

Colne Community School Information Report 2022-2023



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.

Key Members of Staff

- Our Special Education Needs Co-ordinator is: Chris Fox
- Our Assistant Special Education Needs Co-ordinator (Teaching) is Aimee Taylor
- Our Assistant Special Education Needs Co-ordinator (Non-Teaching) is Kylie Hitch
- The SEND administrator is: Lyndsay Wharton
- Our Governor with responsibility for SEND is: Sarah Hennessy
- The SEND team can be contacted via the main school telephone number (01206 303511) and at senco@colne.school



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 Year Leaders or contact the SEND department via senco@colne.school

SEND Graduated Approach and Categories



The Colne Community School utilises the Graduated Response which is used to support the 'One-Plan' cycle. The graduated response is a process where all provisions and interventions that are used for a student with SEND follows an Assess, Plan, Do, Review cycle. This ensures appropriate early intervention targeted at student outcomes which are 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 Needs. 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
- Physical Neurological Impairment (Including Sensory difficulties)

Parents/Carers will be kept informed by the school of any additional support that their child is receiving due to their special educational need or disability.

One Page Profiles & One Planning



Students with a SEND need who are requiring support that's "additional to and significant from" their peers as per the SEND Code of Practice guidelines (2014) 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. This is a live document that all staff refer to and apply provision for effective in class support.

Students on the SEND register who require a higher level of targeted intervention will be part of the One planning process.

How we create an Individual One Plan

We will arrange a meeting with the student and their parents/ carers to talk about what is needed to put together a Colne Community School 'One Plan'.

A One Plan will include:

- Their strengths and areas of difficulty (including specific diagnosis).
- Our aims (Outcomes) with steps towards achieving these.
- How the school will support you (Provisions).
- How we measure success (Success Criteria).

One Plans are regularly reviewed.



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 live access to Edukey Provision Map and can view key documentation linked to students and their needs.

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.

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.

Link to our curriculum schemes of work, knowledge organisers and key information - https://curriculum.colne.essex.sch.uk/#h.p_3lXQ9VxyByGl

Our schools Teaching and Learning Lead is - Mr Barber

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 gain detailed feedback by staff following a particular concern and form part of our review process.
- LSA feedback
- 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 Toby Morris-Watson.

Accessibility in school



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 extracurricular activities are fully trained in all areas of Special Educational Needs and Disabilities 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.

Accessibility around the school

- The school site is wheelchair accessible with inclusive toilets. The school has lift access, ramps and all doors can be opened automatically. Additional support could include; modified furniture, adapted text books, coloured overlays, access to laptop & tablet technology, specialist consideration for examinations, specialised hearing technology.

Accessibility outside of the classroom



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.

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.

School nurse services are available on one day a week and this is by appointment only.

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.
- In the summer term we have taster days in collaboration with our feeder Primary Schools, allowing students to spend a day in the school and meet key members of staff.
- 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 create transition plans.
- When a student is transferring from The Colne Community School into further education (6th Form College / Institute) we arrange transition meetings to support a successful start in their new placement. All information is forwarded.
- 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
- Children and Adolescent Mental Health Services (CAMHS)
- The National Health Service
- MIND
- Barnardos
- The Youth Enquiry Service (Y.E.S)
- 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 Hastie

Year 8 Leader - Mrs Skeggs

Year 9 Leader - Mr Feakins Ward

Year 10 Leader- Mrs Stannard

Year 11 Leader- Mrs Sayers

Key Stage 3 Lead - Mr Elliott

Key Stage 4 Lead - Mr Rudkins

Learning Support Assistants are also involved in supporting the wellbeing of students in class and through their mentoring role.



Working with Parents in partnership

The Colne Community School values working in partnership with parents/carers to ensure that our students have the best possible experience whilst at 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
- Coffee Afternoons
- Via emails or communication with the school

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

Different students will require different levels of support in order to bridge the gap to achieve age expected levels. Various information is used, including;

- Data Captures which include in class assessments
- Teacher feedback
- Discussions with parents/ carers
- Student voice
- Information from the pastoral team and external agencies.

How we know provision is 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 are making progress in line with their starting point.

Social, Emotional and Mental Health support at The Colne

The Colne Community School currently offers a graduated system of support to students according to need.

Assessment

Students are assessed at the beginning of their sessions and termly thereafter using an online assessment tool in order to review progress.

Referral

Referral can be made by members of staff, Year leaders and parents, with the ultimate decision being taken by the SENCO and senior SEND team as to what level of support the student will receive.

Key members of staff

Alison Green - Communications and Interaction Lead/ Haven Practitioner

Karen Simpson - Social, Emotional and Mental Health Lead/ Haven Practitioner/ ELSA

Jane Kelly - ELSA

Social, Emotional and Mental Health interventions available

Morning mentoring - small group sessions delivered by LSA's during form time.

Morning Haven sessions - For students who are struggling with transitioning back to school. These take place during form time.

ELSA sessions - delivered by trained Emotional Literacy Support Assistants, ELSA is an initial 6 week program targeted at supporting students and referred to us by year leaders.

Haven Group sessions - our Haven practitioners use Arts and crafts based activities as well as mindfulness activities. We use extensive resources from Tina Rae (An Educational Psychologist specialising in emotional literacy in young people) in order to create a safe space for our students to express themselves and develop self regulation and a sense of self worth.

Haven 1:1 sessions - for highest need students. We will see students 1:1 for an hour session before moving on to group sessions when ready.

School counsellor is employed externally by The Colne and sees each student once a week for a 50 minute session.



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.

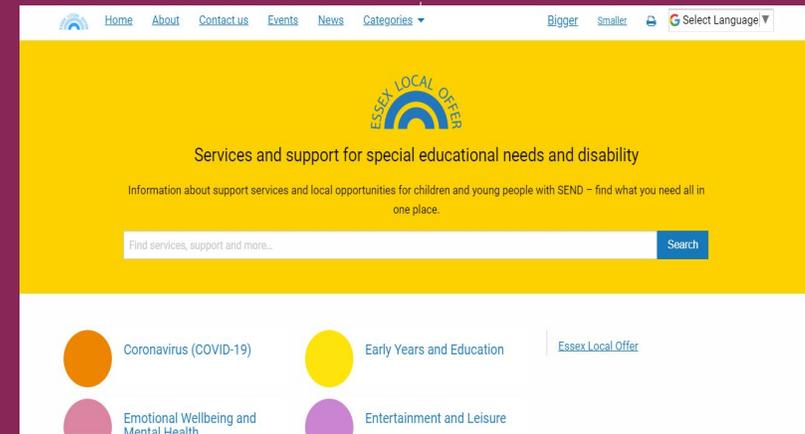
The Local Offer is a dynamic resource that is developed and refined over time with professionals, parents and young people. <http://www.essexlocaloffer.org.uk/>

Useful Contacts

- SEND information advice and support services - 0333 0138913
- 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>
- RNIB: <https://www.rnib.org.uk/>
- National Association of the Deaf : <https://www.nad.org/>
- British Dyslexia Association: <https://www.bdadyslexia.org.uk/>



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.