

SEND Information Report

Coulsdon C of E Primary School Parents' Information SEND information Report 2020

Introduction

Welcome to our SEN information report which is part of the Croydon Local Offer for learners with Special Educational Needs (SEND) or disabilities. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for SEND. This information is updated annually.

At Coulsdon C of E Primary School we aim to motivate and encourage all children to reach their full potential, spiritually, intellectually, emotionally, socially and physically. We recognise that an appreciation of each child's strengths can enable the individual to feel valued, and we are aware of the importance of giving all children equal opportunities.

What is the Local Offer?

The LA Local Offer

- Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- This is the link to Croydon's Local Offer <https://localoffer.croydon.gov.uk/>

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

Coulsdon C of E Primary Schools approach to Teaching Learners with SEND

At Coulsdon 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 differentiated to meet individual needs and abilities.

- We have effective management systems and procedures for SEND, taking into account the current Code of Practice (2014 - updated April 2020).
- We have successful communication between teachers, children with SEND, parents of SEND children and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- Through a conferencing approach the children are encouraged to take an increasingly active role in their review cycle, in line with their readiness to do so.
- We work to develop our successful cluster work with the Coulsdon Cluster to develop provision and practice.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development.
- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

Identifying the Special Educational Needs of pupils

At different times in their school life, a child or young person may have a special educational need. The Code of Practice (2014 - updated April 2020) defines SEND as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND.

Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English. The schools understand that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

What should I do if I think my child may have Special Educational Needs?

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Kirsty Wyatt (SENCO) to discuss your concerns.

Support for children with Special Educational Needs

If a learner is identified as having SEND, we will provide support that is 'additional to' or 'different from the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching' intended to overcome the barrier to their learning. This support is set out in the individual school's Class Provision Map.

When providing support that is 'additional to' or 'different from' we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a Class Provision Map and will form the basis for termly review meetings, held as part of Parent/Teacher Consultations.

Do – providing the support – extra assistance for learning or learning aids – as set out in the plan.

Review – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and SENCO – contribute to this review. This stage then informs the next cycle, if necessary.

This additional support, 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

For a small number of learners, their needs may require access to technology e.g Modified ICT equipment, recording devices etc.

While the majority of learners with SEND will have their needs met in this way, some may require an EHCP needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Assessing the Impact of Intervention

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set.

Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech & Language Therapy Services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or Health Services such as a Paediatrician.

Where a child has an Education, Health and Care plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

Opportunities for Enrichment

At Coulsdon C of E Primary we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

Preparing for Next Steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND.

Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the school will take place in the Summer Term; arrangements for transition to Junior School and Secondary School for pupils with SEND will be planned according to individual need.

During Year 6, information – previously agreed with parents – will be shared with the SENCO at their next school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at Coulsdon C of E Primary will accompany the child on visits to their next school.

Have Your Say:

This report details our annual offer to learners with SEND. To be effective it needs the views of all: Parents/carers, learners, governors and staff.

Please engage fully with our annual process to ‘assess, plan, do and review’ provision for SEND.

If you have any comments, please contact Mrs Kirsty Wyatt (SENCO).