



# Coalbrookdale & Ironbridge CE Primary School

## Special Educational Needs and Disability (SEND) Information Report

Reviewed: April 2017

Next review: April 2018

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*Coalbrookdale & Ironbridge CE Primary School is a mainstream primary school.  
We are a Christian school where every child matters,  
is valued and is able to shine.*

## **Special Educational Needs and Disability (SEND)**

"A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." (Department for Education & Department of Health, 2015, p.15)

### **Welcome to our school**

In keeping with our mission statement, we positively welcome all children and aim to provide a successful and fulfilling educational environment in which all can reach their potential. To this end, here at Coalbrookdale, we cater for a wide range of Special Educational Needs and Disability (SEND) covering the four main areas of need:

- Communication and interaction (including autism)
- Cognition and learning (including general and specific learning difficulties such as dyslexia and dyspraxia)
- Social, emotional and mental health
- Sensory and/or physical (including physical disability, hearing and/or visual impairment)

### **Building relationships with parents and pupils from the outset**

We aim to begin building our relationship with parents and pupils before they actually start school, whichever year group they are planning to join. The head teacher, the Special Educational Needs Coordinator (SENCo) and the class teacher welcome families in to discuss their child's strengths as well as areas where they may need additional support, prior to their starting in our school.

### **Important transition phases**

These include:

- Pre-school to Reception
- School to school
- Year 6 to Secondary

#### *Pre-school to Reception*

If a child has been identified as having a special educational need prior to starting school, the SENCo will liaise with the pre-school setting to ensure the pupil's needs are met right from the start. This may include additional visits to the setting and meetings with parents/carers.

Where a child is starting our school with a Statement of Special Educational Needs/ Educational Health Care plan (EHC), the school works in conjunction with parents and the Local Authority to ensure that they are appropriately supported and information from relevant agencies is shared. For these children in particular, the induction process is important in enabling them to feel comfortable, secure, happy and excited at the prospect of learning and becoming valuable members of our school community.

### *School to school*

Children starting at our school in older year groups are invited to spend one or two days with the class they will be joining, in advance of their official start date. When they start, they will be paired with a child from their class: a 'buddy' who will help them settle into the school environment.

If a child with SEND transfers to our school from another school, the SENCo and class teacher will liaise with that school and parents to ensure continuous provision is made.

At the end of each school year, teachers share information with the next class teacher. All SEND records are passed on to the appropriate teacher at the beginning of the school year. Parents can arrange to meet with their child's new teacher should they wish to do so.

### *Year 6 to Secondary*

It is part of our role to support pupils and their families in the transition to their chosen secondary school. Meetings with appropriate staff members from secondary schools can be arranged; in certain circumstances, pupils with SEND may be accompanied on small group visits to the secondary school being considered. SEND reviews are held for pupils with a Statement or EHC plan: these involve the class teacher, SENCo, parents and pupil as well as representatives from the secondary school and any other agency involved in the child's development. Where appropriate, the secondary school liaises with Coalbrookdale to arrange a meeting between the prospective key worker and the pupil to be supported: this may take the form of supporting within class at school, observing the current support assistant working with the pupil or any other arrangement that seems suitable. Recently, we arranged for two of the pupils to give a guided tour of this school as a way of breaking the ice, and then providing hot chocolate and biscuits (under adult supervision) along with an informal chat. This helps to ensure understanding of all needs and a smooth and successful transition to secondary school.

### **"Looked after" children**

"Looked after" children with SEND benefit, of course, from the same high quality of support and provision as all our children. In addition, each "looked after" child has a Personal Education Plan (PEP) which is reviewed regularly at meetings hosted by school in conjunction with the Local Authority and also attended by other relevant agencies; one of the aims is to identify how money is allocated to support the wellbeing and development of the pupil in question.

### **Identification of additional needs**

Of course, some difficulties only emerge once a pupil has started school. Early identification of such difficulties is vital.

The class teacher informs parents of any concerns at the earliest opportunity, enlisting their active help and participation. This is recorded on our Initial Concerns form and signed by the teacher and parent/carer. In the first instance, the SENCo works closely with class teachers to develop strategies for supporting pupils through Quality First

Teaching (QFT) and, where appropriate, small group or one-to-one support. (For more detail, see below.)

Other needs may become more apparent as the child moves up through school. School staff regularly review all children's progress and monitor children for whom there may be concerns. With the permission of parents, those children with ongoing concerns may be referred to the appropriate agency (eg speech and language therapy, occupational therapy, learning support) for more formal targeted assessment, advice, strategies and support. For some children, it will be appropriate for school to request statutory assessment for an EHC plan by the Local Authority, with the consent of parents.

Equally, parents may begin to notice particular behaviours or difficulties and may wish to seek support from and through school. If this is the case, they are always welcome to speak to the class teacher informally or arrange an appointment for a meeting with the teacher and/or SENCo to discuss the best way forward for the child in question.

### **Continuing to consult with parents**

Building on the relationship between school and families, we value the opinions and input of parents. For this reason, we are in the process of setting up a SEND committee with parent representatives. In addition, a questionnaire is conducted annually to obtain feedback from parents.

On a more personal level, the progress and needs of individuals are discussed with class teachers on a termly basis; these discussions may form part of parent consultation meetings.

If you, as parents, have a concern, please talk to us. In the first instance, it may be useful to speak to the class teacher; if you wish to speak with the SENCo, you may make an appointment via the school office. (Please see list of contacts at the end of this document.)

### **Pupil involvement**

At Coalbrookdale, we encourage the opinions of our pupils and allow regular opportunities for the children to discuss their learning within different subjects. When completing an individual provision map, pupils are invited to comment and reflect on their own learning and targets, as well as the support in place. We are in the process of introducing one-page profiles which will be written with the child and detail how the child learns best and what they enjoy doing. These will be updated annually with the class teacher and pupil before being passed on to the next class teacher.

### **Approach to teaching and the learning environment**

Coalbrookdale provides a broad and balanced curriculum for all pupils. The National Curriculum is our starting point for planning.

The school's SEND policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the individual child. Teachers are expected to set suitable learning

challenges and respond to children's diverse learning needs. Lessons are differentiated accordingly to meet the needs of all pupils.

We pride ourselves on QFT which facilitates inclusive teaching and learning for all. Class teachers are aware of the pupils, within their class, who have particular learning requirements that may potentially create barriers to learning. These requirements are likely to arise as a consequence of a child having a special educational need or a disability. Where appropriate, the SENCo works closely with the class teacher to put in place appropriate interventions and support, as outlined below in **Provision and interventions**. These might include the pre-teaching of vocabulary and/or concepts to ensure the full participation of a pupil or group of pupils in particular lessons.

### **Adaptations to the learning environment**

Our current Year 1 classroom has been adapted, with a lowered ceiling, to cater for pupils with a hearing impairment. Extra banisters have been installed on our stairways. We have a disabled toilet available on the ground floor. For some of our pupils, coloured exercise books are used and handouts printed on coloured paper.

### **Staff Qualifications**

- Mrs Samantha Howells - SENCo - *National Qualification for Special Educational Needs Co-ordination*
- Mrs Alex Chown-Montague - Assistant SENCo - *MEd Speech and Language Difficulties and British Sign Language (Level 1)*
- Dr Ann Henshaw - SEND Governor
- Mrs Louise Postance - Assistant Head - *Maths Specialist Teacher*
- Miss Lisa Spandrzyk - Assistant Head - *Telford and Wrekin Moderator for KS2 Writing*
- Mrs Amanda Liddle - Teaching Assistant - *Forest School Leader*
- Mr Conail Rutherford - Class Teacher - *Maths Specialist Teacher*
- Mrs Zena Johnson-Taylor - Learning Mentor - *Education Welfare Studies*

### **Staff training**

All staff at Coalbrookdale & Ironbridge CE Primary School hold a basic first aid certificate. Regular training in the delivery of English (particularly for writing, phonics and grammar) and mathematics has been available to teachers and teaching assistants. Many of our staff have also attended a wide variety of courses, received training or worked with the relevant agencies, in the following areas:

- Asthma awareness
- Attention Deficit Hyperactivity Disorder
- Autism (including TEACCH)
- Behaviour management
- Brain Gym/Gemex
- British Sign Language (BSL)
- Child Protection and Safeguarding
- Cool kids
- Developmental coordination disorder

- Dyscalculia
- Dyslexia
- ELKLAN (speech and language difficulties)
- Epi-pen
- Expressive and receptive language
- LEGO - Build to Express
- Lifting and managing
- Makaton
- MAPA (Management of Actual or Potential Aggression)
- Nurture group
- Philosophy for children
- Sensory Inclusion hearing course
- Sensory Integration
- Well-being

### **Involvement of specialist agencies**

We also have access to the following outside agencies:

- Behaviour support (BSAT)
- Children and Adolescent Mental Health (CAMHS)
- Educational Psychology (EP)
- Fair Access Panel (FAP)
- Hearing Impairment (HI)
- Learning Support (LSAT)
- Linden Centre (Behaviour support)
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- Visual Impairment (VI)
- Woodlands Outreach for Social Difficulties

### **Provision, interventions, assessment and review**

The SENCo works closely with parents, teachers and pupils to plan an appropriate programme of intervention and support. Class teachers assess and monitor pupil progress on a termly basis. Intervention maps are reviewed half termly to ensure progress towards appropriate targets.

Pupil progress meetings are scheduled fortnightly into the staff meeting timetable allowing teachers to monitor progress and identify children requiring additional support. All teaching staff and senior leaders, including the SENCo, monitor and review the progress of all children on an on-going basis. Staff use observations, evidence in books and tracking grids to monitor progress and achievement. Each pupil has personalised targets in English and mathematics.

For pupils who have a specific learning need, an individual provision map is developed in consultation with parents. Outcomes are identified and progress towards these outcomes is measured and reviewed each half-term. Where appropriate, pupils with additional needs may be referred to the relevant agencies.

Sometimes, interventions may be used to support a child without specific difficulties but who may simply need a boost in a particular area or support to pre-empt future difficulties.

In certain exceptional circumstances, it may be appropriate to implement a personalised learning programme for a particular child.

At the end of the academic year, class teachers pass on relevant information, including evaluated intervention and provision maps to the new class teacher during scheduled transition meetings.

The effectiveness of provision is monitored and evaluated throughout the year. The SENCO has designated time each week for SEND and is a member of the Senior Leadership Team (SLT). The SENCO will monitor planning and other evidence to ensure that all children with SEND are receiving a full and inclusive entitlement. Progress and attainment is monitored closely each term and reported to the governing body.

### Resources

We are regularly adding to the range of resources specifically designed to support children with SEND. Pupils currently have access to:

- Writing slopes
- Ergonomically designed pencils and pencil grips
- Different styles of scissors
- Coloured overlays
- Handled rulers
- Wobble cushions
- Lap weights
- Gross and fine motor skills equipment
- ICT resources, including iPads

### Intervention programmes

Interventions, 1:1 or small group, are used throughout school from Reception class through to the end of Key Stage 2 in Year 6. Typically, areas of concern might include maths, reading and writing, but also include broader developmental areas such as speech, language and communication and physical coordination, many of which may also have a secondary impact on learning. Our current interventions are:

- Cool kids (physical co-ordination, confidence and focus)
- Lego therapy (emotional support, supports literacy activities)
- Plus 1 and Power of 2 (maths)
- Socially Speaking (language and communication)
- Speed Up handwriting
- Time to Talk (speech and language)
- Talk and Thought (language for thinking and reasoning)
- Toe by Toe (English)
- Reading for Meaning
- Auditory Memory programme (also helps with attention and listening skills)
- Read Write Inc (integrated phonics programme for younger learners)

- Fresh Start Read Write Inc (KS2 integrated phonics programme delivered in age-appropriate format)
- Pre-teaching of vocabulary and/or concepts where appropriate

### **Personal, social and emotional needs and health**

For most of this academic year we have employed an external learning mentor to support pupils with social, emotional and mental health. We intend to continue this arrangement with the aim of training a member of staff to deliver a similar programme of support in future years. If necessary, we are able to apply to the fair access panel for additional support for individual pupils. This year we have received support from a learning mentor.

In addition, we use the forest school area and eco-garden to develop children's personal, social and emotional needs.

Forming part of a whole school approach, the SEAL programme is used to help children discuss their social learning and share their ideas with their class mates. School also holds regular "anti-bullying" assemblies. E-safety is actively promoted as part of the school curriculum.

There are regular opportunities for all children to lead collective worship where this is appropriate.

The school's code of conduct, the Coalbrookdale Way, which is based on the Christian values of respect, compassion, love and friendship is actively promoted within school: "Treat others how you would like to be treated".

### **Accessibility**

The Reception and Key Stage 1 classrooms can be accessed by wheelchair users. Some KS2 classrooms on the first floor are currently not easily accessible; however, appropriate adaptations will be made for children who require them.

Where pupils have additional needs they will receive support to ensure access to the full curriculum, through appropriate teaching strategies, specialist equipment and/or human resources. The whole curriculum is planned to be multi-sensory to support children's differing learning styles.

Care is taken to ensure that all children have access to school trips, with support assistants accompanying pupils where appropriate; likewise, extra-curricular activities are encouraged for all pupils, with a suitable adult-pupil ratio in place. Class teachers liaise with coaches to ensure continuity of care and support during extra-curricular activities. Risk assessments are carried out when necessary.

Accommodation is made for families with physical disabilities; when they drop their children off at school, for example, they are invited to use the staff driveway.

All arrangements are made per our Disability Equality Action Plan (Accessibility Plan).



### **Complaints**

We pride ourselves on doing our utmost to support all pupils in school; we aim to foster good relationships with families and promote good communication between school and families. We encourage any parents with concerns to speak with the class teacher, in the first instance. Alternatively, they may contact the SENCo, Mrs Samantha Howells, by email at [samantha.howells@taw.org.uk](mailto:samantha.howells@taw.org.uk), or arrange to meet with the headteacher, Mrs Sue Blackburn.

### **Further information**

This report is part of the Telford and Wrekin 'local offer' which provides information about education, health and social care services in Telford and Wrekin. The local offer can be viewed here: <http://www.telfordsend.org.uk/>

The SEND policy for Coalbrookdale & Ironbridge CE Primary School can be viewed here: <http://www.coalbrookdaleschool.org.uk/sen.php>

The Special Educational Needs and Disability Code of Practice can viewed here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **Contacts**

For any other queries regarding SEND, please contact the SENCo at [samantha.howells@taw.org.uk](mailto:samantha.howells@taw.org.uk) or the headteacher [sue.blackburn@taw.org.uk](mailto:sue.blackburn@taw.org.uk).