



Colvestone SEND information for parents and carers

What is the SEND information report?

This report sets out the information the school is required to provide to parents and carers as set out in the Special Educational Needs and Disability Regulations 2014. Broadly, this report sets out the support Colvestone gives to children with Special Education Needs and Disability (SEND). This report uses guidance from the Department for Education's SEND Code of Practice to inform its content. The Code can be found here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

The Code requires local authorities and schools to publish, and keep under review, information about services they expect to be available for the children and young people with (SEND) aged 0-25. This is known as the 'Local Offer'. The Hackney Local Offer can be accessed at: www.hackneylocaloffer.co.uk

What kinds of special educational needs does Colvestone cater for?

The Special Education Needs and Disability (SEND) Code of Practice (2015) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

In addition the department for education outlines four types of SEND:

1. **Communication and interaction**
2. **Cognition and learning (Moderate Learning Difficulty /Specific Learning Difficulty)**
3. **Social, mental and emotional health**
4. **Sensory or physical**

If a child has SEND, then their needs will fit into one or more of these categories. As a mainstream school, ranging from 3 to 11 years of age, Colvestone currently has children with a wide variety of SEND including:

- Autism
- Global delay
- Hearing and visual impairments
- Sensory processing difficulties
- Behavioural Social and Emotional Difficulties
- Short term memory difficulties
- Speech and language difficulties
- Social, emotional and mental health
- Attention Deficit Hyperactivity Disorder



How do we identify children's needs at Colvestone?

We aim to identify children's needs as soon as possible in their learning journey. We recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND in a variety of ways, including the following:

- liaison with their previous school or nursery
- identifying which children are not making expected progress by tracking their achievements
- concerns raised by a parent or carer
- concerns raised by the class teacher
- liaison with external agencies e.g. speech and language therapists, paediatricians, educational psychologist

How is a decision made about the type of help and how much support my child will receive?

- If your child has a statement or Educational Health Care Plan then decisions about support will be made with you and your child, in discussion with the class teacher, Inclusion Lead and Headteacher drawing on expertise and advice from other professionals where appropriate.
- Your child's class teacher will undertake class assessments and compare the outcomes to age expectations, other assessments and needs are taken into consideration to ensure that we fully identify and address their needs.
- Decisions are then made as to the type of support that would best meet the needs of your child. These are reviewed regularly to ensure that children are reaching their full potential and that the intervention and support that is put into place is having an impact.

What should I do if I think that my child has Special Educational Needs and how will the school respond to my concerns?

If you think that your child has a special educational need or disability (SEND), you can speak to your child's class teacher or any member of the Inclusion Team who will follow up your concerns. The Inclusion Lead can be contacted via office@colvestone.hackney.sch.uk or by phone through the school office 020 7254 1143.

The Inclusion Lead will arrange to meet with you and any relevant staff to discuss your concerns. The meeting will allow you to outline the difficulties you think your child is having at school in one of the four broad areas (see page 1). The inclusion lead will have discussed your child's progress with your child's class teacher, and where progress issues are identified, we will discuss and plan if additional support may be needed. This may include referrals to professionals outside of school.

How will staff at Colvestone, support my child? How will the curriculum be matched to my child's SEND?

Our dedicated team of teachers and support staff ensure that every child receives '**quality first teaching**' which means that each class teacher is responsible for making sure every child has access to, and enjoys, a rich and varied curriculum and is able to learn and achieve their full potential. Learning experiences are differentiated and each class has a teaching assistant in place to support the class teacher and the children.



(All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. Dfe January 2015)

Where a child might need extra support to address a specific need then they will first have intervention to improve these key skills. If after a period of approximately half a term and if the need is significantly below that of their peers then their name will be added to the SEN register. Further support will be given and where deemed appropriate outside agency advice will be requested.

Every child is important and members of staff are highly trained professionals who strive for excellence in every area. As a school we realise that our staff are one of our greatest assets. We invest hugely in teachers' professional development to ensure the highest quality standards of teaching. Being reflective practitioners we are constantly reviewing what we do and continually endeavour to make the educational experience and outcomes at Colvestone even better for your child. In addition, we apply the following principles to learning at Colvestone:

- Where needed, for short periods of time, children may be taken outside the classroom to work with specialists on specific areas which are proving barriers to their learning in the classroom, for example to teach a specific spelling rule, to boost reading or to work on social and emotional resilience.
- Teachers adapt their teaching to target differing needs in the classroom, and may also do this by differentiated resources and tasks, using extra adult support, breaking down teaching and learning into achievable chunks, scaffolding, use of signing or visual prompts, or access to technology.
- Children with SEND may also need access to appropriate resources needed in order to help them make progress e.g. writing slopes, coloured overlays, numicon, individual visual timetables etc.
- On occasions children may need to be taught on a 1-1 or small group basis out of the class environment for longer periods of time and introduced to whole class teaching and the class environment for short periods of time.

Here are some examples of ways we may support your child:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set specific targets which will include their expertise
- A group run by school staff under the guidance of the outside professional e.g. a Speech and Language Group.

For children with learning needs:

- Increased adult support such as working 1:1 with a teaching assistant or working in a group with a particular learning focus.
- Receiving additional support from a Learning mentor in school
- Receiving specialist teacher support for literacy or numeracy.

For children with speech, language and communication needs:



- Access to a language group
- Support and planned work set by a Speech and Language Therapist

For children with social, mental or emotional needs:

- A personal support plan
- Access to a Circle of Friends Group

If your child's needs cannot be met using the SEND support available to Colvestone from within the school or from seeking the support of outside agencies, you will be asked to meet to discuss the possibility of requesting an Education, Health and Care Needs Assessment from Hackney Learning Trust.

What is my role as the Parent/Carer of a child with Special Educational Needs?

- You will be asked to come to meetings each term to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist (SALT) or Educational Psychologist (EP). This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with you, your child, their class teacher and the Inclusion Lead to understand your child's needs and make recommendations, to support your child's Colvestone Learning Journey.

How will my child be involved in their learning and decision making?

All children in the school are involved in setting their learning and personal targets, these are also jointly reviewed by teachers and pupils before sharing with parents. If your child has a statement or Educational Health Care Plan (EHCP), their views will be sought before any review meetings and they will be invited to attend part of the meeting.

All children are provided with the opportunity to be elected as a Pupil Voice representative and as pupils move up through the school, they are given increased responsibilities.

All children on the SEN register will complete a Communication Passport. The Communication Passport is recorded from the child's perspectives and gives information on for example:

- The child's preferred way of communicating,
- Their likes/dislikes,
- How they communicate their feelings
- How they express themselves

How do we make sure that Colvestone's policies and procedures have a positive impact on my child and other children in the school?

At Colvestone we constantly review how every child in the school is progressing, both against their own individual targets and against age related expectations. We have a designated SEN Governor who works closely with the Inclusion Lead to offer support and advice when required. Annual reports are presented to the governing body about the changes in SEND, progress of our SEND children and changes in the numbers of children on our register. The Inclusion Lead is part of the senior leadership team, emphasising our



commitment to ensure the best outcomes for all our children. Our school team ensures that statutory requirements are met and every effort is made to support your child's needs. We continue to review the impact on a child of what has been put into place by:

- Reviewing targets and Individual Education Plans (IEP) and ensuring that they are being met.
- Reviewing their work and intervention every six weeks.
- Recording progress and assessments on School Pupil Tracker.
- Considering verbal feedback from the child, the parent and teacher to build a wider picture.

Moving children off the SEN register when they have made sufficient progress – There will always be a discussion with the parent/carer before this happens

How will I know how my child is doing and how will you help me to support my child's learning?

At Colvestone, all teaching and support staff know each child very well. We work together to achieve the best possible outcomes for every child. Once your child is receiving SEN support the teacher and Inclusion Lead will monitor progress closely to ensure that targets are achievable and support adapted appropriately.

- Your child may have an IEP or a 'my plan' that will have individual or group targets. This will be discussed with you termly. The conversation will also provide suggestions as to how you can support your child's learning at home.
- If your child has complex SEND they may have a statement or Education Health Care Plan (EHCP). In such instances a formal meeting will take place to discuss your child's progress and a report will be written annually. Annual teacher reports provide more information about your child's progress and you will always receive copies of report from outside agencies.



What is an Education, Health and Care Plan (EHCP)?

Children with the most complex and significant special educational needs will be considered for an Education, Health Care Plan (EHCP).

An EHCP will look at all the needs a child or young person has across education, health and care. From September 2014, Statements of Special Educational Need will be replaced by Education, Health and Care Plans. This document will continue to outline a pupil's special educational need and will include the needs of the child across health and care too. Professionals from each area, along with parents/carers and the child will consider what outcomes are desired and what is needed to achieve them. It will be a much more child friendly document, based around the pupil and their family. Over a 2-3 year period, most current Statements will be replaced by an EHCP at a child's annual review.

Who will support my child in school?

If your child is identified as needing SEN Support the following staff will be involved in supporting your child:

- Qualified and experienced teachers
- Experienced and skilled teaching assistants

The following people may also be involved depending on your child's requirements:

Name	Role	Service Provided
Jennifer Hippolyte	Inclusion Lead	Manages support for children and Co-ordinates interventions.
Catherine Selwyn	Reading Recovery Teacher	Teaches pupils reading and supports children who are having difficulty
Various	Non class based Teaching Assistants	Individual, paired or group support for children in and out of class
Yvonne Gravesande	Educational Psychologist (external staff member requiring referral)	Support and Guidance for staff/parents/pupils
Louise Russell	Speech and Language Therapist (external staff member requiring referral)	Support for students with Speech and Language difficulties
Carol Marcel Kay Scott Ruth Zialor (EYFS)	Specialist Teacher of Statemented/EHCP Children (external staff member requiring referral)	Support for individual pupils/staff and parents.
Modupe Adelaja	School Nurse	General medical support and advice for students/parents and staff and developing care plans for individuals.



Various therapists	Occupational Therapist	Support for students with co-ordination difficulties
Paulina Treanor	Creative Arts Therapist	Support for students
Laila Torsun	Safeguarding Governor	Governor

What specialist services and expertise are available at or accessed by Colvestone?

All members of staff are trained to identify when there are barriers to learning and to respond appropriately. Our Inclusion Lead, teachers, teaching assistants and meal time assistants have a wide range of qualifications, training and experience of working with children with a wide range of needs.

Within our school we have a culture of sharing good practice and expertise; this enables us to ensure all our members of staff have as much knowledge as possible within the field of supporting children with SEND. These services are accessed depending on the level and type of need, which can change on a regular basis.

- Educational Psychologist
- Speech and Language Therapy
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- School Nurse
- School Doctor
- HLT Inclusion Team

What training have the staff supporting children with SEN completed or are currently completing?

Different members of staff have received training related to SEND - these have included:

- How to support children with speech and language difficulties
- How to support children in literacy and numeracy.

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

We aim to include children in every possible activity both inside and outside the classroom. School trips are planned around the needs and aptitudes of all children and rigorous risk assessments are undertaken to ensure all children can safely access activities. It might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs.

We have a wide variety of extra-curricular activities which include computing (coding club), music, art, choir, debate club, cookery club, athletics to name a few. All of these have been attended by children with additional needs.

There is breakfast club and after school provision, please contact the school office for more information.



How will the school prepare my child when joining Colvestone Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as effective as possible. These include:

- For children starting school in Reception, we hold a school tour and information sessions for new parents to get to know Colvestone. Reception Class and Nursery staff, carry out home visits.
- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- At the end of the Summer Term all pupils attend a transition session in which they spend time with their new class teacher and support staff. Teachers and support staff also meet at this time of year to discuss children's individual needs with the new staff for the following year.
- Additional visits are arranged for pupils who may need extra time in their new school/class.
- Secondary school staff visit pupils prior to them joining the new school and there are transition visits for all pupils to attend their new secondary schools in the Summer term.
- The Inclusion Lead will liaise with the relevant staff from other schools to share information regarding SEND pupils and their individual needs.
- Where a pupil may have more specialised needs, the Inclusion Lead may arrange a separate meeting between the new schools SENCO, Parents/Carers, pupil and other relevant professionals.

How are the school's resources allocated and matched to the pupil's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at a review meeting or if a concern has been raised at another point during the term.
- Resources may include deployment of staff depending on individual needs.

How accessible is the school environment?

Parts of our school are over 150 years old and divided over three levels, with steps linking these levels to the playground. Wheelchair access and access for those with limited mobility could be challenging, however we have solutions in place to manage this.

- All classes have visual timetables
- All staff are mindful of fonts, size of print and colour when preparing materials for children and their parents/carers
- There is a small on site car park
- Software and hardware is under constant review
- We have one main flat playground
- The Nursery class is easily accessible by all

As a school we are happy to discuss individual access requirements.

What other information does the school provide?

Please also look on our website for full details of our SEND policy, Equality Policy, Behaviour Policy (including Anti-bullying), as these documents show clearly how important the provision of support for SEN children is in our school.



Our web address is: www.colvestone.hackney.sch.uk

Our website also has further details on the broad and balanced curriculum provided for all our children.