

**SEND Information Report**  
**Coulsdon C of E Primary School Parents' Information**  
**SEND information Report 2021**

**Introduction**

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.

**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).
- 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.

## Special Educational Needs and Disability (SEND)

We refer to the term “Special Educational Needs” if a child:

- has significantly greater difficulty in learning than the majority of the children his or her age in one or more areas of learning
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided in school within the Local Authority for children of a similar age.

The difficulty or disability may relate to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs



## Accessibility

If pupils require specific arrangements within their classroom; special chairs or tables, wider aisles, writing slopes, cushions etc we will work closely with external agencies, such as Occupational Therapists and Physiotherapists and parents to ensure the needs of every child are met.

## Roles and Responsibilities in the School for children with SEND

Role	Responsibility
Class Teacher	<p><b>To provide good quality first teaching by:</b></p> <ul style="list-style-type: none"> <li>• Taking into account the views of parents/carers and pupils</li> <li>• Identifying and assessing individual needs and tracking</li> </ul>

	<p>progress</p> <ul style="list-style-type: none"> <li>● Planning and delivering a challenging and differentiated curriculum which ensures the progress of all children</li> <li>● Using prior knowledge as a starting point for learning</li> <li>● Adapting teaching strategies and techniques to sensitively meet the needs of all learners</li> <li>● Creating a classroom environment where all pupils understand expectations and know where to find support</li> <li>● Creating a classroom atmosphere which encourages and values the contributions of all children</li> <li>● Supporting the identification, planning and provision for children needing extra support</li> <li>● Devising personalised SEN Support Plans, with support from the SENDCO</li> <li>● Implementing the advice from outside agencies to support the learning and progress for identified children</li> </ul>
<p>Teaching Assistant/ Specialist Support Staff</p>	<p><b>To support the work of the class teacher by:</b></p> <ul style="list-style-type: none"> <li>● Working directly with children who have SEND by supporting them within the classroom and targeting areas of focus from their SEN Support Plans</li> <li>● Teaching independent learning techniques to children who are in receipt of support</li> <li>● Working in partnership with the class teacher by contributing to planning and feeding back on progress towards individual targets and learning outcomes</li> <li>● Supporting identified children through additional group support under the direction of SENDCO and Inclusion Manager.</li> </ul>
<p>SENDCO - Mrs Kirsty Wyatt</p> <p>Inclusion Manager - Mrs Fiona Lee</p>	<ul style="list-style-type: none"> <li>● Monitoring the progress of pupils across the school in collaboration with the Senior Leadership Team</li> <li>● Creating an overview of the needs across the school</li> <li>● Regularly reviewing the impact of provision against pupil outcomes</li> <li>● Facilitating training for support staff where appropriate</li> <li>● Providing advice for all staff</li> <li>● Working in partnership with pupils and parents/carers to improve outcomes</li> <li>● Liaising with a range of agencies and ensuring the implementation of support programmes</li> <li>● Meeting with the SEND governor and providing a report</li> <li>● Develop the strategic development of SEND provision within the school</li> </ul>

Headteacher - Mrs Annie Mitchell	The day to day management of all aspects of the school including the provision made for children with Special Educational Needs and Disabilities (SEND). Ensuring the school complies with all statutory requirements
Governor for Inclusion Mrs Anne Gledhill	Supporting the school to develop the quality and evaluate the impact of provision for children with SEND

**Who should I contact if I think my child needs more support?** 

If you are concerned about your child and would like to talk to someone please contact your child’s class teacher who will be happy to meet with you. Your child’s class teacher knows your child well and will be able to talk to you about what support your child already receives and suggest ways of enhancing your child’s learning and development.

If, having done this you feel you would like to discuss your concerns further then please contact the SENDCO, Mrs Kirsty Wyatt, via the school office to arrange a meeting.

**What support do children get in the classroom?**

All children receive high quality teaching, differentiated to their individual needs. For children with additional needs this could mean that they are given a different task or different strategies or equipment to complete the task. Some children may require support or guidance from the class teacher or a teaching assistant as part of a small group, paired work or even on an individual basis.

Our class teachers are skilled and supported to adapt teaching to meet the needs of each class. Their planning takes into account the individual needs and requirements of all children through:

- Learning differentiated to the needs of the child, ensuring that all children can experience success and challenge
- Grouping arrangements that maximise learning opportunities for all
- Support staff used flexibly to help groups and individual with a long term goal of encouraging and developing independent learning skills
- Where required, more specific and personalised interventions to develop key areas of their learning
- Integrating resources and strategies as recommended by specialist agencies

## **What additional support is currently available?**

### **Reading**

We have a range of reading support available for children across all year groups. This may take the form of 1:1 reading, additional phonics support, additional guided reading groups, reading intervention programmes, Lexia, comprehension support and booster groups.

### **Writing**

We run fine motor skills groups to develop handwriting skills, handwriting groups, writing intervention programmes, spelling support programmes and booster groups.

### **Maths**

Maths support can be given in a variety of ways including one-to-one support, targeted maths resources, differentiated maths activities, group interventions, pre-teaching and booster groups.

### **Speech and Language Therapy**

We have visits from the Local Authority Speech and Language Therapist who develops care plans for appropriate children. We have an Eiklan trained TA in school who delivers some speech and language programmes according to need.

### **SEN 1:1 Teaching Assistant Support**

Some children might need 1:1 support from an adult to help them achieve academically or to help them manage their physical, medical or emotional needs.

### **Wellbeing, Social and Emotional Support**

We know that children cannot learn until they are emotionally ready to do so. We offer Drawing and Talking Therapy in school. Currently we also have a counsellor and art therapist supporting children.

Some children who struggle with social skills may be involved in small group social skills activities.

## **How are children with Special Educational Needs Identified?**

When children have a Special Educational Need or Disability (SEND) before they start our school we will work with the people that already know them and use the information already available to identify what their needs will be in our school setting and how we will support them.

If you are concerned about your child, please discuss them with your child's class teacher. The class teacher may then talk to the SENDCO to seek further advice.

If a class teacher is concerned about your child they will discuss the issues with you and implement ways of working together to support your child. Where a child continues to struggle to make progress, despite support matched to the child's need, the SENDCO will discuss with you further support and interventions that can be put in place.

Difficulties with social and emotional wellbeing may also trigger a need for additional support.

### **How will I know if my child is making progress?**

In the Autumn and Spring terms you will be invited to parent/teacher consultation to meet with your child's class teacher. In the Summer term you will receive your child's end of year report and you can request a meeting with the class teacher to discuss this. If you wish to discuss your child's progress at any other time, you are welcome to make an appointment with the class teacher.

We use a graduated approach to identify needs and assess the impact of support. A continuous cycle will be used to provide your child with additional support and includes the following:



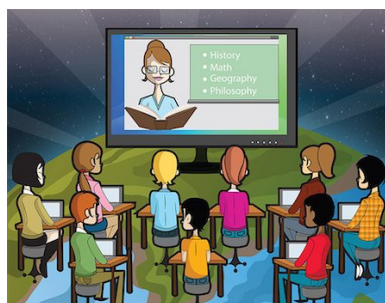
Children who are receiving SEN support will have an SEN Support Plan. This will include targets and strategies to help your child overcome difficulties. This will also take into account your child's strengths as well as barriers to learning. It will identify ways in which you can help your child at home. Identified additional provision will then be carried out until the next review. The Support Plans will be 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.

Children who have an Education, Health and Care Plan (EHCP) will have an annual review of their progress which involves parents/carers and all adults involved in the child's education.

Children who receive Locality SEND Support funding will also have a review when their funding is coming to an end.

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 and will let you know if your child would benefit from some additional support. These interventions are monitored regularly for progress and support is adapted as necessary.



### **How are staff kept up to date with the Special Educational Needs in the School?**

Mrs Fiona Lee, Inclusion Manager and Mrs Kirsty Wyatt, SENDCO, have both achieved the National Award for Special Educational Needs Accreditation. They both actively engage in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policies to support children with SEND. 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.

### **What specialist support can the school access to support my child?**

The school works with a number of specialist agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- CAMHS (Child and Adolescent Mental Health Service)
- Children's Centres
- Community Paediatrician
- Croydon Children's Services
- Education Welfare Service
- Educational Psychologist
- Family Resilience Service
- Hearing Impairment Service
- Occupational Therapy
- Parent Partnership
- School Nurse
- Specialist Outreach Support
- Speech and Language Therapy
- Virtual School for Children who are Looked After
- Visual impairment Service



### **How can the School help my child with Transition?**

Some children with SEND can become particularly anxious about transitions. As a school we try to make this as stress free as possible for both you and your child.

#### **Transition to a new class**

When moving between classes a transition meeting will take place between the current teacher and the new teacher. If appropriate there will be opportunities for your child to visit the new class and meet key staff. A transition booklet can be used to assist with this change. A meeting with the new teacher and SENCO can be arranged if required in the Summer term.

#### **Transition to a new school**

The SENCO at the new school will be contacted and information about the interventions and support that your child has received will be discussed. All records will be passed on as soon as possible.

#### **Transition to High School**

The SENCO or Inclusion Manager will liaise with all of the receiving school, regarding any child with additional needs. This is usually done at a meeting organised by the



Local Authority in the Summer Term. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become more familiar with the setting and to reduce any anxieties. If your child has an EHCP the high school staff will be invited to the annual review in year 6.

**What should I do if I am not happy with the provision that my child is receiving?**

If you do not feel that your child is progressing as you would expect then please come and talk to us. Make an appointment with the class teacher, SENDCO or Inclusion Manager in the first instance. If after that discussion you are not satisfied then you can contact the Headteacher.

**Remote Education 2019-2021**

During the National Lockdown and partial school opening from March 2020 a number of strategies were put in place to support SEND children who were learning at home.

These included:

- Regular phone calls home
- Small group lessons via googlemeet
- Printed learning packs for those without access to devices
- Devices for those requiring them
- Practical resources sent home if required

**There are many Special Educational Needs terms that are abbreviated which can lead to confusion.**

Please let the SENDCO know if you would like any abbreviations added to the glossary.

ADD	Attention Deficit Disorder	LSS	Locality Send Support
ADHD	Attention Deficit and Hyperactivity Disorder	KS1/2	Key Stage 1/2
ASD	Autistic Spectrum Disorder	LA	Local Authority
ASP	Additional Support Plan	MLD	Moderate Learning Difficulty
BESD	Behavioural, Emotional and	NC	National Curriculum

	Social Difficulties		
CAMHS	Child and Adolescent Mental Health Service	OT	Occupational Therapist
CLA	Child who is Looked After	PEP	Personal Education Plan
CoP	Code of Practice	PSP	Pastoral Support Programme
CP	Child Protection	SaLT	Speech and Language Therapy
DCD	Development Coordination Disorder	SEMH	Social, Emotional and Mental Health
DDA	Disability Discrimination Act	SEND	Special Educational Needs and/or Disabilities
DfE	Department for Education	SENDSCO	Special Educational Needs and/or Disabilities coordinator
DLD	Developmental Language Disorder	SpLD	Specific learning Difficulty
EAL	English as an Additional Language	SLCN	Speech, Language and Communication Needs
EHCP	Education Health and Care Plan	TA	Teaching Assistang
ELP	Enhanced Learning Provision	VI	Visual Impairment
EP	Educational Psychologist		
EWO	Education Welfare Office		
FSM/UIFSM	Free School Meals/Universal Infant FSM		
HI	Hearing Impairment		

ISR	In School Review		
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**Croydon Local Offer**

A full range of the support available can be found in the Croydon Local Offer for pupils with SEND.

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>