



Special Educational Needs & Disabilities (SEND)

Information Report for Colindale Primary School

Colindale School is a mainstream community school with a strong inclusive ethos which ensures that all pupils achieve their potential: personally, socially, emotionally, spiritually and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

We have been re-assessed for the *Quality Mark for Inclusion* and guide children through our Rainbow Values which reflect British Values as well as maintain our Mission Statement 'Living and Learning Together.

Barnet Local Authority (LA) maintained schools deliver an equivalent and fair provision for children and young people with SEND which is outlined in the Local Offer.

Details of this offer can be seen in the link to Barnet Local Authority's Local Offer..

We hope the following questions and answers explain SEND at Colindale School:-

What kind of SEND provision is provided for at your school?

We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, emotional and mental health or sensory or physical needs.

We have a wide range of resources ranging from simple resources such as visual timetables or apparatus to support the understanding of maths concepts to experienced and trained assistants and support teachers who teach and lead interventions for children with SEND.

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We differentiate work for children at all levels and staff refer to ideas for differentiation in a guide compiled by the SENCO and Assistant SENCO in their weekly planning sessions for children.

We have an Additionally Resourced Provision (ARP) with 8 places for children with physical disabilities. Please see the attached leaflet to find out more.

We also work alongside Acorn Assessment Centre which is located on our site and can support each other's pupils with autism spectrum condition by sharing advice and facilities and offering inclusion sessions.

How do you identify children with SEND and assess their needs at our school?

We use the Code of Practice to help define what a special needs or disability is:

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age."

Some children arrive at Colindale School with identified SEND. In this case, staff and the SENCo will ask parents about the child's needs and strengths and weaknesses, read any reports from other professionals and liaise with any previous educational settings to make sure we have all the information we need.

Parents can let us know at any stage if they have a concern or if their child has an existing SEND.

Children starting in Nursery or Reception receive a home visit to support transition into the school setting before starting. Parents are invited to speak to the SENCO at meetings for new parents.

The staff in our Early Years Foundation Stage meet regularly as a team with the SENCo in the first term when a child starts school in order to discuss any concerns as a team and make plans for next steps.

Our SENCo and Assistant SENCO spend time in class supporting the teacher in order to identify and discuss the type of support a child might need.

Teachers carry out scheduled termly teacher assessment children which includes looking carefully at the progress in children's books.

At these meetings we track every single child's progress and identify children who are not making expected national progress.

It may be at this point that we consider a child has SEND and we enter their name on our list of children with SEND.

Following on from these Pupil Progress Meetings, the Assistant SENCO meets with the Class Teacher to discuss the needs of children who we consider to have SEND and to decide on the best course of action and appropriate intervention.

We also look closely at the results of children with SEND who also receive Pupil Premium Grant.

Who can be contacted in our school if families have concerns

Our Class Teachers are very approachable and we hope that parents will be able to talk to them about any concerns.

In addition, parents can ask to speak to our SENCO Ms Lindy Napthine or our Assistant SENCO Mrs Tamesin.

How do we consult the families of children identified with SEND and involve them in their education?

We are very keen to consult and involve our parents. Class Teachers offer termly appointments for all parents to discuss progress and attainment. In addition, they are pleased to meet with parents and can make an appointment at a mutually convenient time with parents or perhaps arrange a telephone consultation.

If teachers have concerns about pupil progress or attainment, they will contact parents/carers to discuss these concerns and any appropriate additional support.

For children with EHCPs, we hold termly review meetings – Pupil Profile Meetings attended by staff, parents and therapists. These are an important part of our provision and ensure that all those involved with the child share and receive the same information and can create shared goals which all can work towards.

We hold annual reviews of EHCP/statements to which parents, staff and outside professionals are invited.

For children at SEND Support, we also hold termly meetings to which parents are invited to meet with their child's teacher and the SENCO.

How do you consult the children with SEND and involve them in their education?

We ensure that children with SEND are aware of the targets set for them and discuss with them strategies we can use to help remove barriers to attainment. We have a strong belief in allowing children with physical disabilities to make decisions about their own welfare and be involved in discussions about their needs.

Children are invited to part of any review meetings so that they can have a say in the targets being set.

How do we assess and review progress towards outcomes? How do we involve families and children in this process?

Colindale School has a graduated approach to SEND:

Wave 1: Initially, children receive inclusive **quality first teaching** for all, which may include the provision of differentiated classwork. The SENCO and Assistant SENCO have compiled a booklet for staff which outlines successful strategies for children who would benefit from extra support. Some children at this level may be placed on our concern list as we carefully track and review their progress.

Wave 2: If concerns continue or increase, then children may receive additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.

Results of the interventions are discussed with the year group's phase leader.

Wave 3: If there are still concerns, children will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential, with the possibility of outside agency support.

This support is '**additional to**' or '**different from**' the differentiation approaches and learning arrangements normally provided as part of the high quality, personalised teaching. This support is set out in the '**Ordinarily available**' document (see website link). Those leading the interventions meet with the SENCO/AHT Inclusion or the Assistant SENCO to discuss the outcomes.

When providing support we engage in a 4 stage process: **Assess, Plan, Do, Review**

- **Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, class teacher and assessments.
- **Plan** – this stage identifies the barriers to the learning, intended outcomes and details what additional support will be provided to overcome the barriers. The plan will form the basis for termly review meetings held either as part of parent/teacher consultations or at a separate termly review meeting.
- **Do** – providing the support – extra assistance for the learning or learning aids as set out in the plan.
- **Review** – measuring the impact of the support provided and considering whether changes to that support need to be made. All of those involved – child, parents or carer, teacher and SENCO contribute to this review. This stage then informs the next cycle, if necessary. Meetings with teachers and assistants are held regularly as are termly SEND Pupil Progress meetings with the Assistant SENCO at which a Pupil Profile is drawn up outlining a child's specific needs.

Support may be provided in the classroom or out of the classroom in a small group with learners with similar needs or on a 1:1 basis. These groups are usually led by an assistant or a support teacher.

We record our interventions on provision maps.

A base line assessment will take place at the beginning of the intervention so that we can measure progress made by a child. Regular reviews will take place to ensure that the intervention is effective. Staff leading the interventions will meet with the SENCO/Assistant SENCO or the Phase AHT at the beginning and end of the intervention as well as liaising throughout the intervention.

While the majority of learners with SEND will have their needs met in this way, some may require an assessment for an Education Health Care Needs Plan\Statement to determine whether it is necessary for the local authority to make additional provision.

Up until last year, children were assigned a national curriculum level for Reading, Writing and Maths from Year 1 through to Year 6. Under new legislation, children will now be assessed against age expected outcomes. Some of our children will be working at levels below age expected outcomes and assessed against these outcomes.

We still use "P scales" which are measurements of progress for children who have not yet reached the national curriculum level of 1c. These show smaller but significant steps of progress your child may have made.

However, P scales will also be phased out and we will look at children's progress through other methods such as tracking their progress in their books.

If a child has an EHCP, there will be an annual review of the plan, taking into account the views of the child, their parents or carers and other professionals involved with the child.

How do we support children between phases of education/changes of placements?

For children joining our school we seek to meet parents of children with 'SEND' to discuss the transition into Colindale School. Where a child is transferring from another school, a nursery or a specialist unit, we will liaise closely with them and arrange visits where appropriate prior to your child joining us.

If your child is moving to another school or is in Year 6, the school will liaise with the SENCo. Relevant records will be passed on.

What is our approach to teaching children with SEND at our school?

Children with SEND are inclusively educated within an age appropriate classroom with their peers most of the time.

Where children are withdrawn, this will be part of a timetable which is carefully constructed by the SENCo\AHT Inclusion, Assistant SENCo or Phase Leader.

Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives.

If additional support is identified as necessary, children take part in planned, evidence-based interventions and are provided at a time to suit their needs and will take into consideration any subjects that they might be missing.

Support is personalised and targeted.

How are adaptations made to the learning environment and curriculum for children with SEND?

As the borough's Additionally Resourced Provision (ARP) for children with physical disabilities is based in Colindale School, our school environment is fully accessible to wheelchair users.

Please see our booklet about the ARP in the attachment

We are funded for eight places for children with physical disabilities. Children are based in the mainstream classes alongside their peers. In this way they benefit from participating in all the curriculum activities in their class as well as the specialist facilities and resources that we have in the school. We work with outside agencies, for example physiotherapy and speech therapy to ensure optimum inclusion. Support staff, therapists and parents work together and meet regularly as a team to review and set targets and to differentiate the curriculum.

The excellent facilities include an accessible indoor heated swimming pool with accessible changing facilities, a large all weather play pitch which is suitable for wheelchair access all year round, a soft play room, a sensory room and physiotherapy rooms. We are able to meet the intimate care needs of our children with well-equipped adapted toileting and showering facilities. Our extensive outdoor provision is designed with accessibility in mind so that children with disabilities can play alongside their able-bodied peers.

Every class has access to everyday resources such as visual timetables, workstations for individual pupils with autism, enlarged text or alternative ways of recording work to name but a few resources.

Children with SEND are able to access IT to facilitate their learning.

We endeavour to ensure that equipment used is accessible to all children regardless of their needs and carry out risk assessments to this end.

After-school clubs and extra-curricular activities are accessible to all children, including those with SEND.

Exam access arrangements for SATs, for example, extra time or enlarged texts are sought where needed.

All children at Colindale are the responsibility of their class teacher who plans for and teaches all the children in their class through 'Quality First Provision Teaching'. At times this involves differentiation and extra support, either through additional adults or additional materials and resources, to reduce or remove barriers to learning. Where necessary, children are given extra support or additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.

If children have complex learning difficulties and usually an EHCP/Statement, the teacher will be supported in planning sessions by our Inclusion Support Teacher who has expertise in working with children with EHCPs.

Some children may work at levels below their peers and follow programmes of study which are linked to a topic but tailored to the child's individual level. They may follow a reading scheme which takes account of their strengths and weaknesses.

Colindale is committed to the inclusion of pupils with SEND. The school aims to provide full access for disabled pupils to the broad and balanced curriculum offered at Colindale. The school works with professionals to ensure that the physical and personal care needs of children with physical disabilities are also met.

At Colindale we believe that children are only really included if they take an active part in learning. All staff will develop professional working partnerships to enable children with physical disabilities to be as independent as possible and to achieve their own personal standards of excellence.

Our accessibility plan/ disability scheme is also on our website and outlines our plans for continual improvement.

What expertise and training is available to support children with SEND at our school?

The SENCo has had specific training in a wide range of SEND and also receives termly updates from Barnet and is able to access courses run by the Local Authority. She holds an RSA Certificate in Teaching Children with Specific Learning Difficulties).

Support staff will have received training specific to the intervention they are running including phonics groups and reading groups

Teaching and support staff regularly receive specific training on SEND as required to meet the needs of children which come under the 4 main areas of need outlined in the code of practice. This is given on a rolling programme and is delivered by outside professionals as well as experienced Colindale Staff.

In addition, our support staff attend a regular weekly training programme which covers a wide range of topics.

We employ an assistant who works alongside the health speech & language therapist to deliver programmes of therapy in school.

All new staff at Colindale are inducted by the SENCO following our Induction Policy.

Staff working with children with physical disabilities follow guidelines to ensure safety and safeguarding of these potentially vulnerable pupils.

How do we evaluate the effectiveness of the provision for children with SEND at our school?

We use a variety of ways to evaluate effectiveness including the following:-

Results of expected outcomes for children with SEND,

Results including P Level Results for those who are not working at the same level as other children or reading tests.

Book scrutiny

Outcomes from Interventions

Quality Mark Report

OfSTED inspections

Parental feedback

Feedback from Outside Agencies

How do we ensure children with SEND are able to fully engage with everything available at school and interact with children without SEND?

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Our children with SEND work and play alongside each other. We do not have a separate unit for our children in the ARP. Each child is based in a class with the other 29 children and therefore interact all day with each other.

Our assistants are trained to ensure that they assist a minimally as possible so that children are able to develop the skills to make their own relationships with other children and do not depend overly on the adult.

We strive to ensure that all children are included in school trips and activities and full risk assessments are carried out before any visits.

Our residential school journey is planned so that we can meet the needs of children with SEND, including wheelchair users.

We use our two specially adapted minibuses to take children who are wheelchair users to and from trips and longer school journeys

After school clubs are available and welcoming to all children irrespective of SEND.

Our buildings and grounds are accessible and we plan all new building and equipment with the needs of children with SEND in mind.

How does our school support children's social, emotional and mental health and well-being?

At Colindale, we put great emphasis on the emotional well-being and social development of our pupils. Our Senior Leadership Team discuss vulnerable pupils every week at the SLT meeting including those who may be experiencing difficulties outside school.

Personal Social Health Citizenship Education (PSHCE) is a regular and important part of the curriculum and provides a safe environment for children to consider and discuss issues. We are also becoming a UNICEF rights respecting school.

Assemblies, Collective Worship and RE also provide daily opportunities for pupils' reflection and discussion about emotional and social development.

Children are able to join our '20-20-20 Club' at lunchtime which aims to break the hour long lunch break into manageable sections where they are supported in a friendly environment for parts of the break.

Children are assured that all adults are approachable to speak to them about any worries, difficulties or problems. Specific assigned adults can

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also be selected. We do not have a Learning Mentor but children are able to talk to selected members of staff if they need to.

We fund a Play Therapist who works with children in school one day a week. She takes a variety of referrals for children who have mental health needs arising from a variety of situations, e.g. bereavement or relationship difficulties.

We employ a Family Support Worker who works closely with our SENCO and Designate Leads for Safeguarding and can support children through their parents, offering support, assistance with CAFs (Common Assessment Framework) and signpost parents to support and advice.

How do we support Looked After Children at our school?

Our Designated Leads for Safeguarding coordinate support for Looked After Children and will liaise with Children's Services and will ensure that the child has a link member of staff to talk to. The academic progress of LAC children will be monitored very closely.

How does our school involve outside organisations (like health, social care, local authority) in meeting the needs of children with SEND?

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals as sometimes, it is helpful to look at a child's strengths and weaknesses with an outside professional.

With parental permission, this might involve a referral to Speech & Language Therapy Services, Occupational Therapy or Physiotherapy Services, Child and Adolescent Mental Health Services or Health Services such as a The Child Development Clinic. Our school nurse is available to see staff, children and parents to offer support and advice on request.

We can also access the Local Authority Specialist Teams of Autistic Spectrum Disorders, Visual Impairment and Hearing Impairment Services.

We are fortunate to employ an Educational Psychologist who works in school one day per fortnight. She is able to meet with parents and staff to observe children and discuss ways of working with children.

We have a collaborative approach to the support of children and work with a number of different agencies. Where appropriate we have Team

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Around Child (TAC) meetings so all the agencies as well as the child's parents can meet to discuss concerns and to coordinate support.

The professionals who work in school are invited to attend our 'Shared Goals Meetings' at which goals are set by child, parent, teacher, assistant, Inclusion Teacher, SENCO, Speech Therapist, Physiotherapist, Occupational Therapist all of whom attend as appropriate.

The SENCO/Assistant Head Teacher for Inclusion can signpost parents to all the agencies involved with children in Colindale School

Parents can also seek advice from Barnet SEND IASS (Special Educational Needs and Disabilities Information, Advice and Support Service (Formally 'Parent Partnership') 020 8359 7637

How does our school handle complaints about the provision for children with SEND?

Parents who wish to complain are asked to initially speak to the SENCO/Assistant Head Teacher for Inclusion or the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to follow the school's complaints procedure.

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