staff to support the needs of pupils and to keep staff up to date with their knowledge and understanding.

Transitions

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.

Helpful Contacts

SENDCO: 01753 683661: mail@colnbrookprimary.com

Headteacher: Mr T Brunson 01753 683661 mail@colnbrookprimary.com

SEND Officer: Aaron Balfour 01753787661

Chair of Governors: TBC - mail@colnbrookprimary.com