



## Colley Lane Primary Academy SEND Information Report

<b>Issue Date</b>	June 2025
<b>Review Date</b>	June 2026

This SEND information report is part of the Dudley local offer for learners with special educational needs and/or disability (SEND). This local offer can be found at the following site: <https://www.dudley.gov.uk/residents/dudley-local-offer/> The proprietors of academy schools have a legal duty to publish information on their website about the implementation of the proprietor’s policy for pupils with SEND. The information published must be updated at least annually. The required information is set out in the SEND Code of Practice 0 -25 Years 2015.

**Welcome to our SEND Information Report.**

On the following pages you should be able to find the answers for many frequently asked questions relating to what we offer children in our school who have a Special Educational Need or Disability (SEND). At Colley Lane Primary School we believe in achievement, ambition and progress for all children. We aim to meet the needs of individual children through highly effective teaching and learning. There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning. We work in a flexible way to develop effective partnerships with children and their parent(s)/carer(s) the Inclusion Team and external professionals to ensure that the school can meet a broad range of special educational needs and/or disabilities. We undertake a rigorous system of monitoring children’s progress, supporting both academic and personal achievement by removing barriers to learning. To enable this we use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

**Supporting children with SEND.**

Your child’s class teacher is the first port of call should you have any concerns regarding any possible special educational needs or disabilities. Our SENDCo has overall strategic responsibility for our children with SEND. She can be contacted via the office or by e-mail: [vshuker@colley.windsoracademytrust.org.uk](mailto:vshuker@colley.windsoracademytrust.org.uk) or [info@colley.windsoracademytrust.org.uk](mailto:info@colley.windsoracademytrust.org.uk)

All children can expect a fully inclusive, well adapted education at our school, **some** children may need additional support during their time with us and a **few** children will need more precise individualised support.



<p><b>Identification and Assessment of children with SEND</b></p>	<p>SEND pupils may be identified through the teachers’ observations and assessment, and school based criteria including:</p> <ul style="list-style-type: none"> <li>● Evidence obtained by teacher observations/ judgements - when teachers identify an area where a pupil is making slow progress, they will target the pupil’s area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO by completing an internal SEN referral document which identifies which of the four broad areas of need they are concerned about. They must also evidence a cycle of Assess-Plan-Do-Review to exemplify why they feel a child may have an additional need. A teacher referral will then be assessed via our identification criteria to establish if the child does have a special educational need, factors such as poor attendance will be taken into account and will form apart of the assessment process. WE look at:</li> <li>● Performance against national expectations</li> <li>● Pupil progress in relation to Early Years’ Foundation Stage curriculum expectations and national curriculum targets</li> <li>● Standardised tests which are tests to compare children of the same age nationally or criterion referenced tests such as high frequency word checks or phonic knowledge checks.</li> <li>● External agency reports and observations</li> <li>● Records from previous schools (if appropriate)</li> <li>● Information from parents</li> <li>● We also closely monitor progress in areas other than attainment including social development and evidence that a pupil may have a disability under the Equality Act (2010).</li> </ul>
<p><b>Safeguarding children with SEND</b></p>	<p>At Colley Lane Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. Children identified as having special educational needs are sometimes more vulnerable than children who have not been identified as they may find it more difficult to communicate with trusted adults. We ensure that children with SEND are safeguarded by following the safeguarding policy and through ensuring that staff receive specific training on how to identify possible signs of abuse for these children and that regular refreshers are planned in.</p> <p>Relevant policies</p> <ul style="list-style-type: none"> <li>● SEN Policy</li> <li>● Safeguarding Policy</li> </ul>
<p><b>Consulting and</b></p>	<p>At Colley Lane Primary Academy we work closely with parents and have an open door policy. We are happy to meet</p>



<p><b>involving pupils and parents</b></p>	<p>with parents to discuss any concerns or worries they may have. Appointments with the SENCo can be made via the school office. We prefer to have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that everyone develops a good understanding of the pupil’s areas of strength and difficulty. We take into account the parents’ concerns and ensure everyone understands the agreed outcomes sought for the child what the next steps are. We will notify parents if it is decided that a pupil will receive SEND support.</p>
<p><b>Provision for all pupils with SEND</b></p>	<p>Following identification and assessment we adopt a graduated response to meeting special educational needs and disabilities (SEND) in the following ways:</p> <ul style="list-style-type: none"> <li>● Providing high quality teaching for all, differentiated and adaptive strategies for individual pupils.</li> <li>● Involvement of the SENCO: If a child’s progress continues to be less than expected the class teacher will work closely with Special Educational Needs and Disabilities Coordinator (SENCO) to assess whether a child has a SEN or disability.</li> <li>● The school will then put evidence-based or school designed interventions into place, targeted to the needs of the individual, to secure better progress for the child.</li> <li>● By providing specialist equipment: Where necessary a child may require specialist equipment to access and make progress in their learning.</li> <li>● By involving specialist agencies: For higher levels of need Colley Lane Primary will use more specialised assessments from external agencies and professionals to support those identified with SEND.</li> <li>● By applying for an EHCP: If a young person’s progress continues to demonstrate significant cause for concern despite interventions at school under the single category, a <b>request</b> may be made to the Local Authority for Statutory Assessment –Education, Health and Care Plan (EHCP).</li> </ul>
<p><b>Other linked policies.</b></p>	<p>Behaviour Policy  Intimate Care Policy  Anti-bullying Policy  Health and Safety Policy  Policy for Supporting Pupils with Medical Conditions  Complaints Policy</p>
<p><b>Assessing and reviewing progress of pupils with SEND</b></p>	<p><b>Assess:</b> In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the child’s needs. This involves listening to the views of the parent(s)/carer(s) and child. This assessment is reviewed regularly, helping to ensure that support and intervention are closely matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their impact is developed.</p>



	<p><b>Plan:</b> Where it is decided to provide a child with support, the parent(s)/carer(s) are formally notified. Support and interventions are decided upon to meet the outcomes identified for the child, based on reliable evidence of effectiveness. They may include specific teaching to fill gaps in learning such as spelling or reading interventions. This will include:</p> <ul style="list-style-type: none"> <li>● No more than 3 short realistic and measurable targets related to the area of concern.</li> <li>● Suggested strategies to be used by teacher, support staff, parents and pupil</li> <li>● The teaching strategies to be used</li> <li>● Details of intervention</li> <li>● The provision to be put in place</li> <li>● When the plan is to be reviewed</li> <li>● Outcomes</li> </ul> <p><b>Do:</b> The class teacher remains responsible for working with the child on a daily basis and retains responsibility where the interventions involve group or 1:1 teaching away from the main class. The SENDCo will support the class teacher in the further assessment of the child’s particular strengths and areas for development.</p> <p><b>Review:</b> The effectiveness of the support and interventions and their impact on the child’s progress are reviewed regularly, along with the views of the child and parent(s)/carer(s) at parent meetings.</p> <ul style="list-style-type: none"> <li>● Pupils with an Education, Health and Care Plan have long and short term targets. Long term targets are reviewed annually at the annual review. Short term targets are devised and reviewed at least termly.</li> </ul>
<p><b>Our approach to teaching pupils with SEND.</b></p>	<p>At Colley Lane Primary School, class teachers are responsible for delivering high quality teaching, adapted for individual pupils ensuring all children make progress. Teachers will plan to ensure a multi-sensory approach. Following identification and assessment we adopt a graduated response to meeting special educational needs and disabilities (SEND). As much as possible support will occur in class, this may involve specialised resources or equipment and/or additional adults. Where SEND interventions involve group or one-to-one teaching away from the main class teacher, the class teacher will still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. Where possible, additional intervention work will ensure that children do not miss the same lessons each week. Colley Lane Primary will ensure evidence- based/ school designed interventions are delivered by appropriately trained staff. The SENCO will support the class teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.</p>
<p><b>Adaptations, the curriculum and learning</b></p>	<p>All pupils at Colley Lane Primary have access to a broad and balanced curriculum. Teachers will have high expectations for individuals with SEND. Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class, as part of our universal offer. Our teachers use various strategies to adapt access to the</p>



<p><b>environment for pupils with SEND</b></p>	<p>curriculum, acting on advice from external agencies, when necessary. These might include:</p> <ul style="list-style-type: none"> <li>● Use of technology</li> <li>● Use of practical resources/ specialised or modified resources</li> <li>● Peer mentoring systems</li> <li>● Positive behaviour rewards system</li> <li>● Additional adult support</li> <li>● Adaptation to visual stimuli including assessment materials</li> <li>● Short, sharp interventions</li> </ul> <p>Each learner identified as having SEND, is entitled to support that is <b>‘additional to or different from’ a normal differentiated curriculum</b>. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier(s) to learning identified. The school is accessible to parents and children with disabilities.</p>
<p><b>Outside and additional Professional Support</b></p>	<p>At Colley Lane Primary where despite adaptations and evidence based interventions delivered by trained staff a child is not making expected progress we seek advice from other experts and other professionals. The involvement of specialists will always be agreed by parents and outcomes of visits will be recorded and shared with parents, teaching staff and other SEND support.</p> <p>The local offer will set out clearly what is available from different services and how it may be accessed. This may include:</p> <ul style="list-style-type: none"> <li>● Speech and Language Service</li> <li>● Educational Psychology Service</li> <li>● Learning Support Service</li> <li>● CIPS (Communication, Interaction Physical and Sensory Service)</li> <li>● Visual Impairment team • Hearing Impairment team</li> <li>● Cherry Tree Learning Centre</li> <li>● Child and Adolescent Mental Health Services</li> <li>● Occupational Therapy Service</li> <li>● Physiotherapy Service</li> </ul>
<p><b>Enabling pupils with SEND to engage in all activities of the</b></p>	<p>Pupils identified as having SEND are supported to engage in all activities within school life. Reasonable adjustments and adaptations for participation are made in order to ensure access to all curriculum and enrichment opportunities, including before and after school clubs.</p>



<b>school.</b>	
<b>Support available is for improving the emotional, mental and social development of SEND pupils</b>	<p>We recognise that persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Appropriate assessments will be carried out to determine if other factors underpin behaviours as well as investigating if presenting behaviours are the result of undiagnosed learning difficulties, communication and interaction difficulties or mental health issues and appropriate support will be put in place. In school support may include circle time activities in class, social skills evidence –based intervention groups, talk time or the involvement of specialist support. Specialist support may involve: Reflections counselling, Educational Psychology, Speech and Language, School Health Advisor or Child and Adolescent Mental Health Service. If housing, family, or other domestic circumstances may be contributing to the presenting behaviour then a multi-agency approach may be appropriate through the Early Help process. Appropriate support will be provided in distressing circumstances, for example, where bullying is suspected or there has been bereavement, as we are aware of the significant impact that this can have on the well-being of a pupil.</p>
<b>Information on staff expertise their SEND training, and how specialist support will be secured</b>	<p>SEND training within the school happens in many ways. We take advantage of courses being delivered by external agencies in all aspects of SEND provision. We also commission external agencies to come into school to work with larger groups of staff. Throughout the year we provide training in house for both teaching and non-teaching members of staff. The focus of training is planned based upon the training needs of our staff as well as the needs of our pupils. Our SENCO has been awarded the National Diploma for Coordination of Special Educational Needs and is also a Trauma Informed Practitioner. Class teachers and support staff have received up to date training related to various areas of SEND.</p>
<b>Information on equipment and facilities to support pupils with SEND</b>	<ul style="list-style-type: none"> <li>● Resources are allocated to support children with identified needs.</li> <li>● Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly.</li> <li>● Support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.</li> <li>● Where necessary specialist equipment, books or other resources that may help the child are purchased.</li> <li>● Colley Lane Primary works closely with specialist professionals to ensure that accurate information is accessed regarding equipment and facilities to support SEND pupils. For example the Physical Impairment and Medical Inclusion Service (PIMIS) support the school where specialist equipment / resources are required.</li> </ul>
<b>Arrangements for consulting parents of pupils with SEND, and</b>	<p>Early Concerns</p> <ul style="list-style-type: none"> <li>● The progress made by all pupils is regularly monitored and reviewed. If concerns are registered by teachers or other agencies they are addressed by appropriate adaptation within the classroom and a record is kept of strategies used.</li> </ul>



<b>involving them in their education</b>	<ul style="list-style-type: none"> <li>• Where progress continues to be less than expected parents/carers will be invited in to school to begin the Assess, Plan, Do, Review process.</li> <li>• There is an open-door policy. Parents can arrange to meet with their child’s class teacher or SENDCo to discuss any concerns at a mutually convenient time.</li> </ul>
<b>Arrangements for the treatment of parental/ pupil complaints concerning the school’s provision</b>	<p>Arrangements for considering complaints about SEND provision. If a parent/carer has a complaint about SEND provision it should first be raised with the school. In the first instance concerns should be raised with the class teacher. If a satisfactory outcome is not achieved the SENCO will become involved. In some instances, it may be necessary to consult the Head Teacher. In extreme cases the parent may be referred to the LA. A parent can also be directed towards the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS 01384 817373).</p>
<b>Useful contact details of support services for parents of SEND pupils</b>	<p>Local Authority – 01384 814398  Learning Support Service – 01384 813736  Speech and Language Therapy – 01384 321375  CIPS (Communication, Interaction, Physical and Sensory)- 01384 816974  Autism Outreach Service – 01384 816974  Visual Impairment Team – 01384 456111  Hearing Impairment Team (audiology) – 01384 321266  Occupational Therapists – 01384 366912  Cherry Tree Learning Centre – 01384 813739</p>
<b>Transition arrangements for SEND pupils</b>	<p>The following information and documentation is provided by the SENCO to the receiving school for pupils with Special Educational Needs:</p> <ul style="list-style-type: none"> <li>• Education, Health and Care Plans</li> <li>• Assessment details</li> <li>• Reports</li> <li>• Liaison with school staff of receiving school for pupils with Educational, Health and Care Plans a transition review will take the place of the annual review in year 5. This review must give clear recommendations as to the type of provision the child will require in future years. In some instances, specialist services involvement and guidance in transition may be required from other professionals.</li> </ul>