



Colne Engaine CEVA Primary School's SEN Information Report for Parents

There have been some changes to the support provided for children with special educational needs or disabilities.[SEND] This is a summary document for parents / carers.

Our full SEND Information Report is published on the school website.

Our vision for all learners at Colne Engaine CEVA Primary School:

A vibrant community of happy, confident learners, guided by our core Christian values, who believe they can make a difference in our world now and in the future. We aim to enable learners in our school to be:

- *ready to embrace new challenges
- *robust and independent learners who have the courage and confidence to be creative and imaginative
- *aware of the value of their learning journeys
- *able to talk and think about how they feel so that they can form empathetic and supportive relationships
- *fair, respectful and responsible citizens who embrace equality and are eager to contribute to local and global communities
- *ready to reach out to an ever-developing wider world safely and responsibly, with integrity and energy
- *aware of what it means to be a committed Christian in today's world

Our core Christian values are:

- *empathy *responsibility *integrity *compassion *equality *respect

Our Ethos

Our school believes that all pupils should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has Special Educational Needs or Disabilities [SEND]. We support pupils with SEND to be included in all aspects of school life.

Special Educational Needs / Disabilities Team

SENCo : Mrs Julie Sarti

Governor Responsible for SEN: Mrs Jane Lambert

How we support children with SEND

Each pupil in the school has access to 'quality first' teaching within the classroom, which means that lessons are focused, with sharp objectives and high levels of pupil involvement and engagement with their learning.

Some children need some extra support that is 'additional to and different from' that which is offered by the classroom planning. In these cases, the children may be placed on SEN support and a personalised programme is set up for them which will be linked to the graduated approach of assess, plan, do, review. They will work with parents and carers, and school staff to create a 'one page profile', which outlines their successes and achievements as well as the challenges they face. There is also a place on this profile to share what will help the child to learn and to be happy. Meetings to discuss strategies to support the child will include everybody who might be able to help, and will also involve the child. This is known as the 'one plan environment' and the aim is for all appropriate professionals, parents/carers and the child to work together in one place to come up with the best plan for that child.

For some children, who need further support, an assessment for an Education, Health and Care Plan may be requested. This process replaces the previous process known as requesting assessment for a statement of special educational needs.

Special Educational Needs and provision can be considered as falling under four broad areas:

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

It is vital that we work closely with yourselves as parents and carers to make sure we are providing the best support we can for your child. To this end, we welcome your views and comments as part of our partnership with you and ensure we have both formal and informal ways of involving you.

- *Formally through:*
 - Parent/professionals 'one plan' consultation meetings
 - Termly review meetings
 - Parent views
 - Annual review meetings for children with statement/plan
- *Informally through:*
 - Ongoing discussion
 - Communication books
 - Emails and telephone calls
 - Inviting parents and carers in to meet with the specialist teachers

We also make sure that the child's voice is heard through a range of ways such as:

- One page profile
- Conversation with teacher / learning support assistant [LSA] / Higher Level Teaching Assistant [HLTA] / Special Educational Needs Co-ordinator [SENCO]
- Progress reviews

These ensure that we are able to respond individually to our learner's choices, preferences and needs and are able to get to know your child.

Our staff expertise and professional partners

All our staff at Colne Engaine CEVA Primary School are trained in aspects of SEN and are able to support children with a wide range of needs. They are dedicated to the wellbeing and progress of each child within the school.

From time to time, our school will call on other professionals such as members of the specialist teacher team or paediatricians, social workers, educational psychologists to enable us to support your child further. You will always be asked for your consent to allow these professionals to work with your child.

Our policies and provision

The school delivers the requirements of the Early Years Foundation Stage and the National Curriculum and adapts these according to individual needs. We work with a key skills approach focussing on teaching learners the skills they need for lifelong learning and independence.

We support learners as they move through the different phases of education and life, from visiting your child at their pre-school learning environment to the transition between primary school and secondary school. As each stage is reached, staff work hard to ensure that there is a smooth transition and support each child with their individual requirements.

A range of our school policies are available on our website or we can provide copies on request. This includes our SEN policy and Complaints procedure.

If you have any questions about this process, please do not hesitate to call as I will be happy to explain it further.

Julie Sarti

Head teacher and SENCo