


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



**SEN Policy and Information Report**

Owner:	SENDCo
Ratified by Governing Body:	
Date Ratified:	29/09/2022
Date Policy to be reviewed:	September 2023

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

**Our Vision Statement**

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

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

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

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

## ***'Equality' not 'Inclusion'***

“Inclusion is a positive word, frequently used in relation to Special Needs,  
But because it subtly and innocently implies a hierarchy,  
where some include others, we prefer the word equality, where every child is equally important,  
special and valued.”

### **Aims**

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

We have a shared expectation that the school provides a broad and balanced curriculum for all children, regardless of their particular needs, and an equal access to learning from their individual starting points. We strive to provide an education that will enable all children to make the best possible progress in school and to feel that they are a valued member of the wider school community. The school recognises that pupils will attain at different levels at different times, and some will require an increased level of support to achieve this progress.

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our policy and practice is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation from the school's wider context and ethos. We support all children to achieve their full potential and to develop the skills and strategies required for them to become independent learners. We will support children to develop a positive self-image and approach to their learning experiences. We value a collaborative approach, ensuring that the voices of the children and families/carers are heard and valued. We are committed to creating an environment where there is a feeling that all belong.

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.

**Colnbrook Church of England Primary School, will without excuse or compromise, provide the best start to life for all the pupils in its care.**

The staff and Governors envisage this being carried out through:

- Having the child at the centre of everything we do
- Valuing the development of the whole child
- Good learning delivered through good teaching
- Keeping at the forefront of, as well as leading educational development and practice
- Constantly challenging all aspects of school life to ensure best practice is always prevalent
- Engaging parents in their child's education
- A commitment to the safeguarding of all children and stakeholders

Our SEND Policy and Information Report aims to:

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

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

## Legislation and guidance

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

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

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

## Definitions

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

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

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

Below is a glossary of frequently used SEND terms:

<b>ADHD</b>	Attention Deficit and Hyperactivity Disorder
<b>ASD</b>	Autistic Spectrum Disorder
<b>CAMHS</b>	Child & Adolescent Mental Health Service
<b>CoP</b>	Code of Practice (refers to the <i>SEND Code of Practice, 2015</i> )
<b>CYP</b>	Children & Young People
<b>DLD</b>	Developmental Language Disorder
<b>EAL</b>	English as an Additional Language
<b>EHCP</b>	Education Health Care Plan
<b>ELSA</b>	Emotional Literacy Support Assistant
<b>EP</b>	Educational Psychologist
<b>FSM</b>	Free School Meals
<b>HI</b>	Hearing Impairment

<b>ISP</b>	Individual Support Plan
<b>ILP / LP</b>	(Individual) Learning Plan
<b>KS</b>	Key Stage
<b>LA</b>	Local Authority
<b>MLD</b>	Moderate Learning Difficulty
<b>NC</b>	National Curriculum
<b>OT</b>	Occupational Therapy / Therapist
<b>RB</b>	Resource Base
<b>SALT / SLT</b>	Speech and Language Therapy / Speech and Language Therapist
<b>SEN</b>	Special Educational Needs
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SENDCO</b>	Special Educational Needs and Disabilities Coordinator
<b>SLCN</b>	Speech, Language and Communication Needs
<b>SLD</b>	Severe Learning Difficulty
<b>SpLD</b>	Specific Learning Difficulty
<b>VI</b>	Visual Impairment

## Roles and responsibilities

### The SENDCO

The SENDCO is Zahra Nurmohamed (email: [mail@colnbrookprimary.com](mailto:mail@colnbrookprimary.com) tel. 01753683661) She will:

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

### **The SEND Governor**

The SEND governor, Christopher Ward (email: [mail@colnbrookprimary.com](mailto:mail@colnbrookprimary.com). tel. 01753683661) will:

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

### **The Headteacher**

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

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

### **Class teachers**

Each class teacher is responsible for:

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

### **The Role of Learning Support Staff/Teaching Assistants**

- Support staff who work with SEND pupils, should be aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
- Support staff will be deployed to support and deliver intervention, which is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness.
- Support staff are required to be aware of all policies and procedures relating to the education of pupils with SEND.
- Support staff should ensure that they take direction from the class teacher to ensure they work in effective partnership with the pupil's class teacher and facilitate good lines of dialogue to record and communicate pupil progress and impact of any additional support/ interventions they are providing to SEND pupils. Where the class teacher directs, they may consult with the school SENCO for additional support.

## SEND Information Report

### Area of Needs

There are four broad areas of need with SEND:

1. Cognition and Learning Needs - *including literacy and numeracy difficulties, children with Dyslexia and Dyscalculia,.*
2. Communication and Interaction Needs - *including children/young people with Autism and Speech, Language and Communication Needs.*
3. Social, Emotional and Mental Health Needs - *including children and young people with ADHD.*
4. Sensory and/or Physical Needs - *including children and young people with Hearing, Visual Impairment, Cerebral Palsy*

Area of Need	Related Diagnosis	Internal Provision	External Provision
		<u>Types of Provision</u>	
<b>Social, Mental and Emotional Health</b>	ADHD	<p>PSHE lessons</p> <p>Behaviour plans</p> <p>Emotional Literacy Support Assistants</p> <p><b>*See Behaviour Policy for further details</b></p> <p>The ELSAs work 1:1 or in small groups, providing support on self-esteem, anger management difficulties and bereavement among another things.</p>	<p>Educational Psychology Service.</p> <p>An Educational Psychologist can come in to school to assess children and meet with parents/carers. We can ask for support from SEBDOS Outreach Team based in LittleDowns School.</p> <p>We can refer children to the Children's and Adolescent Mental Health Service (CAMHS).</p> <p>We can also refer children to the Sloughs Mental Health Support Team</p>

<p><b>Cognition and Learning</b></p>	<p>Dyslexia Dyscalculia</p>	<p>Dyslexia Friendly literacy equipment e.g. reading rulers, writing slopes, specific pens.</p> <p>Advice from Slough's Inclusion Team</p> <p>Dyslexia screening for KS2 children</p> <p>Class based Literacy and Maths Support groups.</p> <p>Literacy Interventions</p> <p>Maths Interventions with concrete resources e.g. Numicon, Deans</p>	<p>The specialist LSS Teacher assesses for specific literacy difficulties and Dyslexic features.</p> <p>Referral to Educational Psychologist The EP can complete verbal and non-verbal assessments/</p>
<p><b>Communication and Interaction</b></p>	<p>SLCN - Speech, Language and Communication Needs</p> <p>ASC - Autistic Spectrum Condition</p>	<p>Playground support</p> <p>Social Thinking Group Work</p> <p>Zones of Regulation.</p> <p>TEACCH strategies</p> <p>Lego Therapy</p>	<p>Families and teachers can seek advice from the Autism Advisory Service.</p> <p>We can refer families to Autism Advisory Service for a package of support.</p>
<p><b>Sensory and/or Physical Need</b></p>	<p>Hemiplegia</p> <p>Developmental Co-ordination Disorder</p>	<p>Attention and Sensory Feedback equipment e.g. fiddle toys, wobble cushion</p> <p>Occupational Therapy and Physiotherapy input from professionals.</p>	<p>We access Occupational Therapy and Physiotherapy packages of support</p>

	(Dyspraxia)  Hearing Impairment Visual Impairments	Use of sensory room and resources to build muscle strength and proprioception e.g. Scooter Boards, therma bands  Hearing aids and Class Radio aids Appropriate font size and class placement.	Hearing Impairment Service  Support from Vision Impairment Service
--	---	---	--



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

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

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

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

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

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

## **Admissions**

There are no different admission arrangements for pupils with SEN who do not have EHCPs (see admissions policy). Children applying with EHCPs will have their needs assessed and admission agreed in line with the admissions policy and SEN Code of Practice, gaining priority admission if the school is able to provide for their needs. The school will make every effort to meet the needs of SEN children but must also consider the needs of existing pupils when making decisions around consultations.

## Implementation of Support

Children with SEN are offered full access to a broad, balanced and relevant education through use of the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs and wherever possible, adjustments will be made to allow the child to access the class curriculum, topics and texts. This can include but is not limited to:

- the use of aids
  - additional adult support
  - additional space/flexible timetabling
  - carefully planned access to space/transport/ facilities
- The Graduated Response consists of:

1. **Quality First Teaching** - Quality First Teaching, differentiated for individual children, is the first step in meeting the needs of any pupil who has or may have special educational needs. Class Teachers are responsible and accountable for the progress and learning of the pupils in their class.
2. **Wave 2 Interventions** - We provide a number of interventions within classroom space. All interventions should be planned and monitored by the class teacher and delivered by staff who have had appropriate training. Interventions follow the following structure:

**Assess** - When identifying a child as needing SEND support information is gathered to analyse the child's needs. Where there is little improvement to the child's progress (following Quality First Teaching and class/school based interventions and support) more specialist assessment will then take place

**Plan** - Interventions based on the outcome of assessment are planned and a review period is agreed. ( Half-termly or termly)

**Do** - The class teacher remains responsible for the intervention and working with the child on a daily basis. With the support from the SENCO, Phase and Subject leads, they should oversee the intervention

**Review** - The effectiveness of the intervention will be monitored regularly by the class teacher. Individual targets for the provision will be reviewed as part of the school's cycle of progress monitoring.

We aim to give Extra-Curricular Activities the same equal access as our curriculum offer. All of our external clubs/activities are made aware of this and are requested to provide necessary support/equipment to achieve this, including our before-and after-school clubs. School visits, concerts and external visitors are available to all our pupils. We are committed to ongoing improvement of the physical environment to enable disabled pupils to take better advantage of the educational and wellbeing benefits of our facilities and provision.

## Evaluating the Provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions as part of the four-part cycle
- Using pupil questionnaires
- Monitoring in individual subjects by the SENCO and subject coordinators
- Using provision maps to measure progress
- Termly Pupil Progress meetings
- Holding annual reviews for pupils with EHC plans

Records of interventions are kept through the school, class and individual provision maps. The effectiveness of interventions are regularly monitored on a half termly basis, or more frequently for certain interventions.

Individual children's targets are assessed and reviewed as part of the school's cycle of progress monitoring.

## **Adaptations to the curriculum and learning environment**

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

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

### **Levels of Support and Assessment**

#### Pre-SEND/Additional Support

The SENCO/Subject leads may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. Resources will be shared and opportunities for CPD given. General advice from outside specialists may be sought.

#### SEND support

In consultation with parents a child may move onto the school SEND register where they can access increased targeted support, assessment and support from external agencies. The teacher will have completed an Initial Concerns Form prior to this meeting.

If a child is given a SEND diagnosis or they fail to make expected progress the decision to place them onto the SEND register may be made. At this stage, other assessments may be considered:

#### Educational Health Care Plans

These requests can be made by school, parents or other professionals involved with the child. Requests for an Educational Health Care Needs Assessment are made when a child is not able to progress and learn without support because of their high level of need. These requests are considered by the Local Authority. Requests can be made during a child's school life by the school or by carers. These requests are made if the child is not making expected progress (from their own starting points) and usually following up to three cycles of targeted SEND support. Plus it can be shown and costed that SEND support has been in place but that support above and beyond this is required to ensure progress and success in their individual attainment.

## **Identifying pupils with SEN and assessing their needs**

The SEND Code of Practice makes it clear that “**all teachers are teachers of pupils with special educational needs and disabilities.**”

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

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

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

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

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

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

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

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

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

## **Training – Staff & Community**

SEND Continuous Professional Development is the shared responsibility of the Deputy for Development and SENCO. Our aim is to ensure all staff have a working understanding of each individual child’s needs as well as recognition of patterns, behaviours and supporting techniques. Our Class Teachers are trained to plan for progression and to create and implement individual plans. Regular opportunities for reviewing these plans will be provided and Class Teachers are reminded to liaise with the SENCO throughout the year for support and guidance. Class teachers will be guided to work with carers to support children inside

and outside the classroom and we will take guidance from parents to support specific training for their children's needs.

We access training from a range of providers, including those listed below under Resources.

Class teachers or the SENCO may have anonymous discussions with external agencies, (for example the school's Educational Psychologist or Behaviour Learning Support team, Literacy Support Service etc.) before proceeding to aid implementation of inschool support. No names will be mentioned at this stage without parental consent. If any further specialist/external action is deemed suitable, parents will be contacted, and parental permission will be sought for such involvement.

We have a growing number of support staff trained as Emotional Literacy Support Assistants, supervised by the Educational Psychology Service. The ELSAs work 1:1 or in small groups, providing support on self-esteem, anger management difficulties and bereavement among another things.

## **Supporting pupils' transition between settings**

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

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

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

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

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

- **Special Educational Needs & Disability Team,**  
Slough Borough Council  
Observatory House, 25 Windsor Road, Slough, SL1 2EL Tel:  
01753 787676.  
Email: [sendteam@slough.gov.uk](mailto:sendteam@slough.gov.uk)

- **Slough SEND Information Advice and Support Service (SENDIASS)**  
01753 787693 [sendiass@slough.gov.uk](mailto:sendiass@slough.gov.uk)

- **Parent Partnership Service** 01753787693

- **Slough Psychology Service**  
Observatory House

25 Windsor Road Slough SL1 2EL  
Telephone: 01753 787660  
Email: [psychologyadmin@slough.gov.uk](mailto:psychologyadmin@slough.gov.uk)

- **Home school transport**

Slough Borough Council

Telephone: 01753 520824

- **Slough Services Guide**

### **Further Information**

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

### **The local authority local offer**

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

The Slough Local Offer can be accessed via this link:

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

### **Monitoring arrangements**

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

It will be approved by the local governing board.

### **Links with other policies and documents**

This policy links to our policies on:

- Accessibility Plan
- Complaints Policy
- Therapeutic Behaviour Regulation Policy
- Equalities Policy
- Supporting Children with Medical Conditions Policy