



Coulston C of E Primary School

SEN Information Report - Summer 2025

SENDCo: Mrs Kirsty Wyatt

SEN Governor: Mrs Anne Gledhill

Contact: office@ccofe.uk

Dedicated SEN time: 2.5 days per week

Local Offer Contribution:

https://croydon.cloud.servelec-synergy.com/Synergy/Croydon_SEN_Local_Offer/

Whole School Approach:

At Coulston C of E Primary School we ensure that all pupils in our school are equally valued and have equal access to a broad and balanced curriculum which is adapted to meet individual needs and abilities. All teachers are responsible for every child in their care; including those with special educational needs.

High quality first teaching and additional interventions are discussed through our pupil progress meetings where we regularly review and record what we offer EVERY child in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of an adapted and personalised approach to teaching and learning.

*Underpinning ALL our provision in school is the **graduated approach** cycle of:*



Assess: *Pupils are formally assessed termly, but teachers are constantly assessing what the children are able to achieve. Class teachers meet termly with the Senior Leadership Team to monitor the progress of every child in the school and identify children who may need additional support in one or more areas. This will then be discussed with the SENDCO, who coordinates the provision. Parents are also welcome to approach the class teacher initially if they have any concerns.*

Plan: Class teachers will plan an adapted curriculum for the children in their class. This may include additional teacher or teaching assistant support, additional resources or adapting tasks. If a child is identified with a special education need, they will be placed on the SEND register. At this stage they will also be given a Learning Plan as they are receiving SEND support. This document identifies strengths and barriers to learning and will include targets and strategies to help support the child overcome difficulties. Identified additional provision will then be carried out until the next review. The Learning Plans are reviewed termly and you will be invited to discuss them at parent/teacher consultations or at a separate meeting. You and your child will be invited to contribute to the review. In some cases it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking advice from specialist agencies, such as the Educational Psychologist or Speech and Language Therapy Service. A referral will only be made with your consent. If the child has an EHCP the outcomes will be broken down and planned for as part of the provision.

Do: The SENDCo will support the class teacher and teaching assistant in planning the necessary interventions for the children. The class teacher is responsible for the adaptation of the daily learning within the classroom. The school will make any referrals to outside agencies or request support as required.

Review: Learning is reviewed regularly. Informal conversations are had within the class team and with the SENDCo. Pupil progress meetings take place termly. Learning Plans are reviewed termly in consultation with parents and pupils. EHCP reviews are done annually in discussion with the staff team, SENDCo, any other professionals involved and the co-ordinator or caseworker from the Local Authority.

SEND Needs:

As of July 2025, we have 48 children receiving some form of SEN Support and 8 children with EHCPs.

Children and young people's SEND are generally thought of in the following four broad areas of need. Below are also some examples of support that may be provided:

<i>Broad Area of Need</i>	<i>Support that may be provided</i>
<i>Communication and Interaction</i>	<i>Speech and Language Therapy Speech and Language Interventions Social Communication Groups</i>
<i>Cognition and Learning</i>	<i>Adaptive teaching Small group interventions for english and maths RWI phonic interventions Additional resources TA support in class Dyslexia Tutor</i>

<i>Social, emotional and mental health</i>	<i>ELSA Drawing and Talking Therapy Counselling Zones of Regulation support Mentor</i>
<i>Sensory and/or physical needs</i>	<i>Fidget aids Move n sit cushion Standing desk Movement breaks</i>

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

<i>Action/Event</i>	<i>Who's involved</i>	<i>Frequency</i>
<i>Parent Consultations</i>	<i>Parent, class teacher</i>	<i>Twice a year</i>
<i>Learning Plan Reviews</i>	<i>Parents, pupils, class teacher, SENDCo</i>	<i>Termly</i>
<i>EHCP Annual Review</i>	<i>Parents, pupils, class teacher, teaching assistants, professionals, EHCP coordinator</i>	<i>Annually</i>

Staff development

We are committed to developing the on-going expertise of our staff.

Mrs Kirsty Wyatt, SENDCO, has achieved the National Award for Special Educational Needs Accreditation. She actively engages in a range of opportunities to share best practice and keeps abreast of current local and national initiatives and policies to support children with SEND, by attending network meetings from Croydon and Southwark. The school also seeks advice and guidance from local special schools and relevant agencies to help school staff develop provision for the children with needs. Specialised training for teachers and support staff is an important part of ensuring that they have the appropriate skills and knowledge to support the needs of children with SEND.

Mrs Rebecca Lambe, Deputy Headteacher, is undertaking a SEND qualification.

Training will be given to staff around new initiatives and updates about SEND policies and practice.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

School Partnerships and Transitions

We are part of the Croydon Locality SEND Support and within our cluster we meet regularly where we have the opportunity to discuss children in our schools and have professional discussions about how we can support our pupils.

Within our school, we provide transition booklets between year groups as required.

Our Reception class teacher and SENDCo where appropriate will observe and liaise with feeder nurseries and pre-school.

Parents of pupils transferring from other schools will be invited in for a meeting and information will be sought from previous school.

We liaise with our local secondary schools about our SEND pupils prior to transition. We complete forms and meet with the SENDCos.

Complaints

If you feel that your child is not progressing as you would expect then please come and talk to us. Make an appointment with the class teacher and/or SENDCO in the first instance. If after that discussion you are not satisfied then please contact the Headteacher; Mr Paul Garratty.

Challenges this year

Our main challenge this year remains the lack of funding from local authorities to support children in the school with SEND. The amount of support we want to give our pupils extends beyond the notional budget that we receive and any additional funding for pupils with EHCPs.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- *Continuing to have a TA in classes for at least 4 mornings a week*
- *To maintain the additional provisions we can currently offer*
- *Further training for staff*
- *SEND coffee mornings for parents*
- *SENDCo to do further training*
 - *Self-funding - PG Cert in Specialist Teaching & Assessment for Dyslexia*
- *SENDCo to attend Croydon SEND briefings and locality meetings*