



SEN-D Information Report

Special Educational Needs & Disability Information Report 2025 - 2026

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SEN Governor: Jo Hopkins

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Coldean is an inclusive school where we ensure that the curriculum is broad, balanced and differentiated enabling children to fulfil their true potential, regardless of their needs. We encourage children to develop self-discipline and respect for others in an environment that is happy, friendly, and caring and where they feel secure and valued; creating an atmosphere which promotes learning and excellence. We have:

- Appropriate SEN-D procedures and systems, following the guidelines set out in the DfE's "Special Educational Needs and Disability Code of Practice: 0 to 25 years" (2015).
- Effective communication between parents and carers, teachers, SEN support staff, professionals from outside agencies and the children themselves.
- Provided training opportunities to ensure that all staff are fully equipped to meet the challenges that SEN-D can present.
- Set up a review cycle that enables staff to successfully monitor, review and plan for identified children and their individual needs.
- Ensure that the SEN-D provision is cross-curricular and that this is planned for every aspect of the school day.

How do you identify pupils with SEN-D?

The definition of Special Educational Needs as stated in the Code of Practice 2015 is as follows:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others in the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions." (DfE, 2015, p.15)

Despite high quality teaching in which the teacher has targeted a specific area or areas, children can still make progress that is significantly slower than that of their peers.

The children are identified as having SEN-D (Special Educational Needs and Disabilities) through a variety of different ways. These may include:

- Liaison with a previous school or pre-school setting.
- A child is performing below age-related expectations.
- A parent or carer has voiced concerns.
- A teacher may be concerned about behaviour changes and how they affect a child's ability to fully access the school curriculum.
- Consultation with outside agencies for support with speech and language, physical/sensory issue etc.

Assessments will be carried out as well as consulting with the children, their teachers and their parents. This will ensure that special educational provision is put into place:

- Each child with an identified special need will have a Provision Map that describes how the need will be met. This will be produced in collaboration with the class teacher and the SENDCo, including support staff. This will target the individual need(s) and will be differentiated to ensure full access to the school curriculum.
- We will routinely ask children to reflect on their learning and they are encouraged to share their thoughts and feelings on the progress they are making.
- Some children will have an Education and Health Care Plan (EHCP). This document will clearly identify the support that is needed to support the individual. These requirements will be factored into the teacher's planning.
- Depending on the specific need of the child they may be placed in a group for in-class support run by teachers or teaching assistants who have received a high level of training in that area of need. These interventions will be reviewed on a regular basis to inform future planning and support.
- Pupil Progress meetings take place termly. The Head teacher, Deputy Head teacher, SENDCo, class teacher and relevant support staff meet to discuss the progress of the class, identified children, the support they are receiving and any future concerns there may be. These discussions may result in the need for support from an outside agency who will observe and assess to see if a programme of support is needed. No decisions will be made without consultation and agreement with parents.
- The SEN-D Coordinator has a responsibility to provide termly updates to the Governing Body. The SEN designated Governor is Jo Hopkins.
- Coldean operates an open door policy which ensures that the class teacher, SENDCo, Learning Mentors and senior management team are readily available for children and parents to talk to about any concerns that they might have.
- Medical needs are taken very seriously. There is a policy regarding the management and administration of medication, a copy of which can be requested by parents. For diagnosed conditions and allergies a Health Care Plan will be drawn up in consultation with parents and medical professionals. This will then be shared with all staff. Staff receive regular training to update their knowledge on conditions and the associated medication which affect individual children. We have First Aiders available throughout the school day.

Our SEN-D profile

At Coldean, **94**, or **29.4%** of all children have been identified as having SEN-D. Their primary need has been separated into four different categories:

- **6.4%:** Cognition and learning – *maths, reading, writing, spelling etc.*
- **48.9%:** Communication and Interaction – *difficulties with speech and language and social interaction*
- **17%:** Physical and Sensory – *disabilities including visual, auditory and mobility difficulties*
- **27.7%:** Social, emotional and mental health – *including attention difficulties, Attachment Disorder, anxiety and depression*

35, or **37.2%** of children have two or more areas of need.

Examples of support and intervention for these categories are:

1. Cognition and learning

In-class, small group and 1:1 support using the expertise of staff trained in:

- PiXL Reading and writing interventions
- PiXL Maths interventions;

- Memory Magic;
- Precision Teach.

2. Communication and interaction

- Speech and Language Therapy;
- Makaton Sign Language;
- Cued Articulation;
- School Start;
- Memory Magic;
- Talk Boost.

3. Physical and Sensory

- Fine Motor Skills groups to support handwriting;
- Physiotherapy;
- Occupational Therapy;
- Sensory Circuits;
- Specialist teachers from the Sensory Needs Service.

4. Social, emotional and mental health

- Specialist teachers from the BHISS;
- School support from the Schools Mental Health Service;
- School support from the Educational Mental Health Worker;
- Social Use of Language (SULP) groups;
- 1:1 or small group pastoral support;
- Targeted programmes for building resilience, self-esteem, friendships, bereavement and/or loss;
- Just Right programme.

Whole school approach

High quality first teaching and additional in-class support are defined through our annual dialogue across the school contributing to our provision management approach. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

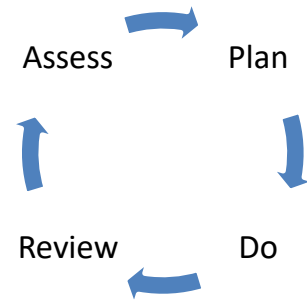
- Lessons are pitched appropriately so that all children can learn and progress.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Targets are set to support children's individual needs and are regularly updated.
- Robust and rigorous tracking of achievement and progress enables each class teacher to analyse the progress of the child.

Termly Pupil Progress Meetings ensure all staff involved can plan suitable teaching programmes for each child and where needed additional intervention to help them progress further.

We regularly review and record what we offer every child or young person in our care and what we offer additionally. Discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. All teachers are responsible for every child in their care, including those with special educational needs.

Underpinning ALL our provision in school is the **graduated approach** cycle of:

Assess: This is a continual process where the children's progress in learning is measured against age related national expectations (ARE) by the class teacher. Areas where the children are improving and where there is further support needed are noted and monitored. Progress is also tracked throughout their school career, from their admission to the school until Year 6. We consider all information given from parents and carers, teachers and, most importantly, from the children themselves.



Plan: Planning is a process in which all teachers are involved. The teachers are able to identify barriers to learning which leads to implementing appropriate planning. Short-term plans include differentiation, showing how the less able will be supported and developed, and how the more able pupils will have their learning extended. Learning tasks and activities include appropriate levels of challenge to ensure that all children make progress as stated in our Learning and Teaching Policy.

Do: The needs of the majority of children will be met in the classroom. Teachers are expected to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work. This is usually delivered by a teaching assistant or learning mentor and monitored by the SENDCo as stated in our SEN Policy.

Review: Teachers monitor the progress of the children in their class and those identified as not making expected progress are discussed at our termly Pupil Progress Meetings. A discussion will take place involving class teachers, the SENDCo, the Deputy Head and the Head Teacher about those children who are experiencing difficulties in the classroom and what support can be put into place to ensure progress increases.

Having consulted with children, young people and their parents, all our additional provision is based on an agreed outcomes approach.

What support can be provided in the classroom?

- A Teaching Assistant (TA) works with and is directed by the class teacher and the SENDCo. They also support small groups with their learning and deliver interventions to targeted groups, within the classroom, including Speech and Language activities;
- If a child is eligible for additional funding through an Education, Health and Care Plan, we will ensure that it is used to provide additional support to the pupil in the form of an additional person or a specific resource.
- We have a Pupil Welfare Officer who is part of the team responsible for child protection, safeguarding, attendance and punctuality, parental engagement and is the lead professional when supporting families through the Team Around the Family (TAF) and Common Assessment Framework (CAF).
- We have a Learning Mentor who supports children with behaviour, social or emotional needs. She forms part of the Inclusion Team along with the SENDCo and the Pupil Welfare Officer. The team is responsible for safeguarding, attendance and punctuality, parental engagement and supporting families through the Team Around the Family (TAF) and Common Assessment Framework (CAF).

What provision do you offer to develop independent learning facilitating access to the curriculum?

We aim for all children to overcome the barrier to their learning. If a child is identified as having special educational needs then support will be put in place that is additional to the teaching and learning in the classroom.

As part of this additional support it may be that outside agencies are consulted for advice and support, with parental agreement:

- We have a service level agreement with Speech and Language Therapy (SALT), the Educational Psychologist (EP) service and the Schools Mental Health Service. The school also has an allocated school nurse.
- To support children with additional needs we access external agencies; Speech and Language Therapy Service (SALT), physiotherapy, Occupational Therapy, social care agencies, Brighton & Hove Inclusion Support Service (BHISS) who provide access to highly skilled and experienced specialist professionals including educational psychologists and specialist teachers and practitioners in two key areas:

Learning and Communication

- Autism
- Early Years
- Educational Psychology
- Language
- Literacy
- Sensory Needs - Hearing Impairment and Visual Impairment

Social, Emotional and Mental Health

- Educational Psychology
- Schools Mental Health Service

What opportunities are there to enhance learning?

At Coldean we believe that all children are entitled to enhance their learning by taking part in extra-curricular activities. We are committed to making reasonable adaptations to the clubs we run to ensure that all children are able to participate. Please do not hesitate to contact us if your child needs specific requirements for extracurricular activities.

What support can be offered children during breaks and lunchtimes?

There are teachers, TAs and learning mentors on the playground and/or the field at break times; and a member of the senior management team, TAs, learning mentors and MDSAs at lunchtimes;

When parents/carers want to contact the school how would they know whom to contact if they have concerns about their child?

An induction pack is given to all Pre-School, Nursery and Reception parents prior to their child starting. We also complete home visits to introduce teachers, TAs to parents/carers. Due to the current pandemic we will now be offering telephone calls rather than visiting the home. This will be reviewed in line with government guidelines. In the main entrance to the school photos and names of all staff and responsibilities are displayed, alongside the governors.

Initially regarding any concerns about their children parents can see the class teachers at the end of the day. Further appointments with the Head teacher, Deputy Head or SENDCo can be made if it is necessary.

The Governing Body has an SEN-D designated Governor (Jo Hopkins)

- The SEND Coordinator provides an annual report to the Governing Body.

What help and support is there available for the Family?

Miss Carrington, our Inclusion Manager and SENDCo will liaise with agencies if/when necessary. Mrs Fears, our Pupil Welfare Officer, is a key point of contact for concerned parents and carers. She can offer early help with issues such as housing, benefit advice and home support. She also monitors pupil attendance.

Miss O'Sullivan, our Learning Mentor, is available to assist with completing forms to support children and families. Parents/Carers can ask these staff directly or make a request at the main office.

Do parents have to make an appointment to meet with staff or do you have an Open Door policy?

We operate an open door policy but at times it is more productive to arrange appointments to ensure enough time is set aside to discuss issues that may arise throughout the year. We also provide:

- Parent/Carer Evenings are held once a term;
- Informal progress meetings are instigated where necessary;
- Targets are set and recorded on a provision map. These are sent home to inform parents. These are reviewed biannually;
- We have subject afternoons in which parents and carers share learning opportunities with the pupils;
- A range of workshops are provided each year throughout the key stages.

What opportunities do pupils have to have their say?

At Coldean we have an active school council and conduct pupil voice activities throughout the year. Each class nominates two school council members from Year 1-6 and they meet regularly. House Captains and Vice-Captains take a lead role in the development of the House System. Our Carbon Crushers meet regularly with staff to support our work in green issues and Sports Captains work alongside the PE Co-ordinator promoting PE & Sports across the school.

Where can parents/carers find our school policies?

Relevant school policies underpinning this SEN Information Report are accessible from our school website. www.coldean.brighton-hove.sch.uk. Please contact the main office to view any that may not be listed there.

How do you prepare for the next step?

Transition to a new class or a new school is something that all children will experience during their school career. This is an important time for all children but especially for those with Special Educational Needs or Disability. We work in partnership with children, parents and staff to ensure that this process runs as smoothly as possible.

Transition happens during the Summer Term whether it is within school or transferring to another school. For those pupils with Special Educational Needs or Disability this transition will be planned according to the individual needs of the child.

If children are moving to a different school, information is shared with the SENDCo at that setting. This will outline the needs of the children and show the support that has proven to be effective. Visits to and from the school can be arranged to ensure a positive transition for all involved. Due to the current pandemic transition activities will take place virtually

Contacts for further information

If you have concerns regarding your child's progress, educational needs or well-being please do not hesitate to do the following things:

- The class teacher is the first port of call. It is important to have good communication links between home and school. Class teachers are always happy to discuss issues surrounding your child.
- For more information regarding SEN-D, or to discuss support in more detail, please contact the Inclusion Manager, Miss Carrington.
- Useful websites may be:
 1. Coldean Primary School's Local offer which outlines the provision available for children with SEN-D can be accessed at: www.coldean.brighton-hove.sch.uk.
 2. Brighton and Hove's Local Offer which outlines services available from the council, local agencies and services such as health and social care can be accessed at: www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer.