



**Colgate Primary
School
Special Education
Needs (SEN) Policy
2024**

OUR VISION: *Working together to be our best*

Approved by: Colgate Full Governing Board **Date:** July 2024

Last reviewed on: July 2024

Next review due by: July 2025

Colgate Primary School Local Offer (SEND)

Local authorities, schools and other settings are required to publish and keep under review information about their support and provision for children with special educational needs or disabilities (SEND). This requirement is set out in the Children and Families Bill 2014. All schools are required to formulate a Local

Offer relevant to their individual school. Below is a Local Offer for Colgate Primary School. Colgate Primary School is part of the Horsham School's Partnership of Primary Schools who work collaboratively to ensure best practice with reference to SEND. Colgate Primary School is an inclusive school and offers the following range of provision to support children with SEND.

Glossary

DfE – Department for Education

EHCP – Education, Health and Care plan

LA – Local Authority

SEN – Special Educational Needs

SEND – Special Educational Needs and/or Disability

SENCo – Special Educational Needs Coordinator

ILP – Individual Learning Plan

We are a small friendly, school for children from 4 to 11 years old, situated in Colgate village, north east of Horsham. We are fully inclusive and every child really does matter to us. We have high expectations and offer a broad and balanced curriculum which is adapted to meet the needs of all children. We recognise the individuality and potential of every child.

• **What we do:**

- We pride ourselves on knowing and understanding each child as an individual and strive to provide a stimulating learning environment in which every child will reach their potential in all aspects of learning.
- We value a family approach so relationships between children and adults are strong and we have positive partnerships with parents, carers and all involved in the life of the school. For this reason, our children are happy, enjoy coming to school, love to learn, make good progress and demonstrate high levels of good behaviour.
- We are fortunate to be one of a few schools in the county that have their own kitchen enabling us to cook fresh food on site at lunch times.
- Our school is on a site overlooking open countryside with access to a large field. We have a sensory garden which provides a peaceful area for children along with our pond and wildlife area.
- The main school building and our Early Years classrooms are on one level and our provision for years 3/4 & 6 requires steps to access it.
- We have experienced and well-trained staff who are pro-active in assessing children's needs. The Early Years staff work closely with our locality Speech Therapist and early screening in undertaken in the Autumn term upon entry to school.
- Our SENCo and SEN governor audit our SEN practice biannually using the West Sussex Inclusion Framework self evaluation tool. This generates a SEN action plan which is reviewed termly.
- Pupil voice from pupils with SEN is gathered for action by the SENCo and SEN governor annually.

Aims

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the SEND Code of Practice (2014)
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need;
- Communication and Interaction,
- Cognition and Learning,
- Social, Emotional and Mental health,
- Sensory/Physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted, continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by

- ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: “A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.”

Disability: “Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.”

- **The Kinds of SEN for which provision is made for at our school**
- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

How does our school know if children need extra help?

We have rigorous monitoring that tracks the progress that our learners make in all areas of the curriculum and identifies clearly the next steps. Our staff are vigilant at identifying and raising any concerns. We use data and other forms of assessment/observation to identify additional needs and celebrate achievement.

We know when pupils need help if:

- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental health and Sensory/Physical.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates

- gap in knowledge and/or skills.
- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- A pupil asks for support.

What should a parent do if they think their child may have special educational needs?

Parents/carers are encouraged to speak to the class teacher about any concerns they have. Teachers will share concerns with colleagues as appropriate, including the SENCo. The SENCo is also able to meet with parents if necessary. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school within reasonable adjustments.

How does our school support children with special educational needs?

- All pupils will be provided with first quality teaching, which is adapted to meet the diverse needs of all learners.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - classroom observation by the senior leadership team, the SENCo and external verifiers
 - ongoing assessment of progress made by pupils with SEND
 - work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 - termly SEN review meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND
 - attendance and behaviour records
- Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly pupil progress meetings that are undertaken between the class teacher and the headteacher
- Additional action to increase the rate of progress will be then identified and recorded.
- Additional adult support deployed when needed to provide personalised provision and intervention, in addition to that delivered by the teacher.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- Action relating to SEND support will follow an assess, plan, do and review model:
 - Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 - Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
 - Do:** SEND support will be recorded on an APDR sheet that will identify a clear set of expected targets, that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 - Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still not judged to be adequate, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the

specific needs of the pupil. This will only be undertaken after parent permission has been obtained and may include referral to;

- Specialists in other schools e.g teaching schools, special schools
 - Learning and Behaviour Advisory Team
 - Social Communication and Autism Team
 - Educational Psychologist
 - Educational Welfare Officers
 - Physical and Disability Services (NHS)
 - Social Services
 - School Nurse
 - Child and Adolescent Mental Health Service (CAMHS)
 - Occupational Therapist
 - Speech and Language Therapy services
- For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs (EHCNA). This may result in an EHCP being provided.
 - Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

How will the curriculum and other teaching strategies be matched to my child's needs?

- Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom. As a result, learning tasks meet the varying needs of individual children.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- The children have access to a variety of learning support resources in each classroom. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ipads and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.
- There are regular staff training sessions and conversations about 'quality first teaching' in classrooms.

How will parents know how their child is doing?

- General attainment and progress towards their targets and review of the APDR cycle will be shared with parents termly through a meeting with the class teacher.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the class teacher or school office who will arrange this appointment for you.

How will you help me to support my child's learning?

We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such

meetings (and through other means), we clearly share what can be done by families at home to support the learning at school. We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website. We host curricular /learning workshops to help families understand what learning is expected and how they can best support their child's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.

- The class teacher or SENCo may suggest additional ways of supporting your child's learning.
- Verbal feedback to parents is provided each term for parents of with children with additional needs in parents' evenings.
- Formal meetings are held each term with children on the SEN register to discuss their APDR cycle and wider learning. The SENCo is able to meet together with parents, children and class teachers when necessary.
- Information relating to SEND support is posted on the school website. School will 'signpost' parents to local facilities.
- Feedback can be provided for individual pupils on a day-to-day basis if appropriate.

What support will there be for my child's overall well-being and to help them develop their independence?

All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. Our Relationships for Learning Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Children's voice is central to our ethos and this is encouraged in a variety of ways.

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- A Learning Mentor/ELSA is available to support pupils with individual social or emotional needs.
- Access to a private counsellor to support mental health and wellbeing of pupils through one to one therapy sessions.
- Behaviour/Codes of conduct are consistent throughout the school.
- The School Ambassadors meet and contribute to the 'pupil voice' in school.
- Independent learning is incorporated into quality teaching. Children are provided with opportunities to develop confidence and independence through our teaching approach and roles such as School Ambassadors, Peer Mediators and Buddies.
- Pupil attendance is monitored regularly which may lead to support from our EBSA trained adult.

Pupils with medical needs:

- The majority of school staff are trained in first Aid. All staff receive Child Protection Training. The senior leadership team receive more extensive training in this area.
- Where there is a medical need, individual pupils have Health Care Plans prepared with parents and relevant health professionals.

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

Our staff receive regular training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care and these are recorded. All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

- Training for staff takes place at weekly staff meetings and in INSET days. This includes training 'in house' and also from external providers.
- The school regularly works with health and social care professionals such as the School Nurse, Educational Psychologists, Speech Therapists, Occupational Therapists and Family Support Workers.
- The school regularly works with support teams in West Sussex including the Learning Behaviour Advice Team and the Autism and Social Communication Team.
- Our school locality has access to a commissioned speech and language therapist and educational psychologist.

What training has the staff supporting children and young people with SEND had or are having?

Our Special Needs Co-ordinator (SENCo) is an experienced teacher within the school. We regularly invest time and money in training our staff to improve provision delivery and develop enhanced skills and knowledge of interventions. Staff meetings update staff on matters pertaining to special educational needs and disability.

- Our Special Needs Co-ordinator (SENCo) has taught in the school for over 8 years. They are completing the National Professional Qualification for Special Educational Needs Coordination.
- Support interventions for children with additional needs are planned by teachers and the SENCo. These are monitored and evaluated at meetings involving relevant adults and the SENCo.
- The SENCo attends half-termly locality meetings and any Local Authority training.
- The locality partnership regularly plan training for SENCos, Teaching Assistants and Teachers.
- Training to staff has included supporting children with dyslexia and literacy difficulties; on the autistic spectrum, speech and language difficulties, ADHD, dyscalculia, mental health and well-being, and children suffering from trauma.
- The Governor with specific responsibility for SEND has completed the SEN Governor training. They visit the school at least half termly to meet with the SENCo.

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

Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.

- Colgate Primary School values activities outside the classroom and these are linked to many curriculum areas. All staff make every effort to include every child in all extracurricular activities and school trips.
- Risk assessments will take into account the needs of pupils with an identified SEND or additional need.

- Parents/Carers may be asked to meet with school staff to plan appropriate support where necessary.

How accessible is the setting/school environment?

Our Accessibility Plan is in place and we regularly update staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

- The main school buildings and Key Stage 1 classrooms are fully wheelchair accessible.
- Consideration would be given to the need for any additional facilities to be installed should the need arise.
- Where parents /carers first language is not English, the school may be able to access support with translation from the local community or Local Authority.
- A disabled parking spot marked and located next to the school reception.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical area has been provided in order to enable a safe place for insulin testing/injections.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We have a considered transition and induction programme in place for welcoming new learners to our setting. We have very good relationships with any feeder settings as well as settings children move on to.

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo (if necessary) and class teachers will work with parents as well as visiting pre-school or new school settings when children transfer into and out of school.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and manage any concerns.
- Transition to another setting:
 - A comprehensive transition programme is in place for secondary transfer and includes visits and a support programme. These opportunities are further enhanced for pupils with SEND.
 - The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
 - Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
 - Accompanied visits to other providers may be arranged as appropriate. For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
 - When pupils transfer to new school settings all pupil information is passed on efficiently.

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

- Budgets are closely monitored and aligned to the school development plan of the school.
- All schools receive funding to support children with SEND. The school's budget is used to provide the wide range of support outlined above. Your child will have access to this support according to their needs. Support for pupils with the highest level of need will be outlined in an EHCP.
- SEND arrangements are regularly discussed at Governor Meetings.

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

Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo and Headteacher oversee all additional support and regularly share updates with the SEND Governor.

- There are termly staff sessions, as well as regular conversations, about quality teaching in classrooms.
- Progress meetings are held at least termly with the class teacher and headteacher. SEN review meetings are held termly with the SENCo and class teacher. These meetings will identify individual needs and review the effectiveness of any support in place.
- Learning outcomes and the details of the intervention are recorded and monitored by the class teacher and SENCo. Class teachers monitor the effectiveness of support on a day-to-day basis. Parents are informed if support is in place.
- The Headteacher updates the Governors every term on school provision for pupils with SEND.

How are parents involved in the school?

How can I be involved? We whole-heartedly believe in partnering with parents and carers in a two-way dialogue to support a child's learning needs and aspirations. Parents/Carers are invited to contribute through a number of means. Our Governing Body includes Parent Governors/representatives.

- At the start and end of each day parents will be able to access the teacher on the playground.
- There is an active parent association (PFC – Parents and Friends of Colgate) involved in the life of the school.
- There is Parent Governor representation on the Full Governing Body.

What arrangements does the school have in place for signposting me to external agencies such as voluntary organisations?

- Initially, parents should contact their child's class teacher to discuss any concerns. General information is placed on the school website.
- The SENCo and Head Teacher will have information about all children with SEND or additional needs and are available to meet with parents and carers.
- The SENCo is available to meet with parents by appointment on Fridays and has information about an extensive range of services available to support families.

- To ensure the best possible provision and support for children we like to include parents and staff working together in partnership. Communication between our school and parents is vital and we value your opinions and aim to address your concerns.

Our locality local offer can be found on our website, alongside our school SEN Information report:
https://www.colgate.w-sussex.sch.uk/web/special_educational_needs_and_disabilities/592381

The West Sussex Local offer can be found at: <https://westsussex.local-offer.org/>

Our Governors play an active role in monitoring the quality of our special educational needs provision. As does the Headteacher, senior leadership team and SENCo. We have high expectations of all our teachers in meeting a range of needs. All interventions we put in place are research informed and evidence based, and are measured to monitor impact and attendance against expected rate of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our additional support programmes are overseen by the SENCo and Headteacher and all of our teachers have experience of inclusion and special educational needs.

- The SEN Governor meets with the SENCo and/or Headteacher at least half termly.
- Class teachers identify children who are in need of additional support. Interventions are implemented in liaison with the SENCo.
- The SENCo works together with class teachers to measure the impact of intervention programmes.

HEAD TEACHER: R. Winn

CHAIR OF GOVERNORS: A. Calvert

DATE: July 2024

REVIEW DATE: July 2025