

Coleridge Primary School

Special Educational Needs information

How we support children and young people with Special Educational Needs or Disabilities (SEND)

Our vision and how we hope to achieve it:

We encourage all our pupils to aim high and achieve, each to the best of their ability. As teachers we work hard to support all the children in our school to be the best they can, including all children with special educational needs or disabilities. We aim to offer an inclusive learning environment accessible to children with different learning needs. We believe in working with parents'/carers' in partnership and we hope that our parents will share that belief.

Coleridge Primary School is a mainstream primary school for the 5-11 age-range. We have a nursery for children aged 3-4. From September 2017, the Government plans to introduce an offer of 30 hours free childcare for 3-4 year olds for the children of working parents. To qualify, there are criteria that need to be met. For families who are not eligible, their child will continue to receive the current free provision of 15 hours per week. Please see the school website to find out about the eligibility criteria.

Children start school in the year they turn 5 in one of our Reception classes. There are four classes in each year group. There are currently 900 children in the school.

Our Ofsted rating

Our last Ofsted inspection in March 2015 found Coleridge Primary School to be an outstanding school.

How we know if a child or young person has special educational needs

During the summer term before children start at the school, our Reception teachers visit you and your child at home. It's an opportunity to meet the Reception staff, discuss any specific needs and find out a little more about the school. We ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can discuss this and make sure the right support is in place for their child. If a child has special educational needs it is very important that they get the help they need as soon as possible.

Our regular assessment and monitoring procedures continue throughout the children's time at the school to look out for any special needs that may develop later.

We work hard to maintain good home/school links and parents are always welcome to speak to us if they have any concerns.

What we do to help children and young people with special educational needs

Coleridge Primary School has developed a wide range of ways in which we support children with different special educational needs or disabilities. This is how we plan support:

- First we identify what the particular problem is and then we meet with parents to discuss their child's needs.
- We agree a programme of support. This is carefully targeted on the particular area or difficulty and will describe what we will do to support a child and what we hope the intervention to achieve. To see whether the intervention has helped, we set a time frame and we review how things are going. Everything is written down and we continually monitor interventions, sometimes on an individual education plan, depending on the child's need. These are reviewed with parents and the child themselves if appropriate.

These are some of the interventions we offer:

English:

Better Reading Partners
Phonics groups
Spelling groups
Talk for Writing
Volunteer readers – Beanstalk scheme

Inference and Processing Skills:

Reading Between the Lines
Language for Thinking

Speech and Language:

Talkboost
Speech bubbles

Physical development:

Gross Motor skill groups
Fine Motor skill groups
Handwriting groups

Maths:

First Class @ Number
Maths catch up sessions

Social Skills:

Talkabout series
Social Skills groups

Memory Skills

Memory Magic

Social and Emotional development:

School Counselling Service
Therapeutic Story Writing
Circle Time

General:

Pre-teaching sessions
Booster groups

How we adapt our teaching for children and young people with special educational needs

Children with special educational needs are taught alongside all other children however we make sure lessons are designed so that all the children in the class learn and all make progress. We do this by planning what's called 'differentiated' lessons. This means that a child with special educational needs and a very able child learn in the same lesson but their goals are specific to them.

Every class teacher is involved in planning, monitoring and providing support for pupils within their class including children with special educational needs.

How we decide what resources we can give to a child or young person with special educational needs

Part of the school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about which support programme is best for a child are made by the teachers in consultation with a child's parents /carers. Parents are invited to contribute to planning through a meeting held every term.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds we will apply to the local authority for additional support for a child. Parents can do this too. We are happy to discuss all of this in more detail with parents.

How we check that a child and young person is making progress and how we keep parents informed

We have a school website where you can see general news about the school. We also post a weekly overview of what your child will be learning in the coming week on the website. We have a parents'/carers' evening three times a year and we write a report about your child's progress once a year.

For children with special educational needs we have regular progress meetings where we can all discuss how your child is getting on. Parents' are always invited and your views, opinions and contributions are highly valued.

Support we offer for children's and young people's health and general wellbeing

Children need to be happy and be able to behave appropriately to learn well, so all our class teachers work with children in their class on social skills, behaviour and wellbeing. If a child has a particular difficulty, their class teacher will have help from colleagues e.g. teaching assistants.

Coleridge employs 2 school counsellors. They work individually with children who would benefit from counselling sessions and they always meet with their parents.

We also draw on the support of other children and peers who can help a child through our 'Bus Stop Buddies' scheme. This is made up of a group of older children who have been specially trained to offer support to younger children at playtimes and lunchtimes. Young Leaders are another group of older children who have been

trained and play games with children in Years 1 and 2 in designated areas of the playground.

Our School Council has representatives from each year group. They meet every 2 weeks and there is an opportunity for them to discuss any issues with someone from the Senior Leadership Team.

Coleridge Primary School has clear anti-bullying and diversity policies.

Specialist external services we use when we think extra help is needed

Sometimes a child will have needs that will benefit from additional help from specialists outside the school. Depending on a child's needs we may draw on support from:

- Speech and language therapy
- Occupational therapy
- Physiotherapy
- School nurse
- Language and Autism Support Team
- Child and Adolescent Mental Health Services – known as CAMHS
- Educational psychology
- Education welfare
- Hearing Impaired service
- Social services

We always meet to consult with parents if we think additional support is required before we contact other specialists. Class teachers, school staff, parents, the SENCo and the SEND Team all contribute to complete a referral form together which is sent to the Local Authority.

The training our staff have had or are getting

Every year we have 5 staff training days. They focus on all aspects of learning including special educational needs. All teachers understand the different special educational needs and know how to plan and teach their lessons in a way that is appropriate for all children including those with special educational needs.

Staff also know how to support the emotional needs of children. Teachers understand how important it is to work closely with parents'/carers' to promote emotional well being in order to achieve the best outcomes for our children.

Recent special educational needs training days have included a focus on ways to help children with specific learning difficulties such as dyslexia, and dyspraxia.

All staff including teaching assistants attend training.

How we include children and young people in activities and school trips

Any trips or outings we plan always include children with special educational needs and/or disabilities. Indeed, our trips and outings are instrumental to the learning at Coleridge. We use part of our budget to make sure that any support needed can be provided.

Our school environment

Our school is on a split site. The Nursery, Reception classes and Years 1 and 2 are on 'East' and the Juniors – Years 3, 4, 5 and 6 are on 'West'.

On East there is a disabled toilet close to the office and there is one on the first floor. There is a lift up to the first floor.

On West there is a disabled toilet on the ground floor.

In school we have a range of equipment designed to support the development of children's coordination and motor skills in class and if any child needs additional equipment we apply for this through specialist services for example Occupational Therapy.

How we prepare for children and young people joining our school and leaving our school

Children joining our school from the nursery visit their new classroom several times before the start of the new school year and when children start in Reception they all have a gradual beginning building up to a full day by the first half term. This approach makes sure children are confident in their new surroundings.

We have close working relationships with other pre-school providers and services in the local area and we encourage them to visit to help prepare children who will be joining Coleridge.

As mentioned before, we ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

We help older children to prepare for secondary school through class projects in Year 6. This helps the children understand for example how a typical day works in a secondary school, what their timetable might look like, how to find out who they should go to if they need help. We have close working relationships with the local secondary schools and Year 7 staff come to visit and meet with the Year 6 staff to ensure a smooth transition from primary to secondary school.

In the last term of Year 6 the special educational needs coordinator (SENCo) arranges transfer meetings with the child's parent and a member of the special educational needs department from the child's new secondary school.

How parents are involved in school life

We welcome parents' involvement in helping our school meet the individual needs of their child. We are always ready to speak to parents about any concerns they may have.

There is an active staff and parent group called Coleridge Families and parents'/carers' are represented on the school's Governing Body.

When we write to parents'/carers', we always try to write in plain English.

Who to contact for more information or to discuss a concern

- Your child's class teacher
- Your child's year team leader
- The special educational needs coordinator (SENCo), Ruth Kirsh
- A member of the SEND Team – Michelle Dottore and Trina Sawdy
- SEND administrator – Sarah Holmes

If in doubt, ask the school Reception.

The school telephone number is **0208 340 3173**

Our special educational needs governors are:

Melian Mansfield and Elena Wolf

Our information about special educational needs and disabilities at Coleridge was prepared in April 2017. It will be reviewed in April 2018.