



# Coalbrookdale & Ironbridge CE Primary School

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

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Reviewed: September 2022  
Next review: September 2023

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Coalbrookdale & Ironbridge CE Primary School is a mainstream primary school.

*'Living Life in all its fullness'*

### **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**

We are a primary school with children aged between 4 and 11. There is one class in each year group. We offer a broad and creative curriculum that is exciting and engaging and pride ourselves on the inclusive nature of our mainstream offer that is accessible to every child. Our school is physically accessible with access ramps and a wheelchair lift. We have adapted disabled toilet facilities. Children with a range of additional needs are supported within class, participating in the learning alongside their peers. Personalised Learning Plans support their individual needs and track the impact of interventions that they access. Group Intervention Plans are also used to monitor and track progress of all children who may need additional support.

In keeping with our mission statement, we positively welcome all children. We support a range of additional needs, as described in the SEN Code of Practice catering for a wide range of Special Educational Needs and Disability (SEND) covering the four main areas of needs.

- 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)

We offer support from teachers who can deliver high quality first teaching and teaching assistants who have training and expertise in a range of different areas including Speech and Language, ASD support, Cool Kids, and leading Nurture Groups. We are committed to keeping our staff up to date with teaching methods and new initiatives. We also respond to the needs of the children on roll at any one time, ensuring that we are able to fully support them using the best strategies and systems.



Visual timetables are used in each class and some pupils have their own now and next boards.

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

We aim to begin building our relationship with parents and pupils before they start school, whichever year group they are planning to join. The headteacher, the SENDCo 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
- Class to class
- 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 SENDCo 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 and meetings with parents/carers. We would encourage a "New School" photo album, which parents can share with their children over the summer holiday. Staff will also make sure that they send any children with SEND a postcard over the holiday in order to start to build relationships.

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

#### ***Class to class***

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 along with all key information. Parents can arrange to meet with their child's new teacher, should they wish to do so. Usually, transition mornings are arranged in the second half of the summer term, so that all children spend a morning in the classroom which will be theirs at the start of the next academic year, and they begin to get to know their new class teacher. Children who have particular needs work on a transition booklet so they can refer to it over the school holidays. In addition, school staff who will be working with the children, will send postcards over the holidays in order to build relationships with the children.

All About My New Class

My name: \_\_\_\_\_

My new class is me: \_\_\_\_\_

My School Uniform:

My Head teacher:  My class teacher:

Insert photo of new class:

I will start my new class on: \_\_\_\_\_

#### ***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. Parents are encouraged to share any concerns prior to their child beginning school.

If a child with SEND transfers to our school from another school, the SENDCo and class teacher will liaise with the previous school, parents and any outside agencies to ensure continuous provision is made.

#### ***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 an EHC plan: these involve the class teacher, SENDCo, parents and pupil as well as representatives from the secondary school and any other agency involved in the child's development. For other children with SEND, school liaises with the SENDCo and/or Inclusion team at secondary to ensure transfer of information and a good understanding of the pupil. 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. This helps to ensure understanding of all needs, reduced anxiety, the beginning of a trusted relationship 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 LA 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 is signed by the teacher and parent/carer. In the first instance, the SENDCo 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, please 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 LA, 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 SENDCo to discuss the best way forward for the child in question. The SENDCo holds informal 'tea and biscuit' drop in sessions each month where parents can come and talk about any concerns that they have regarding their child.

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

Building on the relationship between school and families, we value the opinions and input of parents; 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; or via the review of a child's personalised learning plan (PLP); sharing reports from external agencies; or other informal 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 SENDCo, you may make an appointment via the school office or email her directly. (Please see list of contacts at the end of this document.) There are also opportunities throughout the year for parents with SEND to attend coffee sessions where outside agencies attend to provide support.

Recent quotes from parents:

I feel that my child is coming on leaps and bounds and I am very happy with his progress so far.

The SENDCO is very approachable and easy to contact. She is always sympathetic when discussing my child's needs.

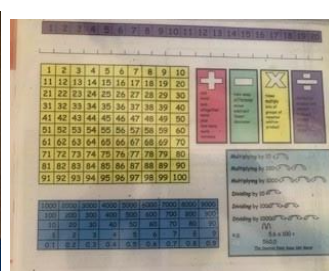
### Pupil involvement

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 a personalised learning plan, pupils are invited to comment and reflect on their own learning and the support in place, as well as devise their own targets (these include well-being targets). This is empowering for the children, as they learn to take responsibility for their own learning and develop valuable self-awareness. Part of the children's PLPs include their strengths and weaknesses which detail how the child learns best and what they enjoy doing. These are updated termly with the class teacher and children and are passed on to the next class teacher; they are also available to support staff and supply staff.

### 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 Quality First Teaching (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. Where appropriate, the SENDCo 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- and post-tutoring of vocabulary and/or concepts to ensure the full participation of a pupil or group of pupils in particular lessons.



Some of the visual prompts and resources that the children are encouraged to access independently throughout the day.

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

Our current Year 2 classroom has been adapted, with a lowered ceiling, to cater for pupils with a hearing impairment. Extra banisters have been installed on our stairways. For some of our pupils, coloured exercise books are used, and handouts printed on coloured paper. We have a lift installed to allow access to our KS2 classrooms and disabled toilets can be found on first and second floor of the school.

### **Staff Qualifications**



Mrs Jo Jenks: SENDCo/Designated Safeguarding Lead/Year 5 class teacher  
Post Graduate Certificate in Special Educational Needs Coordination (NASENCO)  
Currently working on Mental Health Lead Practitioner training



Mrs Louise Postance: Assistant Head and Designated Safeguarding Lead  
NCTEM (National Centre for The Excellence in Teaching in Maths) Maths Specialist  
Teacher.



Mr Conail Rutherford: Designated Safeguarding Lead/Pastoral Lead KS2  
Staff link governor



## **Staff training**

Several staff Coalbrookdale & Ironbridge CE Primary School hold a basic or paediatric 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:

- Child Protection and Safeguarding
- Safety Intervention Training
- CPI Verbal Intervention Training
- Making Sense of Autism
- Good Autism Practice
- Managing Attachment Issues in School
- Asthma Awareness
- Behaviour Management
- Future in Mind
- Equality and Diversity Training
- Sensory Inclusion Hearing Training
- Calm Brain
- Circle of Friends
- LEGO - Build to Express
- Cool kids
- Direct Instruction
- SNIP Spelling Strategies

In addition, our teaching assistants receive training on the delivery of specific speech and language programmes following the assessments of children from the Speech and Language team.

## **Involvement of specialist agencies**

We also have access to the following outside agencies:

- Behaviour support (BSAT)
- Bee U 0-25 Emotional Health and Wellbeing Service (formerly known as CAMHS)
- Educational Psychology (EP)
- Fair Access Panel (FAP)
- Inclusive Schools Forum (ISF)
- Sensory Inclusion Service (SIS)
- Learning Support (LSAT)
- Linden Centre for behaviour support
- Occupational Therapy (OT)
- School nurse
- Speech and Language Therapy (SALT)

Details of these services are available through Telford and Wrekin's 'local offer' which can be found here: <http://www.telfordsend.org.uk/>.

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

Teachers, pupils and the SENDCo work closely to plan an appropriate programme of intervention & support and consult with parents. Class teachers assess and monitor pupil progress on a termly basis. PLPs are reviewed half-termly to ensure progress towards appropriate targets.

Pupil progress meetings are scheduled at the beginning and end of each term, into the staff meeting timetable, allowing teachers to monitor progress and identify children requiring additional support. All teaching staff, senior leaders and the SENDCo monitor and review the progress of all children on an ongoing basis. Staff use observations, evidence in books, tracking grids and pupil voice to monitor progress and achievement.

As stated above, for pupils who have a specific learning need, a PLP is developed with the pupil and in consultation with parents. Outcomes are identified and progress towards these outcomes is measured and reviewed each term. Where appropriate, pupils with additional needs may be referred to the relevant agencies.

Coolbrookdale and Ironbridge CE Primary School SEND - Personalised Learning Plan 2020-2021			
Term: Autumn/Spring/Summer		Level of Support: School	Review Date: 09.07.21
Name of Pupil: XXXXXXXX	D.O.B: XXXXXXX		
Year Group: XXXXXX	Class Teacher: XXXXXXXX		
<b>Strengths:</b> XXXXXXXX is a popular member of the class and is a keen sportsperson. She works well with any partner. XXXXXXXX reads mostly accurately and is enthusiastic for reading.		<b>Main areas of difficulties:</b> Handwriting - doesn't use the cursive script Vocabulary - understanding of key vocabulary for text. Written work needs to be heavily scaffolded/teacher-led to coherent. Reading - Fluency and answering questions using inference skills. Maths - Fluency of key skills/times tables - arithmetic.	
<b>Ongoing Support/Strategies:</b> Gym Break Mind mapping to relieve frustration. Microsteps. Icons/pictures when introducing new vocabulary. Vocabulary word mats.			
<b>Assess/Plan/Do/Review</b>			
Interventions	Desired Outcome: (SMART Target)	Staff/Parent/Outside agency input/ Length/Frequency	Review
Reading	To answer inference questions in full 3/5 times	Inference intervention LL 1 x 10/15 mins group of 4	
Times Tables	To improve fluency in times tables, up to and including 12x. Score to improve from baseline by 25% within 8 minutes	Times Table Fluency Sheets 23.2 x 10/15 minutes	
Reading	To fluently read the year 3 common exception words (Spelling more by 20% from baseline)	Reading intervention daily 11 - 12/15 mins	
Interventions	Desired Outcome: (SMART Target)	Staff/Parent/Outside agency input/ Length/Frequency	Review
Times Tables	To know the 8-8 times table times off by heart	Times table caterpillar 2 x 10/15 mins	consistently getting 19/20

An example of a PLP



An intervention taking place in Key Stage 2

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 bespoke learning programme for a particular child in order to meet their specific needs.

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

The effectiveness of provision is monitored and evaluated throughout the year. The SENDCo has designated time each week for SEND, and she consults regularly with the Senior Leadership Team and the SEND Governor. Planning and other evidence are monitored to ensure that all children with SEND are receiving a full and inclusive entitlement. Progress and attainment are 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 and laptops
- Toilet adaptations
- Coloured exercise books
- Nurture Me ('CalmBrain' devised by Dr Sarah Taylor)
- Toolboxes for the children to access independently in lessons
- A range of computing equipment such as: iPads, Chromebooks, laptops



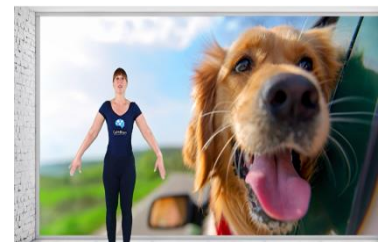
Wobble Cushion



Lap weight



Coloured overlays



Calm Brain

### 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 intervention programmes which we may use include:

- Read Write Inc (integrated phonics programme for younger learners)
- Fresh Start Read Write Inc (KS2 integrated phonics programme delivered in age-appropriate format)
- Pre- and post-teaching of vocabulary and/or concepts where appropriate
- Direct Instruction
- SNIP Spelling Programme
- Cool kids (physical co-ordination, confidence, listening and following instructions and focus)
- Lego Build to Express (emotional support, also supports literacy activities)
- Lego Therapy
- Circle of Friends
- 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)
- Listen with Lucy (attention and listening skills)
- Auditory Memory programme (also helps with attention and listening skills)
- ELSA



Some of the interventions taking place throughout the school.

### Personal, social and emotional needs and health

Forming part of a whole school approach, the JIGSAW programme is used to help children discuss their social learning and share their ideas with their classmates. School also holds regular "anti-bullying" assemblies. E-safety is actively promoted as part of the school curriculum. We have a Safeguarding Board with representatives of children from Key Stage 2, guided by Mr Rutherford.

Children are encouraged to share any worries they have with member of the teaching staff, if they feel they are unable to do so, each class has a worry monster for them to write their worry down so it can be dealt with.



The school's code of conduct is based on the Christian values of respect, compassion, perseverance, trust and responsibility is actively promoted within school.

Our pastoral support team has dedicated time each week to work with individuals and small groups: the aims include improving self-esteem, confidence and emotional wellbeing.



### Accessibility

The Reception and Key Stage 1 classrooms can be accessed by wheelchair users. A lift is installed to enable access to the Key Stage 2 classrooms.

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.



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 SENDCo by email at [joanne.jenks@taw.org.uk](mailto:joanne.jenks@taw.org.uk), or arrange to meet with the headteacher, Mrs Mandy Dhaliwall [a3315@taw.org.uk](mailto:a3315@taw.org.uk)



Mrs Mandy Dhaliwall

### **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 <https://coalbrookdaleschool.org.uk/home/key-info/send/> on the school website.

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 SENDCo at [joanne.jenks@taw.org.uk](mailto:joanne.jenks@taw.org.uk) or the headteacher at [a3315@taw.org.uk](mailto:a3315@taw.org.uk)