

# Collingbourne CE Primary School SEND Information Report – January 2025

Special Educational Needs and Disability is defined as a significantly greater difficulty in learning than the majority of children of the same age and/or disability which either prevents or hinders a child from making use of educational facilities of a kind provided for children of the same age. The aim of the Special Needs provision at Collingbourne is to ensure that every child regardless of their academic ability has access to a broad and balanced curriculum. We believe that all children are special and that meeting every pupil's needs is a shared responsibility. We believe that parents should work in partnership with the school in order to support their child's needs.

Our Information Report has been written in response to the SEND Code of Practice (2014) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> to reflect our SEND policy.

Collingbourne CE Primary is a small mainstream local authority primary school situated in the village of Collingbourne Ducis, in the heart of rural Wiltshire between Marlborough and Tidworth. The school is situated in the heart of the village, with a strong community and sense of Christian identity. Around a third of our pupils come from the village, but due to the school's popularity in the local area, families travel to the school from Tidworth and the wider area. We have seen an increase in the number of families from military families, 24% pupils overall have military links. There are 101 children on roll with a PAN of 119

**Which types of SEND do Collingbourne School provide support for?**

A child may have needs in one or more than one specific area. Special Educational Needs are broadly categorised by four primary areas of need:

**Communication and Interaction**

- Children may have speech and language delay, impairments or disorders, or an autistic spectrum disorder.

**Cognition and Learning**

- Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

**Social, Emotional and Mental Health**

- Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

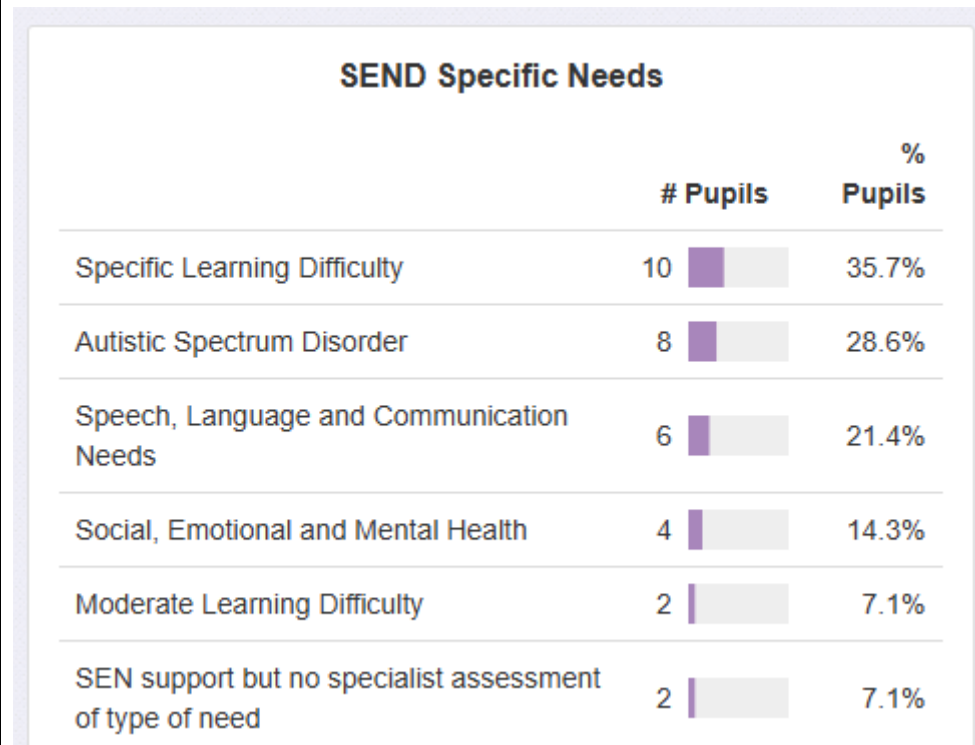
**Sensory and Physical**

- Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss.

They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

**What kinds of SEN is Collingbourne School currently providing for?**

This chart represents children's primary needs, there may be additional needs as well.



**What is our approach to teaching children with SEND?**

All teachers at Collingbourne Primary School are teachers of SEND, who successfully provide for the diverse needs of pupils. At the heart of the teachers' work is a continuous cycle of assessing, planning, teaching and reviewing, which takes into account the range of children's individual needs.

**Step 1 -Quality First Teaching** provides the basis for supporting all children.

From assessment information, the teacher adjusts teaching methods and adapts resources to meet the child's needs. If necessary, they will adapt the classroom environment to help the child overcome barriers to learning. Provision/interventions are planned using the class provision map. Parents are informed of extra support given.

**Step 2**

If no significant progress has been made after two review cycles, then additional and different provision is increased through more specific assessment by the SENCO. Provision/interventions are planned using the class provision map. External agency advice may be sought at this stage. Progress is more closely monitored. Parents are informed of extra support given and progress is discussed at Parent's Evenings.

**Step 3 – request for additional information from external agencies**

If the child continues to make inadequate progress, the SENCO and class teacher take advice from assessments made by external

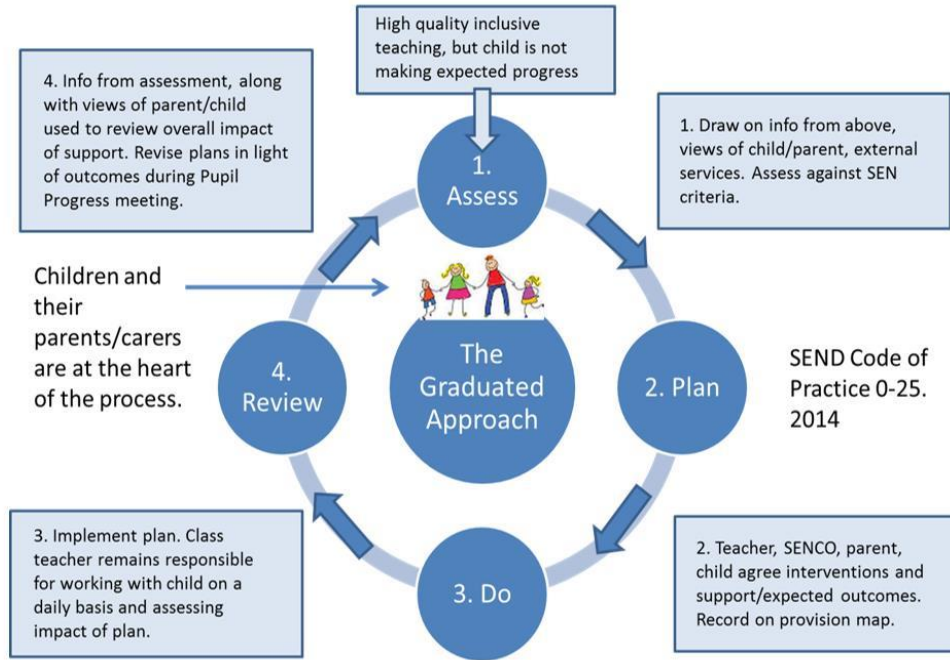
	<p>agencies with permission from parents/carers. This may include advice from specialist teachers, health professionals or an Educational Psychologist. The main provision is provided by class teacher, taking into account the support and advice from the SENCO and any external agencies. Additional adult help is directed by the class teacher and additional training is provided where necessary. Presentation of tasks are specialised and specific to meet the needs of the pupil. There is increased parental involvement and the SENCO will coordinate review meetings and appointments with outside agencies.</p> <p><b>Step 4 – request for EHC plan (EHCP)</b>          If there is a complexity of need requiring a multi-agency approach to assessing and planning provision then Collingbourne will gather evidence to support a request for an Education, Health and Care Plan. This request will be submitted to Wiltshire County Council for consideration and then a decision is made by a panel of people from education, social care and health professionals about whether a child is eligible for an EHC Plan.</p> <p>See Wiltshire Council Local Offer:  <a href="#">SEND Local Offer - Wiltshire Council</a></p>
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	<b>Communication and interaction</b>	<b>Cognition and learning</b>	<b>Social, mental and emotional health</b>	<b>Sensory and/or physical</b>
<p><b>How does Collingbourne School know if my child needs extra help?</b></p>	<p>Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for future learning. We identify extra help by</p> <ul style="list-style-type: none"> <li>• Identification through the class teacher, teaching assistant, parent concern</li> <li>• Identification after assessment weeks, daily marking and feedback</li> <li>• Concerns discussed at SENCO surgeries on a termly basis</li> <li>• Boost with intervention to see if it works</li> <li>• Use Wiltshire Graduated Response to SEND Support (WGRSS) to identify area of need and strategies to support</li> <li>• Use of Wiltshire Early Screen for Dyslexia (WESford) to identify areas of need in English</li> <li>• Use of Sandwell to identify areas of need in Maths</li> <li>• Review and evaluate provision according to need and then contact other agencies if necessary.</li> </ul>			
<p><b>What should I do if I think my child may have a special educational need or disability?</b></p>	<ul style="list-style-type: none"> <li>• Contact class teacher</li> <li>• Discuss any concerns at parent’s evenings</li> <li>• Teacher, parents and SENCO meet to discuss ways forward</li> </ul>			

**How do we assess and review progress towards children's outcomes?**

A cycle of Assess-Plan-Do-Review is undertaken;

# The SEN Review Cycle



<p><b>How will I know how Collingbourne School supports my child?</b></p> <p><b>How will I know how my child is doing?</b></p> <p><b>How will I be involved in discussions about and planning for my child's education?</b></p>	<p>We try to work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents with children with SEN is even more important, this happens in the following ways:</p> <ul style="list-style-type: none"> <li>• Communicate regularly through meetings with class teacher and/or SENCo (at least three times per year).</li> <li>• Children who are identified as having additional needs will have a "One Page Profile" to describe the adjustments and support the child needs within school. This is written by the class teacher in conjunction with the child, their parents and the SENCo. It may also contain recommendations from external professionals.</li> <li>• Open door policy encouraged, so regular lines of communication are maintained.</li> <li>• Parent's evenings are held to feedback progress and attainment as well as any well-being issues that may arise. These views will be recorded and then used to help plan provision (along with the views of the child).</li> <li>• Annual School Report outlines attitude to learning, progress made, and attainment gains compared to national expectations</li> <li>• Parents are provided with a copy of the desired outcomes, or My Plan, agreed for their child and the strategies and interventions set up in school to help them achieve them.</li> <li>• If a child has a statutory My Plan (Educational Health Care Plan) there will be an annual review of the plan, which will be led with the SENCO, class teacher, teaching assistant, parents and other outside agencies, when appropriate.</li> </ul> <p>Please see our SEN Policy for more specific information.</p>
<p><b>How will my child be involved in planning their learning?</b></p>	<p>An adult who works closely with your child and has a strong relationship with them will speak to them about their learning- either to contribute as a review of the curriculum or in preparation of a meeting. Their voice will help inform decision making.</p>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>Class teachers are responsible and accountable for the progress and development of the pupils within their class, including where pupils access support from teaching assistants or specialist staff [HLTA, ELSA, SEN Assistant].</p> <p>The class teacher will deliver high quality teaching that is differentiated and personalised so that the individual needs are met and adapted when necessary, so the curriculum is accessible for all.</p> <p>Teachers will plan support for child – this will be recorded on the class Provision Map.</p> <p>Specific resources and strategies will be used to support every child individually and in groups.</p> <p>The class teacher will use appropriate assessments to set outcomes which are challenging but achievable.</p> <p>The class teacher will plan lessons to ensure that there are no barriers to every pupil achieving.</p> <p>Strategies for support will be recorded on the child's One page profile.</p> <p>Class teachers will give learners choice and control.</p>

<p><b>How will you help me to support my child's learning?</b></p>	<p>Parents support their child at home, in order to work in partnership with the school. The following opportunities will be given for parents to enhance learning at home</p> <ul style="list-style-type: none"> <li>• Parent Workshops in literacy and maths (when appropriate).</li> <li>• Parents can access individual support to further knowledge and understanding of teaching methods when necessary and appropriate.</li> <li>• At parent's evenings, or additional individual meetings, teachers will give advice on how to support children further at home.</li> <li>• Staff will share external agency reports which often include support materials for home use.</li> <li>• Staff can signpost additional external agencies which may be able to offer further support.</li> </ul>			
<p><b>What support will there be for my child's overall well-being?</b></p>	<p>The school promotes a positive behaviour ethos as outlined in our Behaviour For Learning policy. The school also teaches children strategies to help them socially and emotionally in the following sessions:</p> <ul style="list-style-type: none"> <li>• PSHE (SCARF programme)</li> <li>• Circle Time</li> <li>• Collective worship</li> <li>• Small group interventions, social skills which encompasses social stories, discussions and making choices. If necessary, we also support children's social and emotional development in individual support sessions that teach social skills and coping strategies delivered by an ELSA (Emotional Literacy Support Assistant).</li> <li>• The school gives opportunities for children to participate in after school enrichment.</li> <li>• The school gives all children equal opportunities to participate in all activities.</li> <li>• Older children are given responsibilities to care for others. These include buddy systems.</li> </ul>			
<p><b>What happens if my child needs specialist equipment or accessible facilities?</b></p>	<p>We work closely with a variety of specialist teachers and professionals, who will advise and support school in creating the environment necessary for children to succeed at our school. This may include specialist training and equipment.</p> <p>We currently have children at our school with visual and auditory needs, the school works in partnership with the local authority specialist teachers to ensure consistently high standards are maintained when teaching these children</p>			
<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<ul style="list-style-type: none"> <li>• Speech and Language</li> <li>• Behaviour support</li> <li>• Educational Psychologist</li> <li>• Emotional Literacy Support Assistant</li> <li>• Social Skills</li> <li>• Paediatrician</li> <li>• Specialist Advisory Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Paediatrician</li> <li>• Ethnic Minority and Traveller Achievement Service (EMTAS) support</li> <li>• Specialist Advisory Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• CAMHS (Community and Mental Health Service)</li> <li>• Counselling</li> <li>• EHA (Early Help Assessment)</li> <li>• ELSA (Emotional Literacy Support Service)</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling</li> <li>• School Nurse</li> <li>• Occupational Therapy</li> <li>• Paediatrician</li> <li>• Specialist Advisory Teachers</li> </ul>

<p><b>What training opportunities are available for staff supporting children with SEND?</b></p>	<ul style="list-style-type: none"> <li>• Talk Boost</li> <li>• Blast</li> <li>• ELSA</li> <li>• Social skills</li> </ul>	<ul style="list-style-type: none"> <li>• WESforD</li> <li>• Early Literacy Support</li> <li>• Little Wandle</li> <li>• EMTAS support</li> <li>• Precision Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA support</li> <li>• Social skills</li> <li>• PSHE curriculum (SCARF)</li> <li>• TeamTeach</li> <li>• De-escalation</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKS</li> <li>• Gross motor skills</li> <li>• Visual Stress support; coloured overlays</li> <li>• BBC Dance mat</li> </ul>
<p><b>How will my child be included in activities outside the classroom, including school trips?</b></p>	<p>Activities and school trips are available to all.  Risk assessments and procedures are in place to enable all children to participate.  If it is deemed that a child needs one-to-one support. Then resources and appropriate provision will be allocated.</p>			
<p><b>How accessible is the school environment?</b></p>	<p>The school environment is suited to all children. 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.</p>			
<p><b>How will the school prepare and support my child when joining Collingbourne School? (or transferring to a new school or post-16 provision?)</b></p>	<p>Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school and spend a short time in their new class, so they get to know their classmates and routines. They may be allocated a ‘buddy’ to support them as they understand the procedure for school routines and layout of the school  Once we know that a child has SEN, we will meet with parents to decide on the desired outcomes that we are all working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed, some may detail a “transition plan” to help a child settle into the school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting.  If appropriate, a Primary Needs Profile may be drawn up to communicate to staff exactly how to help the child and explain what we are working on.  Whenever a child moves to another school, we always pass on records to the new school. If a child has SEN we also:</p> <ul style="list-style-type: none"> <li>• Pass on SEN records to the new school, including SEN support plans or Statutory My Plans and One page profiles</li> <li>• Liaise with the SENCo /head-teacher or class teacher at the new school to clarify any useful information.</li> <li>• If needed, we can facilitate extra visits to the school or carry out additional work in the preparation for transition: looking at maps or photographs of the new school or working on a One page profile for the new school as well as preparing for new social situations.</li> <li>• If possible, we invite the new school to the last annual review of a child with a statutory My Plans and a transition plan can be set up as part of the meeting.</li> <li>• A transition meeting is convened for any child with a Statutory My Plan at the end of Year 5 ready for Year 6 and moving into secondary education.</li> </ul>			

<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p> <p><b>How is the decision made about how much/what type of support my child will receive?</b></p>	<p>The school has a delegated budget for children with Special Educational Needs and this is used for providing effective provision for individual children. The school will allocate resources and deploy members of staff according to need. The resources will be reviewed and evaluated during the parent's meetings, three times a year, and modified to ensure the effective support is maintained to maximise the learning and progress for individuals. Tracking progress on a regular basis will ensure the provision matches the need.</p>
<p><b>Where can I get information and advice from?</b></p>	<ul style="list-style-type: none"> <li>• SENCO</li> <li>• Educational Psychologists</li> <li>• Speech and Language Therapists</li> <li>• Occupational Therapist</li> <li>• Specific Learning Difficulty (SpLD) Advisory Service</li> <li>• Behaviour Support Service</li> <li>• Visual Impairment Advisory Services</li> <li>• Hearing Impairment Advisory Services</li> <li>• Advisory Teacher for Physical Disabilities</li> <li>• Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)</li> <li>• SENDIASS (formerly Parent Partnership)</li> <li>• MASH</li> <li>• Virtual School (for Looked After Children)</li> <li>• Special Educational Needs Assessment Team (SENAT)</li> <li>• Education Welfare Officer</li> <li>• Social Emotional Mental Health (SEMH) Support Team</li> <li>• Young Carers</li> </ul>

<p><b>What do I do if I am concerned about the quality or effectiveness of support my child is getting?</b></p>	<p>We check the quality of the support for each child on a regular basis and report the effectiveness of provision to the governors. However, if you are concerned at any time then please contact the school, starting with the class teacher. Should you require further support then please contact the SENCO/Head-teacher or Chair of Governors. If you feel that your child's needs are still not being met, then please refer to the school's complaints Policy.</p>	
<p><b>Who can I contact for further information?</b></p>	<p>If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENCO – Harriet Phillips  Collingbourne CE Primary School,  Chicks Lane,  Collingbourne Ducis,  Marlborough,  Wiltshire,  SN8 3UH  Tel 01264850346  Email <a href="mailto:admin@collingbourne.wilts.sch.uk">admin@collingbourne.wilts.sch.uk</a>  The school also shares data on the level and types of need within the school with the local authority. The data informs local strategic planning of SEN support and enables the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report. The local Authority gives an overview of the support provided in Wiltshire.  <a href="http://www.wiltshirelocaloffer.org.uk">www.wiltshirelocaloffer.org.uk</a></p>	
<p><b>Who has been involved in this review?</b></p>	<p>Harriet Phillips</p>	<p>SENDCO/Headteacher</p>
	<p>Alan Mitchell</p>	<p>SEND Governor/Chair of Governors</p>