COLLIS PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy

Collis Primary School
Fairfax Road, Teddington TW11 9BS

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Statutory Policy

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1. Aims and Objectives

Our Special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and Values

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 our children to be the best they can be through the 5Cs 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.**

Collis Primary School demonstrates commitment to improving outcomes and having high expectations for all children with Special Educational Needs and Disabilities (SEND). We ensure a person-centred approach and work in partnership with parents in order to meet each child's individual needs and we make reasonable adjustments to enable every child to make full use of the resources on offer at Collis. Through a graduated response, we ensure that each child has support which will help them to succeed.

We aim to promote the 5Cs of Collis in order to provide a happy, caring and secure environment, where all the children are valued as individuals and have the opportunity to be able to enjoy school, and achieve to the best of their ability, stay safe, be healthy and make a positive contribution to the school.

We welcome pupils with special educational needs and disabilities as part of our community, and we ensure that all pupils have equal opportunity to access a broad and balanced curriculum which embraces the Early Years Foundation Stage and National Curriculum. In our school, every teacher is a teacher of children with special educational needs and disabilities.

The Special Educational Needs and Disabilities Policy of the school reflects the principles of the Code of Practice 2015. Overarching all that we do, we:

- ensure decisions are informed by the insights of parents and those of children and young people themselves.
- have high ambitions and set stretching targets for children with special educational needs and disabilities.
- track their progress towards these goals.
- keep under review the additional or different provision that is made for them.
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

We also ensure that we cooperate with our local authority in the Local Offer and have a designated member of staff who is responsible for coordinating provision for children with Special Educational Needs and Disabilities.

3. Legislation and Guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance. This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND

- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.
The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and Responsibilities

6.1 The SENCo

The SENCO at our school is Susie Lord and she can be contacted via the School Office or by emailing senco@collis.richmond.sch.uk.

She will:

- Work in partnership with parents for any child where there may be SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school including the use of the Inclusive Mainstream Fund
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Governing Body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Ensure parents/carers are informed when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Ensure the school have provided an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

6.3 The SEND link governor

The SEND link governor is Kirsten Roy. She can be contacted via the School Office or by emailing info@collis.richmond.sch.uk.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Head Teacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Encouraged to share information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given two annual reports on the pupil's progress

The school will work in partnership with parents or carers and ensure we take their views into account in any decisions made about the pupil.

6.7 The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining their strengths, difficulties and what helps them, recorded in a Pupil Passport
- In Key Stage 2, contributing to setting new targets and the provision in place to meet those targets
- Invited to give feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND Information Report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our Approach to SEND Support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are pre-teaching sessions, extra reading and small group phonics interventions.

If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Working in partnership with pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will confirm in writing to parents/carers if it is decided that a pupil will receive special educational provision.

Parents/carers' and pupils' views are important to us and we gather these in the following ways:

- Pupil Passports recording the views of the child including their strengths, difficulties and what helps them in school.
- Open door policy for parents to meet with teacher / SENCo
- Parent and child voice and surveys including SEND Reviews
- Child/teacher collaboration to create Learning Support Plans
- Parent / teacher meetings (including to create/review Learning Support Plans)
- SENCo/parent meetings
- Coffee mornings
- School Council

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. The school makes use of research from the Education Endowment Foundation (EEF), among other sources, to choose the approach which would be the most beneficial for each child. This may include a one to one or small group intervention such as listed in Appendix 2.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Edukey, and will be made accessible to staff in a Learning Support Plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan
Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. We will offer additional support and adjustments for these children. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. Please see our Attendance Policy on the school's website for further information.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

As well as the pastoral support we offer pupils with SEND (see Appendix 2), we also consider communication barriers to ensure that every child is able to share concerns. In addition, we recognise that changes in behaviour can also be a form of communication. Please see our Safeguarding and Child Protection Policy for more information which can be found on the school's website.

11. Expertise and Training of Staff

All teachers and teaching assistants have awareness training in a range of special educational needs and disabilities; in the SEND Code of Practice; and in Quality First Teaching through our Collis Principles (Appendix 1). Training is provided on a regular basis and is intended to inform practice.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Examples of training providers we can approach include specialist schools, our Educational Psychologist, Speech and Language therapists, Occupational Therapists, Physiotherapists, dyslexia specialists and Teaching and Learning Advisors.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Educational Psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- Paediatricians
- School nurses
- Advisory and outreach services for autism and Speech, Language and Communication Needs
- The Education Inclusion Service (e.g. behaviour support).
- Educational Service for Sensory Impairment (ESSI)
- Child and adolescent mental health services (CAMHS) and the Mental Health Support Team
- Education welfare officers
- Social services

Parents are made aware of the local authority's Local Offer (www.kr.afcinfo.org.uk/local_offer) through the website, SEND Information Report, SEND Policy, school's weekly newsletter and in parent coffee mornings and training sessions organised at the school. Parents are made aware of other support available such as the SEND Information, Advice and Support Service (SENDIASS) and the Richmond Parent Carer Forum (PCF):

SENDIASS:
Phone: 020 3793 9596
Email: RichmondKingston@kids.org.uk
Website: https://www.rksendiass.co.uk/

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

13. Admission and Accessibility Arrangements

13.1 Admission Arrangements

The admission arrangements will follow the usual school admissions procedure (or the Local Authority's procedures for children with Education and Health Care Plans) as stipulated in the SEND Code of Practice 2015 and the Equality Act 2010. Please refer to our Admissions Policy which can be found on the school's website.

13.2 Accessibility Arrangements

As well as Quality First Teaching, we listen to the needs of pupils and the views of their parents and incorporate the information provided as a result of assessments, both internal and external, and the provision listed in Education, Health and Care Plans (if applicable) to ensure that the learning environment is adapted to meet each child's needs. We may commission outside agencies and specialists to advise us on more specific adaptations as required. Through regular training, we ensure class teachers, Teaching Assistants, Learning Support Assistants and our SENCo have strong subject knowledge so they can understand how best to develop and teach the curriculum to support the individual needs of pupils with SEND.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, staff and governors regularly review the curriculum, the training offered and any building improvements needed. Please refer to our Accessibility Plan which can be found on our website.

Our school aims to promote respect for difference and diversity in accordance with our 5C values of care, challenge, courage, collaboration and creativity. We ensure that disabled pupils are not treated less favourably than other pupils as set out in our Equalities Information and Objectives statement which can be found on our website.

14. Complaints about SEND Provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and the SENCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

If parents are still concerned, they are encouraged to contact the Head Teacher and, if needed, the Inclusion Governor as per the school's Complaints Policy which can be found on the school's website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

The Local Offer https://www.afcinfo.org.uk/local_offer can offer support to parents for disagreement resolutions and mediation services. In particular, SENDIASS offers Impartial Special Educational Needs and Disability Information, Advice and Support https://www.rksendiass.co.uk/.

15. Monitoring and Evaluation Arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by Susie Lord (SENCo) and Kevin Hogston (Headteacher) every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the governing body.

16. Links with other policies and documents

This policy links to the following documents which can be found on the school's website

- SEND Information Report
- The local offer
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils With Medical Conditions Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

Appendix 1 – The 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 2026-2027

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.	- 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	- Phonics Tracker. - Early Letters and Sounds Phonics scheme - Prosody reading - Mastering Number	- 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	- Number Sense - Communication with parents is regular and informative. - 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. - 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. - SENCo and senior leadership time is available to help support challenging behaviour in the classroom.	- 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.	- 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. - 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 SENCo 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