• Coldfair Green Primary School SEND Information Report

• Information about the school can also be found on Suffolk Infolink
• Further information about SEND can be found at [www.suffolklearning.co.uk/3-11-learning-teaching/special-education](http://www.suffolklearning.co.uk/3-11-learning-teaching/special-education) and [www.access-unlimited.co.uk](http://www.access-unlimited.co.uk)

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Individual needs of children at Coldfair Green are identified through quality teaching and learning and the amount of progress being made each term. Pupil progress meetings will indicate whether a child is making the expected progress. Occasionally other factors may affect your child's learning and performance such as behaviour, self-esteem or interaction with peers (social skills.) If a class teacher identifies any barriers to learning then they will discuss this with you, Mrs. Duggan and Mrs. Fewkes. We will look into it and share information with you which may help your child.

If you are concerned that your child is experiencing some barriers to learning then you can talk to their class teacher. They work with your child on a daily basis and would be able to discuss any issues with you. However, if you prefer, you can always ask to meet with Mrs. Fewkes (SENCo) or Mrs. Duggan (Inclusion Lead and Family Support Worker.)
In each classroom the needs of many of the children at Coldfair Green are met through Quality First Teaching. This is where your child's teacher plans and delivers lessons which take into account what each child is able to do and how to build on that knowledge. Different strategies are put into place to ensure that each child is fully involved in their own learning. For some individuals, further strategies are used to support learning. Consequently, the class teacher has the highest possible expectations for all pupils in the class. Specific interventions are also run which support learning in Maths and Literacy. These interventions include spelling, reading, phonics and basic maths skills. Small group work also takes place in the classroom where LSAs support groups of children who may need support in specific areas of a subject.

In order to support children with behaviour, self-esteem or peer interaction (social skills) issues, activities and strategies to support the children are available to help them develop these skills. Where progress is slower, further support will be sought from outside agencies. We work closely with behaviour support, outreach services and local advisors who are able to direct both us and parents regarding which strategies to use next.

In more complex cases of SEND, children may have 1:1 support. This could be either within school or from an outside agency (such as speech therapy).
3. How will the curriculum be matched to my child's needs?

Each individual child's needs are met through Quality First Teaching or interventions (or in some cases both of these).

Furthermore each lesson is differentiated. Work is made more challenging or more accessible to suit each child. This may be through questioning, paired work, practical activities, adult support within the class, resources for supporting independent learning, the use of coloured paper to support children with dyslexia or Irlen's Syndrome and a range of methods for recording e.g. cameras, laptops, sound buttons and microphones. These methods also take into account the different styles in which individual children learn.

Different learning programmes are used in small intervention groups to help develop skills in Literacy and Maths.
4. How will I know how my child is doing and how will Coldfair Green help me to support my child's learning?

At Coldfair Green all staff are happy to talk to parents about their concerns as well as sharing achievements.

Any child receiving extra support through interventions will have an individual learning journey which will monitor and record their progress. Throughout the year there will be opportunities for you to meet with your child's teacher as well as with the SENCo to discuss your child's progress and needs. All progress is tracked termly which helps determine how much progress is being made and whether more support needs to be put in place.

Communication between parents and teachers is kept up to date with home school diaries (often used as reading diaries) where both parties can share news or concerns about the child's learning.

If a child needs extra support managing their learning or behaviour, their class teacher will create a support plan with them which will contain relevant information including individual and achievable targets. The support plan allows children to take more control of their own learning which in turn will give them further opportunities to discuss it with their parents.
The children's well-being and self-esteem are of utmost importance to us at Coldfair Green and they are initially the responsibility of your child's teacher. On a daily basis they look out for each child and their needs of care for that day. Children have weekly PHSE lessons and attend regular assemblies including a celebration assembly every Friday afternoon. We also work closely with outside agencies and occasionally, after discussions with parents, we will refer children if we feel that they need extra pastoral, medical or social support. If a child has a severe medical need, a care plan is in place. At the same time, children with behavioural issues will also have a behaviour support plan which will consist of achievable targets. If we feel that your child is at risk of exclusion, a Pastoral Support Plan (Using the Suffolk Pupil Support Framework - SPSF) is put in place which runs over 16 weeks. This document details how we will work together to support your child in managing their behaviour and making the right choices. If you have any concerns about your child you can always come and talk to Mrs Duggan or Mrs Fewkes.
6. What specialist services and expertise are available or accessed at Coldfair Green?

Coldfair Green currently works with the following agencies to support children with individual needs:

- Local learning and EYFS advisors
- County Inclusive Resource Outreach for Autistic Spectrum Disorders
- County Resource Outreach for Dyslexia
- Speech and Language Therapy
- Occupational Therapy
- Educational Psychology
- Social Services
- School Nurse
- Mental Health Service for Children and Young People in Suffolk (CAMHS)
- Behaviour Support Service

Any referral made to these agencies is discussed with the parents and child concerned. The child's progress is analysed and their learning needs and targets are discussed. Strategies are then put into place to use and review at the next meeting.

When observations of children are necessary, parents are requested to sign a permission slip.
The Department for Education (DfE) regulations require school governing bodies to ensure that SENCOs who are new to the role undertake the National Award for SEN Coordination. Mrs. Fewkes has been a SENCo for 12 years and brings a wealth of experience to the role. Two of our LSAs are currently training for a Level Three Qualification in Supporting children with Dyslexia and two have degrees in Early Childhood studies and Supporting Learners. At Coldfair Green, we are very lucky to have an incredibly supportive staff and all our Learning Support Assistants have enormous experience of working with children with SEND. Our LSAs are able to deliver phonics, guided reading, dyslexia support, Literacy Catch Up and support with specific mathematics skills. The opportunity to continue professional development is vast and when relevant training is on offer, we ensure that staff are enrolled in it.
8. How will my child be included in activities outside the classroom including school trips?

All children are given equal access to the curriculum and this includes trips. Trips at Coldfair Green are thoughtfully planned and extra support is part of this planning. LSAs are very supportive and parent helpers are often invited on day trips. In cases where children require 1:1 support, this is always taken into account and these children will receive the relevant additional care and support that they require throughout the day.

In Year 6 children are given the opportunity to go on an overnight trip where they participate in many adventurous outdoor activities. As with day trips, a risk assessment is always carried out for the safety of everybody involved. These risk assessments are personalised for individuals as well as groups. Each member of staff attending the trip is given a copy of the risk assessment and a briefing of the trip is given before they leave.
9. How accessible is the environment at Coldfair Green?

Coldfair Green is on one level, at ground floor, with wheelchair access into the building where the doors are raised above ground level (the front entrance and the fire exit in one Upper Key Stage Two classroom). We also have a disabled toilet which is easily accessible from all points of the school.

In the case of parents whose first language is not English, we call upon experts around us who might know their language, or if necessary use the resources on offer to us from the local authority who can help with translation.

We strongly recommend that parents meet with us as soon as possible so we can evaluate the accessibility of the school for your child and make any relevant adjustments to ensure full inclusion.
10. How will Coldfair Green prepare and support my child to join the school or transfer to another school?

In each parent teacher meeting, your child's teacher will discuss concerns with you regarding their transition into the next year or new school. They are available to discuss this with you throughout the year, particularly at the end of the year as they start to feel more excited or even anxious about the next year.

We encourage all new children to visit the school before joining in order to make the transition easier for them. We hold move up mornings and afternoons for new Reception children where they have opportunities to get to know their new surroundings and also learn from the current class how routines work in the classroom. As well as accommodating the children, we also hold an information evening at the end of the school year for parents who have children joining Reception class in September so as to ease minds and make it a more comfortable experience for the parents too.

All Year 6 children also have the opportunity to attend transition days at their new secondary school and all information is sent to their new schools to enable them to make the transition as smooth as possible.

Pupil passports are given to Year 6 children and currently any children who, over the summer break, might be experiencing anxiety about their new class. This is a booklet that they can complete with photos and information for their new teacher, who in turn has filled out their own section.
11. How are the resources allocated and matched to children's special education needs?

In order to support SEND at Coldfair Green, our budget allows us to have a great team of LSAs who are very experienced and able to deliver intervention or 1:1 support. As the complexity of needs at our school is so diverse, we are also given opportunities for relevant training to meet those needs.

Some children on an EHC Plan (Education, Health and Care), will receive personal budgets and parents have a say on how this needs to be spent. You will be informed by the local authority if this applies to you. However, all the needs of children with SEND are budgeted for and we ensure resources are appropriate for the different learning needs of the children.

High Tariff Needs top up funding is available for pupils whose needs are greater than can be met with the school's SEND budget. Coldfair Green must provide evidence of the child’s needs meeting the strict criteria in order to secure funding. This funding is set out in bands with the amount increasing as the complexity of needs increases.
12. How is the decision made about what type and how much support my child will receive?

Firstly, concerns are raised either through parent teacher consultations or when parents come in to talk to the SENCo. Alternatively, it might be that someone in school notices some barriers your child may be experiencing in their learning. These concerns are monitored and Coldfair Green will then invite parents in to discuss these concerns. Strategies are then put in place in school by teachers and the SENCo and progress is closely monitored.

However, if progress is not being made then the next step is for us to contact local advisors who will come in, observe your child and discuss further strategies we can use in school. In order to make a referral (if there is still no improvement), the school must have evidence of everything that they have put in place up until that point.

From these referrals further support can then be applied for through an EHC plan.
13. How can I be involved?

At Coldfair Green our doors are always open (except when we are teaching!) and we would be more than happy to discuss your concerns and your child's needs with you. It is important that parents are involved in decision making regarding their child's education. Where targets are set it is also important to ensure that your child is involved in some of this decision making.

It is important that all strategies used in school are used consistently and this also means at home. Where outside agencies have been involved, all discussions and advice is discussed with parents, giving them opportunities to carry on the support at home.
14. Who can I contact for further information?

If you would like any more information regarding any concerns about your child and their needs, please contact Mrs Fewkes (SENCo) or Mrs Duggan (Inclusion Lead and Family Support Worker) at the school.

For further information for parents please go to www.suffolk.gov.uk/parentpartnership, a confidential listening, advice and support service for parents and carers with concerns over their child's education.

You can also visit www.access-unlimited.co.uk where you can find information about the full range of services that Suffolk County Council provides for families and carers who support children and young people with additional needs and disabilities.