



**Collingtree**  
CofE Primary School

# SEND Information Report

## November 2023

Collingtree C of E Primary School

Collingtree Primary School staff strive to provide the highest quality teaching and learning to all pupils. Teachers plan lessons that support the learning and progress of all pupils through a variety of methods, creative and innovative teaching techniques, and the use of a wide range of resources. These methods are adapted to suit the needs of all learners, including those with a Special Educational Need or Disability (SEND), in their classrooms (known as adaptive teaching). Furthermore, if a child is not making a good rate of progress at any point, they may receive additional intervention sessions to boost their learning back on track. Despite high quality classroom teaching and interventions, some children at our school may be unable to make expected progress in their learning for a variety of reasons – one of which is a special educational need.



Click on a Star for more Information.

How is the teaching adapted for children with learning needs?

What do I do if I am not happy with the support my child receives?

How can I let the school know if I have concerns about my child's progress or possible SEND?

How is the effectiveness of the provision made for pupils with SEND evaluated?

How are pupils supported to improve their emotional and social development?

Who are the other people providing services to children with SEN in the school?

How is progress for children with SEN measured?

How will the school know if my child has SEND?

What are the different types of support available for children with SEND?



What are the four broad areas of need?

How are the teachers supported to work with children who have SEN and what training do they have?

How will you support my child when they are leaving this school or moving to another class?

What interventions and resources does the school have experience of?

What support do you have for parents of a child with SEND?

How is extra support allocated to children and how do they move between different types of support?

How have you made the school accessible to children with SEND?

Who are the other people providing services to children with SEN in the school?

What do all the acronyms mean?





## How do we identify SEND?

The rate of progress a child makes is carefully tracked and monitored during their time at our school. If their rate of progress is below what is expected despite high quality teaching and additional interventions, the school's Special Educational Needs Coordinator (SENCo) will investigate the potential of an undiagnosed special educational need.

The SENCo will liaise with the child's parents, class teacher and other staff who may have supported the child; work with the class teacher to complete diagnostic work with the child if appropriate; and refer the child (with parental consent) to specialist professionals who work with the SENCo (e.g. Speech & Language Therapist, Occupational Therapist, Educational Psychologist, etc.).

Once this information has been gathered, a meeting will be arranged with parents and professionals to discuss the child's needs and the appropriate actions that need to be taken to help support their learning, including adding the child to the single category on the school's SEND register.

If a child with SEND does not make good progress with additional interventions, a request for an Education & Health Care Plan or an application for High Needs Funding may be discussed with parents. For more information, refer to our whole school statement for SEND.





## How will the school know if my child has SEND?

The SEND Code of practice 2015 states that a child has SEND if:

- They have a learning difficulty or disability which calls for special educational provision to be made.
- If they have significantly greater difficulty in learning than the majority of others the same age.
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

All teachers closely monitor the progress of children in their class and ask the SENCo for advice as soon as they have any concerns.


The SENCo may then suggest a small intervention group or additional resources to try. If, after intervention, there are still concerns the SENCo will suggest further assessment and/or additional support. The child may be placed on the SEND register at this point.



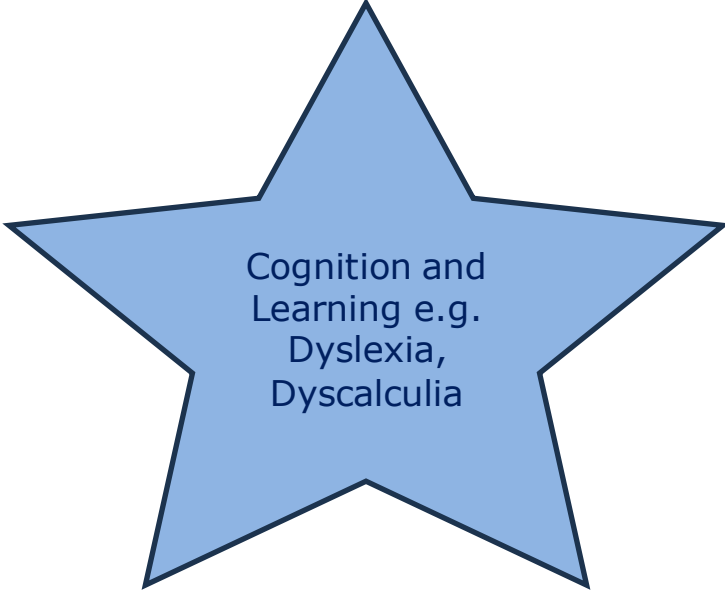


## What are the four broad areas of need?

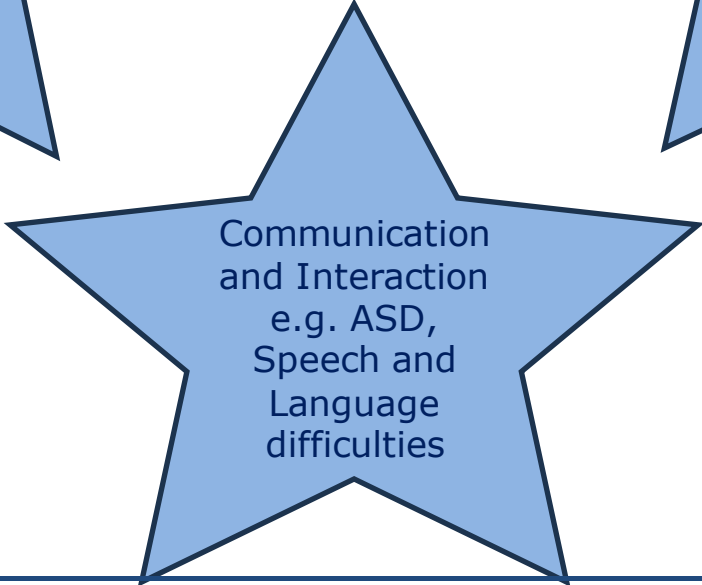
Children at Collingtree Primary School may have additional needs in the following four areas:



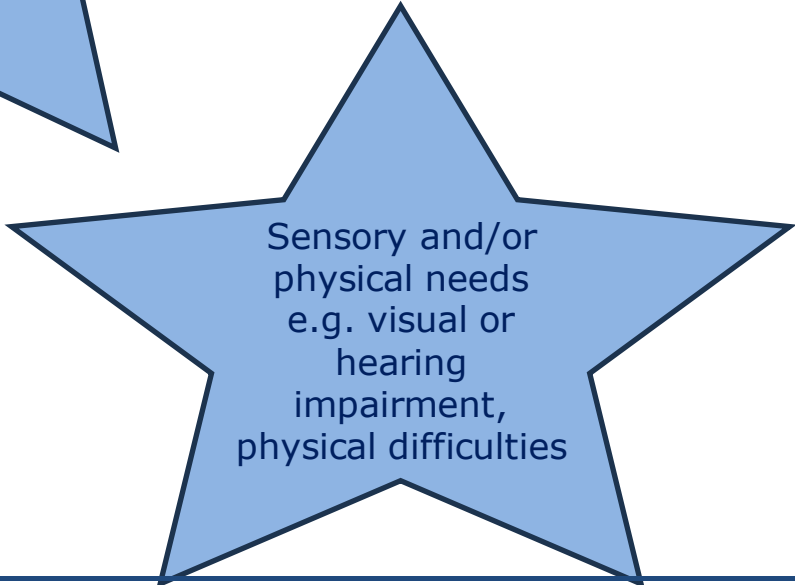
Social,  
Emotional and  
Mental Health  
e.g. ADHD,  
Attachment,  
Anxiety

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Cognition and  
Learning e.g.  
Dyslexia,  
Dyscalculia

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Communication  
and Interaction  
e.g. ASD,  
Speech and  
Language  
difficulties

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Sensory and/or  
physical needs  
e.g. visual or  
hearing  
impairment,  
physical difficulties

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## How can I let the school know if I have concerns about my child's progress or possible SEND?

1. Firstly, talk to your child's class teacher about your concerns.
2. A meeting may then be arranged with the Special Educational Needs Coordinator (SENCo) to discuss your child's needs and possible provision. This is Mrs Waller in our school.
3. If concerns continue then a referral may be made to an outside agency for further support







## What are the different types of support available for children with SEND at Collingtree Primary?

All children at Collingtree Primary School are entitled to access the high-quality teaching delivered by teachers in the classroom. If a child is identified as having SEND, the teacher and SENCo will create a plan of support to help them access the teaching. This support may include:

- some additional adult support in the classroom.
- accessing a small group or 1:1 intervention.
- using additional practical resources in the classroom.
- altering or simplifying the language that is used.
- working at a personalised workstation.

This additional support is tracked on a class provision map.

Where additional support is significant then an Individual Education Plan (IEP) may be drawn up, which identifies specific targets and associated provision for a child.





## What interventions and resources does the school have experience of?

Some of the resources used in school are:

- Pencil grips
- Writing slopes
- Sensory objects
- Ear defenders
- Numicon and other practical maths resources
- Coloured overlays
- Word banks
- Dyslexia friendly reading texts
- Wedge/wobble cushion
- Weighted shoulder pads/blankets

Some of the interventions used in school:

- Colourful Semantics
- Socially Speaking
- Social Detective
- Zones of Regulation
- Fine motor skills
- Handwriting intervention
- Sensory circuits
- Phonics
- Toe by Toe
- Power of 2
- Drawing and talking
- Pacesetters



# How is extra support allocated to children and how do they move between the different types of support?



Lots of children can have access to additional support at various times during their time in school. The school's budget includes some money to help us support children with SEND. Each term teachers review the additional support required by the children in their class and discuss this with the SENCo. A plan is drawn up of how best to ensure that the right children get the provision that they need within the constraints of the school budget.

Some children have complex needs requiring more significant adult support. The school may apply to the local authority for some additional funding to help support the child; this is called **High Needs Funding**. It is reviewed every 12 months.

If a child is considered to have very complex needs that require a more detailed plan and are likely to require longer term support, the school or parent may request a statutory assessment by the local authority for their child. This may proceed and if successful result in an **Education, Health and Care Plan (EHCP)** being created for the child in consultation with parents and all agencies involved in working with the child.





# Who are the other people providing services to children with SEND in the school?

Pacesetters

The school  
nursing  
team

CAMHS

Community  
Paediatrics

JoGo  
Behaviour  
Support

We work closely with a wide range of outside agencies supporting pupils with SEND.

The school  
nursing  
team

Thrive  
Occupational  
Therapists

Specialist  
SEND  
Support  
Services

Mosaic  
Psychology

Speech and  
Language  
Therapists



# How are the teachers supported to work with children who have SEN and what training do they have?

## SENCo Advice

The SENCo will observe in class and offer suggestions to the class teachers to help them meet the needs of a child in their class. The SENCo will also work with children to identify where they are experiencing difficulty.

## Training

The whole school receives training on various SEND needs throughout the year. Staff may attend courses led by outside specialist agencies which are relevant to the needs of a child they are supporting, or receive direct advice from a professional regarding an individual child.

## Outside Agency Advice

Staff are able to seek advice from specialist outside agencies about how to support a child in their class.

This can be through discussions, direct work with a child, observations and resources.



## How is the teaching adapted for children with learning needs?



High quality teaching involves constant adaptation for all children as teachers review children's understanding of what is being taught. However, for some children adaptations to teaching may be required to meet a child's particular needs. Below are some of the adaptations we sometimes make.

Greater use of practical resources and repetition of new concepts

Use of a laptop to word process when handwriting is a barrier.

Use of visual timetables and Now/Next boards

Use of coloured exercise books to reduce visual stress.

Pre-teaching of Vocabulary

Greater use of visual clues and examples

# How are pupils supported to improve their emotional and social development?



We believe that every child needs to feel safe and happy at school. We recognise that some children have extra emotional and social needs that need to be developed and nurtured.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. In addition, for those children who find aspects of this difficult we offer:

- A clear Behaviour policy which outlines a firm but fair approach for all children. Rewards and sanctions can also be personalised to suit a child's particular needs.
- Lunch time and playtime support with key staff available to support identified pupils with emotional and social difficulties.
- Staff trained in the use of Social Stories to assist pupils in reflected on thoughts, behaviours and Feelings.
- Worry boxes or Worry Monsters for children to self-refer for help and support.
- Sensory breaks during the day.
- A 'toolbox' of strategies to help children to recognise how they are feeling and self-regulate their behaviour (known as Zones of Regulation)
- A positive culture to prevent bullying and to tackle it when it occurs. All forms of bullying and harassment are dealt with promptly, firmly and consistently.
- Pacesetters support some children in a 1:1 setting for weekly support.





## How is progress for children with SEN measured?

The school uses the assess, plan, do, review model to ensure the support in place is suitable.



All children are assessed regularly as part of normal classroom practice and more formally through testing. The school tracks each child's progress termly and the progress of children with SEND is discussed at pupil progress meetings between the class teacher and the Headteacher/SENCo. For children with SEND, progress against personalised targets may be assessed, e.g. spelling scores, classroom observations, reading fluency.

### Informing parents

During the year parents are invited in to meet with their child's class teacher to discuss progress. Parents also receive a written report twice a year which will summarise your child's progress and academic achievements.





## How have you made the school accessible to children with SEND and how do you involve them?

As a school we use a variety of resources to support children with SEND in accessing both academic and social activities. All children have the opportunity to take part in trips and activities in school. Where additional resources are required to make these trips/activities successful, a discussion will be held with parents to plan appropriate support.

The school is required to publish an Accessibility Plan in line with the Equality Duty 2010. This can be found on our school website.

The SENCo supports teachers in writing a one-page profile with some children. This is an opportunity to listen to the child and record their ideas of how they think they can best be supported in school. This document is shared with all adults working with this child.





## What support do you have for parents of a child with SEND?

We want you to feel as involved as possible in the education of your child. We have an open door policy at Collingtree Primary School, meaning that you are welcome to come into school to speak with your child's class teacher or Mrs Waller, the school's SENCo. Occasionally we may ask you to come back at a mutually convenient time when a longer meeting time can be arranged.

### **Where can I get further information about SEND services?**

- Northampton's Local Offer lists all support available for children with SEND in the area.
- Northampton's Information and Advice Service (IASS) can signpost you to available support.
- SNIX is a magazine listing extra curricular activities for children with SEND.





# How will you support my child when they are leaving this school or moving to another class?

Social stories with photos are created for children anxious about moving class. These are taken home to read over the summer.

Teachers have transition meetings to share important information about children moving into their class.

Where a child is moving to a new school, additional transition dates are arranged for the child to visit their new school.

One page profiles are shared with the child's new class teacher.

Before starting school in September, children new to reception come to school for a stay and play session.

# How is the effectiveness of the provision made for pupils with SEND evaluated?



- Our provision for pupils with SEND is monitored termly by the SENCo and also by a nominated SEND governor.
- In addition, provision for pupils with SEND is an important aspect of monitoring by the Trust Academy Improvement Officer.
- Teachers evaluate the effectiveness of interventions for individual and groups of pupils termly.
- The setting of SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets assists pupils, teachers, teaching assistants, parents and the SENCo in making meaningful evaluations of the provision.
- An important aspect of the evaluation is the collection of pupil voice – do pupils feel supported and experience success in their learning?





## What do I do if I'm not happy with my child's support?

- Please talk to us if you have a concern about the support your child is receiving. Speak to your child's class teacher or [Mrs Stutters](#), the Head of school or Mrs Waller the SENCo.
- If after this you are still not happy then Northampton's [Information and Advice Service \(IASS\)](#) are able to support you in ensuring your child's provision matches their need.
- If your concerns are unresolved then the [complaints policy](#) is on our website which details the procedure you should follow.





## What do all the acronyms mean?

**EHCP-**  
Education,  
Health and  
Care Plan

**ADHD-**  
Attention  
Deficit  
Hyperactive  
Disorder

**SSS-**  
Specialist  
Support  
Services

**OT-**  
Occupational  
Therapy

**EP-**  
Educational  
Psychologist

**IASS-**  
Information  
Advice  
Support  
Service

**SALT-**  
Speech and  
Language  
Therapy

**ASD-**  
Autistic  
Spectrum  
Disorder

**EHA-** Early  
Help  
Assessment

**SEND-**  
Special  
Educational  
Needs and  
Disabilities

**CAMHS-** Child  
and  
Adolescent  
Mental Health  
Service