




The Coleshill School SEND Information Report

2024-2025



Contents

4. The 5 Principles of Inclusion
5. Why has this information report been written?
6. How do we define Special Educational Needs at Coleshill?
7. What types of SEND does the school provide support for?
8. Expert Teaching
9. Form tutors' responsibility
10. Subject teachers' responsibility
11. SENCO responsibility
12. Inclusion Team
13. School Environment
14. What do I do if I think my child has SEND?
15. Graduated Approach
16. Graduated Approach continued
17. How will the school know if my child needs SEND support?
18. If we suspect a SEND need
19. In-house testing
20. Pupil Passports
21. Support that the school can provide
22. How will the school evaluate whether the support in place is helping my child?
23. Education and Health Care Plan (EHCP)
24. Staff training
25. Segregated Strategy
26. How will the school make sure that all children are included in activities?
27. How does the school work with other agencies?
28. The Local Offer
29. The Local Offer/local support
30. Contacting the Inclusion Department

'Success comes in many forms and can look different for everyone. A wide range of achievements are celebrated, including different ways of participating in society. The intrinsic worth of each child is realised. Every child feels recognised and valued. They feel success and have the opportunity to reach their full potential.'

The 5 Principles of Inclusion

- 1. Dignity, not deficit** - Students with a learning or physical disability are not broken and do not need fixing. We treat them with dignity. We avoid deficit language that suggests they are special cases. We recognise their full worth as members of our school communities. We don't patronise students with SEND or have low expectations of them. We challenge those who do.
- 2. Greater complexity merits greater experience** – Students with SEND are entitled to the expertise which enables them to learn well, be challenged and achieve ambitious things. When extra support is needed, it should be expert in nature.
- 3. Different, but not apart** – Our schools are places where children with different learning needs learn alongside each other and grow up together. We welcome the role we play in building an inclusive society by allowing children to encounter difference. We see difference as normal.
- 4. Success in all its forms** – Success takes many forms – we value and celebrate a wide range of achievements. We value and recognise when our students contribute to school life and the community. We celebrate difference and our common values. We place intrinsic value on the process of learning and work. This does not mean we have low expectations for children with SEND. Our children and their families are entitled to a more ambitious and fuller articulation of what a good life is, than a narrow definition of success allows for. We celebrate everyday success, and the things that matter to families and communities.
- 5. Action at all levels** – In our school this means that we encourage all our staff to see and understand the lived experience of children with SEND, in a positive, affirmative way. All staff understand their roles in making a positive difference to the lives of children with SEND.

Why has this information report been written?

- The aim of this information report is to explain how we implement our SEND policy in school. In other words, we want to show you how SEND support works at The Coleshill School.

How do we define Special Educational Needs at Coleshill?

We use the definition for SEND and for disability from the SEND Code of Practice (2014):

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

What types of SEND does the school provide support for?

- We support the following needs, **within a mainstream environment:**

Area of Need	Condition
Communication and Interaction	Autism Spectrum condition Speech and Language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia (please note that Warwickshire do not assess for dyslexia) Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
Sensory and/or Physical needs	Hearing impairment Visual impairment Multi-sensory impairment Physical impairment

Expert Teaching

- Our pedagogical approach is determined the principles of cognitive science. In how they think and learn, children are more alike than different. All children will benefit from knowledge-rich, well-structured and carefully sequenced curriculum that builds on previous learning and skills. Children with SEND are not less than their peers. They are entitled to the same curriculum, whenever possible, the same expert teaching and high expectations as their peers. They may learn through the curriculum at a different pace. We adapt teaching as appropriate. We challenge the perception that students with SEND cannot access the curriculum. When we think this is the case, we ask whether the curriculum may be the problem to be solved. The child is never the problem.
- Students will not all achieve the same outcomes. We do not expect that they do. We value and celebrate success in all its forms. This does not mean lower our expectations of what children with SEND can and should access and achieve.

Form tutors are responsible for:

- Supporting your child pastorally, including with any day-to-day issues. Helping with organisation and being the first point of contact home should issues arise.
- Any other pastoral concerns will be referred to the Pastoral team.

Subject Teachers are responsible for:

- Carrying out regular in-class assessments, judging whether they are meeting age related expectations, and then adapt their curriculum to meet the gaps in students' learning.
- Ensuring that they are aware of your child's individual needs and/or diagnoses, and what specific 'reasonable adjustments' are needed to enable all students to be included and make progress. This includes implementing access arrangements.
- Ensuring all children have access to Quality First Teaching – this means that teaching is good or outstanding, and is adapted to meet students' individual needs, and that this teaching is adapted to the children in front of them.
- Checking on the progress of your child and identifying, planning and delivering, to their best endeavours, any additional help your child may need.
- Directing any extra adult support within the classroom effectively.
- Ensuring that the school's SEND policy is followed in their classroom.

The SENDCOs are responsible for:

- Lead on implementing the five principles of inclusion in school.
- Co-ordinating provision for children with SEND and developing the school's SEND policy to make sure all children get a consistent, high-quality response to meeting their needs at school. This is done in liaison with the Head of School and leadership group.
- Liaising with a range of agencies outside of school, to co-ordinate advice and support for students' specific needs, e.g. Educational Psychology, Specialist Teacher Service, Hearing Team.
- Liaising across local authorities as a cross-border school.
- Contributing to devising pupil passports, to focus on meeting your child's needs through adaptive practice and Quality First teaching.
- Applying ATLP's SEND policy.
- Providing specialist advice and facilitating training to ensure that staff are skilled and confident about meeting a range of needs to ensure progress.
- Support with planning successful transition to a new school, college or year group.

Inclusion Team



Mrs S Foster – SENDCO (Monday, Tuesday, Wednesday)



Mrs E Towler – Acting SENDCO (Wednesday, Thursday, Friday); Assistant SENDCO (Monday, Tuesday)



Mrs A Fryer – Autism Strategic Lead



Miss V South – Social, Emotional and Mental Health Lead (SEMH)



Miss E Cowley – High Needs Strategic Lead (Monday, Tuesday, Thursday, Friday)

- Ms S Carwell (Deputy Head)
- Mr Blinko (Vulnerable Children's Advocate)

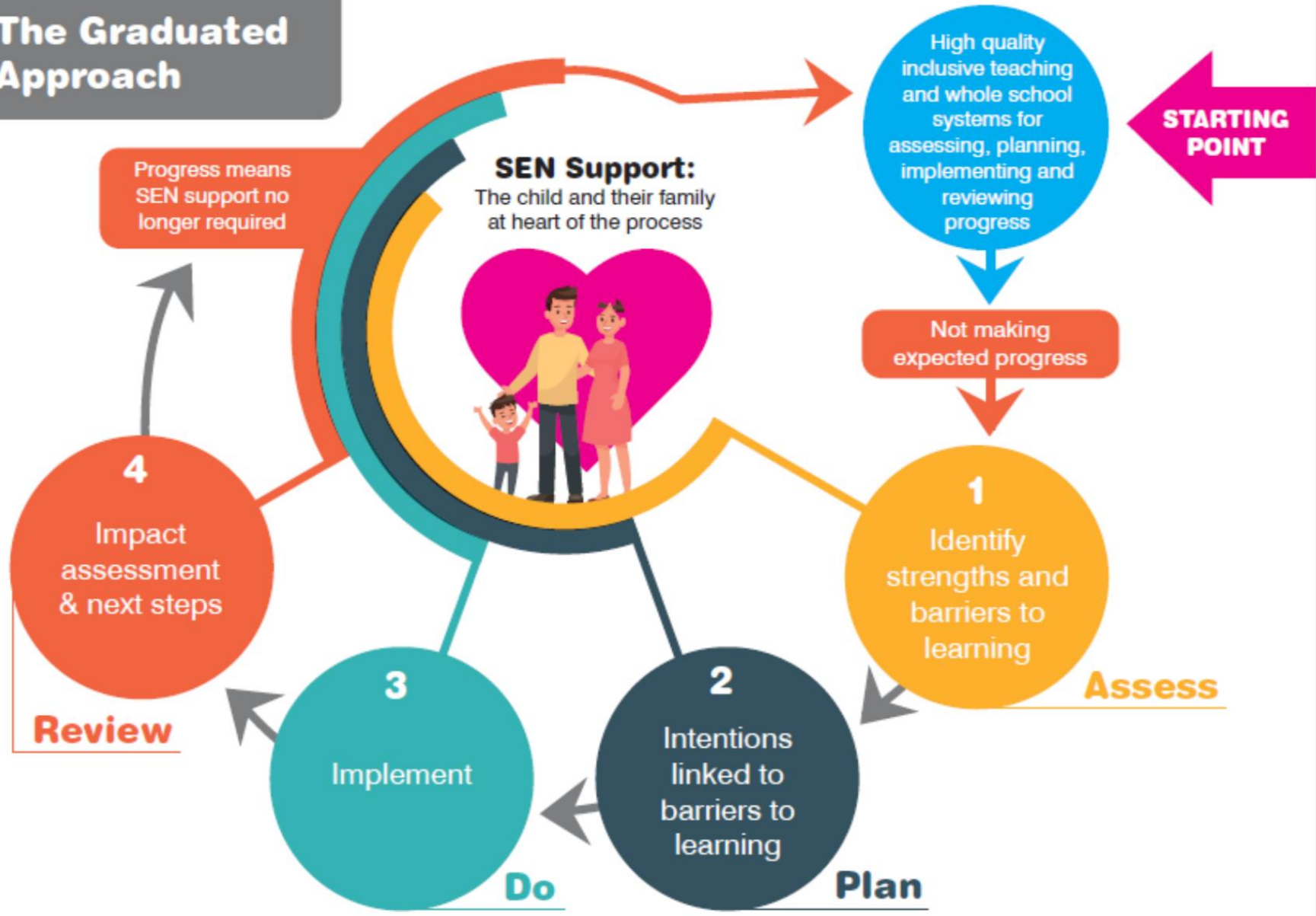
School environment

- Please note that, at present, most of our buildings are old, and currently only one block has a lift/wheelchair access.
- We have several blocks, one of which is spread over three floors and does not have a lift.
- Students with mobility issues leave lessons early to allow them time and space to move between lessons.
- There are two disabled toilets on the ground floor.
- In addition, some of the older rooms, the dining room, gym and hall can cause acoustic issues for those with sensory sensitivities.

What do I do if I think my child has SEND?

- We follow the graduated approach using the assess, plan, do, review cycle.
- If you are concerned about your child in a specific subject, you should first contact your child's teacher for that subject.
- If you have wider concerns, your child's tutor or progress leader should be the first point of contact.
- The Inclusion and Pastoral teams will then work together with parents to seek the best outcomes for your child.
- Please note, a diagnosis DOES NOT mean that a student is automatically placed on the SEND register.

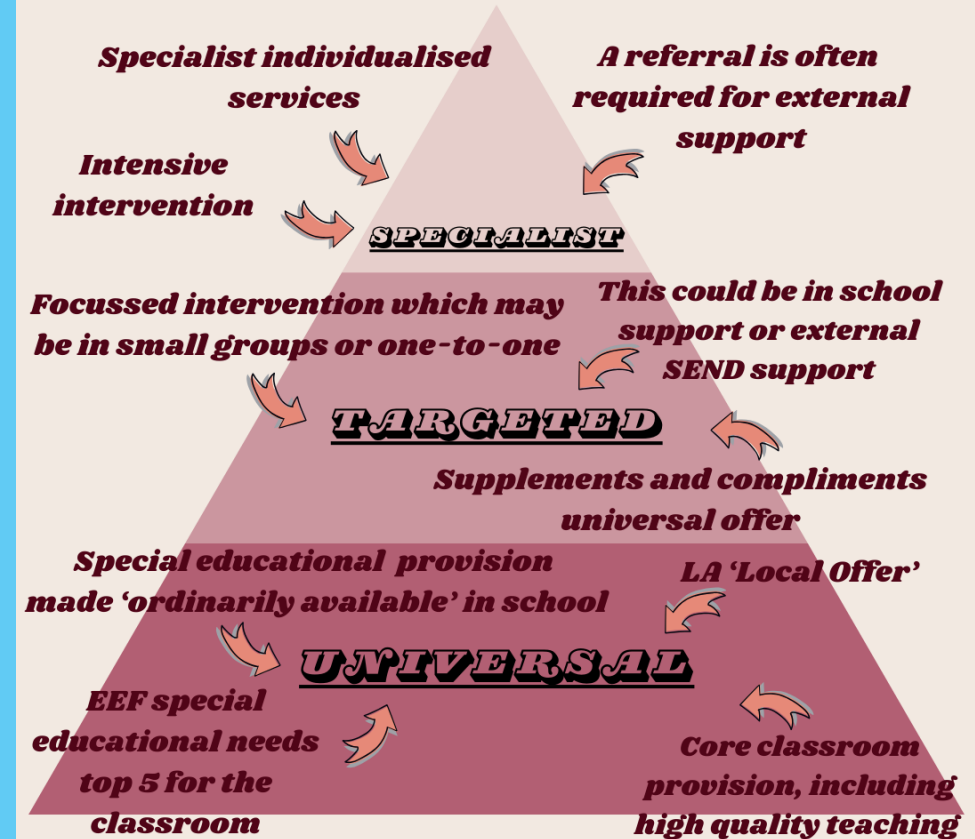
The Graduated Approach



Graduated Approach

Wave of support	Level of provision	• What this looks like
Wave 1 - monitoring	Universal Provision	<ul style="list-style-type: none"> • Quality First teaching • Department support including intervention • Pastoral intervention/support
Wave 2 – SEND register	Targeted short-term interventions	<ul style="list-style-type: none"> • Interventions by Inclusion team/liaison with departments/pastoral
Wave 3 – SEND register	Tailored, intensive support	<ul style="list-style-type: none"> • Tailored support package • Longer term interventions
Wave 4 – SEND register	Specialist Support	<ul style="list-style-type: none"> • ECHP application/EHCP

Levels of intervention



How will the school know if my child needs SEND support?

- SEND case files are shared from previous settings (normally primary school), and relevant information is shared with staff.
- Data is analysed regularly, and if a teacher notices that a child is falling behind, they will firstly try to find out if there are any gaps in their learning. If they can find a gap, they will give the student extra support to fill it.
- If the student still struggles to make expected progress, the Inclusion team will be contacted, and we will then contact you to discuss the possibility that your child may have a SEND need.

If we suspect a SEND need, we may:

- Observe the student in the classroom or at social times to see what their strengths and difficulties are
- Gather information from teachers, to gain a holistic view of the child's progress or difficulties and challenges
- Compare the student's progress and development with their peers and available national data
- Speak to you and your child, to gain their input
- Where appropriate, contact outside agencies such as Specialist Teacher, to further assess your child.
- If we then decide your child needs SEND support, their name will be added to the school SEND register, and we will work with you to create a pupil passport.

In-house testing

- We use a range of data to assess every child's needs, and then on the rare occasions that it is needed, a more bespoke set of tests to assess a child where we suspect there may be an additional need, or to track the progress of a child on the SEND register.
- All children's reading age is assessed, during English lessons. This is completed via NGRT testing.
- All children's spelling age is tested during the first term of year 7.
- These two tests allow us to identify learning needs quickly and specifically.
- We also analyse progress data at every data capture on the school calendar, alongside middle leaders and the senior leadership team.
- We test for access arrangements, to ensure that all children have equitable access to examinations.
- Should we see that it is needed, we will request more bespoke testing from the Specialist Teacher Service, or Educational Psychologists.
- **Warwickshire do not test for dyslexia, therefore we do not screen for dyslexia, or refer for dyslexia testing. However, should you want to seek a private diagnosis, we can signpost you to a number of reputable agencies who will test.**

Pupil Passports: what to expect

A pupil passport is a one-page profile for teachers, to explain your child's needs and reasonable adjustments. This replaces an Individual Education Plan that your child may have had at primary school.

- Passports are live working documents and staff access them through our online systems.
- The impact of the plan will be reviewed regularly by a passport review, meeting with the SEND team, parent's evenings (with subject teachers), meetings with year heads and external agencies as appropriate. This then feeds back into the assess, plan, do, review cycle and identifies next steps and any additional support that is needed. Some of these meetings will be held individually with students as is age appropriate, and then fed back to parents.

Support that the school can provide

- Bespoke short-term interventions with strategic leads or SENCOs in our 'SPIRIT' intervention room.
- Bespoke maths and literacy intervention in small groups, through alternative curriculum teachers, departments or SENCOs.
- Being allocated a key trusted adult from the inclusion department.
- Access arrangements for GCSE's are assessed from year 9 onwards.

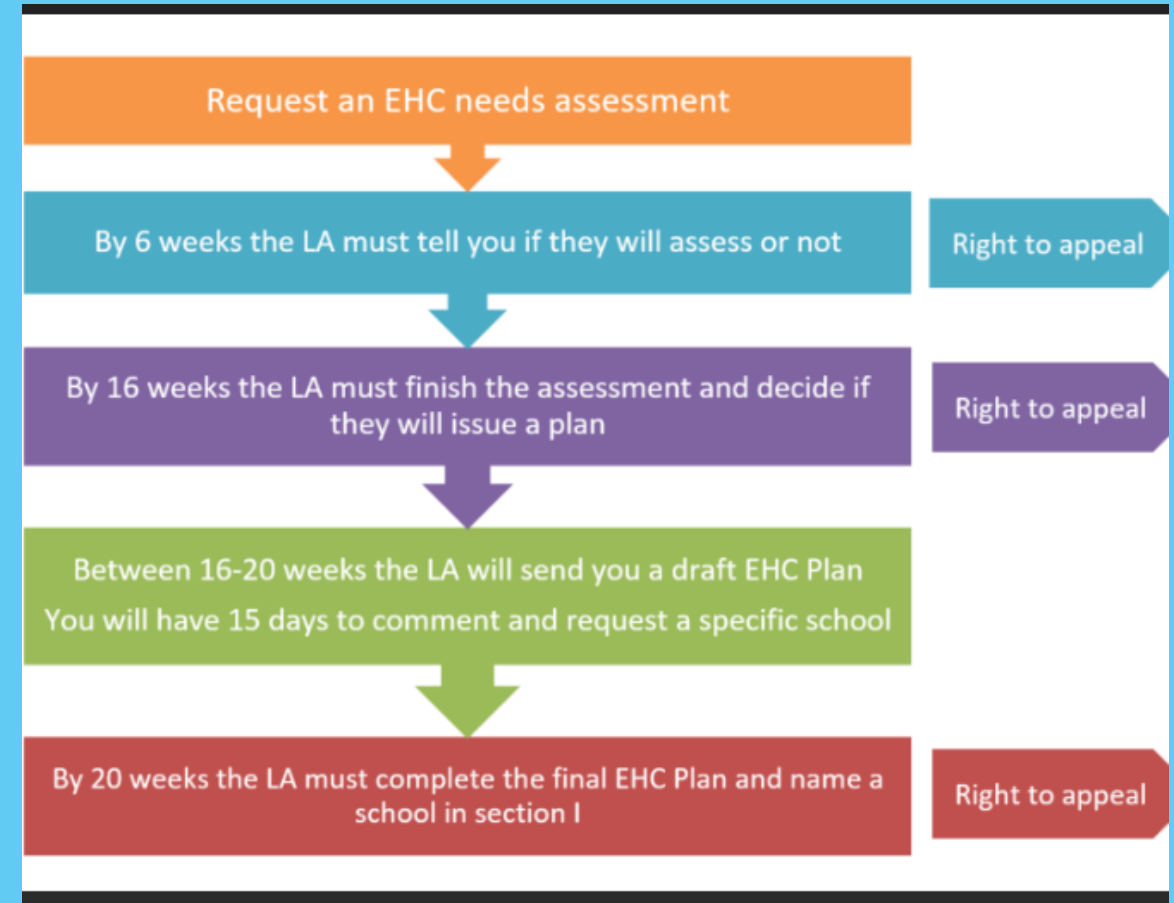
How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of the provision by:

- Discussing students with heads of department.
- Speaking with the student themselves
- Monitoring by the SEND department
- Regular reviews of passports
- Observations of students in lessons
- Holding an annual review (if they have an education, health and care plan (EHCP)).

Education and Health Care Plan (EHCP)

- If on the rare occasion, a young person's needs cannot be met through what the school can offer, an EHCP application may be considered. The school, or parents, can request a needs assessment, and the local authority is then required by law to follow the process opposite. Please note that a significant amount of intervention, and involvement with outside agencies will be needed before an EHC needs assessment is likely to be awarded, although parents can request an EHC needs assessment at any time with their local authority.



What training do staff at school have, to be able to support children with different needs?

- The school's development plan identifies training needs for all staff to improve the teaching and learning, including those with SEND.
- Our SENDCOs actively engage with local opportunities to share best practice and develop skills in a range of SEND areas, by utilising external training.

Segregated Strategy

- Children with SEND will not be segregated in our schools, they are valued members of our communities who will be supported throughout their time with us to reach their potential.
- We know that high quality teaching is the best intervention and at ATLP we focus on this being consistently available to every child.
- As part of our approach to equality, diversity, and inclusion more children will see themselves reflected in their school curriculum, including children with learning disabilities seeing themselves in what they learn, giving them a stronger sense that school and learning is for them.

How will the school make sure that all children are included in activities?

- Support children with SEND to play a full and active role in school life, acknowledging that their experiences and successes may be different to their peers, and helping children and young people to see different learning needs as normal.
- Data is analysed regularly, and if a teacher notices that a child is falling behind, they will firstly try to find out if there are any gaps in their learning. If they can find a gap, they will give the student extra support to fill it.
- The school will try to make sure that all children with additional needs and their families are able to take part fully in school trips, performances, and social events. We have several after school activities, which are open to all children.
- We have regular educational visits and residential trips. Where necessary extra support will be put in place to enable all students to access these visits. When visits are about to take place, necessary support is discussed with parents prior to the visit.
- We abide by the Equality Act 2010, and the Children and Families Act 2014.
- Children with SEND are actively encouraged to take part in student leadership. Currently % of the student leadership body are on the SEND register.

How does the school work with other agencies?

- We work in partnership with parents and carers to identify the needs of their child and put in place the correct support, so families may be referred to our Family Support Worker. This includes family support where it is needed. Sometimes, we need to ask for permission to involve other professionals to support your child – for example, the Specialist Teacher Service, and the Educational Psychologist.
- The school will involve you in all decisions and listen to your views and involve your child in decisions about their learning. We will also signpost other organisations who can give advice to you and support you your child.

The Local Offer

- We partner with several different local authorities, due to our location.
- Our primary two local authorities are Warwickshire and Solihull. Links to their local offer (what support children with SEND can expect from the local authority) can be found on the next slides, as well as some other links to helpful outside agencies.

The Local Offer/local support

Warwickshire

Warwickshire Local

Offer: <https://www.warwickshire.gov.uk/send>

Primary Mental Health: CAMHS (cwise.com) – Coventry and Warwickshire 07917 504682 or email: risecommunityoffer@covwarkpt.nhs.uk

Special educational need and disability advice service: Warwickshire SENDIASS
warwickshiresendiass@barnardos.org.uk, 01788 593159

Autism support Warwickshire: Warwickshire CASS 024 76 012333 or navigation@casspartnership.org.uk

Neurodivergent information and advice: <https://dimensions.covwarkpt.nhs.uk/Documents/Information%20and%20Advice%20for%20Neurodivergent%20People%20and%20their%20Families.pdf>

Local Support Group: Embrace Special Needs Friendships group - Coleshill
<https://www.embracespecialneeds.co.uk/>

Parent Voice/partnership: [Home - Warwickshire Parent Carer Voice](#)

Solihull

Solihull Local Offer:

<https://www.solihull.gov.uk/children-and-family-support/localoffer>

Mental Health Team Solihull: 0121 301 2750 during office hours or 0121 301 5500 (out of hours crisis team)

Solihull SENDIASS: <https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/> 01215 165 173

Autism support: [Home - All Age Autism](#) or 0121 553 6730

Community advice hubs: admin@solihullcommunityhub.org.uk

Parent voice/partnership: [Solihull Parent Carer Voice SPCV | Inspiring Positive Change](#)

Contacting the Inclusion Department

- All pastoral and initial concerns should be directed to the tutor, or year head.
- For non-urgent enquiries, specifically relating to SEND needs, please contact TCSinclusion@thecoleshillschool.org, and we will get back to you within 5 working days, usually much sooner.
- If it is an urgent enquiry, please call the school on 01675462435.
- If you work directly with a key worker, please feel free to contact them directly.