

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 awarded the Quality Mark for Inclusion for over seven years. We guide children through our Rainbow Values, Eco values and UNCR Rights of the Child, which reflect British Values. Mission Statement is 'Living and Learning Together'.

Along with all local community schools, we offer provision for children and young people with SEND which is outlined in the Local Offer. [Click here for the link to Barnet Local Authority's Local Offer.](#)

We hope the following questions and answers explain SEND provision 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 to support our children with SEND. These range from simple resources such as visual timetables, to a team of experienced and trained assistants.

We differentiate work for children at all levels and staff refer to our SENCO for ideas for advice on differentiation.

We have an **Additionally Resourced Provision (ARP)** for approximately 9 children with physical disabilities. More information can be found on our website.

We use the **Code of Practice** to help define what a special need 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."

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

Some children arrive at Colindale School with identified SEND. In this case, staff, AHT for inclusion and the SENCo will ask parents about the child's needs and strengths and

weaknesses, read reports from other professionals and liaise with 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 AHT for inclusion who attends the meetings for new parents.

The staff in our Early Years Foundation Stage meet regularly with the AHT for inclusion 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 AHT for inclusion and SENCo spend time in class supporting teachers in order to identify and discuss the type of support a child might need.

Teachers carry out scheduled termly assessment meetings for children, which include 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. Following on from these Pupil Progress Meetings, the AHT for inclusion and SENCo meet 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. 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.

We also look closely at the results of children with SEND who also receive Pupil Premium Grant to ensure these children receive the support they need.

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 Assistant Head for Inclusion Ms Lindy Napthine or our newly appointed SENCO Mrs Elaine French.

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/carers. Class Teachers offer termly appointments for all parents to discuss progress and attainment. They are also pleased to meet with parents at other times or arrange a phone call or virtual 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 in the Autumn and Spring terms, review meetings which we call **Shared Goals** – they are attended by staff, parents and therapists and where appropriate, the child. 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 in a plan which all those involved can work towards.

In the Summer term, we hold annual reviews of EHCPs, to which parents, staff and outside professionals are invited.

For children at School Support, we hold termly meetings with the parent, class teacher and SENCo/Assistant Head for Inclusion, where we discuss the child's needs; any provision will be outlined and goals may be set at these meetings.

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 are involved in discussions about their needs.

Children may be invited to take part in 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 has a graduated approach to SEND. Initially, children receive inclusive *quality first teaching* for all, which may include the provision of differentiated classwork. The AHT for Inclusion has 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 and carefully tracked and their progress reviewed.

If concerns continue or increase, then children may receive additional, time-limited and targeted interventions to accelerate their progress and catch-up, so they are working at age-related expectations. Results of the interventions are discussed with the year group's phase leader.

If there are still concerns, children may be considered for personalised interventions to accelerate their progress and enable them to achieve their potential. This 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 AHT for Inclusion 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, support staff 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, support staff and SENCo contribute to this review. This stage then informs the next cycle, if necessary. Meetings with teachers and support staff are held regularly as are termly SEND Pupil Progress meetings with the SENCo.

Additional support may be provided in the classroom by the class teaching assistant or out of the classroom in a small group with learners with similar needs or on a 1:1 basis. A baseline 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 AHT for inclusion and 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, a very small minority may require an assessment for an Education Health Care Plan (EHCP) to determine whether it is necessary for the local authority to make additional provision. At this point, the school makes a request to the local authority, outlining the child's needs, explaining what support and provision we have given to the child and why we do not feel we are able to meet the child's needs within the allocated funding for that child.

Children are now assessed against age expected outcomes. Some of our children will be working at levels below age expected outcomes and assessed against these outcomes.

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, measuring progress against outcomes.

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 the child joining us.

If the child is moving to another school or is in Year 6, the school will liaise with the SENCO and visits may be arranged. Relevant records will be passed on to new settings.

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

Children with SEND are inclusively educated within an age-appropriate classroom environment with their peers most of the time. Children are expected to reach personal standards of excellence. Where children are withdrawn, this will be part of a timetable which is carefully constructed by the AHT Inclusion, 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 Primary School, our school environment is fully accessible to wheelchair users.

Please see our booklet about the ARP and our Access Plan on our website.

We are funded for nine 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 being able to access 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.

Our excellent facilities include a room for physio and occupational therapy, an accessible indoor swimming pool with accessible changing facilities, a large all weather play pitch which is suitable for wheelchair access all year round. We are able to meet the intimate care needs of our children with well-equipped adapted toilet facilities. We have some access to a soft play room and a sensory room.

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 led by school staff are accessible to all children, including those with SEND.

Exam access arrangements for SATs, for example, extra time, a scribe or enlarged texts, are planned for 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.

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.

Children participate in P.E. and we use an outdoor centre for our residential school journey that is adapted and offers suitable challenge to disabled and able-bodied children alike.

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

The AHT for Inclusion and SENCo have had specific training in a wide range of SEND and also receive termly updates from Barnet and are able to access courses run by the Local Authority and from other sources.

Support staff receive 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 under the 4 main areas of need outlined in the code of practice. This is provided on a rolling programme and is delivered by outside professionals as well as experienced Colindale Staff.

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

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

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

Staff also benefit from discussions about individual children or whole school issues with outside agencies, such as the Educational Psychologist or advisory teachers for hearing and visual impairment, speech & communication difficulties and mental health, social and emotional needs.

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/review meetings

Continual assessment e.g. Book scrutiny, moderation, lesson observations, talking to pupils

Outcomes from Interventions

Quality Mark Report

OfSTED inspections

Analysing achievement data

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

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.

Our assistants are trained to ensure that they assist as 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 specially adapted minibus to take children who are wheelchair users to and from trips and longer school journeys

After school clubs provided by school staff are available and welcoming to all children with SEND.

Our buildings and grounds are accessible and we plan all new building and equipment with the needs of children with SEND in mind, for example, our new tree house.

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 Education (PSHE) is a regular and important part of the curriculum and provides a safe environment for children to consider and discuss issues.

Our AHT for Inclusion, Mental Health Lead and PSHE leader, work closely together and use staff training meetings to cascade information about how to recognise and support pupils with mental health needs.

We are also a UNICEF rights respecting school.

Assemblies, Collective Worship and RE 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 three 20 minute manageable sections where they are supported in a smaller, highly supported environment for parts of the break.

Children are assured that all adults are approachable and they can talk to them about any worries, difficulties or problems. Specific assigned adults can 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 employ an Early Help/Family Support Worker who works closely with our AHT for Inclusion and Designated Leads for Safeguarding. She supports identified families and signpost parents to external support and advice services.

4 members of staff have been trained to support children who have experienced bereavement or other loss. Children can be referred to the Barnet Primary Project or the Children & Adolescent Mental Health Service - CAMHS.

We recognise that children with special needs, for example autism, may have high levels of anxiety and are particularly vulnerable. We have a robust anti-bullying policy.

All staff are trained to support children use a daily emotion check-in which is based on the Zones of Regulation, designed to support children to manage their feelings

How do we support Looked After Children at our school?

We work alongside the virtual school for Looked after Children, attend review meetings with social services and maintain a Personal Education Plan (PEP).

The academic progress of LAC children is monitored very closely.

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

With parental permission, this might involve a referral to Speech & Language Therapy Services, Occupational Therapy, 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 for Autistic Spectrum Disorders, Visual Impairment and Hearing Impairment.

We have allocated sessions with a local authority Educational Psychologist, who 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 Around Child (TAC) meetings so all the agencies involved, as well as the child's parents/carers, 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 leader, SENCO, Speech Therapist, Physiotherapist and Occupational Therapist, all of whom attend as appropriate.

The AHT for Inclusion and SENCo can signpost parents to the agencies involved with children in Colindale School.

Parents can also seek advice from Barnet SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support 020 8359 7637

Parents are signposted to the Local Offer which has lots of information and lists helpful organisations.

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 AHT for Inclusion, Assistant SENCo or the Headteacher regarding their complaint. If the issue cannot be resolved at this level or the complaint is regarding the Headteacher the parent would be directed to follow the school's complaints policy.

