

# Colne Community School Information Report 2020-2021



The School's SEND Policy can be found [here](#)

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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 and 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
- Our Assistant Special Education Needs Co-ordinator and CIC Co-ordinator is Chris Fox
- 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) and at [senco@colne.essex.sch.uk](mailto:senco@colne.essex.sch.uk)



# Identifying and Assessing

Students are identified as having SEND when they have a significantly greater difficulty in learning than the majority of students the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for students 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 SEND need through a variety of ways;

- Liaison with previous school
- Student 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 Year

## 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 need or a disability speak to your child’s teachers in the first instance.

# SEND 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 student with SEND 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 students learn in different ways and can have different types and levels of Special Educational Need. The 2014 SEND Code of Practice outlines four areas of Special Educational Needs that include a range of difficulties and conditions.

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory/physical impairment

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 need or disability.

# One Page Profiles & 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 need and assess the SEND and to plan the provision needed for each student to achieve his or her best at The Colne Community School.
- **Some students with SEND 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 student 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 student'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 regularly 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 and Edukey Provision Map that provides links and information on teaching those students with Special Educational Needs and Disabilities.

Learning Support staff are deployed amongst classrooms according to the level of student need and work in conjunction with the class teacher to meet the needs within the class. Small break out rooms are used when students require additional support so that their learning journey is appropriate to their needs. Currently these break out rooms are within year group bubbles.

Students are rewarded through our school behaviour policy earning ARK points that can be redeemed for rewards. Additional ARK points are given to students for their work, attitude and contribution to the lesson, and contribution to the school.



# Assessment

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

Students who are not making the expected progress in school are picked up at One Plan reviews, departmental and Year Leader meetings. In these meetings a discussion takes place concerning why individual students 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 student has made. If the student 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 and bespoke reading tests.
- Round Robins to gain detailed feedback by staff following a particular concern
- LSA notes after lessons
- Use of external professionals which includes Educational Psychologist(EP) and Inclusion Partner (IP) support. Our school EP is Jane Tyndale-Biscoe and our IP is Alison Day.

# 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 SEND. 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 SEND Students

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

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

- All students are included in all parts of the school curriculum and we aim for all students 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 student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

# Accessibility



## 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
- Adapted text books
- Access to specialist teacher input and mobility training
- Coloured overlays
- Access to laptop & tablet technology
- Specialist consideration for examinations
- Specialised hearing technology.

# Medical Conditions



Supporting students with medical conditions is governed by the 'Supporting pupils at school with medical conditions policy', December 2015 and the Children and Families Act 2014 which places a duty on schools to make arrangements to support pupils with medical conditions.

## Individual Healthcare Plans ( IHCPs)

Students who have significant or complex medical conditions will create IHCPs in partnership with the school and relevant medical professionals. IHCPs will specify the type and level of support required to meet the medical needs of the student. This includes best practice in supporting the student to fully access school life and emergency care.

IHCPs are reviewed yearly to ensure the plans meet the needs of the student.

## Medical room

The school has a medical room and this can be accessed by any student who has a medical need. Staff are regularly trained to ensure up to date knowledge.

Those students who display symptoms of coronavirus are supported in a separate area to the medical room and this adheres to the government guidelines

**School nurse services** are available on a Tuesday and this is by appointment only. A drop in session is available for students at break time on this day.

# Transition



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

- We encourage all new students to visit the school prior to starting.
- This year we are running guided tours after school in the Autumn term with the view that we can in the summer subject to current guidelines have taster days in collaboration with our feeder Primary Schools, allowing students to spend a day in the school and meet teachers. Some students have extra transition sessions to enable them to feel fully supported and make the transition to secondary school.
- We visit SEND 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 (6<sup>th</sup> 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 and professionals that we feel are relevant to individual students' 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
- Occupational therapists
- Private psychologists
- Multischools Council



# Our Pastoral Team

Pastoral support is very important to students well being and their transition to the Colne. Everyday they will see their form tutors and they provide the core support for students.

Year Leaders have a whole year group overview and they are central to all students' well being. Year Leaders are in and out of classes monitoring and supporting and they are there to resolve any issues that may occur.

Year 7 Leader - Miss Harrigan

Year 8 Leader - Mrs Stannard

Year 9 - Mr Young

Year 10 - Mr Feakins Ward

Year 11 - Mr Rudkins and Mr Elliott

Learning Support Assistants are also involved in supporting the wellbeing of students in class and through their mentoring role. Students on the SEND register are assigned a mentor to enable them to have multiple people they can seek support from.



# Working with Parents in partnership

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.



# Working with Parents

## How the school's resources are allocated and matched to childrens' SEND needs

- We ensure that all students 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 SEND budget and deliver programmes designed to meet groups of students' needs.
- The budget is allocated on a needs basis. The students 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 SENDCO in collaboration with the class teacher and pastoral team will discuss the student's needs and what support would be appropriate.
- Different students 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 SEND register or has an EHCP.

## How we know if it's making an impact

- By reviewing student's targets on their 'One Plan' and ensuring they are being met
- The student is making progress academically against national/age expected levels.
- Verbal feedback from the teacher, parent and student.
- Students may move off of the SEND 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.

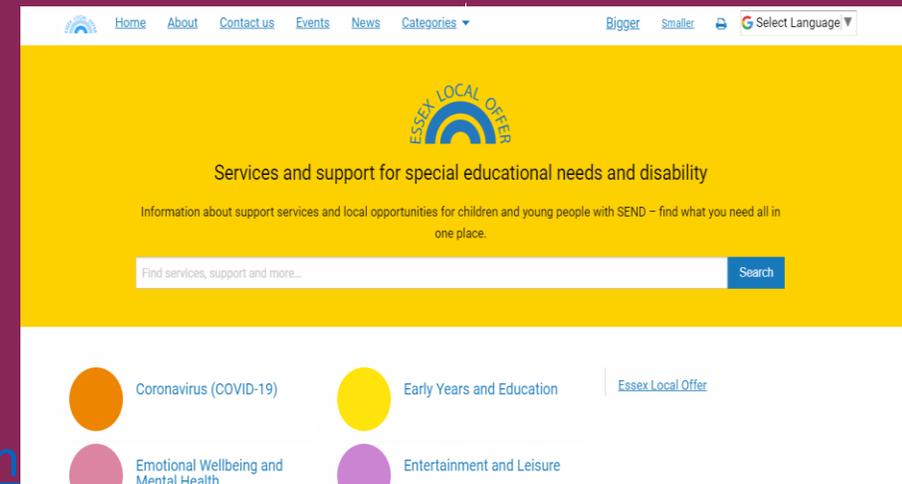
The Local Offer is a dynamic resource that is developed and refined over time with the assistance of our partners, parents and young people. <http://www.essexlocaloffer.org.uk/>

## 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.nad.org/>
- RNIB: <https://www.rnib.org.uk/>
- National Association of the Deaf : <https://www.nad.org/>
- British Dyslexia Association: <https://www.bdadyslexia.org.uk/>



# NEW Complaints



We seek to resolve all complaints in a swift and timely manner and follow our school complaints policy.

The complaints procedure is divided into four stages;

**Stage 1 - Informal concern made to a member of staff.** This can be made by telephone or in writing. A designated member of staff will seek to resolve the situation within 15 school working days.

**Stage 2- Formal Complaint to the Headteacher.** Where a situation is unresolved or complex the Headteacher will seek to resolve the situation in 15 school days.

**Stage 3- Investigation by the Chair of Governors.** The complainant should submit in respect to the Headteacher's investigation in writing to the Chair of Governors. The Chair of Governors will carry out an investigation and consider all evidence.

**Stage 4 - Complaints Appeal Panel (CAP)** Following receipt of stage 3 outcome a complaint can be made in writing within 10 days to the Chair of trustees. The complainant will take part in a meeting with the trustees to seek to resolve the situation. A written response from this panel will be sent out within 15 school days.