



## **Cold Harbour School Annual SEND Information Report**

**October 2020**

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 develop intellectually, physically, emotionally and socially to the best of their ability. We aim to 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 15% of the whole-school population. The proportion of pupils assisted by SEN support is broadly in line with the national average.

<b>SEN SUPPORT</b>	<b>EHCP</b>
<b>31</b>	<b>3</b>

### **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?**

We have an open door policy at Cold Harbour and encourage parents to talk to us about how their child is progressing at school. Class teachers, our Learning Mentor and our SENCo are easily contactable via the school office by telephone or email and always respond to parents' queries as quickly as possible.

If your child requires additional support for 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. Your child's progress will be reviewed every few weeks to ensure interventions in place are appropriate and will be discussed with you at Parents Consultation evenings termly, or additional meetings if necessary.

Children with SEND that require more specific personalised provision to meet needs will benefit from a Person Centred Review each term where you and your child, as well as class teacher and SENCo will discuss strengths and successes, as well as next steps for the next cycle of support.

A detailed annual report of your child's progress is provided in the summer term.

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.

We always involve any child with an Education, Health and Care Plan (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?**

We match the curriculum to the child by Quality First Teaching in all classes for all pupils. Class teachers and year group teams adapt the planning and teaching to meet the diverse range of abilities and needs in each class. Differentiation is the process by which teachers ensure that tasks are matched to the individual child's abilities. This might involve the use of adult support, different resources or different outcomes being expected of the children. Differentiation is provided to ensure the children can experience success and challenge in their learning. Ability grouping and additional adult support are organised flexibly to help groups of children and individual children meet their learning intentions and outcomes. Children with similar needs may be grouped together to work with a teacher or teaching assistant, or one-to-one support may be provided to help a child achieve an individual target. Part of this support will be to develop skills to enable the child to become a more independent learner.

If appropriate, the SENCo will organise specific 1:1 or small group interventions to address and support specific areas of need. Currently a range of different interventions are delivered and these change on either a half termly or termly basis depending on the needs of the children. Literacy interventions may include Read, Write, Inc (RWI) small-group and 1:1, Toe by Toe, Handwriting (write from the start) and sentence writing. Maths interventions may include Numicon. 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.

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

### **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?**

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 days are held in the summer term for all children. A SEND child may visit their new classroom, are 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 two Learning Mentors: Mrs Arrand and Mrs Holmes. Our Learning Mentors work 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. The Learning Mentors run clubs at break and lunchtimes to support social and emotional development, 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 and encourage good behaviour choices. 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.

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 Assistant 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. All class teachers receive regular training and updates related to SEN and disabilities. Specialist training is accessed to review and develop provision for children who have more complex needs.

During the past year, training has included:

- Read, Write, Inc. Phonics Development Day – all staff were trained to implement an intervention named 'Speedy Green Words' which enables children to become quicker at decoding in their head. This training also worked with all RWI teaching adults to observe and improve practice.
- Supporting transition back to school (focus on mental wellbeing) – Supporting teachers to identify the signs of poor mental wellbeing and strategies for support.
- SEN Pathway – Training on identifying pupils with SEND and the assessment process
- Diabetic training – how to care for pupils with diabetes and how it can affect daily life and learning
- SENCO mentor – Debbie Williamson from Gilesbrook is offering SENCO and Safeguarding support to Michelle Laskey this academic year.

Training to commence this academic year:

- Setting SMART targets and Person Centred Reviews
- The Learning Mentor Role – led by Eleni Holland IIT

- Mental Health Team – How can we support mental health in school, how can the Mental Health Team Support us
- Supporting a child to manage their anxiety
- SEMH in the mainstream classroom
- Planning, monitoring and analysing for children with SEMH needs
- Developing resilience and wellbeing in schools
- Dyslexia
- When phonics doesn't work
- Speech and Language Therapy in the Early Years

### **What external agencies are available at or accessed by Cold Harbour School to support SEND children?**

The SENCo seeks advice from the Inclusion and Intervention 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.

Our SENCo supports parents with referrals to the community paediatricians and mental health agencies such as the Mental Health Education Service or CAMHS. We are able to provide written evidence for parents to detail any provision that a child is having at school. We will contribute to any external agency assessments 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 each of the schools. 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, Numicon and RWI 1:1 tuition)
- Teaching assistants to support individual and small group learning
- Professional development opportunities e.g. training

Children with an EHC Plan or Statement of Special Educational Need will be provided with support and resources specified.

### **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. The targeted interventions will be closely monitored for their effectiveness.

### **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 Inclusion and Intervention Team – 01908 657825
- 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.

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.coldhambourschool.org.uk/policies/>

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.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

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 October 2021.