



**Columbia Grange**  
School

## SEN Information Report



The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest. The SEN Information Report must be published on the school website.

Schools should use this template as a basis for their SEN Information Report. It has been developed in accordance with the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE), which addresses specific areas and additional risks staff members should be aware of for pupils with SEND. Some sections have been included that are good practice, signposted as 'optional' – these relate to the information outlined in KCSIE and to the spending of your school's SEND budget. Whilst these are optional, including information on these shows additional transparency and demonstrates how your school is meeting its duties in other areas.

Wherever possible, provide bullets under each section to make sure your report is accessible, detailed and clear.

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## **Our school's approach to supporting pupils with SEND**

At Columbia Grange we recognise that each pupil needs to be regulated in order to access the curriculum and learn. Sensory Integration is entwined in every part of our school day and adapted to suit each individual and their needs. Sensory input is for all children, in every pathway. Where appropriate, children will access support via an Occupational Therapist assessment and receive a personalised sensory diet programme.

Within our offer we provide universal (available to all children), targeted (small group activities) and specialised (personalised, specific support for a particular individual) interventions to support each individual.

We work hard to ensure that every child will reach their full potential with regard to the development of speech, language and communication skills as a basic human right. Communication is integral to every individual child's personal learning journey and to all curriculum areas.

We aim to provide a total communication approach and allow the individual child to access their preferred communication system. Staff will model and promote the use of speech, Makaton sign, Widgit symbols, and AAC with guidance and support from the speech therapist

Every child is an individual therefore we intend to support each child based on their preferred method of communication. This will result in the growth of self-esteem and confidence; increased accessibility, understanding and enjoyment of the activities being delivered.

We believe all children have a right to an appropriately broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Our curriculum should be flexible enough to meet the needs of all our students. The curriculum is designed to meet the often very diverse needs of all pupils and the statutory requirements of their personal EHCP. We are passionate in promoting pupil engagement, differentiation and personalisation. Our curriculum is underpinned and driven by our commitment to promoting communication, functionality, independence and wellbeing, as set out in our school aims

We believe that the curriculum offered to our learners should reflect these aims of the school and follow the fundamental principles of breadth, balance, relevance and differentiation. The curriculum and its delivery are of paramount importance in the effective learning of each pupil. It covers all four areas of need: communication, cognition, sensory and physical development and social, emotional and mental health.

Our aim for the curriculum is for staff to be aware of what motivates pupils, and structure relevant and meaningful activities/interventions that enable pupils to be engaged in their learning, develop communication & positive relationships, perseverance, initiation, curiosity and independence and to equip pupils with the ability/ skills to lead fulfilling lives beyond the school environment

## **Catering for different kinds of SEND**

### **Cognition and learning**

Pupils with learning difficulties may require support – the school will offer one-to-one learning support where necessary.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The Senior Leadership Team will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Communication and interaction**

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.

- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The Senior Leadership Team will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

### **Social, emotional and mental health**

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) approaches to support pupils with these difficulties.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

### **Sensory and/or physical needs**

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires

- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the senior leadership team will ensure that their support needs are being met.

#### Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Megan Lancaster	Speech and Language Therapist	BSc in Speech and Language Pathology
Sue Stephenson	Occupational Therapist	

The SENDCO as a special school, Columbia Grange is not obliged to have a SENDCO

Name of SENDCO	Email address	Phone number
C/O John Lines (Head Teacher)	<a href="mailto:office@columbiagrangegrange.org.uk">office@columbiagrangegrange.org.uk</a>	01916913940

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## Securing and deploying expertise

Occupational Therapy Support- Follow In school 'Sensory Input Flow Chart'. If further support is required use the referral form and an appropriate level of support will be provided based on each individual case.

Speech Therapy- All children are assessed on entry to school. Further targeted support is provided based on score based assessment. Year 5 pupils are re-assessed ready for their Secondary transition.

## Equipment and facilities

Sensory Integration Room

Rebound Therapy

Light and Sound Room

Library/Music Room

Calm Corner (Yoga)

Hedgehog Hideaway (Soft play)

Peace Pod (calm/quiet room)

Discovery Park

Adventure Trail

Adventure Park

Garden

MUGA Pitch



## Identifying and assessing pupils with SEND

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress does not match or better the pupil's previous rate of progress
- Personalised Learning Plan targets are not being met from one Pupil Progress Review Meeting to the next
- The attainment/development gap is widened by the plateauing of progress

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils meaningful targets.
- Track pupils' progress towards these goals through the use of PLPs (Personalised Learning Plans)
- Review additional or different provisions made for them (Following Pupil Performance review meetings-PPRM)
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents following their 'Pupil Performance Review Meeting' and discuss involving additional specialists.

### **Consulting with pupils and parents**

#### **Parents**

Parents are invited into school for two parents' evenings. One at the beginning of the term to discuss children's transition and yearly trajectory of progress. One at the end of the year to discuss and celebrate children's progress and development and achievements.

Parents are invited into school for their child's Annual review and are asked to contribute to the process.

We hold several events throughout the year, such as the Halloween disco, where parents and siblings of the children in our school come together to enjoy social experiences.

At the end of the year we hold a special celebration event where parents and governors are invited to help us celebrate the achievements of the Year 6 pupils and wish them good luck for their next big step.

### **Pupils**

As part of the annual review process, semi-formal children are asked about their hopes and dreams for the future. They tell us what they enjoy and are good at and what things they need support with.

Views of our pre-formal learners come from how they present in their learning environment. Staff observe their preferences, interests and dislikes.

### **Involving key stakeholders**

Columbia Grange School works closely with Together for Children to ensure we are meeting the needs of our children.

We work alongside health professionals; paediatricians come into school and complete their surgeries. We work with community nurses including the epilepsy team. We liaise with the community dentist who offers support to both staff and parents. We hold Child and Young Persons (CYPS) support meetings and 1:1 sessions.

The Designated Safeguarding Leads work alongside Social Care professionals holding Early Help meetings. We hold termly Cared for Child meetings to ensure our Cared for Children are making progress and meeting Personalised Education targets.

## **Progressing towards outcomes**

As outlined earlier in the report, every child holds a personalised learning plan (PLP) which outlines their targets from their One Plan along with other targets. The plans are then used as part of observations to collate evidence to inform the Section F in their EHCP. This ensures children are being provided with experiences and focused sessions to meet their intended outcomes.

## **Transition support**

Here at Columbia Grange we ensure our children have the support and preparation they need when making small transitions as well as those big transitions into Secondary School.

We focus on transitions daily within school whether that be coming on the bus from school, moving from one activity to another or one learning environment to another. Our aim is for the child to move as regulated as they can and with as much independence as possible.

We provide children with visual strategies to ensure they are informed about the transitions. We make any sensory supports available and are used when necessary.

When children embark on their journey into Secondary Provision we ensure we have good links to their subsequent school. We plan visits and facilitate any communications between the Secondary Schools and parents. We hold an early Year 6 review to ensure we have time to complete a transition plan which is appropriate for each of our pupils.

Preparation for Adulthood is of high priority at Columbia Grange. From cookery sessions, to educational visits to the local community, to onsite visits. Our aim is to equip the children with skills they can use now and later in life to be as independent as possible. Through our PSHE curriculum we ensure we practise self-care skills, communication skills, social skills and awareness surrounding money and time management/organisation.

We take the children to different places and talk about the jobs people are doing. Places such as supermarkets, fire stations, dentists etc. We have visitors such as the school nurse and the community dentist.

## **Supporting emotional and social development**

We have a school council which meets every half term and is represented by a child from each class. This is a chance for children to express their views, concerns and wishes.

Personal, social and emotional development is a fundamental area which we place a high focus upon. All children have personal, social and emotional targets which are listed on their PLP. Staff within school provide children with learning experiences to focus on different elements of personal, social and emotional skills. As a school we foster SCERTS (Social Communication, emotional regulation, Transactional Supports) which enables us, as staff, to focus on a child's strengths and needs in these areas and how we as facilitators can support them.

## **Handling complaints**

This is through the Oak Learning Trust Complaints Policy available here: <https://www.olt.org.uk/our-governance/trust-policies/>

## **Local Offer**

Columbia Grange is a co-educational school for children with severe learning difficulties and/or autism between the ages of five to eleven years. The school initially opened in September 2003 and is a purpose built provision with additional facilities for autistic pupils. The school converted to become part of Oak Learning Trust in 2023. The school benefits from: appropriately resourced classrooms to accommodate children's learning needs, a soft play room, light and sound room, sensory room, ICT room, library, food technology room, a large PE room and a calming room (the Peace Pod). The outdoor learning spaces consist of: outdoor classroom areas, MUGA pitch, adventure playground, adventure trail, Discovery Park including Hobbit House, Garden and playground yard.



Columbia Grange School is not affiliated to any particular religious denomination.

Below is the link which will direct you to information about Together for Children's Local Offer and how our school contributes to their offer.

<https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page?localofferchannel=0&msclkid=cf57fd1daf3a11ec878845aebf6327f8>

## **Service Delivery Specification – Provisions for primary aged children with severe learning difficulties and Autism**

### **Commissioned numbers – 140 places**

#### **Core purpose**

*A primary special school for young children who have **severe learning difficulties and autism spectrum disorder***

#### **Entry Criteria**

- The placing authority is Together for Children on behalf of Sunderland City Council. The young person will present with significant levels of behaviour, emotional, social difficulties which are complex, and which necessitate a multi-agency response.
- The child/young person will have an Education, Health and Care Plan with Communication and Interaction – **autism and severe learning difficulties** identified as the primary needs.
- The young person's needs should in line with those identified at range 4b/5. The child/young person will have:
  - significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance.
  - difficulties expressing empathy, emotionally detached, and can tend to hurt others.
  - an uneven learning profile.
  - profound sensory needs.
  - Communication and interaction need identified by the range descriptors (see SEND ranges) that profoundly affect their access to the national curriculum, including the social, emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available.
  - needs that are likely to have a detrimental effect on the acquisition, retention, and generalisation of skills, and therefore on the result of any assessment
  - cognitive scores that fall within the range for severe learning difficulties.

- Interventions recommended by external specialists will have been used and despite these the pupil shows little, or no progress or intensive support is required to ensure progress; and
- An Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed with the Early Help team at a review meeting or annual review meeting prior to a referral being made.

### Named contacts

Name of individual	Email address	Phone number
John Lines (Head teacher and DSL)	<a href="mailto:office@columbiagrangegrange.org.uk">office@columbiagrangegrange.org.uk</a>	01916913940
Sarah Kemp (Deputy Head teacher & DDSL)	<a href="mailto:office@columbiagrangegrange.org.uk">office@columbiagrangegrange.org.uk</a>	01916913940
Gavin Briggs (Assistant Head teacher & DDSL)	<a href="mailto:office@columbiagrangegrange.org.uk">office@columbiagrangegrange.org.uk</a>	01916913940