

# Coleridge Primary School- SEN Information

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Primary School

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Link to SEN Policy

<https://coleridgeprimary.org/wp-content/uploads/2020/10/CLPT-SFND-nolicv-Coleridge-Nov-19.pdf>

## Report



Link to Local Offer

<http://www.rotherhamsendlocaloffer.org.uk/> Link to My Mind Matters:  
<http://www.mymindmatters.org.uk/>

*Here at Coleridge Primary School we are dedicated to provide equal learning opportunities for all our children regardless of race, gender, special educational needs and/or disabilities (SEND). We believe all children are individuals that shine in their own particular ways, so we are here to support them in every step of their journey with us.*

Who to contact:

SENCo- S Ahmed [s.ahmed@coleridgeprimary.org](mailto:s.ahmed@coleridgeprimary.org)

Head teacher- I Tankard [i.tankard@coleridgeprimary.org](mailto:i.tankard@coleridgeprimary.org)

**Data:**

We are continuing to use the graduated response to SEN and the 3 different levels of SEN. We are identifying children who are lower than average and struggling with progress.

Children currently on the SEN register at School Action = 15  
School Action Support = 13  
EHCP (Education Health Care Plan) = 2

**Our Provision:**

Our aim is to provide our children with a well-adjusted, innovative curriculum. We do this by providing quality first teaching with differentiated tasks tailored to individual's needs. Additional to this, interventions are delivered that match the needs of individuals including: RWInc, Learning Support Programmes and Talking Partners development. We also provide 1:1 support for children who require additional support in the classroom. TAs work within the classroom to support needs during lessons, with additional resources. Some individuals are given tailored packs that include essentials to help them achieve their learning targets.

**Pupil voice:** We feel it is extremely important to get views of individuals and get an enhanced understanding on their thoughts towards their learning and targets. So we take in to account meeting with pupils which gives us an insight on how we can support and challenge them further.

**Involvement of other bodies:**

We work alongside many other agencies, depending on needs, including:

- Early Years Inclusion Outreach Support (EYIOS)
- Educational Psychologist (EPS)
- Learning Support Service (LSS)
- Speech and Language Therapy (SALT)
- Visual Impairment Team (VI)
- Hearing Impairment Team (HI)
- Safeguarding Team
- Other services when appropriate

**Parental Involvement:**

All parents are welcomed into our school and their views are valued. Especially when parents have children with special need they are continuously involved in the process to provide their children with the correct provision and involve agencies that are necessary. This gives them the opportunity to be involved in all aspects of their child's learning. School will meet parents at least end of every term where the class teacher, SENCO and any other professionals involved will talk regularly to set outcomes and review targets.

**DID YOU KNOW?**

That we believe in equal access and opportunities for all.

### **English Curriculum for SEND children:**

For children with special educational needs, in English there are a variety of resources they can use to build on their writing skills.

Knowledge organisers are used, which are linked to their class novel. They will include key words, word meanings and spellings, these are visual resources that children can use throughout the lesson.

Other resources to support their sentence writing are cubes. Children can use cubes to write their sentences, this strategy is used to help children to write a sentence without missing out words and punctuations. Also being a visual resource, it supports children with special education needs to go back and touch the cubes when writing their sentence.



### **Maths Curriculum for SEND children:**

At the beginning of the lesson, children are given concrete resources which they can use throughout the lesson. However, children with special educational needs are prompted to use the resources throughout the lesson.

The 'Brain Boxes' on their tables contain a range of concrete resources such as: counters, numicons and blocks.

To allow children to understand and apply strategies in their learning, teachers adjust lessons to meet the needs of their children. Children may also be supported by an additional adult in class depending on their needs.



### **Wider Curriculum for SEND children:**

Children at Coleridge are given the opportunity to be involved in all subjects. SEN children are encouraged to participate in all subjects regardless of their needs, however, the correct resources and support is put in place to help them achieve.

A whole-class approach is initially taught moving on to small groups depending on the child's abilities. Interactive whiteboards are used to engage student learning and visual resources are used throughout the lesson, such as word mats, and concrete objects

During PE, teachers adapt and modify the different types of equipment to make PE and sport more inclusive to promote physical health and wellbeing.

