Collis Primary School
SEND Information Report 2026/27

We are committed to improving outcomes, and we have high expectations for all our children.

Children's views are at the heart of everything we do. At Collis, we work in partnership with parents in order to meet each child's individual needs and make adjustments to ensure that every child is happy in school, develops fluency in their learning, and builds independence and resilience.

Collis Primary School is committed to '**Learning to Make the World a Better Place'** for all children with Special Educational Needs and Disabilities. As an inclusive school we support all of our children to be the best they can be through the 5 Cs of Collis:

Care – promoting empathy and well-being
Challenge – providing an academic environment that encourages and inspires
Collaboration – learning together to achieve more
Courage – encouraging resilience for now and the future
Creativity – enabling children to find their true passions

How do we do this?

This document is intended to offer guidance on what we offer here at Collis and is intended to provide clear, comprehensive and accessible information about our provision. We seek parental views annually as part of our process for reviewing and updating our SEND Information Report. Other useful documents such as our SEND policy are available on our school website and of course, we are here to be contacted directly for further information.

Overarching all that we do, we always:

- Do our best to ensure that the necessary provision is made for any individual who has SEND.
- Co-operate with our Local Authority in the 'Local Offer' (see section 2 below on the 'Local Offer').
- Ensure that we have a designated member of staff who is responsible for co-ordinating provision for children with SEND.
- Ensure that the children at Collis with SEND take part in the activities of the school with other children as far as possible.
- Ensure that our admission arrangements do not discriminate against pupils with SEND or disabilities.
- Put measures in to prevent pupils with SEND from being treated less favourably than other pupils.

This report complies with the following legislation:
- Section 69 (2) of the Children and Families Act 2014
- Regulation 51 and schedule 1 of the SEND regulations 2014

Contents

1. Who is the Special Educational Needs' Coordinator (SENDCo) and SEND Governor at Collis and how can they be contacted? 3
2. How can parents contact support services and access the local authority's Local Offer? 4
3. How do we identify areas of special educational need and assess progress in these areas? 5
4. What are the 4 areas of Special Educational Needs and Disabilities (SEND) provided for at Collis? 7
5. How do we involve and consult with parents about their child's education? 9
6. How do we involve and consult with children with SEND about their education? 9
7. How do we support children with special educational needs when transitioning between phases of education? 10
8. What is our approach to teaching pupils with special educational needs? 11
9. How do we adapt the curriculum and learning environment for pupils with special educational needs? 12
10. What is the expertise and training of staff in relation to children with special educational needs and how is specialist expertise secured? 13
11. How do we evaluate the effectiveness of provision made for children with special educational needs? 14
12. How do we support pupils with disabilities? 15
13. What support is offered for improving social and emotional development? 15
14. How does the school involve other agencies (including health and social services, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and in supporting their families? 16
15. How do we handle complaints from parents of children with special educational needs? 17
16. What are the arrangements for supporting children who are looked after or have been previously looked after by the local authority and have special educational needs? 17

Appendix 1 – Collis Inclusion Charter 18

Appendix 2 – Summary of Provision at Collis Primary School 2025-26 19

1. Who is the Special Educational Needs' Coordinator (SENDCo) and SEND Governor at Collis and how can they be contacted?

In the first instance, if you have any concerns that your child might have a special educational need or is finding learning difficult, you should contact your child's teacher.

In addition, Collis has a dedicated, full-time SENDCo, Susie Lord senco@collis.richmond.sch.uk

Collis also has a dedicated, part-time SEN Administration Assistant, Ailsa Lawrence, senco@collis.richmond.sch.uk

Our Inclusion Governor is Kirsten Roy. Should you need to contact her, use the following email: info@collis.richmond.sch.uk

Messages may also be left at the School Office to be passed on to the relevant person.

2. How can parents contact support services and access the local authority's Local Offer?

The School's Local Authority is the London Borough of Richmond Upon Thames. They publish a Local Offer, which is a website containing information about services and support for children and young people with special educational needs and/or disabilities and their families in Richmond.
www.kr.afcinfo.org.uk/local_offer

Other organisations:

SEND Information, Advice and Support (SENDIASS)

The Information, Advice and Support Service (SENDIASS) in Richmond offers advice and support across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer, plus:

- support with understanding reports and letters, attending meetings and preparing for assessments and reviews.
- information and signposting to support services in your area.
- support with Transition and Preparing for Adulthood.
- support with and signposting to mediation.
- advice and support on benefits.

This service offers advice to children and young people as well as parents and carers.

Contact:
Phone: 020 3793 9596
Email: info@rksendiass.co.uk
Website: https://www.rksendiass.co.uk/

Richmond Parent Carer Forum

Richmond Parent Carer Forum (PCF) is an independent group run by parents for parents or carers of children/young people (aged 0 – 25 years) who have any form of special educational need and/or disability. Your child does not need an official diagnosis for you to become a member and the PCF supports families of children with any type of additional need including learning difficulties like dyslexia.

The PCF receives funding from the Department for Education and its purpose is to ensure that the voices of parents, children and young people are heard in the planning and implementation of SEND services in Richmond. They can also help you to access services and provide valuable peer support, connecting you with other parents who understand the special joys and challenges of raising a family with additional needs.

Email: Information@richmondpcf.org.uk
Website: www.richmondpcf.org.uk
Facebook: www.facebook.com/richmondpcf/

3. How do we identify areas of special educational need and assess progress in these areas?

A child or young person has SEND if they have a learning difficulty and/ or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty and/or disability if they:

(a*) have a significantly greater difficulty in learning than the majority of others of the same age; or*
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

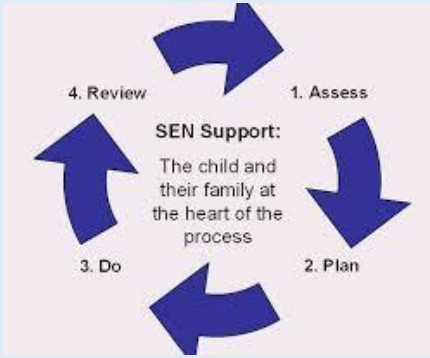
At times, the threshold for identifying SEND may need careful consideration and discussion. We work in collaboration with parents and other professionals and we follow guidance issued by the Local Authority. No child is identified as having SEND without parental consultation. A child may always have a special educational need or may develop one for a period of time, such as a speech and language difficulty which improves with extra support.

Identification and assessment
The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help.

At Collis, we closely monitor every child's academic progress as well as their social and emotional wellbeing. If a child is not showing expected progress, we put additional support in place, even if a special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support include pre-teaching interventions, small group work, extra reading, phonics interventions and emotional and social programmes/activities.

Despite high quality targeted teaching, some pupils may need more support in order to make progress. For these pupils, meetings will be held with parents and with the child. From this point, an individualised intervention programme may be put into place (a Learning Support Plan) and the child will move onto the SEND Support Register. We will create a Pupil Profile to record the child's views and teachers and the SENDCo will work with the child and their parents to ensure that the Learning Support Plan meets the child's needs. At times it may also be necessary to consult with outside agencies to receive more specialised advice.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches may be required to enable the pupil to make better progress. These Learning Support Plans will be reviewed regularly, and refined/revised as necessary, in collaboration with parents and pupils. This cyclical process of **Assess – Plan – Do – Review (known as the Graduated Response)** is highlighted below.



If the pupil makes good progress using this additional intervention (but would not be able to maintain this good progress without it), we will continue to identify the pupil as requiring SEND Support. If the pupil is able to close the gap in their learning and is able to maintain good progress without the additional and different resources, he or she may be removed from the SEND Support Register (in collaboration with parents). However, we will continue to monitor their progress closely.

Whilst review is a continual process, we formally review every term in the following ways:

- Assessments
- Teacher review of progress against targets set out in Learning Support Plans (where a child is on the SEND Register).
- Termly Pupil Progress meetings attended by class teacher, SENDCo and another member of the Senior Leadership Team to identify areas where a child needs more support.
- Use of software to monitor progress (Sonar and EduKey Provision Mapping).
- Termly SEND Support meetings and EHC plan meetings with the class teacher, parents and pupils to review progress and set new objectives.
- Reviews of specialist support from outside agencies as part of Annual Reviews for children who have specialist provision listed in their Education, Health and Care Plans.

4. What are the 4 areas of Special Educational Needs and Disabilities (SEND) provided for at Collis?

Needs fall into four main categories, although of course for some children, this may span two or more areas or be difficult to precisely identify at the outset. Broadly, we provide for the following needs:

AREA OF NEED	EXAMPLES
Communication and interaction	Difficulties interacting with others
	Speech and language difficulties
Cognition and learning	Specific learning difficulties including dyslexia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Difficulties socialising
	Difficulties with emotional regulation
	Mental health difficulties
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Are there different levels of SEND?

Needs between children vary enormously and can change over time. If a special educational need is identified, the pupil may require one of two levels of support.

SEN Support:

Where additional provision is required, the pupil will be added to our SEND Support Register. This is regularly updated by the SENDCo. We will then complete and review a Learning Support Plan on a termly basis in collaboration with parents and the child, which details specific targets for the child and sets out additional provision that is in place to help the child meet these targets.

Education and Health Care Plans:

For some children, the special educational provision required to meet their needs cannot reasonably be provided from within the normal resources here at Collis. Where this is the case, in liaison with the family, we may apply to the Local Authority requesting that they conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) Plan. Before this application is submitted, the SENDCo, parents and teachers will consult the Threshold Guidance Document to check that the child's needs meet the criteria for consideration of an EHC Plan and that the school has done everything possible within the resources already available. An EHC Plan is focused on the outcomes set by professionals for the child or young person to achieve across education, health and care by the end of the Key Stage. It will also detail the provision needed in order to meet these outcomes. The Plan will be based on a co-ordinated assessment and planning process of which the child and their parents' views are at the centre. Parents will be invited in termly to review short-term targets and set new targets as part of the child's Learning Support Plan. In addition to this, parents will be invited in for an Annual Review of the Education, Health and Care Plan.

5. How do we involve and consult with parents about their child's education?

We aim to put parents and pupils at the centre of their education. Collis has an 'open door policy' whereby parents are able to meet with staff as and when required. In addition, all parents of pupils at the school are invited to discuss the progress of their children twice a year for Parents Evenings and receive a written report twice a year. Parents and carers of children with special educational needs are also invited to discuss progress against their child's Learning Support Plan three times per year in order to plan and review provision. The teacher and SENDCo will actively seek parents' views and inputs in order to provide the best provision for their child. We also consult and involve parents more informally through the use of 'Home-School' diaries as needed, the weekly school newsletter, meetings with the SENDCo and parent coffee mornings.

In addition to this, parents of pupils with an Education, Health and Care Plan will meet with their child's class teacher and the SENDCo termly to discuss short-term targets and provision for their child's Learning Support Plan. They will also contribute to and attend an annual review. This meeting is arranged and chaired by the SENDCo and all professionals who are involved with the pupil are invited to be a part of this meeting.

6. How do we involve and consult with children with SEND about their education?

We aim to put pupils at the centre of their education. One of the ways we do this is to ensure that all children on the SEND register have a Pupil Passport which is updated annually. This allows us to hear each child's voice and to use this in order to plan the most effective support and provision for that child. In addition, pupils in Years 3 and above who have been identified as having special educational needs, are consulted and involved in the arrangements made for them through their Learning Support Plan, as part of a person-centred approach.

For children with EHCPs, in order to have their voices heard, we actively encourage children to attend annual reviews to share their views. If they are not able to do this (for example, if they are too young), we gather their views by various other means, including pupil questionnaires, and share these in the meeting.

7. How do we support children with special educational needs when transitioning between phases of education?

In our school we carefully support the transfer into Collis of children identified as potentially having special educational needs. This might be through visiting the child in their place of education (nursery, for example) and meeting their key worker, or a home visit to meet the child and their parents. In this way, we ensure we receive all relevant information and paperwork and can put in place any support needed for the child (such as a Learning Support Plan) in advance of their arrival.

We support all children transitioning to new year groups through transition afternoons where children are able to visit their new classroom and meet the new adults they will be working with. For children with special educational needs, we put in more support as needed. This might take the form of transition booklets, social stories, visual calendars or extra transition time. We also invite some children in for a short school visit on the INSET day prior to the school year starting in September if we feel that will be beneficial for their transition.

We understand that we are one part of a much larger life journey for any child who is with us. Whilst our aim is to provide a happy, caring environment where children can achieve their best, we also need to ensure that we provide a secure transition for them as they move on. This may be as a result of a natural phase move into secondary school or a relocation. The SENDCo is responsible for ensuring that:

- All relevant information and paperwork is passed on to the new setting. This is done in various ways, but may be as a 'Secondary Transition Form' or as a meeting between the new setting and SENDCo.
- Where appropriate, the SENDCo may visit a new setting to ensure its suitability for the child.
- A phased transition may be appropriate, whereby Collis and the new setting arrange a number of visits for the child before transferring so that they feel safe and secure in their new environment. This might also include a visit on the day before school starts in September.
- The use of visual aids, transition books and discussions with the child help to ensure that they feel supported as they prepare to leave Collis.
- In liaison with parents and other professionals, we will carefully plan the transition so that all relevant information is passed to the new school and / or Borough.
- Additional pastoral care is provided to support transition where needed, in liaison with parents and pupils.

- ## What is our approach to teaching pupils with special educational needs?

In Collis, we continually reflect on our Quality First Teaching to ensure all children succeed. Through our Collis Principles (**Appendix 1**), we ensure that our Quality First Teaching is supported by research into how to improve children's outcomes. Our Collis Principles include:

- Direct Instruction with small step learning, modelling and concise explanations.
- Checking for understanding using frequent strategies to assess learning.
- Retrieval Practice to strengthen memory, moving knowledge into the long-term memory.
- Behaviour for Learning with clear expectations and routines for behaviour.

Where appropriate, we scaffold learning to promote success while always aiming to build independence.

We ensure that all teachers and support staff are aware of the support needed and the teaching approaches to be used for each child. Our approach to teaching and learning is of high quality and personalised to meet each child's needs. Some children need educational provision that is additional to this. This could include small group teaching, interventions or the use of ICT software.

8. How do we adapt the curriculum and learning environment for pupils with special educational needs?

The attached summary **(Appendix 2)** sets out the SEND provision available at Collis, including additional support for learning, for emotional and social development and details of any necessary adaptations to the curriculum and/or learning environment. Due to the continual revisions, adaptations and review of our SEND provision necessary to meet the changing requirements of individual pupils, this list may not be exhaustive but is intended to be comprehensive and transparent.

The provision that we offer is robust so that we are able to cater for children with a wide range of Special educational needs:

- High quality teaching
- Ensuring access to the curriculum for pupils with SEND (e.g. specialist or auxiliary aids and equipment, participation in clubs and other activities).
- Improvement of access to the physical environment of the school, adding specialist facilities as necessary.
- Consultation with all relevant professionals, the Borough and families to ensure a smooth admission to Collis. This may require visits to the previous setting as necessary.
- Phased transitions for pupils as required.
- All activities, trips and visits being open to all pupils.
- Reasonable adjustments being made to ensure that all pupils can fully participate.

Please also refer to our Accessibility Plan available on our website or from our School Office upon request.
https://www.collis.richmond.sch.uk/school-policies/

We ensure that our Admissions Policy does not discriminate against pupils with SEND and that they are not treated less favourably than other pupils.
https://www.collis.richmond.sch.uk/school-policies/

9. What is the expertise and training of staff in relation to children with special educational needs and how is specialist expertise secured?

All teachers and teaching assistants have training in all areas of SEND such as Quality First Teaching, the Graduated Response and training to support children with different special educational needs. Training is provided on a regular basis and is intended to inform practice. Our SENDCo works alongside individual members of staff to support with specific needs.

Where a training need is identified beyond this, we secure training from external professionals. Examples of training providers we approach include specialist schools, our Educational Psychologist, Speech and Language therapists, Occupational Therapists, Physiotherapists, Teaching and Learning Advisors and the Mental Health Support Team.

The SENDCo (Susie Lord) has the following qualifications:
BA (Hons) 2:1 degree
PGCE with QTS with 20 years of teaching experience
National Award for SEN Coordination

10. How do we evaluate the effectiveness of provision made for children with special educational needs?

Whilst we are very proud of the provision that we are able to offer, we are acutely aware that this has little substance if it is having little impact on the children that it is intended to help.

There is no magic wand and no 'one size fits all'. Provision has to be continually reviewed and evaluated to check that it is working. If it is, we continue it. If it isn't, we think again and change it so that it is. An ineffective provision wastes precious time and funds and is addressed quickly through regularly reviewing the progress of children. Equally, some provisions take time to take effect and show impact. The impact might be obvious – a quantitative measure such as a level progress in maths but it might be qualitative too – a happier playtime or more confident child.

Through a graduated response of assess, plan, do, review we are regularly evaluating and updating the provision we offer to each child in the following ways:

- Class teachers review children's individual targets on their Learning Support Plans termly to ensure the provision has been effective in meeting the child's needs. This information is used to plan ongoing provision.
- Class teachers, intervention leads, the Assessment Lead and the SENDCo oversee the outcomes of interventions and the impact of these interventions half termly. Year group leaders oversee the process for their year group.
- All interventions and provisions are arranged by Year group leaders in collaboration with the SENDCo and the Assessment Lead. Each child's intervention is then entered termly on EduKey Provision Mapping software.
- EduKey Provision Maps are updated termly.
- On a termly basis, teachers, the SENDCo and the Assessment Lead review the progress of each child on the SEND Register.
- If an intervention is shown to have an impact, it is likely that it will continue. If not, we investigate why not and either the child is given a more appropriate provision, or the provision is adapted accordingly.
- Pupil Progress meetings are also held with class teachers and the Leadership team (including the SENDCo) to evaluate pupil progress and the impact of the provision they are receiving.
- The Senior Leadership Team and Inclusion Governor support the evaluation of provision.
- Continual CPD and training opportunities enable staff to keep abreast of innovative teaching and learning interventions.

11. How do we support pupils with disabilities?

Collis is an inclusive school and we promote this ethos through our vision, the PSHE curriculum, assemblies, the Equality Policy and the Behaviour Policy. Moreover, we celebrate differences, for example in our 'Celebrating Neurodiversity Week'. In this way, we ensure that pupils with disabilities are not treated less favourably than other pupils. All clubs, trips and activities offered to pupils in Collis are available to pupils with special educational needs and/or disabilities. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with children, families and carers. Please see our Accessibility Plan for details of facilities we provide to help pupils with disabilities.
https://www.collis.richmond.sch.uk/school-policies/

12. What support is offered for improving social and emotional development?

At Collis, we aim to enable all pupils to develop emotional resilience and social skills and we are very proud of our strong pastoral ethos. We do this through direct teaching such as the PSHE curriculum using the JIGSAW programme, Circle Time and indirectly through conversations that adults have with pupils throughout the day. Zones of Regulation are used in every classroom to support all children's emotional wellbeing on a daily basis. For some pupils we may also provide mentor time, make external referrals, offer time-out and space for a pupil to use when needed or run structured groups to develop emotional resilience or social communication.

Our SENDCo is the joint Mental Health Lead and works closely with the Emotional Literacy Support Assistants in order to support children across all areas of emotional, mental and social development across the school.

We are always interested in hearing parents/carers and pupils' views and we do this in the following ways:

- Pupil Passports
- Open door policy for parents to meet with class teacher / SENDCo
- Parent and child voice and surveys
- Parent / teacher meetings and consultations
- SENDCo meetings and consultations
- School Council

Children and young people with SEND are more likely to be the victims of bullying. In Collis, all children are encouraged to report any behaviour that concerns them. Children with special educational needs are provided with safe, supervised places that they can go to during social time, such as the library at lunch time. Peer support systems are in place to support all children. In addition, we raise awareness of SEND for everyone in the school community through awareness days/weeks, class teaching and whole school assemblies.

13. How does the school involve other agencies (including health and social services, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and in supporting their families?

We are very fortunate to have a great deal of expertise here at Collis, but sometimes it is necessary to call upon other agencies to help support a pupil and/or their family. We work closely with other bodies to meet the special educational needs of some pupils. Many of these agencies support families as well. They can be contacted through the Local Offer https://kr.afcinfo.org.uk/local_offer
Alternatively, ask the SENDCo for help to contact them.
These services include:

- Health Services including Speech and Language, Occupational Therapy and Physiotherapy
- Social Services
- Child and Adolescent Mental Health Service (CAMHS)
- Local Authority support services
- Richmond CAMHS and the Mental Health Support Team offer support to children/young people with a range of moderate to severe mental health problems such as anxiety as well as to their families
- Richmond CAMHS offers an assessment service for neurodiversity diagnosis and support such as ADHD and Autism
- Educational Service for Sensory Impairment (ESSI) accessed through the Local Offer
- Emotional Health Service accessed through the Local Offer or via a school referral
- Early Help team accessed through the Local Offer
- Educational Psychologists
- Advisory and outreach services for autism and Speech, Language and Communication Needs
- Voluntary organisations, such as Crossroads Charity
- Specialist advice clinics
- School Nurse
- Partnership with parents' private therapists, who are encouraged to work within the school
- Link to Family Hub
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Link to the DSA (Downs Syndrome Association) to support parents, teachers and adults working with children with Downs Syndrome in the School.
- Links to Young Carers
- Links to Resilience Network which is part of the family support network and which gives community contacts.
- Links to charities such as Ruils, Skylarks and ADHD Embrace who support families with SEND.
- Links within the local community such as the Citizens Advice Bureau, translation services, food banks which support the more vulnerable families.

In discussion with parents, the SENDCo will refer a child to any outside agencies as it is thought necessary. We meet half termly with the Occupational Therapist, Speech and Language therapies, Educational Psychologist and School Nurse to discuss any concerns that we may have.

14. How do we handle complaints from parents of children with special educational needs?

The same arrangements for the treatment of complaints at Collis are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with their child's class teacher and the SENDCo in the first instance. If you are still concerned, please contact the Head Teacher and, if needed, the Inclusion Governor as per our Complaints Policy.

Please refer to our Complaints Policy available on our website or from our School Office upon request.
https://www.collis.richmond.sch.uk/school-policies/

SENDCo, Susie Lord (SENDCo) senco@collis.richmond.sch.uk

Should you need to contact Kirsten Roy (our Inclusion Governor), please use the following email: info@collis.richmond.sch.uk

Messages may also be left at the School Office to be passed on to the relevant person.

15. What are the arrangements for supporting children who are looked after or have been previously looked after by the local authority and have special educational needs?

Our coordinator for Children who are Looked After (CLA) is Susie Lord. Susie Lord is also the school's SENDCo. She works closely with parents and teachers to ensure that the right support is given to every child and to make sure that all teachers understand how a looked-after or previously looked-after pupil's or child in Kinship care's circumstances and their SEND might interact, and what the implications are for teaching and learning.
Children who are looked-after, previously looked-after or in Kinship care will be supported in the same way as any other child who has SEND. In addition, looked-after pupils will also have a Personal Education Plan (PEP) and previously looked-after pupils/ children in Kinship care will have an Excellence in Education Plan (EEP) which are made in collaboration with parents/carers and centre around the child's view. We will make sure that the PEP or EEP and any Learning support plans or EHC plans are consistent and complement one another.

Please read our policy for children who are looked after or previously looked (Designated teacher for children who are looked after and previously looked after) available on our website or from our School Office upon request.
https://www.collis.richmond.sch.uk/school-policies/

Appendix 1 – Collis Principles

Collis Principles

Evidence-Led Teaching using a knowledge rich curriculum with high expectations for all children

Direct Instruction	Small step learning and modelling- Watch me, Help me, Show me (gradually fade guidance) Planned concise explanations using clear, succinct language Explain vocabulary with visuals- using examples and non-examples to deepen understanding Metacognitive strategies (questions to think about the learning process and connecting to prior learning)
Checking for understanding	Maximise participation through conscious use of frequent AfL strategies and universal response techniques (mini whiteboards, choral response, multiple choice hinge questions, cold calling) Correct any misconceptions immediately Support staff carefully deployed
Retrieval Practice	Retrieval practice strengthens memory moving knowledge into the long-term memory Thinking time to learn and recall ("We remember what we think about") independently and with carefully chosen learning partners Spaced retrieval
Behaviour for learning	"Attention is the currency of learning" Clear routines for behaviour and expectations Ensure all pupils are listening when teacher is talking Facing the front and sitting up straight Nothing in hands, tracking the speaker Environment clear of distractions

Appendix 2 – Summary of Provision at Collis Primary School 2026-27

Summary of Provision at Collis Primary School 2026-27		
Need	**Universal provision**	**Targeted and specialist provision**
Communication and Interaction Needs	- Regular review of whole school policy to ensure inclusion and progress for SEND pupils. - The school ethos values all pupils and their diverse abilities are equally celebrated. - Staff undertake continued professional development (CPD) in relation to SEND. - A Graduated Approach in order to ensure children receive effective provision in order to make progress. - Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas including literacy and maths. - Additional reading time is available to those children who require extra support with reading and literacy activities. - Phonics Tracker - Early Letters and Sounds Phonics scheme - Prosody reading	- Speech sounds and language interventions supported by our Speech and Language therapist - Individual support, advice and resources from our Speech and Language therapist - Shape coding and colourful semantics - Task boards - Lego Therapy - Social café Club (following the Clarendon outcomes of life skills) - Social Stories - Social Thinking skills - Links to Achieving for Children with specialist Autism consultants for support - ADHD Embrace - Parenting support/coaching for Autism. - Support from outside agencies such as Educational Psychologists

Cognition and Learning Needs	- Mastering Number - Number Sense - Support and advice is sought and implemented from external agencies, including the local authority to fully and thoughtfully respond to any barriers to learning. - All support staff are effectively deployed to ensure pupil progress and independence. - Communication with parents is regular and informative.	- Specific interventions in maths and literacy - Colourful Semantics - Number Sense - Essential Letters and Sounds Phonics - Prosody - Reading comprehension - Support from outside agencies such as Educational Psychologists - Nessy Reading and Spelling programme to support children with dyslexia - Pre-teach sessions
Social, mental and emotional health	- ICT is used to reduce barriers to learning where possible. - Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes. - The school's behaviour policy reflects the support for children with behavioural and/or emotional issues. - Outdoor learning offers a different approach to the curriculum, which supports children with social, emotional and behavioural needs. - SENDCo and senior leadership time is available to help support challenging behaviour in the classroom. - Homework club support. - Advice and guidance is sought and implemented to respond to pupils who have particular medical needs. - Whole staff training is delivered to ensure that staff have an understanding of a variety of different special educational needs.	- Individual or group Zones of Regulation intervention to identify and manage emotions. - Trained Emotional Literacy Support Assistants (ELSAs) are available at all times to support pupil wellbeing as well as providing specific ELSA interventions. - Children trained to be Playtime Ambassadors. - Purple Elephant Play Therapy - Social Stories - Social Thinking skills - A bespoke Wellbeing room to support the PSHE curriculum - An equipped room for ELSA - Liaison with other agencies, including the School Nurse, Mental Health Support Team, Emotional Health Service and CAMHS to support significant emotional and mental wellbeing needs. - Lego Therapy - Early Bird Plus trained staff member to support children and parents of children with autism - Links to Achieving for Children with specialist Autism consultants for support - Support from outside agencies such as Educational Psychologists - PAT therapy dog - School link with Park Lane Stables horse riding

Sensory and / or physical needs.	- The school is accessible for children with disabilities and makes reasonable adjustments and adaptations. - The school provides 'break out' and quiet spaces for pupils with SEND when needed. - The SENDCo conducts any necessary training, advice and guidance to staff regarding the needs of pupils. - A range of adult and children's literature is available to inform and educate. - Whole school assemblies and 'Celebrating Neurodiversity Week' teach children about specific learning difficulties in order to promote a sense of understanding and inclusion. - OPAL (Outdoor Play and Learning) programme. - Use of Zones of Regulation to identify and manage emotions.	- Appropriate sensory diets which help children to self-regulate their sensory needs - The school works with specialist teachers where needed, including the Sensory Education Service to address hearing, visual and sensory impairment needs - Additional equipment and facilities are available according to need, including but not limited to, access to a wheelchair, angel wings, scooter boards and occupational therapy equipment within a specifically allocated room - Lift to upper levels in both buildings - Liaison with other professionals, including Occupational Therapy, health and Physiotherapy to address specific medical and physical needs - School link with Park Lane Stables horse riding