

Collingwood Primary School

SEND Information Report

September 2026



At Collingwood Primary School we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs and abilities. We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

This school information report should be read in conjunction with the HCAT Special Educational Needs policy.

School Information:

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Collingwood Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI)

The aims of our SEND policy and practice are:

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The aims of our SEND policy and practice are:

- To provide a framework which will enable the school to meet the needs of pupils with special educational needs and disabilities (SEND).
- To recognise the importance of early identification of SEND in order to secure better outcomes for pupils.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child with SEND develops a positive self-image, promoting confidence, self-awareness and independence.
- To ensure that pupils with SEND have access to a curriculum that is broad, balanced and relevant.
- To hold the views, wishes and aspirations of pupils and parents/carers of children with SEND at the centre of the planning process to ensure the best possible outcomes for all pupils.

Identifying pupils with and assessing their needs.

Concerns about progress may be raised at any time by class teachers and/or parents.

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND.

Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have special needs. The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs including observations and assessments.

Further information about the ways we do this can be found in our Special Educational Needs and Disability (SEND) Policy which can be found on the school website. Paper copies are also available on request from the school office.

Consultation**Arrangements for consulting with parents of children with SEND and involving them in their child's education**

Collingwood recognises the significant contribution parents/carers can make to the education of their child and as such the school seeks to

Arrangements to consult with young people with SEND and how we involve them in their education

The role of 'pupil voice' is highly valued at Collingwood and all pupils are actively encouraged to be 'drivers' in their own education.

work in full partnership with parents. We aim to keep parents fully informed and involved during their child's time at Collingwood. We take into account the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child's education and in identifying outcomes that will make a difference to them and their child. The class teacher is the key person to support parents/carers. If a parent/carer has information or concerns they wish to share about their child, we encourage parents/carers to share this with their child's class teacher first. Parents are invited to termly SEN Reviews with the class teacher to discuss their child's progress. We hold Pupil Centred Planning meetings for pupils going through the EHCP process and support parents through their contributions to this process. We also meet parents for EHCP Annual Reviews and seek their views and feelings about their child's progress over the course of the previous year.	Pupils are able to discuss any aspect of their provision in a number of ways:- • Informally with their class teacher and/or support staff. • At termly parents consultation meetings. • In some instances, pupils might contribute to a more formal meeting to review their progress and provision. This might be in person, or by submitting a report. Termly discussions prior to parent consultation meetings – pupils are given time to talk with their teacher, look through their books and discuss their strengths, progress and areas of need. Pupils are asked what support they feel they need to move their learning forward. SEND children are also represented in the school by the 'SEND Champions' programme. This is a group of send children from across the school, with varying needs, working with the SENDCO to make the school inclusive and gathering pupil voice.
Assessing and reviewing children's progress towards outcomes is:	
The progress of all pupils, including those with SEND, is tracked and closely monitored by class teachers and senior leaders. Regular pupil progress meetings are held between class teachers and school leaders, at which individuals' progress and potential barriers are discussed and intervention is evaluated and planned. In addition, for pupils with SEND, termly review meetings are held between the class teacher and SENDCO. These are timed to coincide with parent consultation meetings through which parents and pupils are able to contribute to the review. These meetings are an opportunity to evaluate the success of teaching and learning in class as well as the impact of targeted provision on pupil progress, outcomes and wider development. The views of outside agencies and support staff are also taken into consideration.	
Arrangements for supporting children and young people in moving between phases of education	

Transition to secondary school for vulnerable pupils is planned carefully with staff from the receiving school. Ideally this begins as soon as pupils are allocated their secondary school place in the spring term of Y6. It typically involves additional visits, and might also include the use of social stories, transition books and communication passports.

Vulnerable pupils are also supported through transition between classes and key stages at Collingwood. Support typically involves visits to the new classroom and teacher, and might also include the use of social stories, transition books and communication passports.

To clarify, the following table details when learners with EHCPs will require an additional interim review to support phase transfer:

Usual Date of Annual Review	Date of Phase Transfer Review
Autumn 1	Autumn 1 (Annual Review)
Autumn 2	Summer 1 (Interim Review)
Spring 1	Summer 2 (Interim Review)
Spring 2	Autumn 1 (Interim Review)
Summer 1	Summer 1 (Annual Review)
Summer 2	Summer 2 (Annual Review)

All children with an Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

The school's approach to teaching children and young people with SEND

Teachers are responsible and accountable for the progress and development of all the children in their class. The approach to teaching children with special educational needs varies, dependent upon the need of the particular child. High quality first teaching is our first step in responding to children who have SEND. This will be differentiated for individual pupils, this is the first step in meeting the needs of pupils who have SEND. All pupils will do most of their learning in their classroom with their peers.

Where pupils require additional specialised support this might include:

- Small group work
- In-class support from a teaching assistant
- Preloading children with 1:1 sessions prior to the lesson being delivered
- Social skills groups
- Pastoral support from the emotional well-being lead

- Access to sensory / SALT and visual curriculum via the ACE class
- A variety of sports activities are held throughout the school year and children with special educational needs and disabilities are encouraged to participate. Every child is also actively encouraged to participate fully in all school activities, for example school productions and school clubs.

Adaptations made to the curriculum and the learning environment of children and young people with SEND

The majority of pupils with SEND will follow the National Curriculum in full with work being differentiated by their teacher to meet their individual needs. For some pupils with more complex needs it might be necessary to adapt the curriculum and environment further in order for them to access learning.

Adaptations might include:

- **Instructional:** Making changes to the instructions which are given to provide children with the opportunities to process and demonstrate what has been taught
- **Physical and social environment:** Making changes to a child's surroundings to maximise learning opportunities and engagement
- **Methods and materials:** Offering children different ways to engage with and absorb the lesson content
- **Process and task:** Modifying or reducing the requirement of tasks to give children multiple means of action and expression
- **Personal assistance:** Enlisting support to provide assistance in helping meet a child's learning needs e.g. using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
- Access to a quiet area outside the classroom;
- Provision of specialist resources and equipment.

For pupils with the most severe difficulties this might also include:

- A bespoke curriculum designed specifically around the needs of the individual with access to the ACE Class

Expertise of staff

Collingwood has a policy of continuous professional development for all staff, including teachers and teaching assistants.

This includes training on special educational needs.

Staff receive training 'in house' and from outside agencies where appropriate.

Where pupils require specialist expertise, this is secured by referral to outside agencies and by school staff accessing specialist training.

Staff training for SEND during the past two years included:

- Identification of Need in Quality First Teaching
- Developing Reading for Children with an SEN need
- Little Wandle Phonics SEND training
- Speech and Language- The Foundation of Phonics
- ASD- How to meet the needs of an Autistic Child in the Classroom.
- How to adapt the Curriculum to meet the needs of children with SPLD

- Learning and Cognition- Supporting children with memory and literacy difficulties.
- Early communication and interaction
- Precision teaching by EP
- Early listening and attention skills
- PECS
- Meta Cognition
- Amazing 5 point scale
- Graduated Approach training
- Visuals and Social Stories
- Adaptive Curriculum
- The graduated response
- Visuals training – Wigit
- ELSA training
- New Options speech and language training
- Assessing pre key stage curriculum

Evaluating the effectiveness of SEN provision

Collingwood is an inclusive school and takes action to remove barriers to learning, making reasonable adjustments, wherever possible. Teachers take account of a child's special educational needs and make provision where necessary to support individual or groups of children and thus enable them to participate effectively in curriculum activities.

The effectiveness of a child's provision is discussed in relation to progress against pupil outcomes and will be discussed in line with the views and wishes of children and parents. Parents are invited into school to hold these discussions 2 times a year.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEND?

Collingwood is an inclusive school. All curriculum areas and activities offered to pupils at Collingwood are available to pupils with SEND, including clubs and trips. Where necessary additional resources are made available to ensure the safe and successful participation of pupils with SEND. A variety of sports activities are held throughout the school year and children with special educational needs and disabilities are encouraged to participate. Every child is also actively encouraged to participate fully in all school activities, for example school productions and school clubs and dance and drama productions at NAPA.

Support for improving emotional and social development.

For those pupils who require additional support for improving social and emotional development we employ an experienced emotional well-being worker and provide a dedicated well-being room. Children needing this specialised support will have regular check-ins and time to talk about their feelings/behaviour and personalised situations.

We have a therapy dog who visits the school each week. The Emotional well being worker works with the trained dog handler to facilitate sessions with identified children.

We are a restorative organisation and giving pupils a voice is central to the way that we work. An emphasis is placed on pupils recognising both their rights and responsibilities, and being accountable for their own actions. (For more information about Restorative Practices at Collingwood, see the relevant page on the school website.)

Working with other agencies

At times it may be necessary to consult outside agencies to receive their more specialised expertise. The governing body understands the value of this support for pupils.

Services include:

- Northcott Autistic Spectrum Disorder Outreach Service
- Speech and Language Therapist Service – New Options Speech and Language Therapist Service
- NHS Speech and Language Therapist service
- NHS Humber Sensory service
- IPASS – Integrated Physical and Sensory Service
- Occupational Therapist Service
- Ganton Outreach Support Service (SLD and ASD support)
- Hull Early Years Team
- Whitehouse Steps to Success
- School Nursing Team

Additional links are also provided on the Hull Local Offer website.

The local authority offer

The Hull Local offer can viewed at <https://hullsendlocaloffer.org.uk/>

Complaints about SEN provision

Complaints about SEND provision within the school are first dealt with by the SENDCO who can be contacted on:

01482 331914

or via email: **admin.Collingwood@hcat.org.uk**

Where a satisfactory conclusion cannot be reached, an appointment can be made to see the Head of School. If a satisfactory conclusion still cannot be reached then the governing body must become involved.

Review Date: September 2027