

Colley Lane Primary School



Our Mission

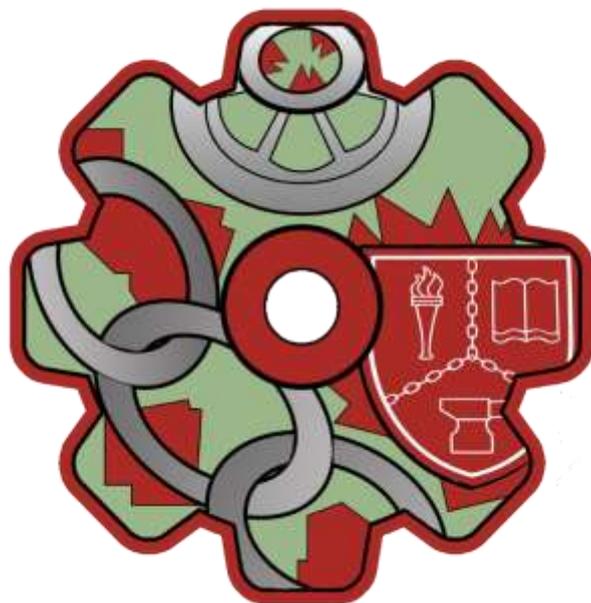
We can all achieve

Happy together

Everyone shows respect

Everyone is valued

Learning is our future



Subject: SEND Information Report

Issue Date: January 2020

Safeguarding Statement

At Colley Lane Community Primary School, 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. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Colley Lane Primary Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.



SEN information report

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, osteogenesis imperfecta
- Moderate learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

At Colley Lane Primary Academy we work closely with parents and have an open door policy. We are happy to meet 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
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support.



Assessing and reviewing pupils' progress towards outcomes

At Colley Lane Primary Academy teaching staff and the SENCo work closely together and collaborate to provide a clear approach to assessing pupils learning needs. If teachers have initial concerns about a pupil's progression, they alert the SENCo promptly. A discussion is then conducted about how we can begin to address the needs of the individual, in the school day. This may be through a specific intervention, support in class or differentiated tasks. We then use the graduated approach to SEND and the four-part cycle of **assess, plan, do, review** is initiated.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We are committed to providing a smooth transition and ensure that future schools are fully aware of any specific learning needs a pupil has. They will be provided with a relevant history of interventions received by a child and if outside agencies are involved. We work closely with other schools to enable the induction period to be as smooth as possible. We liaise closely if it is felt that a phased entry into a new school is appropriate.

Our approach to teaching pupils with SEN

All pupils are valued and treated fairly, regardless of their level of educational need. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Booster groups for English and Maths
- Get Moving



- Specific target work in small group or 1:1 sessions
- Precision Teaching
- Talk Time
- Nurturing groups e.g. Lunch Club

Adaptations to the curriculum and learning environment

Colley Lane Primary Academy is a modern two storey building, containing a lift for disabled access to the upper level. It also has 'evac chairs' positioned on each stair well in case of an emergency. Children who require extra support have Personal Evacuation Plans (PEEPs) in place to ensure they can exit the building safely in an emergency. There are two disabled toilet facilities on the ground floor and ramped access to both playgrounds and the field is in place. All indoor and exit door ways are wide enough for comfortable wheelchair access.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, reading pens etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

All teaching assistants who are trained to deliver interventions such as precision teaching and quality 1:1 basic skills interventions. They are also trained in Safer People Handling Training to assist with any lifting or moving of pupils.

Teaching assistants will support pupils on a 1:1 basis when they have a physical disability that requires adult support to ensure their safety or if a child has an EHC Plan that requires additional classroom support to access the curriculum.

Teaching assistants will support pupils in small groups when pupils have been identified as requiring some additional support in specific subject areas.

We work with the following agencies to provide support for pupils with SEND:

- Learning Support Service
- Educational Psychology Service
- Physical and Medical Inclusion Service
- Speech and Language Therapy Service
- Hearing Impaired Service
- Visual Impaired Service



- Specialist Early Years Support Service
- Occupational Therapist
- School Health Nurse
- Autism Outreach Service

Expertise and training of staff

Our SENCO has 5 years' experience in this role and has worked as a class teacher & Reading Recovery Teacher Leader.

The SENCO is allocated 2 days a week to manage SEND provision.

We have a team of 20 teaching assistants, including 9 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in safer people handling, precision teaching, colour semantics, speech, language and communication. We also have a specialist TA who supports behaviour throughout the whole school, Arabic speaking TAs, who support pupils with English as an additional language and a highly skilled Speech and Language TA who delivers tailored support to pupils with speech difficulties.

Securing equipment and facilities

Colley Lane Primary Academy uses the SEND budget to purchase any auxiliary aids or specialist equipment recommended by outside agencies to improve or enhance the learning environment for pupils in school.

There is an expectation that costly and personalised equipment, such as wheelchairs will be purchased by parents or external agencies.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term during pupil progress meeting
- Having regular parent meetings if outside agencies have been involved
- Using pupil questionnaires/pupil voice
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans



Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils are encouraged to participate in extra-curricular activities and reasonable adjustments are made if necessary to accommodate all pupils.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) such as Frank Chapman outdoor centre.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Arrangements for the admission of pupils with disabilities

The Disability Discrimination Act 1995 defines a disabled person as one who *has a physical or mental impairment which has a substantial and long-term adverse effect on a persons ability to carry out normal day-to-day activities*. Most children with SEN will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is Colley Lane Primary Academy's policy to accommodate pupils with disabilities should parents wish and individual needs are planned for to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities:

- Wheelchair access onto the school grounds
- Wheelchair access at most school entrances
- Carpeted areas in all classrooms to aid hearing impaired pupils learning
- A fully fitted care room, with disabled access shower and electronic changing bed
- Hoisting facilities
- Evac chairs in all stair wells
- Two disabled car park spaces in the car park
- Two disabled toilets
- A lift to provide access to the first floor of the school

Please see the Accessibility Plan on the school website for more information.

Support for improving emotional and social development

Colley Lane Primary Academy has always prided itself on the high quality pastoral support offered to pupils. We strongly believe that the holistic approach to a pupil's education is of utmost importance.

We provide support for pupils to improve their emotional and social development in the following ways:

- The Well
- Talk Time
- Friendship Groups



- Nurturing Groups
- Lunch Club
- We have a zero tolerance approach to bullying.

Working with other agencies

Colley Lane Primary Academy work closely with all outside agencies to provide a clear picture of the pupils needs. We host and attend meetings when appropriate to ensure that we have a clear understanding of pupils needs. We regularly work with a range of professionals, including individuals from Children's Services, CAHMS & Health & Social Care.

Complaints about SEND provision

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to 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

Contact details of support services for parents of pupils with SEN

Parents wishing to seek additional support and information for their child can contact Dudley Special Educational Needs & Disability Information & Advice Support Service (SENDIASS):

01384 817373

Or visit the website:

www.dudley.gov.uk/residents/learning-and-school/information-for-parentscarers/dudley-sendiass/

The local authority local offer

Our local authority's local offer is published here: www.dudley.gov.uk/residents/care-and-health/dudley-disability-service/special-educational-needsdisabilities-and-local-offer/

Policy monitoring arrangements

This policy and information report will be reviewed by **Lucie Roberts every year**. It will also be updated if any changes to the information are made during the year.