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:	October 2026
Date Policy to be reviewed:	October 2027

"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."

1. Policy Statement and Vision

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, due to SEND. In addition, we will also make adjustments, wherever possible to ensure that all pupils with SEND can take part in extra-curricular activities and school visits.

2. Aims

It is the aim of Colnbrook C. of E. Primary School to:

- Identify pupils with SEND as early as possible and ensure their needs are met.
- Provide a broad and balanced curriculum accessible to all pupils, valuing the development of the whole child.
- Ensure teaching standards remain high.
- Work in partnership with parents, carers, and external agencies.
- Promote the well-being, progress, and achievement of all pupils.

3.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'.

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

4. Definition of SEND

A child has SEN if they have a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age (as defined in **the SEND Code of Practice**).

Examples of specific types of SEND can be found in appendix 4.

5. Identification and Assessment of SEND

The SEND Code of Practice states 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.

We identify pupils with SEND through:

- Regular teacher observations and assessments.
- Parents sharing their concerns and information sharing.
- Liaison with previous settings (if the pupil has transferred from another school) and, or external agencies (if the pupil is known to them e.g., speech and language services, physiotherapists, etc).

6. Provision

For pupils experiencing difficulties with classroom learning, whether they have, or may have SEN, the first step towards supporting them is through **high quality**, personalised teaching that has been adapted for the individual. Additional intervention and support cannot compensate for a lack of good quality teaching.

It includes:

- Well planned lessons
- High expectations
- Well-resourced/multi-sensory provision
- Regular assessing of learning in real time
- Adapted learning tasks
- Small group support

Examples of adaptations to the curriculum and learning environment (see above)

Adaptations may include:

- Visual supports and scaffolding for learning tasks
- Use of ICT to support learning
- Modified classroom layouts for pupils with accessibility needs
- Personalised resources and adaptations (e.g., visual timetables, sensory equipment)

Support Beyond Quality First Teaching

For children who need additional support beyond QFT, we provide:

- Targeted interventions
- External support agencies to implement any individualised strategies, equipment or resources required for pupils with SEND. *If any further specialist/external action is deemed suitable, parents will be contacted, and parental permission sought for such involvement.*
- Resource Base provision during the mornings for pupils with complex SEN that falls within social and communication difficulties (see appendix 4).

Examples of adaptations to classroom provision and external support to help pupils with different types of need can be found in appendix 4.

A Graduated Approach to SEN Support.

Colnbrook C. of E. Primary school follows the Graduated Approach to supporting pupils on its SEN register. The Graduated Approach involves making assessments of individual needs then planning and trialing different types of support, and learning from what has worked and what needs revising to continue effective support.

The Graduated Approach recognises that there is a continuum of special educational needs and through the support process brings increasing specialist expertise to support pupils with specific SEN-The Graduated Response is also called the Assess, Plan, Do, Review (ADPR) cycle.

1. **Assess**

This is using teacher assessments and experiences of the pupil to analyse needs. It will also involve comparing the pupil's development in comparison to peers and national data.
Undertaking more specialist assessment may be necessary, with the involvement of external professionals if required.

2. **Plan**

Targeted interventions and additional support are organised, based upon the outcome of assessments made earlier. The expected impact upon on progress, development, or behaviour with a clear date for review will be set. This may be half – termly, or termly.

3. **Do**

Class Teachers will follow the plan of support devised earlier and work with the pupil, consulting with additional adults also involved with the pupil.

4. **Review**

The effectiveness of the support plan is evaluated by the Class Teacher and feeds back into the school's cycle of progress monitoring. If it is working it may continue, however if it is not, or if the desired outcomes have been achieved, some outcomes might be changed. The Class Teacher will discuss and

make revisions to support in conjunction with the SENDCo as required.

The SEN Register
A pupil who struggles to make progress, despite receiving high quality teaching and the provision of an intervention to close gaps in learning may be entered onto the school's SEN Register.
It is an internal record of the children in each class who have difficulties that fall within any of the four areas of need (see appendix 4). It is an evolving list and pupils can be added, or removed from it.
Entry is decided upon by the SENDCo in consultation with the pupil's class teacher.

A pupil's entry onto the school's SEN Register is subject to specific criteria and is dependent upon the pupil:

- Underperforming in one or more areas of the curriculum for a significant period.
- Receiving sustained interventions to support learning that s/he are dependent upon and would not make progress without.

In addition, or alternatively the pupil:

- Has a diagnosis of a need/disability.
- Is receiving support from an outside/external agency.

Please refer to appendix 2 to see the levels of SEN to categorise pupils on the SEN Register.

An Individual Support Plan (ISP) will be written for all pupils on the SEN Register. Its purpose is to set individualised learning targets for pupils on the SEN Register to achieve within a term to support areas that require development. The targets are reviewed termly, by the pupils' class teacher, as part of our graduated approach to supporting SEN.

7. Monitoring and Reviewing Provisions

We evaluate the effectiveness of provision for pupils with SEN by reviewing the impact of interventions as part of the four-part cycle of Assess, Plan, Do, Review (ADPR) described earlier.

This includes:

- Termly reviews of ISP targets.
- Termly Pupil Progress meetings, held with the Class Teacher, Assistant Headteachers and SENDCo.
- Reviewing additional interventions/provisions on class provision maps for specific pupils.
- Annual reviews of key stage outcomes for those pupils with an Education, Health and Care Plan (EHCP).

The SENDCo monitors the effectiveness of interventions and support plans.

8. Partnership with Parents/Carers

Colnbrook C. of E. Primary School will engage with and inform parents through regular communication. Parents may also have some involvement in decision-making about support and provision for their child. Communication methods include:

- Meetings with the Class Teacher, with the SENDCo present to provide support if required
- Reports (Individual Support Plans [ISPs], termly reports)
- Holding inclusion surgeries with the SENDCo

Other opportunities for the school to partner with and support parents in helping their child are from:

- Parent workshops
- Signposting to support and advocacy services (see section 12)

9. Pupil Voice

Colnbrook C. of E. Primary School actively listens to and values the opinions, experiences, and ideas of its pupils, in order to involve them in decisions that affect their learning and school environment and where possible may seek their views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, video, drawing, etc.
- Discuss their views with a member of staff, who can act as a representative during the meeting.

10. Medical Conditions

The school will make arrangements to support pupils with medical conditions. Individual health care plans and/or Education, Health and Care Plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where pupils have SEND, their provision will be planned and delivered in a coordinated way with the care plan. Further information can be found in the First Aid and Administering Medicine Policy.

11. Training and Resources

In able to support pupils with specific SEN, Colnbrook Church of England school provides ongoing staff training.

This includes:

- Regular SEND training relevant to supporting staff to perform their job duties.
- Training on safeguarding and medical needs (where appropriate).
- Training from external specialists to help staff support SEN.
- Training in using specific teaching resources and assistive technology.

12. 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.

13. Roles and Responsibilities

Please refer to appendix 3 for the roles and responsibilities of key staff.

14. Complaints Procedure

Complaints about SEND provision should be made to the Class Teacher or the SENDCo in the first.

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

SENDIASS

The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) is a free, impartial, and confidential service that provides support to children and their families regarding special educational needs and disabilities (SEND). They offer information, advice, and support on various SEND-related matters, which also includes guidance on SEND processes and offering advocacy and support.

- **Slough SEND Information Advice and Support Service (SENDIASS)**

01753 787693 sendiass@slough.gov.uk

The Local Authority Local Offer

Colnbrook C. of E. Primary School's 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

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

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

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.

Slough Borough Council Telephone: 01753 520824

- **Slough Services Guide**

Appendix 1: A definition of Special Educational Needs

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:

ADHD	Attention Deficit and Hyperactivity Disorder

ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
CoP	Code of Practice (refers to the *SEND Code of Practice, 2015*)
CYP	Children & Young People
DLD	Developmental Language Disorder
EAL	English as an Additional Language
EHCP	Education Health Care Plan
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
ISP	Individual Support Plan
ILP / LP	(Individual) Learning Plan
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapy / Therapist
RB	Resource Base
SALT / SLT	Speech and Language Therapy / Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Coordinator
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Appendix 2: Levels of SEN Classification on the SEN Register

SEND support

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, in consultation with parents. The class teacher will have completed an Initial Concerns Form prior to this meeting.

When a pupil moves onto the school's SEND register they will access increased targeted support, assessment and where appropriate involvement from external agencies.

Educational Health Care Plans (EHCPs)

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 further funded support because of their high level of need. These requests are considered by the Local Authority. Requests are usually followed after up to three cycles of targeted SEND support. In addition, the costs associated with SEND support will have to be shown and evidence to show that further support will be required to ensure progress in the future.

Appendix 3: Roles and responsibilities

The SENDCO

The SENDCO is Toni Hosken (email: mail@colnbrookprimary.com tel. 01753683661) who 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 school's SENDCo regularly attends the Local Authorities SENCO network meetings in order to keep up to date with local and national updates with SEND.

The SEND Governor

The SEND governor, Robert Weeks (email: 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 interim headteacher, Amy Bharj (email: 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 SEND

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 pupil's progress and development and decide on any changes to provision
- Following the advice / directions of any external professionals supporting a SEND pupil
- Ensuring they follow this SEND policy

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 interventions, which have been selected to meet the outcomes identified for the pupil, based on based upon their need.
- Support staff are required to be aware of all policies and procedures relating to the education of pupils with SEND.

Support staff will work in collaboration with class teachers to ensure that SEND pupils are having their needs effectively met. Support staff will follow the direction of class teachers to achieve this and communicate pupil progress and impact of any additional support/ interventions they are providing to SEND pupils. Where necessary, they may consult with the school SENDCo for additional support.

A small number of support staff are trained as Emotional Literacy Support Assistants, (ELSAs) supervised by the Slough 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.

Appendix 4: Support in the Four Areas of Need

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
		Types of Provision	
Social, Mental and Emotional Health	ADHD	PSHE lessons Social stories Behaviour plans Emotional Literacy Support Assistants (ELSAs) ***See Behaviour Policy for further details** The ELSAs work 1:1 or in small groups, providing support on self-esteem, anger management difficulties and bereavement among another things. The Zones of Regulation	Referral can be made for support from SEBDOS Outreach Team based in Little Down School. Pupils can be referred to the Children's and Adolescent Mental Health Service (CAMHS). Children and their families can be referred to the Slough Mental Health Support Team (SMHST). Children and families can be referred to GEMS for ADHD support.

Cognition and Learning	Dyslexia Dyscalculia	Dyslexia Friendly literacy equipment e.g. reading rulers, writing slopes, specific pens. Dyslexia screening Class based Literacy and Maths Support groups. Literacy Interventions Maths Interventions with concrete resources e.g. Numicon, Dienes.	Advice from advisory teachers following a referral to Slough's Inclusion Team
Communication and Interaction	SLCN - Speech, Language and Communication Needs ASC - Autistic Spectrum Condition	Playground support Social Thinking Group Work The Zones of Regulation. TEACCH strategies Lego Therapy Attention Bucket Communication board Makaton	Support is commissioned from Owl therapy for Speech and Language needs and advice for pupils with autistic spectrum condition (ASC). Children and families can be referred to GEMS for autism support.

Sensory and/or Physical Need	Hemiplegia Developmental Co-ordination Disorder	Attention and Sensory Feedback equipment e.g. fiddle toys, wobble cushion Sensory circuits Occupational Therapy and Physiotherapy input from professionals.	We can access Occupational Therapy and Physiotherapy packages of support

	(Dyspraxia)	Use of sensory room and resources to build muscle strength and proprioception e.g. Scooter Boards, therma bands	
	Hearing Impairment	Hearing aids and Class Radio aids and class placement.	Support from the Hearing Impairment Service
	Visual Impairments	Visual aids to support vision e.g. enlarged documents/adapted font sizes, coloured backgrounds, coloured overlays and class placement.	Support from the Vision Impairment Service

Supporting Moderate Learning Difficulties at the Learning Resource Unit (LRU)

The **Resource Base** in Colnbrook C of E Primary School supports children within a small group environment from Years R to 6, whose needs include:

- MLD (Moderate Learning Difficulties)
- SLCN (Speech Language and Communication Needs including DLD)

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 Developmental Language Disorder (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 that impact on their ability to access the curriculum, and they will require additional provision outside of their mainstream class. The Learning Resource Base operates in the mornings

only, in line with our service agreement with the Local Authority. During the afternoons, pupils taught in LRU will continue learning in their mainstream classrooms, with adaptations in place to support them.

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.