Special Educational Needs Information Report

College Road Primary School

Learning together to be the best we can be

Opportunities Achievement Creativity

Our children are the heart of our school. We provide a safe, happy environment in which children feel valued, nurtured and encouraged to persevere to reach their full potential and find their place within the world.

The staff at the school work extremely hard to ensure all children's needs are met and that the school is a happy and safe place for them to be. The school endeavours to offer exciting, real life experiences to ensure meaningful and purposeful learning. We recognise the huge importance parents play in their children's lives, to enable them to grow into happy, healthy, productive citizens of the future. With this in mind we endeavour to work in partnership with parents/carers.

1. **How does the school assess the progress of pupils and what would they do if my child were falling behind?**
   Children are constantly assessed by their class teacher. At the end of each term the teacher puts each child's teacher assessment (TA) on to the school tracking system. These TAs are rigorously moderated by the Senior Leadership Team (SLT). The SLT (including the SENCo) will monitor the attainment and progress of each child to ensure they are fulfilling their full potential. If a child is having difficulties the child's barrier to learning will be identified and appropriate interventions and possibly an Individual Education Plan (IEP) will be put into place. Parents/carers will be notified by the class teacher or SENCo if it is felt their child has a special educational need.

2. **Which kinds of SEN are provided for?**
   A range of different special educational needs are catered for within the school, for example, Autism, Tourettes, ADHD, dyslexia, speech, language and communication difficulties. For full details, please contact the SENCo via the school office.

3. **How will my child be included?**
   We work hard as a school to ensure children are able to access all areas of the curriculum. *Subject leaders ensure that children with a range of needs and abilities are able to access their curriculum subjects. Teachers have been trained in 'Adaptive Teaching' strategies, such as, but not limited to, targeted support, pre-teaching vocabulary, use of technology, using visuals and manipulatives.*

4. **How will my child, who has a special educational need, be taught?**
   Inclusion is an important part of our school. As there are a huge range of ability levels and needs for children with special educational needs, children will be individually assessed to identify their needs and appropriate adjustments and/or interventions will take place. Children may have interventions outside of the classroom, such as one to one or small group work taught by the SENCo, Teaching Assistant or Speech and Language Therapy.

5. **What if my child has a social and emotional difficulty?**
   As a school, we understand the importance of supporting the whole child. As such, we have three members of staff trained as Emotional Support Learning Assistants (ELSAs). We can also refer to MAST for counselling and the Mental Health Support Team, with the consent of the parents/carers.

   Teaching and support staff endeavour to build strong relationship with each child and they are ever vigilant for signs a child may need extra support. Each child's need is different, and we will always endeavour to do our best to support that individual need.

Staff have received Trauma Informed training and the SENCo has received Storm training. The SENCo, who is also the Senior Mental Health Lead, also liaises with the Mental Health Support Team. The Mental Health Support Team offer early intervention for children having difficulties with their mental health, as well as offering parenting courses.

We also support the 'pupil voice' which gives children a say in their education and their targets. This not only applies to children with special educational needs, but all children through the class and school councils.

6. **How accessible is the school environment?**
   The school is based on one floor with the exception of the staff room where children are not permitted. Where the floor is not level with the outside ground there is a ramp. We have an Access Plan for the premises, which is addressed regularly. To see the Access Plan, please click on the hyperlink: college-road-access-plan-2023-28.pdf

7. **Where can I find information about the school's approach to pupils with SEN?**
   You can find all these details in the school's SEN policy which can be accessed on the school website. Alternatively, please make an appointment to see the Special Needs Co-ordinator (SENCo).

8. **Who is the person responsible for children with SEN?**
   The person currently responsible for children with SEN is Mrs Joanne Harvey.

9. **How do I contact the person responsible for SEN or arrange to meet them?**
   If you wish to meet with Mrs Harvey, make an appointment via the school office.

10. **What training or specialist expertise does your staff have around SEN?**

Mrs Harvey has gained the National Award for Special Needs Co-ordination as well as a Masters Degree in Special Educational Needs.

Teachers and support staff attend training courses provided internally and by outside support agencies that are relevant to the needs of the children at our school. Training might involve all staff or just specific members of staff who will be working with individually or with groups of children. This training includes Speech and Language, Autism Spectrum Disorder and Dyslexia.

11. What are the admission arrangements for children with SEN?

Admission to College Road Primary School follows the published admissions criteria laid out by the LA. 'All schools should admit pupils with already identified special education needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without an Education Health and Care Plan must be treated as fairly as all other applicants for admission.' (Code of Practice 1:33)

12. What support can the school provide for children with SEN?

Special educational provision is underpinned by high quality teaching. At College Road Primary our priority is to ensure that all children, including children with SEN have access to good quality lessons, with adaptations made as appropriate using strategies of Adaptive Teaching.

We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

Assess: The class teachers and, if necessary, the SENCo and professionals from external agencies, assess the needs of the individuals.

Plan: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.

Do: We provide appropriate support either within the classroom or as part of a targeted intervention program. This could involve the provision of a resource, a change in an approach to learning, access to technology or evidence-based interventions. This support is recorded on the provision map, and if appropriate, the child's Education Support Plan.

Review: We evaluate the impact of the support provided and consider whether changes to the support need to be made.

13. What further external support can the school access and when would this happen?

The school buys into the Multi-Agency Support Team (MAST) which is an umbrella organisation. Through MAST we can access Family Support Workers, Family Therapists, additional Educational Psychologist support, drama therapy and art therapy.

Three of our Teaching Assistants are trained Emotional Literacy Support Assistants (ELSA). They offer support to children who may be having difficulties with their feelings.

The school has access to an Educational Psychologist; however, this time is very limited and will not be available to every child who has a special educational need.

The school is able to refer children to the speech and language service with the consent of their parent/carer. This is done through the Health Service. The Speech and Language Therapist will work with children who may need support with the expressive language (developing their word knowledge), their receptive language (understanding other people), their sound production and/or their phonic knowledge (the sounds letters make). This can only be done with parental consent.

With parental support, the school will decide which extra support is appropriate and at what time.

We also invite a number of different organisations into school to support children's learning and development. These include different religious

speakers, the school nurse, the fire brigade, the police and a number of charitable and voluntary organisations.

If there are significant and multiple needs within the family an Early Help Assessment may be appropriate. This is a voluntary process, where the parents/carers and representatives from any relevant bodies are invited to meet to help find solutions to the family's difficulties.

If a child has significant and complex needs, a Team Around Me meeting may be considered. A Team Around Me meeting is where parents and any relevant professionals working with a particular child are invited to meet on a regular basis to provide early help and intervention that may prevent concerns from escalating.

14. What will happen when my child leaves Year 6?

The SENCo is responsible for ensuring a smooth transition between Primary school and Secondary school by providing the receiving school with the relevant information about the child's special educational need. This is also aided by the Year 6 teacher. The SENCos from both schools may meet with the parents of the child to ensure all relevant information is passed on. Some secondary schools offer additional transition days for some children with special educational needs. This is dependent on the transition arrangements for each individual secondary school. For some children with a special educational need it may be appropriate to visit their new secondary school on one or more occasions other than that which is standard.

15. What will happen when my child starts school in Foundation?

If we are made of aware of a child's special educational need before they start school in Foundation, the SENCo as well as Foundation staff will visit the child, either at nursery or in the child's home (with permission from the parents/carers). Information will be gained from the nursery if

appropriate and from parents/carers of the child. The school will endeavour to put systems in place to ensure a smooth transition.

16. How will the school evaluate the effectiveness of the SEN provision made for pupils?

Each class teacher writes a provision map for their class. This sets out what interventions individual and groups of children need to help move their learning forward. It records the children's entry data before the intervention and the exit data at the end of the term. The includes children with and without special educational needs. The interventions provided are evidence-based.

If a child has an Education Support Plan (ESP), support is reviewed at least annually and shared with parents.

The progress and attainment levels of those children with SEND are measured termly and discussed during pupil progress meetings or more often if appropriate. The data will be shared with Governors.

College Road Primary School has clear systems in place for evaluating provision by reviewing staff expertise. For example, through classroom observations, and/or work scrutiny and scrutinising assessment data. There is a clear link between school attendance and academic achievement. We review the attendance and exclusion data for SEND pupils

17. Who can I contact to provide additional advice and support for my family?

If you would like any additional advice and support for your family, please see Mrs. Natalie Dixon, our Parent Support Adviser. Alternatively, please make an appointment with Mrs. Jo Harvey, SENCo, via the school office.

18. How are parents/carers and children with SEN supported to share their views and concerns and work alongside the school?

All parents/carers are able to join Class Dojo, which allows them to send messages to their child's teacher. Alternatively, parents/carers can arrange to meet with their child's class teacher either by approaching the class teacher directly or by speaking to the office staff. Parents/carers should speak with their child's class teacher in the first instance as they are with their child each day. If the concern persists and/or either the parent/carer or class teacher think it would be helpful to meet with the SENCo, this can be arranged.

19. If I am not happy with the provision at the school, how can I share my concerns or make a complaint?

If you are unhappy with the provision provided at school, in the first instance, please make an appointment to see the SENCo, Mrs Jo Harvey. If you are still not happy, please make an appointment to see the Headteacher, Mrs. Carina Francis-McLeod. If your concern has still not been resolved please feel free to complain using the school's complaint policy for guidance, which can be found on the school website. Finally, if you feel your concern has not been resolved, you can write a letter of complaint to OFSTED www.ofsted.gov.uk .

Plymouth Information Advice and Support for SEN (PIASS) is an independent and impartial body set up to support parents of children with SEN. You can arrange an appointment with PIASS by telephoning them on 01752 258933. PIASS is based at the Jan Cutting Healthy Living Centre, Beacon Park Road. You can find out more information by visiting the website www.plymouthias.org.uk .

20. Where can I find information about the Local Authority's local offer for children with SEN and their families?

The Plymouth Online Directory (POD) contains information on services provided in the Plymouth area, both in and outside school. Please use the link below to access further information.

The Plymouth Online Directory- Family Services

Server: SEN, school offer

College Road Access Plan 2023-2028

Actions arising from the school's access audit in June 2023, to be reviewed September 2028

For further information, see our Asset Management Plan

Issue to be tackled	Details of work to be carried out	Key people involved	Start date	Cost resources	Evidence deemed appropriate to ensure satisfactory completion	Monitoring Programme	Actual complete
Ramp not compliant re: wheelchair use	Ramp to KEEP requires temporary lip to edge	CFM/GM	Jan 18	£25	Temporary wheelchair ramp safe for wheelchair users	Govs	Jan 19 Sept 19 still needs completing
Few chairs with armrests provided in classrooms or staffroom	Purchase chairs with armrests as regular part of replacement programme	CFM/LH	June 17	£600	Minimum of one chair with armrests available in all areas	SLT	June 2021 Commenced June 2017 then ongoing
No visual alarm to supplement audible alarm system	Visual alarms to be fitted in all toilet areas or in places where persons with hearing impairment are likely to be alone	CFM/GM/ LH	May 2021	£2,500	Visual alarms fitted	Govs	July 2021 Installed in KEEP June 2017 Other areas still to do as of Sept 2022
Foundation hut with no wheelchair access	New building with ramp to be installed	PCC/CFM/LH GM	July 2023	PCC funded	Complete building with ramp	Govs	
Playground has lots of ridges due to ground movement – difficult for wheelchair users or people with mobility issues	Once new EYFS huts are in place and the gas boilers and lines are replaced, the playground will be re-surfaced by PCC.	PCC/CFM/LH GM	July 2025	PCC funded	Flat, smooth surface on playground	Govs	