



School SEND Information Report

Date to be reviewed: November 2025

This Special Educational Needs Report should be read in conjunction with the SEND Policy.

At Gilbert Colvin Primary School, we believe that all our pupils have the potential to be changemakers. We believe that confidence, self-esteem and strong moral values are the keys to successful futures.

We empower every member of the school community to embrace challenge, have a passion for learning, take risks, collaborate, and aspire to achieve their best.

Our pupils thrive in a caring environment which provides excellent educational opportunities and memorable experiences to prepare our pupils for a positive future.



Article 27: Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

1. The kinds of special educational needs for which provision is made at Gilbert Colvin Primary School

Gilbert Colvin primary School is a mainstream school. At Gilbert Colvin Primary School, we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. The aims of our policy and practice in relation to special educational needs and disability in this school are:

- to make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and printed information for all
- to ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND



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- to reduce barriers to progress by providing high quality teaching across the school
- to use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- to request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- to support all staff in meeting pupil needs by providing well-targeted continuing professional development
- to support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

- Special Educational Needs: 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
- Disability: Many children and young people who have SEN 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’.

3) The kinds of special educational needs (SEN) for which provision is made at the school

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best



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endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless: it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the Headteacher a copy of the EHCP and then consider their comments carefully before a final decision on placement is made.
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.
- All or some of the above may apply and are carefully considered through systems set out in the school policies including SEN and Assessment Policies.

5) What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCo (Mrs Begum) who may be contacted via the school office.
- We value the opportunity to work closely with parents whose views and aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- I. Classroom observation by the leadership team, the SENDCo, external verifiers.
- II. Ongoing assessment of progress made by pupils with SEND.
- III. Work sampling and scrutiny of planning to ensure effective matching of work to pupil needs.
- IV. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND.



- V. Pupil and parent feedback on the quality and effectiveness of interventions provided.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
 - All pupils have individual targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
 - Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and Assessment lead, with SENDCO if required.
 - Additional action to increase the rate of progress will be then identified and recorded; this will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
 - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.
 - Action relating to SEN support will follow an assess, plan, do and review model: Which is exemplified in the SEN Code of Practice 2014.
 - i) **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
 - ii) **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.
 - iii) **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 - iv) **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress is limited despite the delivery of high quality interventions, advice will always be sought from other agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- 1. Local Authority Support Services – including Educational Psychologists



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- 2. Specialists such as outreach support services: S.E.A.T.S.S, speech and language therapists, occupational therapists, educational psychologists
- 3. Social Care Services – as discussed with parents
- 4. Health partners such as School Nurse and Child & Adolescent Mental Health Services

For a very small percentage of pupils, whose needs are significant and complex and where the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

This school uses pupil profiles (PP). Pupil profiles are completed by class teachers with pupils. Pupils with the class teacher identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

8) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs and Disability Coordinator (SENDCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the school will be recorded and shared with parents.

9) How will parents know how well their child is doing?

- Attainment towards the identified outcomes will be shared with parents regularly through termly progress review meetings, the school reporting system and Parents' Evenings.
- A home-school Communication Book is sometimes a useful tool to help communication with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENDCo at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0208 551 4630.

10) How will parents be helped to support their child's learning?



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- The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- Please look at the school website:
<https://gilbertcolvin.co.uk/redbridge/primary/gilbertcolvin>
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

11) How will the school evaluate the effectiveness of the SEND provision made for pupils?

- The effectiveness of SEND provision will be measured using both qualitative and quantitative data.
- Qualitative data will gather the views of parents and pupils termly on how successful the provision has been in enabling them to attain their outcomes.
- Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same prior learning level. This data will be shared termly with governors and may be scrutinised by external moderators such as Ofsted.

12) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- A PHSE curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and parent views are sought through variety of means; these include surveys and interviews.
- Small group evidence-led interventions to support pupils' well-being are delivered to targeted pupils and groups.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.
- The school is a 'Rights Respecting School', which evidences the work undertaken within the school to supports pupils' well-being and mental health.
- Worry boxes are allocated in each for children to share worries, concerns or anxieties. These are checked regularly by the class teachers and appropriate support provided where deemed necessary.

13) Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Individual Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. In some cases this will be an integral part of a statutory Educational Health Care Plan.



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- Staff who volunteer to administer and supervise medications, will complete annual training overseen by a relevant health care professional such as a school nurse. This training will be recorded in the Health Care Plan
- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within supporting pupils at school with medical conditions (DfE) 2014

14) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

15) What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training:

- Picture Exchange Communication Systems
- Differentiation to enable inclusive practice
- Engagement model & pre-key stage standard
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- Healthy hands
- Attention Autism
- Zones of Regulation
- Colourful Semantics
- Attendance at the termly SENDCo Forum

The SENDCo holds qualified teacher status and has obtained the Nationally Accredited Award for Special Educational Needs Coordination.

- The school receives visits from an LA Educational Psychologist and SEN specialist advisory teachers, who provide advice to staff support the success and progress of individual pupils.
- The school receives visits from the Speech and Language Therapist who provides advices on assessing and planning for targeted children. Programmes planned by the therapist are then delivered by a trained Learning Support Assistant.
- The Governor with specific responsibility for SEND has participated in SEND Governor training.

16) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and adaptations are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

17) How accessible is the school environment?

- There is a ramp access to an infant classroom to ensure the site is accessible to all.



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- One toilet has been adapted to ensure accessibility for children and visitors with a disability.
- A medical/welfare room has been provided in order to enable a safe place for administration of medication.
- A multi-purpose room has been allocated to improve inclusion in the mainstream classrooms for vulnerable pupils.
- The playground is on one level with step free access. Therefore, it is accessible for wheelchair users or people with limited mobility.

18) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable an effective transition for pupils. These include on entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

19) Transition to the next school, preparation for adulthood and independent

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools meet to discuss the needs of pupils with SEND in order to ensure a smooth transition during the summer term of Year 6.

20) How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.



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- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 - Targeted differentiation to increase access to text (accessible text, IT etc.)
 - In class, additional adult support aimed at increasing skills in specific area of needs (learning behaviours, organisation, etc.)
 - Out of class support (relationship building, social, emotional skill development,)
 - Small group tuition to encourage catch up (subject or targeted at additional need)
 - Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour and emotional needs etc.)
 - Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.)
 - Partnership working with other settings (shared expertise: support from local special school and outreach teams to improve inclusion).
 - Use of specific environments in school such as work stations.
 - Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
 - Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support.
 - In addition: The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority, or have been adopted from local authority care or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
 - If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCo or a member of the Senior Leadership Team.

21) How are decisions made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the Senior Leadership Team advises the class teacher with planning and about the support the school can provide. Parents are involved in this through parent meetings as outlined in the SEND Policy.
- Deployment of funds is overseen by the Governing Body.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHC Plan is being produced or at an annual review of an EHC Plan.
- The Local Authority administers and delegates the High Needs Funding which resources the EHC Plan.

22) How will I be involved in discussions about and planning for my child's education?

This will be through:

- Discussions with the class teacher, SENDCO or senior leadership team member



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- During SEND Termly Review meetings
- Meetings with support and external agencies.

23) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENDCo
- The Headteacher
- For complaints, please see the school Complaints Policy on the school website

24) Support services for parents of pupils with SEN include:

- The Redbridge Information and Advice Support Service (RIASS) offers impartial advice and support to parents and carers of all children and young people with SEND
- SEN Information Report
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, may wish to contact the Local Authority SEN Mediation Service. Parents may also seek mediation from the regional mediation services
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about a child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

25) Information on where the Local Authority's Local Offer can be found:

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0>

References

- Schedule 1 of The Special Educational Needs and Disability Regulations 2014.
- The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations
- Supporting pupils at school with medical conditions Sept 2014.
- Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice)