



Colerne Church of England Primary School

SEN Information Report for Parents

1. What is Colerne Church of England Primary School like?

At Colerne Church of England Primary School we are a happy, average sized primary school with 239 children on roll in nine classes. We currently have approximately 11% of children with a special educational need or disability (SEND). Nearly half of our families are linked to the Armed Services so 40% of our pupils are eligible for the Pupil Premium through Service Families.

2. What does Special Educational Needs and/or Disabilities (SEND) mean and what is Special Educational Provision?

“Learners have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Learners have a learning difficulty if they”:

- Have a significantly greater difficulty in learning than the majority of learners of the same age; or
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for learners of the same age in school

Special educational provision means:

“For learners of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for learners of this age in schools maintained by the LA, other than special schools in the area”.

See Section 312, Education Act 1998

3. What should I do if I think my child has Special Educational Needs and/or Disabilities (SEND)?

Firstly, speak to your child's class teacher about your concerns. The class teacher will assess and monitor your concerns. If your child requires additional support the class teacher will inform you and support you to help your child at home. Your child may receive additional support through four of the following categories;

- Class Concern: this will be assessed, monitored and reviewed through our Provision Map
- Class Action or SEN Support: this will be assessed, monitored and reviewed through individual targets
- SEN Support: this will be assessed, monitored and reviewed through a My Support Plan
- Education, Health and Care Plan (EHCP): this will be assessed, monitored and reviewed annually

We feel it is important that we work together with you as parents so we can help your child to achieve his/her potential during their time with us.

4. How does Colerne Church of England Primary School know if my child needs extra help?

All teaching involves a continuous cycle of planning, teaching and assessing. We monitor all the children's progress through regular and on-going observations, class teacher assessment and Pupil Progress Meetings. If your child is identified as needing extra help during the school year, their class teacher will inform you and liaise with the SENCO (Special Needs Coordinator) to discuss the nature of their needs. We also use the Wiltshire Graduated Response to SEND Support (WGRSS). You may receive a letter or be invited in to school to talk in more detail to your child's teacher about the support your child will receive. This is also an excellent opportunity to find out how you can help at home. Further information on our approach to teaching pupils with SEND can be found in our SEN Policy.

5. How will Colerne Church of England Primary School prepare and support my child to join the school?

First and foremost, we will liaise with you as parents to plan for a smooth transition to our school. If your child is due to join our school at the start of September in Reception Year (FS2) we will also liaise closely with your child's nursery/pre-school. If your child is due to join us during a school year, or at any other time during their school career, we will liaise closely with their previous school. We will also liaise with any other professionals who have been involved in their educational provision or meeting their additional needs such as health visitors, speech and language therapists etc.

These discussions will enable us to plan a suitable transition programme for your child, depending on their needs. This may include:

- extra visits to our school before your child's start date
- meeting significant members of staff such as their class teacher or teaching assistant
- taking photographs of areas of the school which will be important to your child e.g. classroom, hall, toilets and playground
- ensuring the correct resources are available and reasonable adaptations to the school environment have been made.

6. How will Colerne Church of England Primary School prepare and support my child to transfer to a new setting? E.g. secondary school or a specialist unit in another school?

We have good relationships with all our local secondary schools and work closely in the lead up to the end of Year 6 to ensure that all children have a successful transfer experience. Our Year 6 teachers routinely liaise with the Year 7 Pastoral Support Team from the relevant secondary school. Our SENCO and the SENCO from your child's receiving secondary school also meet in the summer term to ensure that any child with additional needs is discussed in depth and provision to meet those needs can be made. If your child has an EHCP (Education, Health and Care Plan), a Transition Review Meeting will also be arranged in Year 5, which you and your child will be invited to attend. If your child has and you know which secondary school you would like them to attend, a representative from that school will also be invited to that meeting.

As with transition into Colerne Church of England Primary School, we can arrange for your child to make extra visits to their new school, take photographs, ask questions and meet the staff, before they start. Secondary school staff may also visit your child here in Years 5 & 6 so that they have a chance to get to know them in an environment that is familiar and comfortable for your child.

7. How accessible is the learning environment?

Colerne Church of England Primary School is mostly a single storey school, with all of our classrooms on the ground floor. We have a KS1 work area and library on a first floor level. The stairs have suitable banisters to support and this work area is used by our teaching assistants on a small group basis. Both the KS1 and KS2 playgrounds are accessible and there are ramps off the playground to enable access to the school building. We have a disabled parking space and a disabled toilet located at the KS2 end of the school. We have ramp access to the main office and front of school. Access to the school gate for entry and exit from school day is accessible to all.

We are lucky to have several rooms and areas which we use to work with individuals and small groups of children. They are also used by visiting professionals for assessments and by the TAs running intervention groups.

Please read our School Accessibility Information for further details.

8. Who can I talk to if I am not happy about how my child is learning?

It is always advisable to talk to your child's teacher first, as she/he is the member of staff who knows your child best. If you have further questions, please contact the SENCO, Eleanor Lockhart or the Headteacher, Mark Solomon via the school office.

9. How does Colerne Church of England Primary School allocate resources to match children's SEND?

It is the Governing Body's responsibility to ensure that as a school we allocate resources to support appropriate provision for all pupils requiring it. These resources include learning materials/apparatus for the children, training for staff and staffing levels. It is important for children to have a balance of support from teachers and teaching assistants as well as opportunities to work with their peers and independently. The Headteacher, together with the Senior Leadership Team (Key Stage 1 & 2 leaders) and the SENCO, meet regularly to review and monitor the provision across the school and to allocate resources appropriately.

10. What training have staff had to be able to support my child?

Our SENCO, Eleanor Lockhart, has experience in the role and has completed the post graduate National Award in Special Educational Needs.

Recent training for school staff has included:

- Nurture training and The Boxall Profile
- Positive Mindset
- Safeguarding
- My Support Plan
- Spirituality
- Numicon

- Dyslexia awareness
- Precision teaching
- Scaffolding learning
- De-escalation
- Dyscalculia support

We are fortunate to have an experienced team of teaching assistants, all of whom have worked with children with additional needs across the school. They are also trained to deliver intervention programmes across a variety of year groups. We work closely with many of the specialists listed below taking their advice and ensuring our training is up to date so can deliver the best support for your child.

11. What specialist services and expertise are available for my child?

We have excellent relationships with a variety of services including:

- Educational Psychology (EP)
- Speech and Language Therapy (SALT)
- Special Educational Needs Support Service (SENS)
- Behaviour Support Service (BSS)
- Children and Adolescent Mental Health Service (CAMHS)
- School Nurse

These services advise and support our staff by delivering training, assessing and monitoring children individually and by recommending support programmes for children with additional needs.

12. How is the decision made about what type and how much support my child will receive?

When a child starts at Colerne Church of England Primary School the SENCO will note any SEND which has already been identified and liaise with any previous settings they may have attended. If your child has had support from other services, the SENCO will also liaise with them.

During their time at Colerne Church of England Primary School, we will monitor your child's progress through observations, class teacher assessment and Pupil Progress Meetings. (Please also see 'How does the school know if my child needs extra help?' above).

If your child has an Education, Health and Care Plan (EHCP), we will use the information contained in this document, together with any additional information from you as parents, other services and previous settings to ensure the appropriate support is in place when your child starts at Colerne CE Primary School.

13. How will I be involved as a parent/carer in the assessment and review of my child's needs?

If your child has an Education, Health and Care Plan (EHCP), your views will have been sought by SEND Lead Worker and other professionals during the assessment process. You will also be involved in the review processes and kept informed of any developments noted by the services involved with your child. This could include being invited to review meetings,

completing questionnaires or just discussing your child with the professionals who help to support you and them; your views are very important!

If your child has been identified at school as having additional needs and he or she has worked with other services (such as those named above) you will be invited to attend assessment and review meetings with the school and these services.

If the school is the only service working with your child then your child's class teacher and sometimes the Headteacher or SENCO will meet with you either at parents' evening or at another mutually convenient time to discuss your child's needs and your views about how they are progressing.

We often use one page profiles with our children with additional needs and we have found these an excellent way of capturing your child's views about what is important to and for them. We strive to include all children when planning for their needs and they are involved in setting their own targets.

14. How will my child be involved in the assessment and review of his/her progress and needs?

We encourage all children at Colerne Church of England Primary School to be aware of themselves as learners and where their strengths and needs lie. Children are involved in their own target setting and reviews of their progress. Their views and ideas are always sought and included in reviews and target setting. Children have the chance to create their own targets on their support plans as we really value pupil voice. If your child has an Education, Health and Care Plan (EHCP) their views about school and their progress will always be sought and recorded as part of the annual review process.

15. How will my child be included in activities and events outside the classroom e.g. school trips?

We strive to provide all the children at Colerne Church of England Primary School with the same educational opportunities and for them to feel fully included as part of our school community. Every effort is made by the whole staff to ensure that all children are integrated into all aspects of the school. We may also increase adult to child ratios on trips where we feel the children in a particular class would benefit from more adult support.

16. What types of SEND do you provide support for?

We support children with a wide variety of needs at any one time. The list below is not exhaustive, but is designed to give you an idea of the range of needs we work with:

- Autism Spectrum
- ADHD
- Speech and Language

- Social and Emotional Needs
- Dyslexia
- Dyscalculia

We also acknowledge that some children may have learning needs which may not have a label or diagnosis, but who still benefit from having extra support in school. We aim to treat each child as an individual and respond to their needs accordingly.

17. How do you support children to develop socially and emotionally?

We believe this is a key element of our role in school. The spiritual, moral, social and cultural development of each and every child underpins the development in all other aspects of their learning and growth. Evidence of this can be seen in the way we build and encourage relationships, awareness, confidence, self-esteem and resilience – we incorporate ‘The 6Rs’ (Respect, Relationships, Resilience, Risk-taking, Resourcefulness and Reflectiveness); those skills so necessary for success in life.

Our PSHE (Personal Social and Health Education) programme integrates with our whole school Collective Worship themes and values and is further supplemented by support from visits and visitors e.g. our School Nurse for children in Year 6.

We have a positive, fair Good Behaviour Policy, with lots of individual and class rewards, as well as targeted support for children who have additional social and emotional needs. This can include social skills groups, games and support at playtimes.

We have a number of ELSAs (Emotional Literacy Support Assistants) who are fully trained to work with and support children as needed as well as trained MDSAs (Mid-Day Supervisory Assistants) who support children at lunchtimes.

We use the Thrive Approach for assessing and supporting emotional needs across our school. Further information is available about this on our SEND page of our website.

Please see section 16 above entitled ‘How will my child be included in activities and events outside the classroom?’ for more details.

18. How does Colerne Church of England Primary School evaluate the effectiveness of the provision made for children with SEND?

During the school year the SENCO meets with each class teacher individually to review the progress and provision made for all pupils with SEND. The SEN Policy is also reviewed annually and contains further information on how we, as a school, monitor the effectiveness of provision. The interventions we use to support children with SEND are evidence based; we monitor their effectiveness through our school tracking system and Pupil Progress Meetings. We monitor progress not just through academic data but also through behaviour and pastoral information for example improved attendance, a more positive attitude towards school, etc.

As a result of these meetings, provision can be adjusted and varied to meet individual needs on a very regular basis.

19. What is 'The Local Offer'?

The Local Offer is where Wiltshire Council publishes information on all services and support for young people with SEND. As part of the Children and Families Bill 2014, all schools are required to make available information regarding services and support available to families with children who have a special educational need and/or a disability. More information on Wiltshire's Local Offer can be found here.

<https://www.wiltshirelocaloffer.org.uk/>

20. Who can I contact for further information and how?

In the first instance, please speak to your child's class teacher. If you are a prospective parent/carer please contact the school office (admin@colerne.wilts.sch.uk or 01225 742367) to arrange a visit or to speak to the Headteacher Mark Solomon.

We hope you have found the answer to your questions about SEND at Colerne CE Primary School here, but if there is anything further you would like to know, please let us know and we will do our best to answer any additional questions you may have.

This SEN Information Report has been written with due regard to:

Section 69 (2) of the Children and Families Act 2014

Regulation 51 and Schedule 1 of the Special Needs and Disability Regulations 2014

Review History

Policy Issue	Date Policy Reviewed	Revisions agreed	Date Revised Policy Agreed	Date of Next Review
1.0	January 2014	Agreed	January 2014	January 2015
2.0	December 2014	Policy updated and agreed	December 14	December 2015
3.0	December 2016	Policy updated and agreed	December 2016	December 2018
3.1	December 2018	No Revisions	December 2018	December 2020

3.2	December 2019	Policy updated and agreed	December 2019	December 2020
3.3	December 2020	No Revisions	December 2020	December 2021
3.6	December 2021	Numbers adjusted	December 2021	December 2022
3.4	December 2022	Numbers adjusted	December 2022	December 2023
3.5	December 2023	Numbers adjusted, training adjusted	December 2023	December 2024
3.6	March 2025	Numbers and percentages adjusted, training adjusted	March 2025	March 2026
3.7	March 2026	No Revisions	March 2026	March 2027

SignedChair of Governors

Signed..... Headteacher

Date