



WIMBORNE
Academy Trust

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AT COLEHILL FIRST SCHOOL

Colehill First School

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About Us

We are a First School for pupils aged 4-9 years of age, one of a local family of schools within Wimborne Academy Trust. Our net capacity is 150 pupils, and our published admission number is 30 pupils per year. Children are grouped into 5 single year group classes from Reception to Year 4 inclusive.

On leaving Colehill First at the end of year 4, a large majority of pupils transfer to St Michael's CE Middle School in Colehill, approximately 1 mile away.

Our Accommodation

We have modern buildings, completed in 2004 and meeting all known current accessibility requirements. There are 5 classrooms, two small 'break-out' rooms, a library, an ICT suite and a hall. The school suite is partially wooded, and has both grassed and tarmac play areas. There is also an Early Years outdoor learning zone.

Specialist Facilities

There are no SEND specialist facilities currently on site at Colehill First School. The school building and site are designed to maximise accessibility for all users. Further details can be found in the schools **Accessibility Plan**, available via our website.

If I am concerned that my child at Colehill First School has difficulties with learning, Special Educational Needs and/or Disabilities, what should I do?

- Step 1. Make an appointment to speak to your child's class teacher at a time when you can have an extended conversation – it is best to allow 30 minutes. Explain your concerns as fully as possible. Agree together a way forward to best meet your child's needs.
- Step 2. Arrange a time, via the School Office, to speak with the SEN Leader to discuss your child's needs further.

If the school has concerns about my child's learning, how will they let me know?

At parent consultation meetings each term your child's teacher will update you regarding your child's learning, including their attainment relative to national expectations, and their progress. If there are concerns then these will be communicated as part of this termly update process. Urgent concerns may be raised at any time during the school year outside of the usual parent consultation process. The school seeks always to keep parents fully informed and is committed to successful partnership with parents at every stage.

Once my child is identified as having additional learning needs, what will happen next?

Class teachers assess each child's progress regularly and meetings are held termly between class teachers, senior leaders and the SEN leader to discuss the progress of all pupils across the school. During these meetings, provision for pupils whose progress is below that expected is discussed in detail.

Should concerns arise about a child's progress, the school responds using a three stage process:

1. Planning: an individualised provision plan will be written to support your child in minimising and addressing their learning barriers. This plan details specific outcomes for children's progress. It is shared with parents to ensure it is complete and there is agreement about its contents.
2. Implementation: the provision detailed in the plan will be put in place in school, with any agreed home support actioned at home.
3. Review: The plan will be reviewed termly and progress against key outcomes rated using a red/amber/green colour coding system, with red representing little or no progress, amber representing some progress and green representing full progress. If learning barriers are short term and have been fully addressed, the child may cease to need an individualised plan. Pupils with longer term needs will continue to be planned for using this process, but targets, outcomes and success criteria may well change in response to changing needs.
4. Longer Term Planning: Pupils whose needs are significant and complex may require a multi-disciplinary assessment and this may in turn lead to the Local Authority's SEN Team issuing an Education and Health Care Plan (EHCP). Parents are fully included in every step of this process, should it be necessary.

Access to Extra-Curricular Opportunities

All extra-curricular opportunities are open to pupils with additional needs. The school encourages pupils with SEND to play a full and active part in the extra-curricular school life. Some clubs may be targeted specifically at key groups of pupils, e.g. those who would benefit from opportunities for additional physical challenges.

For more information:

Please contact your child's class teacher, the SEN Leader or email the school at this address:

school@colehillfirstschool.net

Types of Support Available for Children with SEND (and their families) at Colehill First School

Category of Need	Support available (dependent on the school's assessment of children's needs)
Communication and Interaction	<ul style="list-style-type: none"> • Support with articulation of speech, transferring spoken sounds into their written form and vice-versa; • Support with receptive language to build understanding of vocabulary, phraseology and key question starters; • Support with higher level language difficulties, including the understanding of complex sentences, the expression of more advanced ideas, humour, inference and literal / figurative interpretation; • Support in a small group setting with social interaction skills, including parallel learning, co-operation, collaboration, communication and compromise; • Support with the development of imaginative capacity; • 'Emotional literacy' support to develop social interaction skills and to enable appropriate expression and / or regulation of emotion in a social context; • Support and training for teaching staff to maximise the effectiveness of provision; • Regular monitoring of SEND provision by the school's inclusion leader; • Referral to a specialist health and/or educational professional for advice, support and monitoring.
Sensory and / or Physical Needs	<ul style="list-style-type: none"> • Support in school to provide enhanced sensory stimulation / feedback; • Support with the development of gross and / or fine motor co-ordination skills through targeted programmes; • Adaptations to the environment and / or specialist equipment to support pupils with sensory or physical needs, as advised by the LA specialist team or local health professionals; • Support and training for teaching staff to maximise the effectiveness of provision; • Regular monitoring of SEND provision by the school's inclusion leader; • Referral to a specialist health and /or educational professional for advice, support and monitoring.

Types of Support Available for Children with SEND (and their families) at Colehill First School

Category of Need	Support available (dependent on the school's assessment of children's needs)
<p>Social, Emotional and Mental Health Difficulties</p>	<ul style="list-style-type: none"> • Support to develop appropriate expression of emotions, and to secure emotional self-awareness and appropriate emotional self-regulation; • Regular opportunities to communicate with a key adult (and if appropriate also a circle of trusted peers) to enable effective expression of emotions and to reduce /eliminate perceived isolation; • Support in forming positive productive peer relationships and establishing positive communication; • Support for peers to ensure that behaviour of individual pupils with identified needs does not adversely impact learning for the wider group; • Support and training for teaching staff to maximise the effectiveness of provision; • Support for the child, and where appropriate also for the family, through the local Early Help process; • Regular monitoring of SEND provision by the school's inclusion leader; • Referral to specialist health and/or educational professionals, for advice, support and monitoring.
<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • Teaching programmes and approaches matched to the needs of the individual child; • Teaching adapted by adjusting the level, pace, learning style, amount and nature of adult support, resources used (including technology) and the learning environment as appropriate to the needs of the child; • Specialised teaching programmes implemented as appropriate to meet specific learning needs; • Support and training for teaching staff to maximise the effectiveness of provision; • Regular and systematic monitoring of pupil progress with parental feedback opportunities; • Timely responsive adjustments to provision in the light of progress made. • Regular monitoring of SEND provision by the school's inclusion leader; • Assessment of cognition / learning needs by specialist qualified SEN teacher; • Referral to specialist health and / or educational professionals for advice, support and monitoring.

How does the school allocate extra support to pupils?

The school maintains an 'Inclusion Register' of all pupils with additional identified needs of any kind. This includes pupils with SEND, pupils eligible for Pupil Premium funding, pupils with medical and healthcare needs, pupils with English as an additional language, pupils known to be in challenging circumstances (e.g. they may act as a carer for an adult member of the family), amongst other categories. The school prioritises the use of its resources, including staffing hours, equipment and finances, wholly due to pupil need. Those pupils whose learning and well-being needs are relatively high will attract a proportionately greater share of resources. The school regularly reviews its allocation of resources through its monitoring processes which take into account academic achievement, pupil well-being, engagement and participation. The levels of support offered to children may well change over time as a result of this monitoring, and this will be shared and discussed with parents as part of ongoing consultations.

How does the school respond to behaviours resulting from a child's special educational need?

As a rights respecting school, the school recognises that every child has both a right to learn and responsibility to ensure that others can learn too. This philosophy underpins the school's behaviour policy. Children with special educational needs are supported in every way, including with their behaviour and social interaction. It is recognised that, whilst the school maintains an over-arching behaviour policy, some pupils require bespoke behavioural management approaches to support them effectively in meeting their needs.

Other than the class teachers, who else is providing services to children with SEND at Colehill First School?

a) Directly funded by the school

- Support staff team, comprising 5 class based teaching assistants, 1 emotional literacy support assistant (ELSA), 1 specialist teaching assistant providing speech and language support, 1 specialist teaching assistant working with targeted pupils for intervention work and 1 specialist teaching assistant providing support for pupils with physical / sensory needs.
- Inclusion leader overseeing, monitoring and evaluating the provision across the school, working with the Local Authority and liaising with outside agencies including educational / health professionals.
- Educational psychologist to support the school's provision in meeting the needs of learners with more complex profiles;
- Behaviour support service, appointed by the local education authority, to support the school's provision for pupils presenting with challenging behaviour.

b) Paid from central healthcare / education budgets but delivered in school

- Speech and language therapists, appointed by the local health authority, assessing, monitoring and reviewing pupils in school with speech, language and communication needs;
- School health team, appointed by the local health authority, providing support to the school in meeting pupils' medical / healthcare needs;
- Community paediatric team, appointed by the local health authority, supporting pupils whose health needs impact on their learning and development in school.

How are pupils with SEND supported in moving to Middle School?

We have excellent communication with the middle schools to whom we send pupils at the end of year 4. Pupil information is shared so that children feel 'known' as soon as they move up to their new schools. If required, the school can arrange personalised transition plans for individual pupils and their families, enabling them to make additional visits to middle school over and above the planned transfer days.

How can parents / carers get involved?

In the first instance parents /carers should speak to their child's class teacher to find out how they can support their own child's learning.

Parents can also discuss this with the school's SEN leader.

Parents or carers looking to offer support in class during school time should also in the first instance speak to their child's class teacher.