



Colgate Primary School Special Education Needs (SEN) Policy

OUR VISION: *Working together to be our best*

Approved by:

Colgate Full Governing
Board

Date: March 2023

Last reviewed: March 2022

Next review: March 2024

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 Act 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 Schools 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.

We are a small 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 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 successfully 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 is undertaken in the Autumn term upon entry to school.
- Here are the answers to some frequently asked questions from parents about SEND provision within our school.

1. How does the setting / school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum and identifies clearly the next steps. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment/observation to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher about any concerns they have. We have expertise in a number of areas of special educational needs i.e. dyslexia and speech and language.

- We use a variety of in class assessments to inform next steps for children's learning.
- Specific concerns about individual pupils are discussed with parents. Teachers share concerns with colleagues as appropriate.
- We have an 'Open Door' policy and parents are welcome to discuss concerns informally on a daily basis. Formal meetings for parents are arranged termly.
- The SENCo is also able to meet with parents if necessary.

2. How will setting / school support my child/young person?

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 Headteacher at regular intervals.
- 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.

3. How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?

- Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum.
- Differentiation is evident in curriculum subjects. This is recorded on class teacher's weekly planning which is shared with all those adults supporting children with SEND.
- Learning tasks meet the varying needs of individual children.
- Progress meetings between teachers and SENCo are held at least termly to review support and access to the curriculum for children with SEND.
- The children have access to individual learning support resources in each classroom. These include individual literacy and numeracy supports.
- There are regular staff training sessions and conversations about 'quality first teaching' in classrooms.

4. How will I know how my child/young person is doing and how will you help me to support my child's/young person'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 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 a number of curricular /learning workshops to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.

- As described above (Question 1) we have an 'Open Door' policy for parents.
- Verbal feedback to parents is provided each term for parents of children with additional needs.
- Formal parents' and carers' evenings are held each term and the SENCo meets together with parents, children and class teachers as 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.

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

All our staff are trained regularly 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 Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood 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 regularly encouraged in a variety of ways.

- 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.
- Behaviour/Codes of conduct are consistent throughout the school.
- Where there is a medical need, individual pupils have Health Care Plans prepared with parents and relevant health professionals. A Learning Mentor is available to support pupils with individual social or emotional needs.
- Pupil attendance is monitored regularly.
- The School Ambassadors meet regularly 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 roles such as School Ambassadors, Peer Mediators, Buddies and Leaders of Learning.

6. What specialist services and expertise are available at or can be accessed by the setting/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 works with health and social care professionals such as the School Nurse, Educational Psychologists, Speech Therapists, Occupational Therapists and Family Support Workers.
- All external agencies who visit school are vetted in terms of safeguarding. Services that are 'bought in' to support children will be evaluated for the effectiveness of their input.

7. 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 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 SENCo has been in post in this school for over three years and taught in the school for over 17 years. They have completed the National Award 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 teams of teaching assistants, class teachers and the SENCo.
- The SENCo attends half-termly locality (Horsham Schools Partnership) meetings and any Local Authority training.
- The locality partnership regularly plan training for SENCos, Teaching Assistants and Teachers.

8. **How will my child/young person 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 appropriate 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.

9. **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 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.

10. **How will the setting /school prepare and support my child/young person to join the setting /school, transfer to a new setting / 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/young people move on to.

- 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.
- A comprehensive transition programme is in place for secondary transfer and includes visits and a support programme.
- When pupils transfer to new school settings all pupil information is passed on efficiently.

11. How are the setting's / school's resources allocated and matched to children's/young people'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 Education Health and Care Plans.
- SEND arrangements are discussed regularly at Governor Meetings.

12. How is the decision made about what type and how much support my child/young person 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 share updates regularly 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, support staff and SENCo. 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.

13. How are parents involved in the setting /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/young person's learning, needs and aspirations. We operate an 'open - door' policy. We take every opportunity to strengthen this dialogue. Parents/Carers are invited to contribute through a number of means.

- At the start and end of each day, parents will be able to access the teacher in 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.

14. What arrangements does the setting/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 noticeboard and on a display in Reception area. Information pertaining to additional needs is also posted on the school website and in newsletters.
- 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.

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

HEAD TEACHER: R.Winn

CHAIR OF GOVERNORS: Mr T. Lintern

DATE: March 2023

REVIEW DATE: March 2024