

Colne Community School Information Report 2018-2019



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Colne SEND

The Colne Community School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities.

We are committed to providing all students with full access to a common, balanced and differentiated curriculum regardless of ability or need. As part of this commitment, the Learning Support Team aims to accurately identify, assess students with special educational needs and provide support strategies to enable staff to meet the needs of these students across the curriculum.

- Our Special Education Needs Co-ordinator is: Kate Poynter, Assistant Headteacher
- The SEN administrator is: Carol Field
- Our Governor with responsibility for SEN is: Kierran Pearce
- The SEN team can be contacted via the main school telephone number (01206 303511)



Identifying and Assessing

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

The Colne Community School identify students as having a SEN need through a variety of ways;

- Liaison with previous school
- Child performing below age related expected attainment/progress
- Concerns raised by parent or student
- Concerns raised by Teacher/Pastoral team
- Liaison with external agencies and professionals
- Health diagnosis
- Through close monitoring by our class teachers, Heads of Department and Heads of House

How to raise a concern

- Talk to us – contact your child’s class teacher, Pastoral team or SENCO
- If you feel your child may have special educational needs or a disability speak to your child’s teachers in the first instance.



SEN Graduated Approach and Categories

The Colne Community School utilises the Graduated Response which is used to support the 'One-Plan' environment. The graduated response is a process where all provision and intervention that are used for a child with SEN follows an Assess, Plan, Do and Review cycle. This ensures appropriate early intervention targeted at student outcomes which is reviewed rigorously and regularly to ensure maximum impact.



The graduated response recognises that all children/young people learn in different ways and can have different types and levels of Special Educational Needs. The 2014 SEND Code of Practice outlines four areas of Special Educational Needs that include a range of difficulties and conditions. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical needs

Parents/Carers will be kept informed by the school of any extra or different help that their child is receiving due to their special educational needs.



One Planning

All students with SEND are placed on the SEND register and have a student One Page Profile, which outlines their needs and strategies to assist them with their learning. Students include their own views and new information can be added throughout the year.

How we create an individual One plan

- The aim of our provision is to identify and assess the SEN and to plan the provision needed for each young person to achieve his or her best at The Colne Community School.
- **Some young people with SEN may need extra support to achieve their learning potential.** If this is the case then this is what we will do. We will arrange a meeting with the young person and their parents to talk about what is needed to put together a Colne Community School 'One Plan'. Before the plan can be drawn up we will need to gather information that may include:
 - The young person's views and what they want to achieve on their learning journey.
 - The views of the parents and what they would like to see as an outcome from their child's time at school.
 - A school based learning assessment.
 - Current and expected levels of attainment/progress.
 - This is reviewed termly and updated as necessary.



Teaching and Learning

The Colne Community School is an inclusive establishment that offers a wide, balanced and if needed tailored curriculum that meets the needs of all students. High quality teaching is integral to the progress of our students and is monitored through our internal processes.

All staff have regular training on all areas of Special Educational Needs and Disabilities in order to ensure work is differentiated according to the needs of the learners. Staff have access to the Essex Provision Guidance Toolkit that provides links and information on teaching those students with Special Educational Needs and Disabilities.

We also offer a range of intervention programmes designed to improve the outcomes of students with additional needs and to ensure that they can fully access all areas of the curriculum.

The Colne Community School ensures all facilities are fully accessible due to a lift system and there are disabled toilets that can be accessed at all times.



Assessment

All students, including those with SEND, are assessed on a regular basis, in accordance with the schools Assessment Policy. Additionally, parents evenings are held once a year when there is an opportunity to discuss with your child's teachers their progress, attainment and next steps.

Children who are not making the expected progress in school are picked up at review meetings, departmental meetings and Senior Leadership meetings. In these meetings a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Progress is discussed at One Plan review meetings with parents and comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

Additional Assessments

- Reading age, reading accuracy, comprehension and spelling ages are assessed in Year 7 and Year 9 through Lucid Exact testing
- Round Robins to gain detailed feedback by staff following a particular concern
- LSA notes after lessons
- Use of external professionals

Accessibility



The Colne Community School offers a wide curriculum and a range of extra-curricular and enrichment activities for all students including those students with additional needs. It achieves this by ensuring that all staff involved in extra-curricular activities are fully trained in all areas of special educational needs and disability and that all parts of the school are fully accessible.

The school will work with your child, parents or carers, specialists and others to maximise participation and allow full access wherever possible.

Fire procedures for some SEN Students

- Appropriate arrangements are put into place for those with SEN needs and additional assembly points have been created to maximise students' safety.
- Key LSAs are allocated the provision of those students with SEN

How your child will be included in activities outside the classroom and during trips

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

Accessibility around the school

- The school site is wheelchair accessible with disabled toilets. The school has lift access, ramps and all doors can be opened automatically. Additional support could include:
 - Modified furniture
 - Mobility Training
 - Access to specialist teacher input
 - Coloured overlays
 - Access to laptop & tablet technology
 - Specialist consideration for examinations



Transition

How the school will prepare and support your child when joining the school and transferring to a new school

- We encourage all new children to visit the school prior to starting.
- We run taster days in collaboration with our feeder Primary Schools, allowing students to spend a day in the school and meet teachers.
- We visit SEN students in their current school, and if appropriate obtain comprehensive feedback on their development including strategies currently in place.
- When a student is transferring from The Colne Community School into further education (6th Form College / Institute) we meet with the Transition Pathways Service and liaise closely with further education providers and provide information as requested.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.



Working with Professionals

Specialist Service and Experience

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Essex County Council
- Educational Psychologists
- Emotional wellbeing and mental health services (EWHMS)
- The National Health Service
- Teentalk
- MIND
- The Youth Enquiry Service
- Autism Anglia

Our Pastoral support staff are also on hand throughout the day to help with any problems that students encounter at school - they are based in the Pastoral area. In addition to this, we have a designated team of staff to promote the safeguarding and welfare of our students.

Working with Parents

The Colne Community School values a partnership working approach with Parents/Carers as this ensures that our students have the best possible experience whilst at the school. Parents/Carers contribute and feedback regularly during the time that their child is at the school. This will occur in many ways;

- At parents evenings
- At One planning meetings/reviews
- Annual EHCP reviews
- At transition meetings
- Through contact with the Pastoral Team
- 1:1 meetings
- Careers events
- Liaison with external professionals

We welcome contact from parents at any time. This can be via telephone, email or through a scheduled meeting.

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Working with Parents

How the school's resources are allocated and matched to children's SEN needs

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support often involving an LSA.

How the decision is made about what type and how much support my child will receive

- The SENCO in collaboration with the class teacher and pastoral team will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with parents
- The Pastoral Team regularly review progress as well and implement interventions whether or not the student is on the SEN register or has an EHCP.

How we know if it's making an impact

- By reviewing children's targets on their 'One Plan' and ensuring they are being met
- The child is making progress academically against national/age expected levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.



Further Information

The Essex Local offer, includes information about support services and local opportunities for children and young people with SEND. Under the Children and Families Act 2014 each Local Authority was required to publish a Local Offer detailing what provision and services were available in their area for children and young people with SEND by the 1st September 2014.

The Local Offer is a dynamic resource that is developed and refined over time with the assistance of our partners, parents and young people. <http://www.essexlocaloffer.org.uk/>

Useful Contacts

- Parent Partnership - 01245 436036
- Essex Local Education Authority (Education) - 0845 603 2200

Other Useful Website Links

- Young Minds: <http://www.youngminds.org.uk/>
- Autism Concern: <http://www.autismconcern.org/>
- Emotional Wellbeing and Mental Health Service: <http://www.nelft.nhs.uk/services-ewmhs>



Complaints

The majority of concerns from parents, carers and others are handled under the following general procedures.

The procedure is divided into four stages;

Stage 1 aims to resolve the concern through informal contact at the appropriate level in school. Send concern to mail@colne

Stage 2 is the first formal stage at which written complaints are considered by the headteacher or the designated governor, who has special responsibility for dealing with complaints.

Stage 3 is the next stage once Stage 2 has been worked through. It involves a complaints review panel of governors.

Stage 4 is the LEA Review stage where the local education authority will review and comment upon the way we have dealt with a complaint.

How each of these stages operates is explained in more detail in the school's Complaints Policy.