

## Leadership

- All children can be ambassadors.
- Targets set with children to help them be responsible for their own learning.
  - Buddies with Yr 6 and Yr R.
- Classrooms and teaching set up to encourage children to access supportive resources themselves.

## Caring

- Learning Mentor and ELSA in school to support a wide range of needs.
- Whole school approach to wellbeing for both children and staff
- Celebrating the positive for children and staff.
  - Play therapy and counselling opportunities for vulnerable children.
  - Thorough PSHE curriculum.
  - Buddies

## Inclusion at Colgate Primary School



*Working together to be our best*

## Communication

- Communication is paramount
- School works in close partnership with parents and carers throughout children's journey through school
  - Staff are accessible and approachable
- School works closely with outside professional agencies to get the best support for children possible
- Information is shared and parents are supported in a wide variety of ways.

## Inclusion

- Quality SEN Provision permeates life throughout Colgate.
  - Quality First Teaching in all classrooms, where work is adapted to meet the needs of all children.
- All teachers are leaders of SEN in their classroom.
  - A shared responsibility by all
    - Ongoing staff training
- Every child is treated as an individual with a clear Personalised Approach
  - Targeted support
    - Pupil voice



Colgate Primary is a mainstream primary school and the role of SENDCo is shared between Miss Alison Wilson and Mrs Jervis who can be contacted on 01293 851254 or email [office@colgateprimary.org.uk](mailto:office@colgateprimary.org.uk). Miss Wilson has undertaken the National Award for Special Educational Needs Co-ordination and Mrs Jervis the NPQ for SENCOs.

We also have a particular duty in ensuring children who are Looked After (CLA) are given the appropriate support and care to ensure they reach their potential. Our designated teacher for Looked After Children is Mrs Rebecca Winn.

The intention of the SEND Information Report is to improve choice and transparency for families.

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best,
- become confident individuals living fulfilling lives,
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Admissions to our school follow West Sussex County Council's procedures. More information can be found at:

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/>

### **Our Graduated Response for Learners**

All children at Colgate are assessed on a regular basis against the Early Years Foundation Stage Curriculum and the National Curriculum. Children that are identified as having a significant difference to the expected age-related target are then observed, monitored and assessed individually to identify any specific support that they may require.

Children entering the school (either in Foundation Stage or other years) are assessed by the class teacher and previous records and information are read and taken into account when identifying individual children's starting points. A history of special needs will lay the foundations of the next steps in learning and identifying the areas of support required. Information gained from previous schools or Nursery, as well as from parents, teachers and outside agencies will inform and determine the specific needs.

If a teacher is concerned about an aspect of a child's progress, behaviour or well-being, they will decide what strategies to take within the normal daily classroom routine and record observations and progress through the school monitoring process, informing the parents and keeping them up to date. They will also use West Sussex Ordinarily Available Practice for strategies to use. When a teacher has gathered

evidence about a child's learning, progress or attainment they will share their concerns with the SENDCo to discuss further strategies or interventions that could be implemented.

### **Intervention and Strategy Plans**

When it is established that a child is not making expected progress, and they have already consulted the OAIP for further strategies of support, the class teacher will discuss concerns with parents/carers and talk with the SENDCo to discuss the interventions and strategies to target the pupils' barriers. This is additional to that provided as part of the school's usual personalised curriculum. In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCo may contact them if the parents/carers agree. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents/carers will always be consulted and kept informed. Such children will continue to be discussed with the SENDCo termly in SEN review meetings until they no longer require the additional support.

### **Nature of Intervention**

The SENDCo and the child's class teacher alongside parents/ carers will decide on the action needed to help the child to progress. This may include:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce strategies that are more effective
- access to outside agencies for advice on strategies or interventions

### **Managing pupils needs on the SEND register (SEND Support)**

Where progress continues to be less than expected the class teacher, working with the SENDCo, should assess the child's needs. Evidence is gathered including the views of the pupil and their parents /carers alongside class assessments and formative and SEND assessments, where appropriate. The pupil's response to such assessment can highlight their particular needs so they are more effectively targeted. Pupils requiring SEND support will often benefit from the advice of external agencies who may advise and/or undertake specialist assessments to inform the planning and the measurement of a pupil's progress, and in some cases provide support or equipment for particular needs. The triggers for SEND Support will be that, despite receiving targeted support through class-based strategies and interventions, the child:

- continues to make little or no progress in specific areas over a long period
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

When school seeks the help of external agencies, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment.

### **Individual Learning Plans**

The resulting personal learning plans (APDR cycle sheets – see appendix 1) for the child will set out strategies for supporting the child's progress. These will be implemented via targeted support in the normal classroom setting and sometimes through out-of-class intervention groups. Details of specific barriers to learning and the associated strategies employed to remove these barriers and enable the child to progress will be agreed in collaboration with the parents/carers, class teacher and SENDCo. The agreed targets will be recorded within an Individual Learning Plan which will include information about:

- current details of assessments and observations and areas the parent/carer or child feels they need to work on
- the next steps including those suggested by external specialists
- the support to be provided, by whom and when
- a set of short-term targets that detail specific outcomes to be achieved
- a running record detailing how the pupil responds to the support
- a review of progress towards the intended outcomes

Targeted support is provided by Teaching Assistants or teachers to provide the support and intervention necessary for the pupil to access the curriculum fully.

### **Request for Statutory Assessment**

If the child continues to make very little or no progress, the school, through the Headteacher and SENDCo or the parents / carers, may request that the Local Authority (LA) consider carrying out a statutory assessment of the child's SEND. If the LA agrees, it will collect information from all the people who have been involved with the child. From this, the LA decides whether the child would benefit from an Education Health and Care Plan (EHCP) or whether their needs can be met with SEND support.

### **An EHCP**

An EHCP is a legally binding document which sets out the provision the child must receive to meet his/her SEND. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews. Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in the Foundation Stage class. The same procedures of making provision, target setting and reviewing are put into place as soon as the child starts school. Children with physical or medical needs also require a care plan and, if appropriate a moving and handling plan, drawn up by the school and specialist health professionals.

### **Criteria for exiting the SEND register**

The progress of all pupils is recorded and monitored each term. Pupils requiring SEND support will have an individual learning plan that is reviewed and updated each term. If this monitoring and planning update indicates that the pupil has made rapid progress and their attainment is no longer significantly below that of their peers, removal from the SEND register will be considered. This review will be completed in collaboration with the pupil, parents, teaching and support staff and the school SENDCo.

### **Working in partnership with parents / carers**

Parents/carers of children with SEND are kept fully informed of the provision that is being made for their children. APDR sheets are shared with the parents and discussed termly. The school will always ask permission of parents/carers before approaching other professionals and outside agencies for information about their child.

## **How we identify children/young people that need additional or different provision**

Pupil progress is assessed and monitored by class teachers, the senior leadership team and the SENDCo. Information is collected using various tools including assessing early learning goals, assessing pupil progress through KPIs (Key Performance Indicators), Pre-key stage standards and standard attainment tests. For some identified SEND children, specific assessment adjustments, are actioned to ensure all children have the chance of success.

APDR sheets are reviewed and new targets set each term.

The quality of provision is monitored through a programme of lesson drop-ins, intervention drop-ins, book looks, work scrutiny and pupil conferencing. The progress and attainment of all pupils in the school is recorded and analysed each term. Observations of pupils can trigger further assessments by specialists, including those from external agencies.

We take a holistic approach for all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our Local School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

## **Transition**

Transition arrangements in joining Colgate are well-planned and both child and parents are supported. Children joining in Foundation Stage are given many opportunities before starting school to familiarise themselves with the school and the Early Years staff. Children joining in other year groups may be offered a visit day before they start to familiarise themselves with the school. At any time, additional visits can be arranged if felt appropriate. For children/young people with SEND, we also set up additional transition visits, meetings with secondary schools to speak with key leaders. Transition arrangements are put in place for pupils leaving Colgate by liaising with the new school, alerting key staff and agencies as needed.

We support the transition from local nurseries into our Reception class by visiting the setting, meeting with key workers, carrying out home visits, setting up different transition activities before children start school and meeting with parents. The transition from year 6 to secondary school is supported through transition meetings between teachers and transition day visits and our Learning Mentor works with pupils, if required, in the Summer Term to enable a smooth transition to secondary school.

### **The Assess, Plan, Do, Review Cycle:**

For children/young people on our SEND register, an Assess, Plan, Do, Review cycle is established by the class teacher and the SENDCo in partnership with the child/young person and their parents. To support pupils with additional needs, regular meetings with parents, pupils, staff and relevant outside agencies take place following the assess, plan, do and review cycle. Please see our SEND Policy for further details. This year, provision made for children/young people on our SEND register has been:

- **Communication and Interaction** – Modelling language, repeating back, use of songs/ rhymes, visual prompts, key vocabulary shared as well as pre-teaching, processing time given, use of names to engage learner, visual timetables, first/then board, role play, social stories, comic strip conversations, use of literal language where possible, awareness of environmental barrier to learning (noise, acoustics, voice, temperature, lighting), using simple phrases to communicate instructions, flexible approach to daily transitions, aware of the need for sensory breaks, differentiated tasks, use of alternative methods to communication (picture communication) encouraging paired and group work, small group or 1:1 individual language sessions. Support from our Locality SALT team allowed us to support individuals in the last academic year through following intervention plans which are reviewed in a timely manner as well as small groups through intervention groups supporting by SALT team.
- **Cognition and Learning** – use of open ended questions, starting learning experiences with a hook and real-life experience, trips, clear simple instructions given, visual timetables, time to respond to questions, sharing next steps with regular feedback, differentiated work and resources, process praise, building self-esteem through recognition of achievements, assessment timetable including baselining to measure progress, use of concrete resources, target seating, paired/ group work opportunities, use of ICT to support learning (e.g. TTRs, individual laptops/ i-pads, use of voice to text) opportunities for over-learning, pre-teaching new learning, learning built from given starting points, use of memory aids (alphabet strips, number squares, post its, key word lists), how work is presented (colour, font, size, layout). Support from LBAT team allowed us to support individuals in the last academic year through following intervention plans which are reviewed in a timely manner.
- **Social, Emotional and Mental Health** – in class observations, Learning Mentor support, ELSA support, explicit behaviour expectations, individual risk assessments, friendship groups, mentoring programme, giving job responsibilities, parent conversations, time set aside to unpick behaviours and analyse what the behaviour is communicating, consistent but flexible approach, monitoring learning needs being met, target seating, being aware of environmental factors affecting individuals, offering choices, emotional regulation work, transition supports, use of games/ activities to reduce stress, proactive rather than reactive to situations, designated calm areas in classes, restorative practices and positive language patterns, use of comic strip cartoons to support talking/ thinking about incidents, offering time to reflect. Support from ASCT team allowed us to support individuals in the last academic year through following intervention plans which are reviewed in a timely manner.

• **Sensory and/or Physical Needs** – use of appropriate seating and visual resources, instructions given clearly and at an appropriate volume, checking learners have understood, repeat phrases, ensure face-to-face interaction occur, visual reinforcements, visual timetables, encourage good listening behaviours, target seating, checking of distractions in environments, regular breaks given, concrete resources to support learning (wobble cushions, ear defenders, pencil grips, writing slopes), targeted interventions, use of ICT to support learning (speech/ text software, talking buttons) individual accessibility plans as and where needed. Support from OT team allowed us to support individuals in the last academic year through following intervention plans which are reviewed in a timely manner.

### **Support staff**

Every child is an individual and support will be differentiated to meet their needs, with regular reviews. Decisions are then made as to the most appropriate support for pupils given their needs which could include:

- Support in Classroom
- 1:1 Provision
- Small group interventions
- Out of class group lessons
- Playground support
- Lunchtime support
- First Aid
- Support for medical needs

We monitored the quality and impact of this support by progress made by our pupils across the school through termly Pupil progress meetings and Annual reviews.

### **Distribution of Funds for SEND**

SEND funding was allocated in the following ways:

- Support staff
- External Services
- Teaching and Learning resources
- Well-Being Provision – Learning mentors & ELSAs

- Staff training

Resources and specific equipment are budgeted for and alternative grants are always applied for if available. Many resources needed to support pupils with SEND are already available in school. If a pupil requires a specific resource or piece of equipment that is not currently available this can be acquired by the SENDCo using the SEN budget. If a Health or Education professional assesses that a specific resource or facility is needed for a pupil with an EHCP or statement, the county SEND Panel will consider funding the resource, in accordance with the assessment report to specify what is required and why.

Within the locality, we have bought in additional Speech and Language support and Educational Psychology support. This allows us to train staff in the area of Speech and Language and look at how we can best support pupils in school.

### **Continuing Development of Staff Skills**

Each staff member undergoes a program of continual professional development. This includes INSET training days, performance management reviews, lesson observation, and work scrutiny and staff meetings. In addition, training to meet specific responsibilities and individual needs is offered as appropriate. This includes, Speech and Language therapy, Dyslexia Awareness, Dyspraxia awareness, ADHD Awareness, Autism Awareness and Occupational Therapy. Regular training is available for all staff, as well as 'in house' training opportunities. We have one trained Learning Mentor, one trained ELSA, an IT technician, a PE and Sports Coach and 9 Learning support Assistants across the school.

Training this year has included: safeguarding, Epi-pen training, asthma training, emergency first-aid, trauma training, speech sounds, operation encompass, ADHD, forest school qualification, inclusion and belonging, WOWSI, 6 strands SEMH curriculum and adaptive teaching.

All staff are trained in Safeguarding Level 1, with two Designated Leads for Safeguarding.

The Colgate Governor with a responsibility for SEND and Inclusion will be involved and knowledgeable about individual children and meets with the SENCo half-termly.

Colgate has a First Aid Coordinator, one Emergency First Aid at Work trained adults, seven Paediatric First trained adults and twelve adults trained with emergency first aid.

## **Complaints**

If, for any reason, a parent / carer is unhappy about the provision for their child with SEN, they are asked to first arrange a meeting with the class teacher to discuss concerns. If this does not alleviate all worries, then the next step is to meet with the SENCo and/or headteacher. If matters remain unresolved then following our complaints procedure, a formal complaint to the chair of governors can be made.

## **Key Facts**

The national percentage for children at SEN Support for the academic year 2024-2025: 14.2%

Our school percentage of pupils at SEN Support for the academic year 2024-2025: 21.2%

The national percentage of children with EHCPs for the academic year 2024-2025: 5.3%

Our school percentage of pupils with EHCPs for the academic year 2024-2025: 5.3% (+2.2% pending)

### **What to do if you are concerned your child has additional needs?**

In the first instance, speak to your child's class teacher or if required, make an appointment to speak to Miss Wilson (KS2) or Mrs Jervis (KS1), SENCo.

## APDR Cycle

<b>Name:</b>				<b>Focus Term:</b>			
<b>Year Grp:</b>		<b>Class:</b>		<b>Date beginning:</b>		<b>Date ending:</b>	

