



Cold Harbour School Annual SEND Information Report

November 2023

This is an annual report to provide information on how we support children with special educational needs and disabilities (SEND).

Cold Harbour School believes that every child is special. We aim to provide a happy and stimulating environment where every child has the opportunity to let their light shine! We support children to develop intellectually, physically, emotionally and socially to the best of their ability. We meet the needs of individual children through quality first teaching, personalised learning, and a targeted system of intervention programmes and practical provision to support children with special educational needs.

We undertake a rigorous and continuous system of monitoring children's progress to ensure that any additional provision is appropriate and supports academic and personal achievement. We work in a collaborative way and aim to develop effective partnerships with children and their parents or carers, utilising the support and advice of external professionals to ensure that the school can meet a broad range of special educational needs and disabilities.

What kinds of special educational needs are provided for at Cold Harbour School?

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

The Code of Practice (2014) outlines the following broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

How many children in the school have special educational needs?

At present, SEND pupils make up 24% of the whole-school population. The proportion of pupils assisted by SEN support is above national average (17.3%).

SEN SUPPORT	EHCP
45	2

How does Cold Harbour School identify if children have special educational needs?

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. We will consider a pupil's type(s) of need after they have been assessed as making less than expected progress and those that have social, emotional or mental health difficulties that are affecting their ability to engage in their learning.

Early Identification

Early identification of SEND is fundamental. We know that identifying needs at the earliest point and then making effective provision improves long-term outcomes for the child or young person. For this reason, we have devised a clear approach to identifying and responding to SEND through the Cold Harbour SEND Pathway (see appendix 1).

How do we identify children with additional needs?


- Observation of children in class; work or behaviour
- Pupil Progress Meetings
- Staff and/or Parental Concerns
- Assessment (historical data and class-based data e.g. Reading Ages, Spelling Ages, Phonic Screen, National Curriculum Levels etc.)
- Thorough tracking of progress regularly (marking and feedback, annotations on planning)
- Historical information about the child – transition notes, provision mapping, child's personal file
- Outside intervention – reports from external agencies
- First Assess Communication Tool (FACT)
- Meeting with Parents to discuss needs and completion of a Home-School Discussion Form
- Ask the child for their views using a One-Page Profile
- Triggers for concern will show that, despite differentiated learning opportunities, the child has:
 - made little or no progress even though areas of weakness have been identified and targeted
 - difficulty in Literacy or Numeracy skills which results in poor attainment in other curriculum areas
 - presents persistent emotional and /or behavioural difficulties not dealt with by behaviour management techniques used in school
 - communication and / or interaction difficulties which require specific individual intervention in order to access learning
 - physical or sensory problems and who continues to make little progress despite personal aids or equipment.

How will I know how my child is doing?

Plan, Do, Review

Once your child is identified as having a special educational need, you will be involved in a process of assess, plan, do and review, which involves setting targets and working together to support your child to achieve them.

This cycle is recorded on a document called a Plan, Do, Review Grid (PDR). These are kept as live working documents that school staff regularly update to monitor the progress your child is making towards key targets. We will involve you throughout this process as after all, no-one knows your child better than you! Information about each stage of the cycle, and how you will be invited to work with us throughout this process, is outlined below:

	<p>Assess - We look at your child's progress as a whole, exploring: social, emotional and communication skills; how your child is as a learner e.g. how they learn best; assessment across the curriculum and successes of personal learning targets already set. You are essential to this conversation. Together, we will decide upon new targets to work towards which are recorded on your child's PDR.</p> <p>Plan - We plan how we are going to support your child to meet personal targets. This will include provision at school e.g. intervention (one to one and/or small-group work) or adaptations to classroom learning and will offer suggestions for how you can help at home. This is outlined on the PDR.</p> <p>Do - We work with your child as planned to support them to work towards personal learning targets. This may involve your child benefiting from additional learning support outside of the classroom where necessary. You will be supported with how you can help at home.</p> <p>Review - Your child's progress towards targets is regularly reviewed informally and updates are recorded on the PDR. We welcome you to keep in regular contact with your child's class teacher throughout the cycle to share progress at home. Each term, the PDR is reviewed together, celebrating your child's successes and next steps. At the end of the year, you will receive the PDR alongside their annual school report.</p>
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SEN Support Plan

Sometimes, children with SEND require more specific personalised provision throughout the school day. While this process continues to follow an assess, plan, do, review cycle, planning the provision for this level of need is recorded on a document called an SEN Support Plan. These are recommended by Milton Keynes Local Education Authority for children with needs that require a greater level of support, often involving external agencies e.g. Speech and Language Therapy, Mental Health Service, Paediatrician, and/or children who may require further support in the future e.g. an Education Health Care Plan (EHCP). This process of support is outlined below:



Assess - We look at your child's progress as a whole, exploring: social, emotional and communication skills; your child is as a learner e.g. how they learn best; assessment across the curriculum and successes of personal learning targets already set. You are essential to this conversation. Together, we will decide upon new targets to work towards which are recorded on your child's SEN Support Plan.

Plan - We plan how we are going to support your child to meet personal targets. This will include provision at school e.g. intervention (one to one and/or small-group work) or adaptations to classroom learning and will offer suggestions for how you can help at home. Where necessary, we will work with external agencies to set targets e.g. Speech and Language Therapist and plan how we will work towards them together. This is outlined on the SEN Support Plan.

Do - We work with your child as planned to support them to work towards personal learning targets. This may involve your child benefiting from additional learning support outside of the classroom where necessary. You will be supported with how you can help at home.

Review - Your child's progress towards targets is regularly reviewed informally. We welcome you to keep in regular contact with your child's class teacher throughout the cycle to share progress at home. Each term, a formal review called a Person Centred Review will take place where you, your child, your child's class teacher and I will meet to review what your child has achieved and next steps. Where suitable, professionals from external agencies will also be invited.

In addition to these scheduled meetings regarding your child's progress, we have an open door policy at Cold Harbour and encourage parents to talk to us regularly. Class teachers, our Learning Mentor and our SENCo are easily contactable via the school office by telephone, email or Class Dojo and always respond to parents' queries as quickly as possible. A detailed annual report of your child's progress is also provided in the summer term.

External Agencies

You can contact your child's class teacher or SENCo, and/or we may invite you in at any point to discuss any concerns we have or if we want to involve external specialists in your child's education. If a referral to an external specialist is recommended and agreed, the forms will be completed in conjunction with you and then sent on to the relevant agency.

Referrals may be recommended when a high level of support has been sustained by the school over a period of time although in some cases specialist advice may be sought immediately due to the nature of the concern e.g. a child with significant speech and language difficulties. If external agencies are supporting your child, a report with recommendations will normally be produced. You will be provided with a copy and offered an opportunity to discuss the report with the agency.

EHCP

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

If we identify that a child may benefit from support through an EHCP, we will work with families to apply for an EHC Assessment. More information about the assessment process can be found at <https://www.mksendlocaloffer.co.uk/education-health-and-care-plans-ehcps/education-health-and-care-plans-and-processes-ehcps> or please contact Michelle (SENCO) for further information.

When an EHC Plan is in place, the same process of assess, plan, do, review is maintained as described above. However, this plan includes both short term and long term outcomes and involves a range of professionals. Additionally, an annual review is held each year for all persons linked to the child. We always involve any child with an EHC Plan in their annual review. The format of their contribution will vary according to the child's special educational needs. The child may choose to attend part, all or none of their review but they are supported in understanding the purpose and their role in the meeting. Regardless of whether the child attends the meeting, their views will be sought and recorded before the meeting using an appropriate format. This process will be supported by an adult that works closely with the child and their views will be shared in the meeting.

How will the curriculum and learning environment meet my child's needs?

At Cold Harbour, we strive for Quality First Teaching (QFT) in all classes for all pupils, thus class teachers adapt the planning and teaching to meet the diverse range of abilities and needs in each class to ensure every child can access our broad and balanced curriculum. Following Rosenshine's principles as our research-based approach to QFT, we expect our QFT to encompass:

- Daily review
- Presenting new material using small steps
- Asking questions
- Providing models
- Guiding pupil practice
- Checking for pupil understanding
- Obtaining a high success rate
- Providing scaffolding for tasks
- Enabling opportunities for pupil practise
- Weekly and monthly review

Along with:

- Tightly planned progression reflecting strong subject knowledge
- High expectations for pupil involvement and engagement with their learning
- High levels of interaction for all pupils

- Precise feedback – both written and verbal
- Use of regular and authentic praise to engage and motivate pupils

This approach to QFT ensures that all pupils are able to access and be successful in learning across the curriculum. Throughout our QFT, adaptive teaching is essential - this involves teaching the same lesson objectives to all pupils whilst providing scaffolds or supportive strategies to enable all pupils to make progress. Our adaptive teachers and teaching assistants have a deep understanding of the needs of the children in their class and implement a range of strategies throughout a lesson to support every child to be successful in learning. Please see our 'adaptive teaching approaches' document (SEN Policy, Appendix B) which outlines our most common scaffolds and strategies (this list is not exhaustive, we continuously evaluate and reflect on the changing needs of our pupils, thus this document is ever-changing and is reviewed annually).

Adaptations to the school or classroom environment may also be needed in order to meet the specific needs of a child. Specialist equipment is provided where appropriate across the school, including: pencil grips or writing instruments, writing slopes, coloured overlays, timers etc. We may also look to purchase specialist furniture or equipment if necessary.

Sometimes, children may benefit from additional teaching through targeted support to ensure they are able to access QFT and/or to receive tuition related to a specific skill that they need to be taught. For example, pre-teaching of subject-specific vocabulary, over-learning of concepts taught and needing consolidation, reading support and/or speech and language intervention to teach, model and rehearse specific communication outcomes.

Our SENCo, in liaison with class teachers, will organise specific 1:1 or small group interventions to address and support specific areas of need. This may include: Read, Write, Inc (RWI) small-group and 1:1 Fast Track, reading fluency and comprehension practise, maths interventions such as Power Maths Catch Up. Other interventions also take place to address specific areas of a child's development, for example Speech and Language sessions to help children develop their communication and interaction skills and learning mentor sessions to support social, emotional and mental health.

How will Cold Harbour School prepare and support my child if they transfer to another year group, transfer out to a new school or move on to the next stage of their education?

At Cold Harbour, we have a Transition Provision Map, to enable us to plan effective transition for all pupils (see appendix 2). In summary:

When children join our schools, families of children joining our Foundation Stage are visited at home by the appropriate class teacher and Teaching Assistant. Our Foundation Stage staff will also liaise with other pre-school settings where children have been highlighted as having a special educational need or disability.

Children joining us during the school year meet with an Assistant Head Teacher or Learning Mentor and take a tour of the school. They will usually have the chance to meet their new teacher and see their new classroom. We will discuss your child's needs and will contact the previous school to discuss attainment, levels of support and any additional provision previously in place. The SENCo may contact the previous school to discuss support for children who have more complex needs.

When children transfer between year groups and key stages:

Transition sessions are held in the summer term for all children. A SEND child may visit their new classroom, area and class teacher before the transition day to reduce anxiety. A transition booklet may be provided to support children with Communication and Interaction needs in moving classes and to reduce their anxiety over the summer holidays.

For children who require a personalised approach to transition, we create a Personalised Transition Plan, which sets out specific actions to ensure the child is well supported throughout their transition to the next phase.

When children transfer to a new primary school:

An appropriate member of staff e.g. Class teacher, Assistant Head Teacher or SENCo will speak to the new school about a child's attainment and needs. Records, including any cycles of assess, plan, do review and/or specialist reports are sent in a timely fashion.

When children transfer to secondary schools:

Year 6 teaching staff meet with staff from local Secondary schools to discuss and plan for SEND children transferring to this local setting. The SENCo completes SEND transfer paperwork for children transferring to other secondary schools and will meet and speak to SEND staff as necessary. A transition programme operates for most secondary schools for new Year 7 pupils. We support these programmes by sending staff when appropriate to support children on visits to the new school and we facilitate visits from secondary colleagues to observe and work with children in our settings.

How does Cold Harbour School support the development of my child's social and emotional development?

We have one Learning Mentor: Ronnie Rowsell. Our Learning Mentor works closely with Class Teachers and Teaching Assistants to ensure that the children feel safe and happy at school. They liaise closely with parents and are able to offer support in class, small focussed groups or on a one-to-one basis. One-to-one sessions can include support with dealing with loss, protective behaviours, anger management, social skills, motivation and confidence. At lunchtime, the learning mentor is timetabled to provide support to develop the social and emotional skills of children, either through reflection and resolution of incidents or the teaching of specific skills.

On occasion, we find it beneficial to use home/school communication books to support social and emotional challenges and/or encourage good behaviour choices. These can help us keep in regular contact with parents/carers and enable stronger communication between home and school on a daily basis. We have a consistent approach to expectations of behaviour across all year groups in order to prevent bullying. We aim to teach the pupils to become independent, resilient, stay safe, work co-operatively, be aspirational and develop good learning skills.

Cold Harbour are also very fortunate to be a linked school with the NHS School Mental Health Support Team. This enables us to make referrals directly to the Mental Health Team if we are concerned about a child's mental health or wellbeing. We will always make referrals with collaboration from parents/carers. Mental Health Professionals join parents/carers and their child on site and/or at home for consultation and will plan strategies of support. This may entail a series of sessions with a Mental Health Professional that usually takes place at school.

Our school council consists of members from every class in Key Stages 1 and 2, with Year 6 representatives for the Foundation classes. They are elected by their class peers at the start

of the school year. The school council meets regularly with the Head Teacher to ensure that the children's views are listened to and considered throughout the school year.

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

The activities and trips offered by our school are made available to all children. Risk assessments are completed for every offsite trip and procedures are put in place to enable all children to participate at the school's discretion and in consultation with you. If a risk assessment indicates that one-to-one support is required for a child to access an activity safely and maintain statutory supervision for the other children, you may be asked to accompany your child on a visit. A familiarisation booklet may be provided to reduce anxiety about the trip.

What training have the staff supporting children with SEND had or are having?

Our SENCo attends any locality network meetings and training opportunities in order to keep up-to-date with local and national updates in SEND. She sets a training schedule for the year and analyses the impact of training as and when it has been fulfilled. Please see the list of training opportunities for the last academic year 2022-2023 and the impact made:

<u>Term</u>	<u>Training Provided (planned and implemented by SENCO)</u>	<u>Other training</u> (key members of staff/external)
Autumn 1 2022	EEF High quality teaching of SEN with 'The five a day' principle: Focus 1: Scaffolding <i>Impact: All staff produced scaffolds for Primary Knowledge Curriculum subjects to support access for all pupils.</i>	Emotionally based School Avoidance (EBSA): Putting MK guidance into practice <i>Impact: Learning mentor established EBSA processes (administration systems) and conducted EBSA profile with children identified at risk of EBSA</i>
Autumn 2 2022	EEF High quality teaching of SEN with 'The five a day' principle: Focus 2: Technology - Using Clicker as a resource to support quality first teaching of pupils with SEND <i>Impact: Teacher knowledge of clicker developed. Clicker moved to iPad instead of chrome books due to the effectiveness of dictation on the app. Clicker in use for two pupils, to be practiced and increase in use across the curriculum.</i>	Developing Emotional Regulation – the zones in practice Precision Teaching in Primary Schools Promoting Independence through effective Teaching Assistant to Pupil Talk <i>Impact: ZOR intervention in place with learning mentor. Precision Teaching now used as a method for building reading fluency. TA disseminated useful strategies of practice in TA meeting for effective pupil talk.</i>
Spring 1 2023	EEF High quality teaching of SEN with 'The five a day' principle: Focus 3: Explicit Instruction <i>Impact: Teachers reviewed lesson power points and considered how to break knowledge into smaller steps, careful choice of visuals to support and talk aloud strategies to model explicitly.</i>	Understanding and effectively supporting Autistic Spectrum Conditions in Primary Schools <i>Impact: Structure of lunchtimes to support ASC. Disseminated to staff.</i>
Spring 2 2023	EEF High quality teaching of SEN with 'The five a day' principle: Focus 4: Cognitive and Metacognitive practices <i>Impact: Focus on 'turn to your partner' and how to embed throughout teaching input to</i>	Using sensory activities to support children with SEND <i>Impact: Sensory breaks planned and implemented for specific children.</i>

	support chunking of new information and cognitive load. Visual aids to support discussion. Practiced in session.	
Summer 1 2023	EEF High quality teaching of SEN with 'The five a day' principle: Focus 5: Flexible grouping Impact: Teachers planned successful temporary talk partners for next two week and considered why they would be supportive to one another. Partnerships are to be flexible and short-term (as are groups), changing based on needs regularly.	Using Structure and the Engagement Model to support purposeful learning Impact: Engagement model now in use for one child. Assessment using this model supports planning for purposeful learning.
Summer 2 2023	Planning effective transition for pupils with SEND Impact: Teachers planned pupils who needed additional sessions to new year group area/meet the new teacher prior to transition session, created social stories and shared handover information.	Scaffolding strategies – better classroom learning for all pupils and Adopting a dyslexia friendly approach (SENCO) Impact: Planned CPD for teachers in Autumn 1 (Adaptive teaching), implement unused strategies into adaptive teaching approaches.

Training opportunities currently planned for this year (2023-2024) are listed below, please note, these are subject to change to reflect the changing needs of the cohort/teacher staff:

<u>Term</u>	<u>Training Provided (planned and implemented by SENCO)</u>	<u>Other training</u> (key members of staff/external)
Autumn 1 2023	Adaptive Teaching – our approaches across the curriculum PE – adaptive approaches within the lesson (STEP) (INSET)	SENCO – Autism and wellbeing in schools Day 1 presented by the Anna Freud Foundation An introduction to Clicker – new member of staff
Autumn 2 2023	Scaffolds to support learning in Mathematics (building a bank of worked examples across the school) Subject leadership with a focus on SEND (key knowledge) Supporting pupils with dyslexia – facilitated by David Schiff	Engagement model training for teaching assistants SENCO – Autism and wellbeing in schools Day 2 presented by the Anna Freud Foundation Understanding and effectively supporting ASC in the Early Years – Katie Clark How to support learners with working memory difficulties across the curriculum – Michelle Laskey/Sarah Kotulecki
Spring 1 2024	Pupil Progress – reflecting on current progress and planning steps to success Autism and wellbeing in schools (disseminated from training)	TBC
Spring 2 2024	Supporting learners with working memory difficulties (disseminated training)	TBC
Summer 1 2024	Spelling for pupils with SEND (supportive strategies for QFT and home learning)	TBC

Summer 2 2024	Planning transition for pupils with SEND	TBC
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What external agencies are available at or accessed by Cold Harbour School to support SEND children?

The SENCo seeks advice from the SEND Team of specialist teachers based within the local authority on a regular basis. We are able to make referrals to Speech and Language Therapists and the School Nursing Team is able to support the school with referrals to additional health services, including Occupational Therapists and Communication Paediatricians.

Our SENCo supports parents with referrals to mental health agencies, such as the Mental Health Education Service (MHST) or CAMHS. We are able to provide written evidence for parents to detail any provision that a child is having at school and we will contribute to any external agency assessments.

We are also able to consult with the Educational Psychologist Team for advice or guidance via a weekly forum to discuss needs of the cohort and/or individuals when parental consent is obtained. Additionally, we are fortunate to be working in collaboration with a trained dyslexia assessor who is able to assess pupils and adults for dyslexia and provide valuable knowledge and support to children, families and staff as to how we can best meet the individual needs of those he assesses.

We will always listen to and collaborate with all external agencies to benefit from their guidance and use any strategies recommended to improve our provision.

How does Cold Harbour School use its resources to support a child with additional needs?

The SEND Budget is allocated each financial year to support additional needs throughout the school. The money is used to provide additional resources or support, dependent on need.

It is used to provide:

- Specialist equipment to support a specific need (for example, writing slopes, coloured overlays etc.)
- Additional intervention programmes and associated resources (for example, Power Maths Catch up, RWI 1:1 tuition, recommended Speech and Language Therapy resources)
- Teaching assistants and/or tutors to support individual and small group learning
- Professional development opportunities e.g. training

Children with an EHC Plan will be provided with support and resources as specified on their plan and carefully timetabled to ensure they are working towards outcomes.

How is the effectiveness of the SEND provision evaluated at Cold Harbour School?

We are always working towards improving our provision to meet the requirements of the changing needs of our pupils. Every term the SENCo looks closely at the progress of all pupils on the SEND register. This enables their progress to be monitored closely and provision adjusted where expected progress has not been made.

At the end of every term, the SENCo looks at the data for the three core subjects: Reading, Writing and Maths and compares the progress of the SEND pupils to those without additional needs. This data is used to monitor and evaluate the overall effectiveness of our SEND provision. Successes against pupil's personal targets on PDRs or SEN Support Plan also enable the SENCo to reflect on the effectiveness of the SEND provision in relation to individual pupil outcomes.

We believe that the voice of your child is essential in helping us to evaluate the effectiveness of our provision. Our SENCO, knows every child on the SEND register and meets with the children regularly to consider their views and how they would like to improve our provision. We regularly monitor the learning journey of our pupils with SEND by invitations to pupil voice discussion across a range of subjects and through learning walks to observe and 'feel' their experience as to make informed decisions about how best to improve our offer and plan for further training needs.

As well as listening to the voice of your child, regular communication and developing a relationship with you, as a parent, is essential. You know your child best and we will listen to you and work together to ensure the provision we put in place supports your child to let their light shine! Our SENCO and all members of staff at Cold Harbour are approachable. We ask that you let us know if you have any concerns or even better, if you have noticed particular successes, please share them with us. We will adapt our approach wherever possible to ensure your child is happy, safe and learning lots at school.

We implement an annual parental voice survey to support us in the evaluation of our provision. In July 2023, 16/41 (39%) of parents responded to the survey and we received positive responses in most areas:

- 100% of parents strongly agree or agree that they know how the school provides for pupils with SEND
- 100% of parents strongly agree or agree that they know who to talk to if they have any concerns regarding their child
- 100% of parents strongly agree or agree that they know how to support their child at home and work in partnership with the school
- 100% of parents strongly agree or agree that targets set for their child are appropriate to their needs
- 100% of parents strongly agree or agree that their child can access all curricular activities and visits
- 100% of parents strongly agree or agree that their child feels they have someone to talk to if they need to
- 100% of parents strongly agree or agree that they can come into school at any time to discuss concerns with relevant members of staff

Please read a few of our parent comments:

'So grateful for the supportive and communicative team in Cold Harbour school. I receive written/verbal feedback on a daily basis about my child's needs, concerns, behaviour, improvements and achievements. This keeps me very connected to the school. Every staff member I met are kind, patient, mindful and positive. Any school policy and information are clearly displayed on the website. The ample school correspondence used through diverse apps and emails are a great provision and advantage for parents. I am impressed with the good coordination and efficiency in planning the school's communication system.'

'The SENCo team at Cold Harbour, go above and beyond to help with my child's needs.'

'My child is supported at school and I have seen a confidence that she hasn't shown before at school. The school is supportive and encouraging to my child focusing on her strengths as well as supporting areas that she can struggle with in her learning. My child has progressed with her learning this year amazingly and I have no doubt this is mainly due to the support and interventions she has in place at school through the SENCo and her class teacher!'

'I am impressed how inclusive everyone is with my child. It's a supportive group that helps him join in activities and sessions. I could notice the school's team work especially during trips and beautiful extracurricular activities that the school organised.'

The feedback provided also enabled us to reflect on what we could do to improve our provision and we have set the following actions based on parental suggestions and response:

- Parents and teachers (and/or SENCO where appropriate) will work together to discuss pupil plan, do reviews (PDRS) at the end of a period of intervention. This may be in the form of dojo, phone-call or meeting, depending on parental preferences.
- Once reviewed, the SEND Information Report and SEND Policy will be distributed to parents of pupils with SEND. In reviewing these documents, we intend to make clear the opportunities available for parents to discuss their child's needs and signpost which members of staff are available for support.
- Review and update the SEND section of our school website to contain useful information for parents/carers.
- Review homework setting for pupils with SEND and consider adaptations to ensure all homework is set at an appropriate level for pupils across the school

Who can I speak to if I have a concern about my child?

In school you can contact:

- First point of contact – Class teacher
- Other lead adults in your child's education – Year group team leader and Learning Mentor
- Special Educational Needs Co-ordinator– Michelle Laskey
- Other local support services:
- Milton Keynes SEND Support Line – 01908 657825 and/or visit the local offer here: <https://www.mksendlocaloffer.co.uk/>
- Milton Keynes SEND Information, Advice and Support Service (SEND IAS) – 01908 254518 This is a service offering confidential and impartial information, advice and support to all families in Milton Keynes who have a child with special educational needs or disability.
- Children and Families Practice Central – 01908 252696 This is a team of experienced staff offering early help and family based support and advice.
- SEND Governor – Joanna Grant
- Head Teacher – Sarah Kotulecki

Other sources of school information:

Please follow the links below to our school websites where you will find policies and procedures that you may wish to read:

<https://www.coldharbourschool.org.uk/send/>

If you wish to make a complaint about any aspect of the SEND provision at either school, please do so by consulting the procedures detailed in our Complaints policy. This can be found on our school websites by following the appropriate link above.

The local authority's Local Offer: The Local Offer is a directory of information that helps families to find and access support. All local authorities are required to have their own Local Offer as part of the government's SEND reforms. The Local Offer for Milton Keynes can be found on the following website:

<https://www.mksendlocaloffer.co.uk/>

The school works closely with agencies delivering the Local Offer.

SEND Information Report Review: This report will be reviewed and updated on an annual basis. This report will be reviewed and updated in November 2023.

COLD HARBOUR C OF E PRIMARY SCHOOL SEND SUPPORT PATHWAY



1. Pupil Identification

Concerns about a pupil raised by school staff, parents or other agencies

2. Look and Listen

Discuss concerns with all school staff involved, parents and child.
Look at transition information. **It is important to distinguish learners with SEN from learners who are underachieving but who can and will catch up.**

3. Start FACT - CYCLE ONE

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/send-local-offer-schools-and-professionals/information-for-schools-and-settings>

4. <u>FACT level 0</u>	5. <u>FACT Level 1</u>	6. <u>FACT Level 2</u>	7. <u>FACT Level 3/4</u>	8. <u>FACT PLUS Trigger</u>
Rule out communication as area of need and consider other assessment tools and implement provision where necessary.	Use FACT to support you to Implement strategies into QFT. Keep FACT in Class Purple File.	Implement strategies into QFT and Targeted Intervention.	Refer straight to SENCO. Outline QFT, targeted and possibly personalised provision.	When at least one descriptor is highlighted that is emboldened and <i>italics</i> in the Listening and Attention and Interaction area.

9. Progress more/significantly more than expected

(Outcomes achieved)

Additional support no longer required. Needs can be met within QFT. Progress monitored.

10. Progress beginning to be made

Continue to meet the child's needs through FACT Cycle Two

11. Progress less than expected

Concern is raised to SENCO for further assessment and personalised provision in place.

Cycle continues until...

Progress more/significantly more than expected
(Outcomes achieved)

Additional support no longer required. Needs can be met within QFT. Progress monitored.

12. Progress continues to be less than expected

Shared view that pupil cannot make the level of progress required to achieve outcomes set from the resources available within the school.
SENCO to refer to outside specialist teachers/agencies for support and strategies. Develop SEN Support Plan.

Cycle of support continues with specialist provision until...

13. A multi-agency meeting is held to collate relevant information to support a request for Education, Health and Care Plan.



Cold Harbour Primary School

Transition Map

Phase	Universal	Targeted	Personalised
EYFS: Transition into Reception	<ul style="list-style-type: none">• Call previous settings of new starters (Early July) to prepare for home visits and possible setting visits• Information evening to Parents• Stay and Play sessions• All about me booklet for parents to complete and send to school• Transition morning/afternoon without parents• Class Teacher Handover• Home Visits• Staggered Intake with baseline sessions• Watch me learn sessions• Welcome booklet with photos to continue to look at over the holidays	<p>During Home Visit, parents are asked about prior transitions - additional sessions will be implemented for children who are highlighted as finding transitions difficult to cope with.</p> <p>Visits to prior setting.</p>	<ul style="list-style-type: none">• Transition object• External agency involvement• Personalised Transition Plan*• Flexible timetable (part-time)• Support from SEND Support Team
KS1: Transition into Year 1	<ul style="list-style-type: none">• Cross-phase days and opportunity to spend time in KS1 throughout year• YR1 Teachers and TAs visit children in the EYFS setting• Transition morning/afternoon in new classroom with new teacher• Class Teacher Handover	<p>Group Visits to the new area prior to Transition Day – New Classroom hunt (checklist of things to find e.g. toilet, coat pegs, books, trays).</p>	<ul style="list-style-type: none">• Personalised Transition Plan*• Individualised sessions in Y1 prior to Transition Day• Scrapbook of environment, photographs of new Teachers to learn and continue to look at over the summer holidays.

	<ul style="list-style-type: none"> • Parent Voice Transition Sheet • Children still working towards EYFS Profile will remain on EYFS Profile assessment until the end of the Advent Term 		<ul style="list-style-type: none"> • External agency involvement • One Page Profile for SEN pupils • Transitional meeting with current class teacher, new class teacher, parents and child
KS1: Transition into Y2	<ul style="list-style-type: none"> • Cross-phase days throughout year • Transition morning/afternoon in new classroom with new teacher • Information for Parents Evening • Class Teacher Handover • Parent Voice Transition Sheet 	Group Visits to the new area prior to Transition Day – New Classroom hunt (checklist of things to find e.g. toilet, coat pegs, books, trays).	<ul style="list-style-type: none"> • Personalised Transition Plan* • Individualised sessions to new area and environment. Meet staff on a one-to-one basis. • Individualised Transition booklet to work through with support • Transitional meeting with current class teacher, new class teacher, parents and child • One Page Profile for SEN pupils • External agency involvement
KS2: Transition between year groups	<ul style="list-style-type: none"> • Cross-phase days throughout year • Transition morning/afternoon in new classroom with new teacher • Information for Parents Evening • Class Teacher Handover • Parent Voice Transition Sheet 	Group Visits to the new area prior to Transition Day – New Classroom hunt (checklist of things to find e.g. toilet, coat pegs, books, trays).	<ul style="list-style-type: none"> • Personalised Transition Plan* • Individualised sessions to new area and environment. Meet staff on a one-to-one basis. • Individualised Transition booklet to work through with support • Transitional meeting with current class teacher, new class teacher, parents and child e.g. SEN Support Plan review • One Page Profile for SEN pupils • External agency involvement

KS2: Transition to Secondary School	<ul style="list-style-type: none"> • Y6 Use homework diaries to note take homework and organise information • Transition Day at new School • Transition meeting/liaison with new setting 	<p>Black Sheep Press Talking about Secondary School Intervention for SEN pupils.</p> <p>Additional Visits to the setting</p>	<p>SENCO will ensure SEN pupils are invited onto Secondary School Extended Transition Programmes and will liaise with Secondary SENCOS and visit setting where appropriate. SEN Support Plans to be shared with next SENCO for outcomes to be continued where appropriate. External agency involvement where necessary.</p>
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