

Collingbourne CE Primary School

Special Educational Needs and Disability School Information Report



This report should be read in conjunction with the School SEND Policy

Following the publication of the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years in July 2014, schools are required to publish information about their SEND provision. In Wiltshire this forms part of a Local Offer which provides information and guidance on services for children and young people, aged 0-25, with SEND. Information regarding education, health, social care, preparing for adulthood and leisure can be found on this dedicated website.

Please click on the link below to be taken directly there.

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

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- Once your child has settled into school, it may seem to the teacher that s/he needs extra help. This may be clear to them from observation, or they may do some assessments. It maybe that later on s/he does not make the progress expected.
- If your child has been to a preschool, nursery or another school, they will pass on information.
- If you have concerns yourself, please talk to your child's class teacher. You can do this by initially sending a message on Dojo or if this is not possible, please telephone the school to make an appointment. This may be a telephone conversation or meeting in person.

If we in school identify any special educational needs, we will talk to you about it and tell you what support will be put in place.

How will the school support my child?

The school has many options to enable your child to access mainstream learning, these include the following:

- An individual 'One Page Profile' or 'My Support Plan' that states how and when a child is supported with what resources are required to enable successful delivering of the support.
- Teaching staff that are specifically trained in supporting children with additional needs.
- Qualified and trained teaching staff including the SENCO who can advise on strategies to support and help your child to progress
- Access to other professionals for advice

How will the curriculum be matched to my child's needs?

The curriculum is carefully scaffolded to meet the needs of every child. The child is then able to learn at his/her own level and make the progress s/he needs to make. Children learn in different ways and the learning styles are also catered for, multi-sensory approaches are often used and some children work on a personalised curriculum that is time bound and reviewed regularly.

How will I know how my child is doing and how will you help me to support my child's learning?

School will communicate regularly with you and this may include:

- Informal conversations between parent/carers with the teacher either in person or using Dojo
- Discussions around the child's individual learning needs and provision in place
- Formal parent/teacher evenings twice a year including discussions around how to support and help your child at home
- Regular updates when children are at One Page Profile level will be sent home to ensure parents are aware of their child's specific needs and support in place
- Regular reviews when children are at My Support Plan level, including target setting to match your child to progress
- TA conversations with parent/teacher/school when necessary
- School website with helpful links and strategies to support your child's learning

What support will there be for my child's/young person's overall well-being?

We are a fully inclusive school and all staff are passionate about the well-being of each child. Our School's key Christian Values are embedded within all aspects of school life. Health, safety and well-being are also taught through lessons, interventions and assemblies.

Continuous care, support and guidance in class and around school may also include:

- PSHE curriculum
- ELSA provision by trained staff
- Enrichment activities (clubs, Pupil Premium activities, residential trips)
- Medical care plans/ Health care plans
- Some staff are trained in First Aid

What specialist services and expertise are available at or accessed by the school?

- SENCO
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapist
- SpLD Advisory Service
- Behaviour Support Service
- Visual Impairment Advisory Services
- Hearing Impairment Advisory Services
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- SENDIASS (formerly Parent Partnership)
- MASH
- Virtual School (for Looked After Children)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer
- SEMH Support Team
- Young Carers

What training are the staff supporting children with SEND had or are having?

All staff have access to CPD which is tailored to the needs of the children. These include: CP training and Safeguarding, Medical training, First Aid, National SENCO Award, ELSA, Little Wandle phonics, training, Forest School, Behaviour Support service training

How will my child be included in activities outside the classroom including school trips?

We are a fully inclusive school, however, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure.

How accessible is the school environment?

The school is wheel chair accessible and there is a disabled toilet. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment.

How will the school prepare and support my child to join the school or transfer to a new school?

Conversations with other professionals through formal meetings will happen, when necessary, prior to children starting at the school and on leaving the school. At these meetings with others professionals, we will check funding and look at ways of employing staff. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils should visit the school with their parents at least once before their start date. Where appropriate home visits take place.

Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If child has an Education Health Care Plan, then transitional review will take place in Year 5 and possible school options are discussed. When children join from another primary school we transfer records and have meetings as needed and appropriate.

How are the school's resources allocated and matched to children's special educational needs?

The school has funding for all children including children with Special Educational Needs and Disabilities. In addition, additional funding can be request to support higher needs children, children with Education Health and Care Plan. The Headteacher and the SENCO will discuss each child's needs in detail and then ensure that school based provision meets the needs of each child as detailed in the EHCP. This may include access to: additional resources, additional learning support and/or support from outside agencies.

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

- Through initial assessments and provision mapping
- Where appropriate assessments may be sought from partnership agencies
- Meetings with teacher/parent and other professionals (where appropriate)

Who can I contact for further information?

You can contact our SENCO, Mrs Katie Chalk on 01264 850346 or admin@collingbourne.wilts.sch.uk to arrange an appointment

Please note, if you wish to discuss the Local offer please contact the SENCO, if you wish to discuss your child you should initially contact the class teacher. If you have queries or concerns, please contact the Headteacher, Mrs Harriet Phillips who will be happy to meet with you or refer you to other agencies if they may be more helpful.

Approved on:	February 2023
Review Date:	February 2024
Responsible officers:	Mrs Katie Chalk (SENCo) Mrs Kate Gilbert (SEN Governor) Mrs Harriet Phillips (Headteacher)