



Special Educational Needs and/or Disabilities Information Report

Last reviewed: July 2025

Next review due: July 2026

Colburn Community Primary School is a school where every child matters. We aim to nurture and support all children and we take many steps to ensure all our children achieve their full potential at school.

Sometimes children need additional help and support to enable them to achieve their potential. This report provides information about the kind of support available at Colburn School and about how we work with parents and carers to enable children to access this support. As they know their child best, we value their views and opinions.

All pupils at Colburn School receive quality first teaching. This means that appropriate learning objectives are set for each child and a range of teaching styles and approaches are used to meet the needs of all children. We offer many forms of additional provision. This can include support in the classroom, one-to-one support out of class, small group intervention work, access to specific resources and sometimes access to outside agencies. Additional provision is co-ordinated by the school's SENDCo and is designed and implemented by the class teachers.

At the heart of our school is a continuous cycle of planning, teaching and assessment, which takes account of the wide range of abilities of all children. In order to support children who have special educational needs and disabilities, the school has adopted a graduated response that recognises a continuum of need in accordance with the DFES Code of Practice, 2014.

Our Special Educational Needs Coordinator

The Special Educational Needs Co-coordinator is **Mrs Kirwan**

Mrs Kirwan is responsible for monitoring the progress and provision of children with special educational needs.

The SENDCo advises other staff about procedures and practice. She also works closely with parents and children. The SENDCo has regular contact with a range of external agencies who are able to give more specialised advice when needed.

If you would like to speak to Mrs Kirwan please contact the school office (01748 832676) and we can arrange an appointment. If you would prefer to speak with her on the phone we can also arrange this.

All staff receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants have regular generic training and specific training to meet individual needs as necessary.

Please read our Inclusion Policy alongside this policy on our website.

How do we identify Special Educational Needs and Disabilities (SEND)?

The SEN Code of Practice (DfES, 2014) says pupils have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

- b) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or maintained post-16 institutions.

We know a child may need extra support if:

1. They are falling behind the level that is normally expected for their age or there is a change in their behaviour.

Our teachers carry out various assessments and routinely check that all children are making the required progress. If a child begins to fall behind we will observe the child, assess their understanding of what they are doing in school and work with them to find out what is causing difficulty. The SENDCo will support the class teacher and we will discuss our concerns with the parents/carers.

The child will only be considered as having SEND if the class teacher has provided reasonable adjustments through quality first teaching in the first instance. As such, any child on Colburn's SEND register receives support that is additional to and different from that which is ordinarily provided for most of the other pupils of the same age.

2. Concerns are raised by the parent/carer.

If you think your child may have special educational needs the class teacher will discuss this with you. We will observe your child closely and assess what may be causing difficulty. We will share with you what we find out and what we will do next.

3. A child has identified SEND before they start at Colburn Primary School

In this case we will work with the people who already know about your child's needs and use the information already available to identify how we can meet these needs at Colburn Primary School.

A Graduated Approach

When a potential special educational need has been identified, a graduated approach will be taken. This involves assessing, planning, implementing and reviewing the approach taken so that it is increasingly personalised to the child. This cyclical process, as we build a deeper understanding of the child's needs enables school to continually reflect upon the approach taken and to gain 'Pupil Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child.

Categories of Special Educational Need

The Code of Practice (2014) provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND.

Cognition and Learning Needs	Social, Emotional and Mental Health Difficulties
Difficulties with some or all of the work in school. • Slow progress in reading, writing and maths.	Managing their behaviour • Developing friendships with their peers. • Low self-esteem • Withdrawn

• Poor understanding of information. • Poor concentration and attention. • Dyslexia • Dyscalculia	• Anxiety • ADHD/ADD • Attachment Disorder
Communication and Interaction	Sensory, Physical or Medical Needs
• Speech and Language difficulties. • Understanding others. • Communicating with others. • Autism	• Vision impairment • Hearing Impairment • Multi-sensory impairment • Physical difficulties

At Colburn School we use a range of resources and strategies to support each area of need. We also use a range of assessments to help identify a child's needs, these may include Diagnostic Reading Tests, phonic assessments, a sensory assessment.

What are the different types of support available for SEND children in our school?

a) Class teacher input, through targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- Different teaching styles are used so that your child is fully involved in their learning.
- Specific strategies, advised by the SEND Co/outside agencies are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will be fully aware of the gaps in their learning.
- A programme of support is in place to close the gap between your child's learning and that of his/her peers.

b) Targeted Support through intervention and/or small group/one-to-one teaching

Once a specific need is identified we will then decide from our wide range of interventions and strategies what support is necessary. Your child's needs will be specifically targeted and an individualised learning programme will be planned. This programme may be delivered by a teaching assistant or a teacher. It will be a timed and monitored intervention to enable your child to make accelerated progress. The provision will be recorded on an IEP and then reviewed termly, at this review your views and the views of your child will be recorded.

c) Specialist Support from an outside agency

The school may call on extra specialist support from an outside professional, if your child is not making progress despite the quality first teaching and targeted support. You would be asked to give your permission for us to refer your child to a specialist professional. This will help school to ensure that your child's particular needs are fully understood and supported adequately. The specialist provision will work with your child to

understand their needs and make recommendations with targets, provision, support and advice.

d) Education, Health and Care Plan

For a very small number of children who have specific barriers to learning, a request for an EHC Assessment may be made if school, parents and the professionals supporting your child feel that his/her needs cannot be met sufficiently with the resources normally available in school.

The school or parents can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process that sets out the amount of support that will be provided for your child.

Once a pupil has an Education, Health and Care plan, they will have annual and possible interim reviews. Parents, SENDCo, an LA representative, class teacher, supporting teaching assistants and any other parties involved in the EHCP provision are invited to the annual reviews.

Who are the other people providing services to children with SEND in our school?

- Inclusion Hub for specific learning difficulties.
- Inclusion Hub for social, emotional and mental health difficulties.
- Inclusion Hub for communication and interaction.
- Educational Psychology Service
- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)
- Speech and Language Therapy Service
- Sensory, Physical and Medical Team
- Occupational Therapy Service
- Community Adolescent Mental Health Service (CAMHS)
- The Emotional Resilience Team
- Early Help Service

Arrangements for assessing children's progress towards outcomes and involving them in their education

We use Insight to assess and track all pupil progress. If a child is in year 1 or above and not yet accessing the National Curriculum, a more sensitive assessment tool can be used called P Scales, this shows children's attainment in more detail; breaking learning down into smaller steps.

We believe that the relationship between parents/carers and school is crucial in making sure that a child reaches their potential. We meet termly with children on the SEND register and their parents/carers, we aim to make this review meeting as pleasant and productive as possible and always begin with the success of the child in meeting his/her targets and their positive learning behaviour since the last review. Where targets have not been fully met, we discuss with the child the difficulties they have encountered and how they feel about the learning strategies, intervention and resources that have been used, the teacher and teaching assistant explain the child's progress and future teaching plans for the child. Parent/carers will

be asked their views on the child's progress and encouraged to ask questions, in order to gain a full picture of the child we encourage parents/carers to share achievements outside of school. The child's hopes, personal goals and interests are also considered when ensuring that the most appropriate targets are set to ensure progress. When other professionals are present, they will explain their involvement with the child, results of any assessments that they have undertaken and recommendations for the next stage of learning.

Before the meeting ends, all adults and the child will have agreed the future SMART targets and the strategies that will be used for the child to be successful. Outside agencies will outline their future work with the child and the child will have a clear understanding of their targets and the support that they will receive. Parents/carers will have been given advice and resources to help them support their child at home.

Where children are very young or unable to be involved in a meeting, their views will be sought before the meeting. They will be invited to the final ten minutes of the meeting to receive praise for their success and a simple explanation of their new targets.

The SENDCo updates the child's review form and provides the child, parent/carers, class teacher, teaching assistant and other professionals with a copy of the review form and the new IEP.

Ensuring that children with SEND are enabled to engage in activities available with children in school who do not have SEND

Colburn School is an inclusive school; we provide a huge range of learning opportunities for all of our pupils, irrespective of gender, ethnicity or SEND. Teaching staff are trained in the reasonable steps to ensure the inclusion of all SEND pupils in all school activities. These steps may involve:

- Considering the pupils' learning styles and ensuring that this is reflected in the styles of teaching.
- Using flexible grouping arrangements where pupils are given the opportunities to work, over time, with all their peers.
- Praising the pupils' strengths and areas of successes so that self-esteem is maintained and enhanced.
- Alternating periods of concentration with the opportunity to move around and change activity.
- Ensuring access to appropriate ICT.
- Adhere to teaching timetables, routines and school rules explicitly, and allow pupils time to learn them.
- Visual prompts to support curriculum delivery, delivering instructions in short chunks and checking for understanding, giving the pupil time to process language and respond.

We ensure that children with SEND are represented equally in all that we do in our school e.g. school council, educational visits, school productions, sports teams, monitor jobs, class assemblies and after school clubs.

Support for improving emotional and social development

At Colburn school, SEND children with a social, emotional or mental health need receive the

same level of support as children with a learning or physical need; teachers have the highest possible expectations for them. All staff are aware of their needs, the child has clear, manageable targets that have been formulated at a meeting involving the child, parent/carer, class teacher and other professionals where appropriate, these targets are reviewed termly and the child's involvement in this process is paramount.

All teaching staff are trained in the reasonable steps to ensure inclusion of children with social, emotional and mental health needs in all school activities. These steps may involve:

- Teaching the child alternative behaviours e.g. taking quiet time in a designated area at times of stress.
- Addressing factors within the classroom that may be contributing to the problem e.g. seating arrangements.
- Providing the child with a channel of communication e.g. completing a thinking bubble to identify the stressor, the accompanying feelings and his/her possible course of action.
- Ensuring that the child has a task of responsibility in the classroom to raise his/her self-esteem, provide an opportunity for the child to move around the room, reinforce his/her value as a class member.
- Close home-school links, to share success and any difficulties that need addressing.

Children with social, emotional and mental health needs often require additional support in articulating their views and concerns; targeted work is often undertaken by a teaching assistant who is trained in the Talking and Drawing therapeutic programme.

The school has a clear behaviour policy and anti-bullying policy, children participate in anti-bullying assemblies each term. Through these whole school approaches, we ensure that our pupils have a clear understanding of bullying and how to tackle it.

Transition between Key Stages

We recognise that transitions can be difficult for pupils with SEND and take steps to ensure that any transition is as smooth as possible

When moving between phases in school, children will have the opportunity to visit their new classroom and spend two days with their new teacher, extra visits over a longer period of time will be organised for children who require more support with this transition. In some circumstances, social stories and personal transition books will be used at school and home to further support the child. Information will always be passed on to the new class teacher in advance.

If a child is moving to another school we will contact the school's Inclusion Leader to ensure that they know about any special arrangements or support that needs to be made for your child. Where possible a planning meeting will take place with the SEND Co from the new school. Where possible we will organise visits for your child to their new school and in some cases staff from the new school will visit your child in this school.

Year 5 and 6 staff have also taken opportunities to visit and work closely with our local secondary schools to acquire a more in-depth knowledge of their routines, systems and ethos. This also gives staff an opportunity to see what provision the schools have in place and how best to support pupils for the transition into year 7. SEND staff from secondary schools

attend the year 6 review meetings in the summer term to meet pupils and their parents.

Arrangements for handling complaints from parents/carers of children with SEND

Pupils, staff and parents/carers are expected to listen carefully and respectfully to each other. When an issue arises, parents/carers should, in the first instance, make an appointment to speak with the child's class teacher and seek to resolve any concerns. If a parent/carer believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made with the SENDCo, to enable us to resolve problems quickly and to the satisfaction of both parties. Failing that, we have a clear complaints policy which can be found on the school website.

The school governor for SEND is: Mrs V Hughes

The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity or left behind because they have additional needs. The SEND Governor is contactable through school.

The **Head Teacher, Mr Y Abdo**, will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.