



Colham Manor SEND Information Report 2024-2025

Colham Manor is an inclusive school in line with the SEND code of practice and may offer the following range of provisions to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory and/or physical needs. The range of support deployed/developed will be tailored to the individual child and is designed to promote children working towards becoming independent and resilient learners. At Colham Manor Primary school all children including those with a special educational need and disability (SEND) will be provided with quality first teaching to **Aspire, Achieve and Thrive**. All staff will work hard to help students with a special educational need and disability (SEND) to become successful learners with high aspirations. Support will be coordinated by the SENDco to ensure additional provisions make connections to current learning and target specific gaps without narrowing their curriculum in order for progress to be made.

What kinds of special educational needs does Colham Manor Primary School provide for?

Our school provides for pupils with the following special educational needs:

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

The 2015 Code of Practice defines a child with Special Educational needs and/or Disabilities (SEND) as a diagnosed difficulty or condition, learning difficulty or disability which requires special educational provision to be provided. A child with a disability who requires Special Educational Provision (including specialist equipment) is also defined as having SEND under the Equality Act 2010.

How are pupils with special educational needs identified and assessed?

Teachers are continually monitoring and assessing the progress being made in their class to identify areas for development. This is then reflected in planning for future lessons. If further support is required additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. If further support is required this would be documented on Edukey (Assess, Plan, Do, Review (APDR)) following a meeting between school staff, parents and the child. In consultation with the SENDCo, the teacher, child and parents agree, short term targets which prioritise key areas of learning against which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes.

Parents/carers concerns:

- Initially parents/carers should approach their child's class teacher to discuss their concerns.
- Following this meeting the class teacher will approach the SENDCo to discuss next steps of support.
- The SENDCo will then discuss the next steps around assessments and possible interventions that can be used to support the pupil's progress. This will be carefully monitored and reviewed to help identify a potential special educational need.
- Outside agencies may also become involved at this point, such as Speech and Language therapist, Occupational Therapist, Physiotherapist, Educational Psychologist, and SEND Advisory Service.

Support and next steps are done in collaboration with the parent/carer and child.

Curriculum and Teaching: How is teaching adapted to meet the needs of my child?

Teachers are equipped with the skills needed to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual children's needs and requirements. Adaptive teaching is used to support access and ensure that all children can experience success and challenge in their learning with high aspirations maintained.

In class children are organised in flexible groupings to promote opportunities for both ability and mixed groupings to maximise learning opportunities for all pupils including those with SEND.

Additional adults are used flexibly to help groups and individual children with the long-term goal of developing independent learning skills. Monitoring takes place by the SENDco to ensure children don't become over reliant and dependent on this adult support, with children working towards becoming independent and resilient learners.

Learning environment: How is the learning environment adapted to meet the needs of my child?

At Colham Manor Primary School, we ensure that all staff are aware of Hillingdon's Ordinarily Available provision document and they are aware of the reasonable adjustments we make to ensure the learning environment meets the individual pupil's needs. This is supported within the schools Learning Environment Policy and the use of Widget across the school.

For some pupils, outside agencies guide the school with recommendations and it is imperative that these adjustments are made to support the pupil's individual needs. These may be physical adjustments, such as, providing a pupil with a less stimulating environment to use to regulate their emotions or scaffolding work to ensure that they have the correct resources to meet the learning objective.

At Colham Manor Primary School we ensure that we consider our **Accessibility plan** on a two-year cycle. This policy looks at adjustments that need to be made to the physical environment, which may involve making reasonable adjustments to the school and providing aids to assist access where appropriate.

Provisions: How is my child supported?

Class Teachers have responsibility for enabling all children to learn. The SEN Code of Practice says that **every teacher is a teacher of SEN**.

To achieve this, they:

- Plan appropriate work / activities for their pupils
- Provide 'quality first' teaching
- Personalise the curriculum to take account of different needs, interests, abilities
- Ensure that all children can be included in tasks / activities
- Monitor individual progress
- Celebrate achievement

- Identify those children who require additional or different support in order to make progress and liaise with the SENDco
- Set targets for individual learning plans and pupil passports (Edukey) and review termly
- Provide feedback to children and parents
- Plan interventions and support to meet pupil needs including pre-teaching
- Implement individual behaviour change support plans
- Implement the recommendations of the SENDCo and outside agencies

Support Staff

- Through 'quality first' teaching, support the children
- Support the teachers in enabling children with SEND to have access to an appropriate personalised curriculum
- Encourage and promote independence in the children
- Liaise with the Class Teacher
- Lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school
- Support teachers in implementing the recommendations of the SENDCo and outside agencies

An **Intervention** is carried out by the school/external agencies and is 'additional to or different from' the usual personalised curriculum. It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments within the physical environment
- Making reasonable adjustments to routines
- Support staff in the classroom
- A more focused level of support in a small group
- Personalised provision to the individual child's targets

At Colham Manor Primary School we offer bespoke support for **Social, Emotional and Mental Health:**

- Self-esteem/social skills groups for identified pupils
- Learning behaviour mentor support
- Transition groups/plans for identified pupils
- 1:1 Thrive sessions led by a Thrive practitioner
- In school counsellor
- Family support work

Organisation of support: Our inclusive approach to provision means that the majority of pupils have their needs met by teachers through focused personalised planning and quality first teaching.

The support provided usually falls into one of the following categories:

Direct or indirect support in the classroom

Focused intervention outside of the classroom

We emphasise the importance of quality first teaching in class and inclusion. The needs of the pupils are considered individually, however they may not necessarily be supported individually.

If you have any specific questions or worries, please contact our **SENDCo, Miss Stapleton** on **01895 442879** or email **send@colham.org**

What expertises are there in the school and what training have staff had in relation to pupils with SEN?

Across our school staff we have several staff that have received specialist training. Please find an outline below:

- Attention Hillingdon
- Thrive practitioner
- Colourful semantics
- Lego therapy
- RWI tutoring programme
- Mental health first aider
- Reading recovery
- Team Teach

As a school, we are continuing to improve how we monitor and access some of our most vulnerable learners. With this as our focus, we purchased an online system called Edukey. This supports teachers in creating individual learning plans and listens to the child to create a pupil passport.

Training is sought from the local authority and Colham Manor Primary school is taking part in a tailored programme of training/support this year to improve the provision on offer for **social, emotional, and mental health (SEMH)**.

Who else is involved with my child?

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services.

School Agency Partners include:

- Education Psychologist
- Child Development Centre
- Child and Adult Mental Health Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Hearing Sensory Support
- Visual Sensory Support
- Behaviour support team
- Inclusion/SEN team
- Key Working services
- SENDIASS – Parent Partnership

Contact information for the services can be provided by the SENDCo.

This is **triggered** when:

- A child continues not to make adequate progress
- Continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- Has sensory or physical needs and requires additional specialist equipment or require regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents and the child.

The **external specialist** may:

- Act in an advisory capacity to refine targets set by the school
- Extend the expertise of the teaching staff
- Provide additional assessment
- Be involved in supporting the child directly
- Suggest that an assessment for an EHCP is required

- Consult with all parties involved with the child.

What are the arrangements for consulting parents/ carers of pupils with SEN about, and involving them in, the education of their child?

As a school, we ensure that parents/carers are fully involved in their child's education at Colham Manor Primary School. We are currently taking the following steps to work very closely with parents/ carers during their child's education:

- Parents/carers are invited to attend parent teacher meetings and contribute to all learning plans
- Targets and aspirations for the pupils are discussed at least termly
- Parents/carers are encouraged to discuss any concerns with the class teacher and/or SENDCo during the academic year. This may not always be at parents/carer evenings
- The SEND policy and local offer is available to parents/carers on the school website
- If a pupil is in receipt of additional funding, an annual review will be held and parents/carers are heavily involved in this meeting to discuss next steps for the academic year
- SEND coffee mornings with the SENDco and/or external agencies take place throughout the year

What are the arrangements for consulting pupils with SEN about, and involving them, their education?

At Colham Manor Primary School children and their families are at the heart of their SEND support. Here are some of the ways in which we consult with children:

- The voice of the child is collected and recorded and each child has a pupil passport. This is important to ensure that we have identified the children's interests and the areas that they would like to develop.
- During all lessons, children are given verbal feedback in relation to their work and this is immediate feedback for them to reflect upon.
- Children who have an annual review attend the meeting and all decisions/next steps are led by them.

At Colham Manor we strive to improve the way in which children are consulted, therefore the methods of communication and gathering pupil input will be adapted based on the individual needs of the pupil.

What are the school's arrangements for supporting pupils with SEND to when they join the school transfer to a new school or to the next phase of education?

New pupil to our school:

All new pupils to our school meet the Headteacher and have a tour. In cases where SEND has been stated in the admissions forms then the SENDCo will arrange a meeting. Following this meeting, next steps will be planned, such as contacting the previous setting or discussing actions

with outside agencies. Following this any support will be put in place as soon as possible to ensure that the child has their needs met within our school.

SEND support:

If a new pupil is on the SEND Support register, the previous school will communicate any additional needs with the SENDCo. This information will also be transferred through the physical and/or electronic pupil file so all documents are shared between schools. If a pupil has support from an outside agency, the outside agency will manage the transfer, once the school has notified them of their start date.

EHCP:

EHCP transfers are usually managed through the SEND team. The school will be approached by Hillingdon's SEND team and a consultation period is started. The school has the opportunity to discuss the EHCP plan with a previous setting and the family prior to making a response.

At Colham Manor Primary School we know that changing class or school can be challenging for a child with SEND and so we take action to make certain that any transition is as straightforward as possible. Children are supported to ensure they understand the changes prior to transitions taking place. For children in Year 6 the transition is carefully planned and extra visits are arranged by the SENDCo.

What are the contact details of support services for parents/ carers of pupil with SEN?

Local Offer:

- <https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

Hillingdon SEND Team contact details:

- support for children and young people aged 2-years-olds and over - email sasinclusion@hillingdon.gov.uk
- whole family guidance and support - email saskeyworking@hillingdon.gov.uk
- support for children and young people with sensory impairment difficulties - email sassensory@hillingdon.gov.uk

SENDIASS- <https://hillingdonsendiass.co.uk/> (Independent advice line for parents/carers):

- 01895 277001

How can a complaint be made by parents/ carers of pupils with SEN concerning the provision made for SEN pupils?

At Colham Manor Primary School, we always encourage a parent/carer to speak to their child's class teacher as soon as they have any concerns.

If this cannot be resolved then they would be encouraged to speak to the SENDco before following the complaints policy

The school does have a robust Complaints Procedure in place and this can always be followed if a parent/carer feels that their matter has not be dealt with; the Complaints Procedure is available on the school website.

Who should I contact to discuss concerns or the needs of my child?

Class teacher (they are the first point of contact if you have any concerns about your child's learning.)

The class teacher can be contacted by: speaking to them at the end of the school day, arranging an appointment or by telephoning the school on 01895 442879 and asking for a message to be left with the class teacher. You can also email the year group specific email found on the weekly newsletters.

- Ensuring all children have access to quality teaching and learning and that the curriculum is adapted to meet your child's individual needs
- Checking on your child's progress, identifying, planning and delivering additional help e.g. adapting resources, targeted work, intervention groups and discussing this with inclusion staff as necessary
- Writing, sharing and reviewing SEND Provision Plans with parents that specify outcomes for your child to work towards at least once a term
- Ensuring members of support staff working with your child are aware of their individual needs and specific adjustments that allow them to be included and make progress
 - Ensuring support staff are involved in planning and delivering personalised learning, specific resources and programs for your child that allow them to make the best possible progress
- Attending staff training where knowledge, strategies and experience of supporting children with SEND is circulated
- Ensuring that their Quality First Teaching incorporates all relevant aspects of the Ordinarily Available Provision.

Special Educational Needs: (SENDCo)

Mrs Karren Lutterodt
Mr Bradley Aird
SEND@colham.org

Responsible for:

- Coordinating provision for children with SEND
- Developing the school's SEND policy
- Tracking the progress of children with SEND

	<ul style="list-style-type: none"> • Notifying the parents in writing when the child is added to the SEND register • Keep a register of pupils with additional needs • Ensuring individual funding is spent to best meet the needs of SEND pupils • Supporting teachers and teaching assistants with resources and information • Liaising with outside agencies • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. <p>Ensuring that parents are:</p> <ul style="list-style-type: none"> • Involved in supporting their child's learning • Kept informed about the range and level of support offered to their child • Included in reviewing how their child is doing • Consulted about planning successful movement (transition) to a new group or school • Liaising with a range of agencies outside of school who can offer advice and support to help children overcome any difficulties
<p>Headteacher</p> <p>Mrs Rissen office@colham.org</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for children with SEND • Ensuring the SEND Code of Practice is implemented • Ensuring individual funding is spent to best meet the needs of SEND pupils.
<p>Governors with responsibility for SEND</p> <p>Governors can be contacted by: writing to them via office@colham.org</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Ensuring the school has an up-to-date SEND Policy and SEND report Ensuring the school has suitable provision and has made necessary changes that meet the needs of all children in the school including any child with SEND • Ensuring the school's SEN funding is appropriately spent

	<ul style="list-style-type: none">● Visiting the school to understand and monitor support given to children with SEND so they can achieve their potential in school.
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