



COLD HARBOUR
C of E Primary School

SEND Local Report October 2018

Cold Harbour CE Primary School is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- ✓ **Growing** in confidence, faith, personal awareness and ability
- ✓ **Learning** in creative, fun, technologically assisted and investigative ways
- ✓ **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities
- ✓ **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

At Cold Harbour C of E School we aim to offer all children access to a full, broad and balanced curriculum that offers the appropriate level of challenge. All children should also be given the opportunity to access and experience a full range of extra-curricular activities to further enhance their learning and understanding. Where children are identified as having Special Educational Needs or disability (SEND), the school is committed to ensuring that all the children, regardless of their specific needs, make the best possible progress in school through special educational provision.

How does Cold Harbour School identify children who need extra help?

- Liaison with the child's previous school /pre-school/nursery setting/ health visitors
- Concerns raised by parents/carers
- Concerns raised by your child's class teacher or school Inclusion Leader
- child performing below age expected levels or behavioural difficulties or poor self- esteem which are affecting performance
- Liaison with external professionals (e.g. speech and language therapist)
- A medical diagnosis through a paediatrician

What should a parent/carer do if they think their child may have special educational needs or disability (SEND)?

- Raise your concerns with the child's class teacher initially. They have the most knowledge of your child in the school setting
- Raise your concerns with the Inclusion Leader who is responsible for: Coordinating the support for children with SEND to make sure all children get a consistent, high quality response to meeting their needs in school ensuring that you are
 - Involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Involved in reviewing how your child is progressing
 - Liaising with other professionals who come into school to help support your child's learning (e.g. Speech and Language Therapy, Educational Psychology etc)
 - Updating the schools SEND register and making sure there are records of your child's progress and needs
 - Providing specialist support for teachers and support staff in school so that they can help children with SEND achieve the best possible progress
- The SEND Governor can be contacted if you feel the school are not responding appropriately

How will the teacher support the child who has been identified as having SEND?

Excellent targeted classroom teaching known as Quality First Teaching, which for your child means:

- The teacher has the highest possible expectations for your child and all the pupils in their class
- All teaching is based on building on what your child already knows, can do and can understand
- Different ways of learning are in place so that your child is fully involved in learning within class. This may involve using more practical learning strategies.
- Specific strategies (which may have been suggested by the Inclusion Leader or outside agencies) are in place to support your child to learn
- Your child's teacher will regularly check on your child's progress and will decide on how best to close the gap in their learning and or understanding by liaising with the Phase Leader and Inclusion Leader to put appropriate interventions in place to support progression
- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met with appropriate differentiation

In addition your child may participate in interventions that take place outside of the classroom. These target specific gaps to enable your child to make progress. The intervention will be base-lined to determine the impact of the intervention

How will the curriculum be matched to the child who needs extra support or SEND?

- All work within the classroom is differentiated to an appropriate level so that all children are able to access the lesson and learn at their level
- Practical apparatus is available to support the learning
- Additional adult support may be used to meet specific needs

How will the school know that the support has had an impact?

- Individual targets on a child's Support Plan will be being met, through tracking from a base line
- The child is making progress against attainment targets for their age group and they are catching up to their peers or age related expected levels
- Children may move off of the SEND list when they have made sufficient progress

How the school helps the parents to monitor progress and support their child?

- We offer an open door policy. The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used
- The Deputy Head/SENCo is available to meet with you to discuss your child's progress and any concerns you may have
- All information/reports from outside professionals will be shared with you and discussed if needed
- If your child is on the SEND list, they will have a Support Plan which will have individual targets. This is written in conjunction with the parents and the child, where appropriate, on a termly basis. All involved are given a copy of the Support Plan. The targets set are SMART (Specific, Measureable, Achievable, Realistic, Time scaled) targets with the expectation that your child will achieve the target by the time it is reviewed.
- Homework will be adjusted to your child's individual needs
- If required a home/school contact book may be used to support communication with you when it is agreed this will be useful to you and your child
- School will inform the parents of any courses they are aware of that may help them support their child

What support is offered from the school to ensure the well-being of the child who requires extra help or SEND?

- We are an inclusive school which welcomes and celebrates diversity. All staff believe that children having high self-esteem is crucial to their well-being. We pride ourselves on having a caring, understanding team looking after your child
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Therefore they should be the first point of contact.
- If further support is required the class teacher confers with the SENCo and Learning Mentors for further advice and support.

The management and administration of medicines

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the class teacher if medication is recommended by a health professional to be taken during the day.
- All medication must have a prescribed label clearly stating the child's name and dosage. A form must be completed in the office prior to the administration of any medication.
- On a day to day basis the class teacher generally oversees the administration of any medicines
- For on-going conditions a Care Plan is drawn up by the school nurse
- Children with medical conditions are identified to all staff and their details are displayed in the staffroom.

What specialist services and expertise are available or accessed by the school?

We work closely with external agencies to access specialist support for the children and support staff.

- Educational Psychology Service.
- Special Educational Needs and Disability Inclusion Service (SENDIS) - give support in the areas of learning and cognition communication and interaction, sensory development and physical difficulties
- Primary Behaviour Support - support in the area of emotional, behavioural and social development
- Speech and Language Therapy- the school has an attached speech and language therapist who provides advice to staff following an assessment of a child's speech and language.
- Physiotherapy and Occupational Therapy. Parents can make the referral in the first instance and take their child to the Child Development Centre for an assessment or SENDIS can refer a child
- School Nurse, can be made to community paediatricians through the school nurse for assessments, treatments, advice and support on health conditions that may impact on the child's ability to access the curriculum
- Social Services. The school works with social services when appropriate.
- Links with other schools. The SENCo will attend SEND Liaison Group meetings termly. This enables shared discussions on special educational needs and decision making around such issues as Support Plan writing, common formats for record keeping and transfer issues. This helps to ensure continuity of provision. It also supports sharing of information regarding changes to services provided

What training are the staff having or going to have to support a child with SEND?

Cold Harbour have and will continue to update training in the following areas:

- Identifying smart targets when writing support plans
- Training for support staff delivering interventions or identified needs

Cold Harbour will receive training in the following this academic year:

- Further support with writing support plans
- SEN and Inclusion (Autism pathway) – SENA

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

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will ensure the necessary support to ensure that this is successful with consideration to access arrangements to ensure that a full participation can be arranged
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety is not compromised.
- In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which cover the same curriculum areas will be provided.
- Parents are involved in discussions to ensure all issues regarding their child's participation are shared.

How accessible is the school environment?

- The school is on two levels with wheelchair access through the building through a designated path which includes ramps. The Site Manager reviews regularly for our risk assessment.
- A large disabled toilet is available at the front of the building
- We liaise with the Ethnic Minority Achievement Support Service (EMASS) who assist us with supporting our families with English as an additional language.
- When children with specific needs of specialist equipment join the school there is a multi-agency meeting to discuss their requirements and the relevant changes to the school building are carried out and equipment installed.

How will the school prepare and support the child who needs extra help or SEND when joining the school or transferring to a new setting?

Transferring to a new setting

- Additional transfer arrangements are made for all SEND children transferring to KS3. We work together to ensure the children acclimatise to their new surroundings with a number of short visits to experience different times of the school day.
- The children also receive a booklet of pictures of their new school, when appropriate, to share with their parents and prompt discussion.
- Social stories are written for children where necessary, create their own Passport and access extra transition lessons.
- The Inclusion Leader liaises with her counterpart at secondary schools to ensure the relevant paperwork is passed on and all needs are discussed and understood.
- The Year 6 and Head of Year 7 teachers also meet to discuss the needs of the children in detail.

Transferring into Cold Harbour

- The Foundation Stage leader advises the Inclusion Leader of SEND children transferring from the pre-school or nursery setting into school. They visit and observe the children in their Early Years setting and discuss the needs being met by their current provider.

- Transfer meetings organised by the Early Years Team are attended by the Headteacher and SENCo and class teacher to ensure a detailed exchange of information for a smooth transition. The parents have an opportunity to voice their feelings at this meeting.
- Provision to meet the needs of any SEND child is discussed and where additional adult support is required this is put in place before transfer visits take place. The support staff are available to meet the children on all of their transfer visits.

How are the school's resources allocated and matched to a child's SEND?

- We ensure that the needs of children who have SEND are met to the best of the school's ability with the funds available
- There are dedicated teaching assistants who provide individual support to children where the needs are most complex
- Each phase has a dedicated teaching assistant who deliver programmes designed to meet the needs of groups of children
- The Deputy Head/SENCo meets with individual teachers each half term to discuss the progress of individual children and how we can support them to ensure they make progress

How is the decision made about what type and how much support a child with SEND will receive?

After a child has been identified as having and a barrier to learning the SENCo will discuss with the Class Teacher what support could be offered to the child in order for them to make progress.

The SENCo and class teacher will complete a FACT, using the scoring grid this will indicate if or which intervention is needed. This will inform the child's support plan.

- The child will receive a support plan which will be reviewed every 6 weeks to ensure the support is having a positive impact on the child's progress.
 - Where the pupil is not making progress the SENCo will consult with the Inclusion team for further support. Advice will inform the support plan.
 - This cycle will be repeated at least 3x before additional help can be secured from the inclusion team
 - Parents will be invited into discuss the support offered to their child
 - Where appropriate, the child will be included in the support setting and review process
- If additional funding is needed to meet this, an application for additional funding will be completed and submitted to the LA.

Who can a parent/carer contact for further information?

- The first point of contact is the child's teacher
- You can arrange to meet Mrs Lorna Ryan, the school's SENCo. Email: Lorna.ryan@coldharbourschool.milton-keynes.sch.uk
 - Contact Parent Partnership at <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/further-advice-parent-partnership>
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

Who should I contact if I am considering whether my child should join the school?

Contact the school office on 01908 270377 to arrange to meet the Headteacher Mrs Christine Ryan, who will happily discuss how the school could meet your child's needs.