



Special Educational Needs and Disabilities (SEND) Information Report (Simplified)

December 24
Updated July 25

(To be reviewed annually)

Introduction

At Colwall CofE Primary School, we are committed to making sure every child is valued, supported, and included. This summary explains how we support children with Special Educational Needs and Disabilities (SEND) and how you can be involved.

Our full SEND Policy is available here: [Colwall CE Primary SEND Policy](#).

1. Types of SEND We Support

We support children with:

Area of Need	Examples of Needs
Communication & Interaction	Autism, speech and language difficulties
Cognition & Learning	Dyslexia, dyspraxia, dyscalculia, moderate learning difficulties
Social, Emotional & Mental Health	ADHD, ADD, anxiety, trauma, bereavement
Sensory & Physical	Hearing/visual impairments, physical disabilities, multi-sensory impairment

2. Who Supports My Child & Their Training

- SENCO – Jamie Trumper, with 20+ years teaching experience and 7+ years in SEND support.
- Class Teachers – trained in SEND strategies and supported by the SENCO.
- Teaching Assistants – including staff trained in Thrive and ELSA.
- External Specialists – speech and language therapists, educational psychologists, occupational therapists, CAMHS, school nurses, and more.

3. What to Do If You Think Your Child Has SEND

1. Speak to your child's class teacher or email: admin@colwall.hereford.sch.uk
2. Arrange a Team Around the Child (TAC) meeting with teacher and SENCO.
3. Discuss your child's strengths, needs, and next steps.
4. If SEN support is needed, your child will be added to the SEND register and a support plan will be made.

You can also contact the SENCO directly: senco@colwall.hereford.sch.uk.

4. How We Identify SEN

We look for pupils who:

- Are not making expected progress academically, socially, or emotionally.
- Have learning gaps that remain after extra support.
- May benefit from advice from specialists.

The SENCO observes, talks to teachers, parents, and pupils, and may involve external experts before deciding on SEN support.

5. How We Measure Progress

We follow a “Graduated Approach” (Assess → Plan → Do → Review):

- Set clear outcomes for your child.
- Track progress over time using Individual Education Plans (IEPs).
- Regularly review and adjust support to meet your child’s needs.

6. GDPR & Data Protection

- All SEND records are stored securely.
- Only authorised staff can access them.
- Parents have the right to view their child’s records.
- We follow UK GDPR and the Data Protection Act 2018.

7. How You Are Involved

- Three meetings per year to review progress and plan next steps.
- Discuss outcomes, support strategies, and your role at home.
- Provide feedback on how support works outside school.
- Records of meetings shared with you and relevant staff.

8. How Your Child Is Involved

- Children are asked for their views in age-appropriate ways:
 - Attend meetings, create drawings, presentations, or pupil passports.
 - Share thoughts with staff or complete surveys.
- Their preferences are added to Individual Illuminate profiles.

9. How Teaching Is Adapted

- Teachers adapt lessons, resources, and teaching methods.
- Support can include:
 - Grouping, 1:1 support, pre/post teaching
 - Visual aids, coloured overlays, sensory tools, iPads/laptops
 - Extra time, adjusted instructions, sensory breaks

We also provide specific interventions depending on needs (e.g., nurture groups, social stories, occupational therapy strategies).

10. How We Check Support Works

- Monitor progress towards goals each term.
- Evaluate the impact of interventions.
- Use pupil and parent feedback.
- SENCO monitors provision and outcomes.
- Annual review for pupils with an EHCP.

11. How Resources Are Secured

- School funds up to £6,000 for support.
- Additional funding is requested from the local authority if needed.
- Resources may include extra teaching support, equipment, or specialist services.

12. Inclusion in Activities

- All pupils, including those with SEND, can join trips, clubs, sports day, and workshops.
- Reasonable adjustments are made to ensure full participation.

13. Admissions

- Admissions follow our policy and are inclusive of pupils with SEN or disabilities.
- EHCP-named children are considered carefully.
- Parents and children are invited to discuss needs and provision.

14. Supporting Pupils with Disabilities

- School meets duties under the Accessibility Policy:
 - Improve participation in learning and activities.
 - Make physical and learning environments accessible.
 - Provide information in accessible formats.

15. Supporting Mental Health & Wellbeing

- Zones of Regulation for emotional awareness
- Nurture groups and mentor support
- School council and eco monitors for social development
- Anti-bullying initiatives and PSHE lessons

16. Transition Support

Between Years:

- Meetings between teachers, visits, and transition resources like books and comics.

Between Schools:

- Share information with new school (with your agreement).

Primary → Secondary:

- SENCOs meet, timetable practice, pupil passports, annual EHCP reviews, and practical preparation.

EHCP Timelines:

- Needs assessment: 6 weeks
- Draft plan: 16 weeks
- Final plan: 20 weeks

17. Looked-after Children

- Receive the same SEN support plus a Personal Education Plan (PEP).
- SEN support and PEPs are aligned.

18. Complaints

- First, speak to the class teacher or SENCO.
- If unresolved, follow the complaints policy.
- For discrimination or EHCP disputes, you can contact:
 - SEND Tribunal guidance: [SEND Tribunal Guidance](#)
 - Local mediation: SENDIASS Herefordshire & Worcestershire

19. Support for Families

- **Local Offers:**
 - **Herefordshire SEND Local Offer**
 - **Worcestershire SEND Local Offer**
- **National Support:** CAMHS, IPSEA, SEND Family Support, NSPCC, Family Action.
- **School is here to guide families to the right resources.**

20. Glossary

- **EHCP:** Education, Health, and Care Plan
- **SENCo:** Special Educational Needs Coordinator
- **IEP:** Individual Education Plan
- **SEND:** Special Educational Needs & Disabilities
- **Graduated Approach:** Cycle of assess, plan, do, review
- **Transition:** Moving between years, schools, or phases
- **Reasonable Adjustments:** Changes to support a child's access to learning
(Full glossary in the main report)