



Columbia Grange
School

Special Educational Needs and Disabilities Annual Report to Governors 2024

Opening Statement

Columbia Grange School is an inclusive school and as such we are committed to supporting all pupils to achieve the best possible outcomes in their learning, through providing a high quality, broad and balanced academic and social curriculum which is accessible to all. This includes those pupils identified as having special educational needs or a disability (SEND), which may mean it makes it harder for them to learn than most of their chronological peers. All pupils are identified as SEND and have Education Health Care Plans related to autism and severe learning difficulties.

We work closely in partnership with parents/carers, pupils themselves and outside agencies to support individuals and their families to identify and meet their needs. All pupils have a personal learning plan (PLP) which clearly highlights their outcomes and steps taken to support the pupil, to meet them. Outcomes on their plan are identified through ongoing formative and summative assessments. Strategies and support identified by the school, from outside agencies, through discussions with parents and from pupil voice/ observation, are then used to work towards achieving the appropriate outcome. Pupils are supported through: small teaching groups, high staffing ratios, differentiated activities, practical and organisational resources, support from adults, extra processing time and bespoke support and strategies to meet their individual needs. Where required, pupils receive interventions in small groups and/or regular check-ins. We believe that all pupils including those identified as requiring SEND should have high expectations of themselves and are given opportunities to acquire knowledge, skills and understanding that they can use to raise their expectations and aspirations for their future.

The school has recently extended to 140 places through opening two new classrooms which opened in September 2024, with provision for 12 pupils and is currently at capacity, with a number of children waiting to join us.

The purpose of Columbia Grange is to meet the needs of children who have a diagnosis of autism and also have severe learning difficulties. Places are open to pupils with an Education Health and Care Plan (EHCP) that details provision consistent to severe learning difficulties and autism. The child's needs should be in line with the entry criteria.

During the next academic year, a focus in Columbia Grange is to develop and embed a new, engaging and more purposeful curriculum for children. This will focus on specific areas of learning that will make a positive difference to pupils, looking ahead to their preparation for adulthood and ensuring skills are taught and consolidated appropriately. This will include finding a wider range of purposeful learning opportunities across all subjects (inside and outside of the classroom) to engage children; leading to better progress being made and the development of independent learners in all areas of the curriculum. We aim for pupils to spend more time outdoors and in the local area, as well as having a focus on RSE, well-being and mindfulness to support the development of the whole child,

aiming for all children to develop their ability to self-regulate and manage their emotions appropriately. This year, a focus was building and developing relationships with parents.

The Nest

The Nest is a transitional and assessment focused provision attached to Columbia Grange School. Pupil access and entitlement is detailed in the service level agreement (SLA). Their prime need must be autism. To access a provision place, Columbia Grange School, needs to be named on the child's final EHCP. This is completed by Together for Children's SEND team – who send a draft plan to the school for consultation. School is required to send in a response within 14 days, following the code of Practice guidelines. However Together for Children make the final decision on whether a child will be able to access a place. A child may be offered a place, when one becomes available or in the Nest if Columbia Grange is at capacity.

We are aware that children's learning has been disrupted and impacted as a result of COVID 19. The school assesses and monitors pupil progress constantly, through formative and summative assessments to identify gaps in children's learning and how to address these gaps to move children's learning forward. This is formally monitored and assessed termly, through pupil progress meetings. Class teachers meet with a senior leader, to discuss the needs of pupils in their class and ways to support them. This may take place through intervention, adapting strategies or use of resources. A bespoke plan for supporting pupils in individual classes is then produced and appropriate support/interventions carried out and evaluated.

Key Staff

Head– Mr J Lines
 Trust Inclusion Lead – Miss S Quinn
 Deputy Head – Miss S Kemp
 SEND Governor – Mr M Bones

Policies

The following policies are available in school and include the school's processes and procedures for supporting pupils with SEND.

Special Educational Needs and Disabilities Policy
 OLT Inclusion Policy
 Accessibility Policy and Plan
 Single Equality Plan and Action Plan

SEND School Profile – last 3 years (number of SEND pupils in school)

	May 22	May 23	May 24
All Send	115	120	118
EHCP	115	120	118

Current Breakdown of the prime need of pupils on the register – relating to the 4 areas of SEND

Figures as of September 2024			
	Total	Boys	Girls

Cognition and Learning	137	108	29
Social Emotional & Mental Health	1	1	0
Autistic children	138	109	29

SEND Year Group Profile – breakdown according to year group

Figures as of September 2024							
	Rec	Y1	Y2	Y3	Y4	Y5	Y6
EHCP	3	32	23	26	14	19	21

Figures as of September 2024							
Primary Area of Need	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Communication and Interaction							
Cognition and Learning	3	32	23	26	14	19	20
Social Emotional & Mental Health							1
Sensory and/or Physical							
Autistic children	2	32	23	26	14	19	21

Systems for identifying and tracking pupils with SEND Children’s needs are categorised into four broad areas identified in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

Children may have more than one area of need but a prime need is always identified.

Assessment and Monitoring

As our cohort have severe learning difficulties it is anticipated all children will rarely meet age related expectations (ARE) can access and strive to make targets from a range of sources within the school curriculum. All children’s progress is continually assessed and monitored by the class teacher, through the use of formative and summative assessments. Children are assessed using aggregated statements within the school’s own progress tracker. Descriptor statements from PIVATS are mainly used, but appropriate targets from B Squared. PIVATS are performance indicators, which break down the National Curriculum into smaller steps, showing progress in finer detail. The ‘P’ level indicators are related to very early child development and are useful for a number of our pupils. The tracker assesses, speaking, listening, reading, writing, number, shape space and measure, and using and applying maths. Personal and Social Development (PSD) is also assessed as this can impact heavily on

progress. The areas assessed are: emotional aspects, independence and self-help, behaviour for learning and social awareness and relationships.

The first four aspects of the tracker relate to the 4 areas of SEND – detailed in the SEND Code of Practice (2014/15) and are especially related to pupils in the red and green pathways who are still working towards a semi-formal approach to learning. Subsequent aspects of the tracker relate to Reading, Writing, Mathematics and are more readily assessed for pupils in the upper green and blue pathways.

Monitoring also takes place through phase group meetings, and formally through lesson observations, book scrutinies, moderation and monitoring of data. Specific subject leads and the Senior Leadership Team (SLT) are involved in this process. Pupil progress meetings are held at least once each term with class teachers, and members of the SLT.

At the start of a child's time in school the new class teacher completes a baseline pupil progress tracker for the pupil.

The tracker is monitored on a termly basis which allows class teachers, pathway leads and SLT to monitor progress and identify specific needs for individuals and groups – this would then feed into support and intervention requirements.

Provision

All pupils have a personal learning plan which is evaluated on a termly basis, and an EHCP with a formal annual review as well. The support plan is written using assessment data, information from reports from outside agencies detailing targets or strategies to follow, information from parents/carers, pupil voice (where appropriate) and identifies resources to use to support the pupil. A meeting is then arranged with the parent/carer to discuss the new plan and review the old one. The plan follows the, assess, plan, do, review format.

External Agencies

Specialist support and provision has been requested from the following agencies this year:

- Educational Psychology Service (EP)
- Child and Adolescent Mental Health Service (CAMHS)
- Children and Young People's Service (CYPS)
- Speech and Language Team (SALT)
- Occupational Therapist (OT)
- Bowel and Bladder Nurse
- Epilepsy Nurse

Staff development from external agencies/school-based support:

- Safeguarding – safeguarding all pupils as well as vulnerable groups
- Managing Medication Training
- First Aid training
- Support from bowel and bladder nurse and attendance at training by key workers
- Support from epilepsy nurse and attendance at training by key workers
- Attendance at cluster meetings
- SEN Documentation and meeting support
- Peg feeding training
- Positive Handling training

- ECT support

Attendance and Exclusion

Attendance for all pupils including those with SEND – 91.8% the national comparator being ~87%

There have been no fixed term exclusions since new head joined in September 2021.

Parent/Carer involvement – meetings/reviews/contact

Parents and carers have a termly review of their child's progress and support received. The previous support plan will be reviewed and new targets, strategies, support and resources will be discussed to contribute to the new plan.

Where external agencies are involved or for those who require monitoring or who are moving towards any significant change in the EHCP then a member of the SLT would take the lead on the reviews. There are also times when appointments are made by either parents/carers or the school. Parents/carers who wish to can make an appointment by contacting the SLT on the school office number.

Onward Transition for pupils with SEND

Most of the year 6 pupils transition to Portland Academy, Harry Watts Academy or Barbara Priestman academy with transition visits taking place in June and July. Year 6 teachers have met staff from the schools to discuss transition arrangements and support for SEND pupils. Documentation requested for SEND pupils has been completed and sent to the respective schools. Extra support for vulnerable pupils has been requested and will be arranged by the secondary schools after the whole school transition has taken place.

All pupils in school will have 1 morning of transition with their class, towards the end of the term. They will spend time in their new classroom with their teacher for next year. For those children who require further support extra transition times will be arranged. The current and new class teachers also have a transition meeting to pass on cohort files and SEND files containing information about the class and to discuss the needs of individual pupils. One Page Profiles or individual passports will be updated and passed on, to the new class teacher, for all children.

Budget

The budget is spent on:

- providing TA support within the class,
- providing small group and 1:1 targeted intervention
- buying specific resources to support children in their learning eg, ear defenders, wobble cushions, sensory toys, pencil grips etc
- providing access to the sensory rooms and provision for autistic pupils with sensory needs
- CPD for staff eg, from Positive Handling Academy, CAMHS, SALT, OT
- commissioned services such as Educational Psychology Service

Staff Skills/Staff development/training

- Understanding the ranges – Communication and Interaction (ASD)
- SEN support for ECTs • Support completing documentation to refer pupils
- Personal Learning Plans
- SEND Reviews and meetings
- Individual support

- Managing toileting programmes
- Managing Epilepsy
- One Page Profiles and/or individual passports
- Pupil Progress meetings
- Informal development – staff support to identify targets, write support plans and reviews, offer advice, support and possible resources to use.

Monitoring Provision

- Planning
- Book scrutiny
- Reviewing plans and evaluations
- Learning walk
- Reviews
- Pupil progress meetings
- Drop-ins
- lesson observations

Key priorities 2023/24

- Monitoring procedures across trust – streamline/effective
- Develop new school website to be compliant to enhance the profile of SEND within the trust - policies relating to SEND to be reviewed to ensure they are compliant, up to date and are available on the school website
- Embed procedures to evidence the attainment, progress and attendance of those children with SEND
- Use data sheets and other assessments to identify concerns about progress and resulting actions
- Embed communication channels with parents to support their understanding of their own child's progress
- Training for pathway leads to be able to lead in supporting staff for planning for pupils with SEND
- Training linked to making effective use of strategies and resources for ECTs and new staff
- Supporting ECTs to develop their knowledge and understanding of SEND
- Produce a calendar of actions to enable staff to meet deadlines by organising their workload effectively



Columbia Grange
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Part of **Oak Learning**
Trust 