

Colton Hills Community School
'Learn, Grow and Achieve Together'
Many Minds. One Mission.



Special Educational Needs & Disability School Information Report
Academic Year 2026 - 2027

RATIONALE

It is a legal requirement that every 12 months we produce a SEND Information Report which complements our school SEND policy. Our SEND policy is also reviewed and updated every 3 years. The first section of this report will signpost where you can find the information that you might need in the school SEND policy which you will also find on this website.

This Special Educational needs and Disabilities (SEND) Information Report outlines information regarding the ways in which we provide support for all students with SEND, in order to realise their full potential and make both academic and personal growth, which will support them in being equipped for their future lives.

We will also set out feedback from a series of SEND students about their experiences over the last year.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs and disabilities (SEND), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents.
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- the need to support the child or young person, and the child's parents, to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

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

At our school we use the definition for SEN & for disability from the SEND Code of Practice (2015). These state:

- 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 children 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**'. This definition includes sensory

	impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy & cancer.
Which areas of need are catered for here at Colton Hills Community School?	Students at Colton Hills Community School have a range of difficulties including: • Cognition and Learning • Communication and Interaction • Sensory or Physical difficulties • Social, Emotional and Mental Health Difficulties. A child may have more than one area of need & over time these needs can change depending on circumstances beyond the child's control. At Colton Hills Community School, we treat each child as an individual and strive to meet the individual child's needs during their time with us. For children with an Education, Health & Care Plan (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 EHCP 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. We will then look closely at your child's needs and carefully consider whether we would successfully be able to meet the needs of your child before a final decision is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). 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.
How do we identify & assess children with special educational needs?	When your child first joins Colton Hills Community School, we use information from a range of sources to help identify SEND and any other needs. These include information from: • parents/carers in either verbal or written form • primary school staff • Key Stage 2 data • Baseline testing • English as an Additional Language Assessment Team

- Literacy and Numeracy assessments.
- Information on the child's admission form
- Staff observations
- External Agency reports

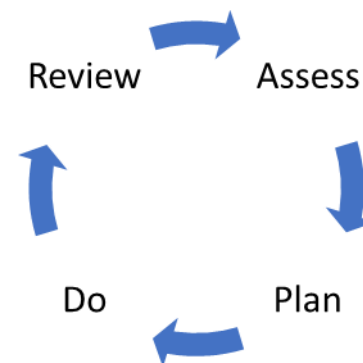
Our subject teachers, form tutors, heads of department and year team, closely monitor the progress and attainment of all students, including those who have or may have SEND. They identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

This may also include progress in areas other than attainment, for example social interaction.

Slow progress and low attainment will not automatically mean your child is recorded as having SEND. When deciding whether special educational support is required, we will start with individual outcomes, included the desired progress and attainment, together with the views of your child and the parent and or carer.

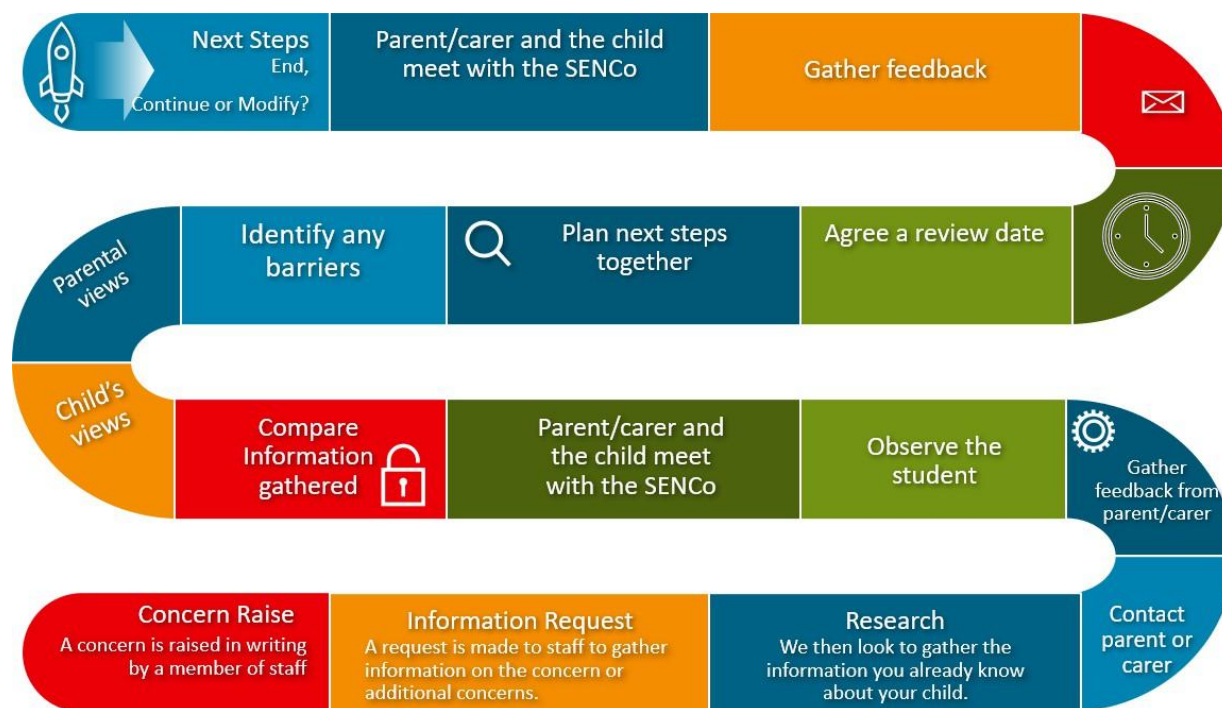
Should your child need to be assessed we follow the graduated approach in order to identify and assess a child's needs, using the 'Assess, Plan, Do, Review' model.



A clear referral system is established within the school using the Cause for Concern Referral System. A referral is made in written form by a member of staff. The referral is shared with SEN Administrator who requests information from all members of staff. The information consists of staff observations & concerns both inside and outside of the classroom, together with the layers of support that have already put in place to support the child.

This then triggers the next step of the process where the SENDCo will collate a bigger picture on the child across their curriculum areas to assess and implement any support required. Once this process has been completed parents/carers & the child are invited to attend a meeting with the SENCo & relevant members of staff if required to share the information gathered. At Colton Hills Community School, we identify the barriers the child might be experiencing & the layers of support that can be put in place. As a school we feel it is important to focus removing the barriers & making the support the focus, not giving a child a label.

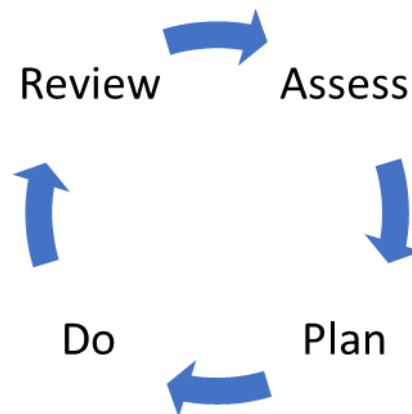
All children identified with special educational needs are placed on the 'Special Educational Needs Register' which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and to support learning activities.



What should I do if I think my child may have special educational needs?

If you have concerns relating to your child's learning or inclusion, then please initially discuss these with your child's subject teacher, form tutor or year team. This may result in a referral to the school SENCo Mr Winward who can be contacted through the main school switchboard.

How will the school support my child with SEND?	All children will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to children with SEND is monitored through a few processes that include: 1. classroom observation by the senior leadership team, the SENCo & external verifiers, 2. ongoing assessment of progress made by children with SEND, 3. work sampling and scrutiny of planning to ensure effective matching of work to a child's needs, 4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of a child with SEND, 5. child and parent feedback on the quality and effectiveness of interventions provided, 6. attendance and behaviour records. • Children with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. • All children have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and at events such as Parents' Evenings. • A child's attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These children are then discussed in termly progress meetings that are undertaken between the subject teacher and a member of the Senior Leadership team and if appropriate, the child themselves. • Additional action to increase the rate of progress will be then identified and recorded that 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 child. • 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 to improve attainments.
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Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the child held by the school will be collated by the class/subject teacher/SENCo to make an accurate assessment of the child's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **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 child will be obtained and appropriate evidence-based interventions identified, recorded, and implemented by the class/subject teacher with advice from the SENCo.
3. **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 that consider parents' aspirations for their child. Parents and the child 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.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the child.

How will my child be involved in decisions regarding provisions that can better meet their needs?

For children who have been identified as wave 2 each child will have a 'Pupil Passport'. These are completed by the child themselves and identify their abilities and strengths, their personal aims, and the support they require in school to reduce barriers to learning and social success. Each term, this information will be reviewed, and the child's views gained on the effectiveness of the action taken so far to meet their needs. Those children who have been identified as waves 3 & 4, will have an 'Individual Education Plan'. The plan will set 2-3 targets that they child must focus on, and the strategies staff can use to support the child. These are then reviewed

	termly. Those children on a wave 4, already have an Education Health and Care plan, while those children on wave 3 have an external agency working with them and set targets with the school. Children are encouraged to: • Take part in Student Voice activities within school • Regularly evaluate their work in class • Attend review meetings • Contribute to target setting • Review and reflect on their learning and achievements • Be High Performance Learners
How will the curriculum be matched to my child's needs?	Teacher's plan using a child's achievement levels, differentiating tasks to ensure progress for every child in the classroom. When a child 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 Coordinator (SENCo) and/or external specialists. In addition, if it is considered appropriate, child may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents. When your child is approaching the start of the Key Stage 4, if we have evidence, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications. These are strict rules that all schools must follow in relation to exam regulations.
How do I know if my child is making progress?	All children, including those with SEND, are assessed on a regular basis, in accordance with the school's Assessment Policy. Teachers formally assess attainment 2 times a year which is communicated to parents/carers via interim reports that are sent home, as per the school calendar. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment, and additional layer of support. All children with an Education, Health & Care Plan have an Annual Review. Up until August 2022, the Local Authority used an online system that parents & nominated staff would be able to access, via the SEND HUB. From September 2022, SENDSTART will be changing the existing pathway, which will be shared with schools in the autumn term. Parents will then be contacted by the Local Authority and made aware of the system in place.

How will parents and support be helping to support your child's learning?	Supporting a child to be successful in school, is a partnership between parents, carers, your child, the school and where appropriate external agencies. We need to work together, for any child to be successful with their learning and their progression into adulthood. Collectively, we will work together by: • Helping your child to be organised for school day (including reminding them to bring the right equipment and books). • As a school we will communicate with you by: text, message, post messages on your child's year team channel (through TEAMS), email, phone call and/or letter • It is important to encourage full attendance and good punctuality so that your child has good routines. We offer rewards as an incentives and end of year trips • Completion of homework • Attending parents' meetings • Signing consent (where appropriate) for us to engage external agencies Attending any meetings specifically arranged for your child. We will support you by having regular communication from the SEN Department and, where necessary, the Pastoral team for your child who will contact you when required.
How does the school evaluate its SEN provisions? How does the school review the progress of my child and how will I be involved in this process?	All interventions run with the SEN Department start with a baseline. During the intervention there are regular tracking and monitoring assessments made together with a final assessment at the end. When a child completes an intervention, a mini review is held at 3 weeks to ensure the impact of the intervention is continuing to be effective. The school sends home interim reports which will show your child's current and target levels as well as reporting on their effort, behaviour, and homework. Heads of House and Curriculum Leaders will monitor and review your child's grades and identify any subject where your child is not making the right amount of progress. At this point the school will communicate with parents what needs to happen next & progress will be monitored more closely. We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through telephone calls & the use of Class Charts, parents' evenings & appointments made with individual staff. For those children who have an Educational Health Care Plan an Annual Review will be arranged, together with a data report and a review of child's Individual Education Plan (IEP).

What support will there be for a child's overall well-being?	The school offers a wide variety of pastoral support for every child. This includes: • An evaluated Enrichment curriculum that aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. • A before school breakfast club which is available to all children from 8.00am. • A large range of academic and extra curricula clubs which are open to all children and change each term. Clubs run during lunchtime and after school. Extra-curricular clubs can be found in your child's tutor room and are posted on the Year Teams channel. • Small group evidence-led interventions to support a child's well-being are delivered to targeted groups of children. • Support from the year team and wider pastoral team within school. • Access to our school nurse to discuss medical concerns or queries relating to your child. • Opportunity to work with a trained THRIVE practitioner should this be beneficial to your child.
Pupils with medical needs (Statutory duty under the Children and Families Act)	• Children with medical needs will be provided with a detailed Individual Health and Care Plan (HCP), compiled in partnership with the school nurse and parents and if appropriate, the child themselves. • Parents can support the school by sharing their child's annual Asthma Health & Care plan, together with keeping school updated regarding any medical changes to their child's health. • Staff who volunteer to administer and supervise medications, will complete formal training, and be verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.
What specialist services are available to the school? What links does the school have with support services for parents and carers?	The school has access to a range of specialist support, which may include parental permission to be granted for a referral can be made. These include: • Outreach Team at Penn Hall • Physiotherapy • Occupational Therapy (OT) • Speech & Language (Sp&L) • Specialist Teacher (AREA SENCo) • Educational Psychologist (EP) • Hearing Impairment Team (HI) • Visual Impairment Team (VI)

	• Child & Adolescent Mental Health Service (CAMHS) • Base 25 • Counselling Service • Connexions • The Orchard Centre • Nightingale Centre • Braybrook • Mid-Point • Early Help Assessment (EHA) These services are contacted when appropriate and necessary, according to your child's needs.
What training do the staff supporting children with SEND undertake?	In the last year school staff have received a range of training at two levels: awareness and specialist. Awareness training has been provided to all staff on: • How to support pupils with literacy difficulties. • How children with English as an Additional Language & SEND access the curriculum • How to support pupils on the autistic spectrum • How to support pupils with behavioural difficulties • Dyspraxia Awareness • First Aid Training • The use of Epi-Pens & Asthma Training • Adaptive teaching approaches • The THRIVE Approach – 3x trained adults as practitioners (from May 2024) • SLT member – THRIVE trained (June 2024) Enhanced training has been provided to the SENCo & relevant staff on: • Yearly-Type 1 Diabetes Training • Attendance at the termly SENCo Update • Training in the use of evacuation chair Specialist training has been provided to the SENCo on: • The SEN Co-ordination award. • The school has regular visits from SEN specialist teacher & Educational Psychologist who provide advice

	to staff support the success and progress of individual pupils. • The NHS Speech Language Therapist visits to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant. • Regular visits from the Visual Impairment Team to assess and monitor the provision in place for our existing children. • The Governor with specific responsibility for SEN has completed the SEN Governor training.
How will my child be included in activities outside the classroom including school trips? What happens if my child has a specific disability or medical need?	• Risk assessments are carried out and procedures 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. If your child has a specific disability or medical need, they will not be refused, if they wish to attend a trip. Once parental/carer consent has been received by the school that your child wishes to attend a school trip, we implement the following process: • Itinerary of events • Generate adapted risk assessments in relation to your individual child's needs and the activities they will be doing • Ensure staff members attending the trip are appropriately trained to meet your individual child's needs • Review your child's Health & Care plan to reflect any of the above and/or any additional training that might be required • We then meet with you, your child and the relevant staff who will be leading the trip to ensure everything is in place The school ensures it has sufficient layers in place to ensure that no child with SEND is excluded from any school provided activity. School does, however, still have the right to refuse if this is a reward and the child hasn't met the expected criteria.
How accessible is the school site?	In the last three years the following adaptations have been made to the school environment: • Disabled parking spot marked and located next to the school reception. • All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate • Ramps have replaced the two steps into school to ensure the site is accessible to all. • A few toilets have been adapted to ensure accessibility for those with a disability. • A medical room has been provided in order to enable a safe place for insulin testing/injections.

	• The 'Resource Base' has been developed to improve inclusion and allow those more vulnerable children a quieter place to sit during break & lunchtimes. • We have access to a lift to enable a child to access PE, Drama, Maths, Science, Art and Design Technology Departments. • Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.
How will the school prepare/support my child when joining or transferring to a new setting?	Several strategies are in place to enable a supported transition. These include: On entry: • A planned introduction programme is delivered in the summer term to support the transfer for children 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. • Opportunities are available to all new parents to meet the SENCo & raise any concerns and solutions to any perceived challenges to be located prior to entry. • If a child is 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. Transition to the next school, preparation for adulthood and independent living. Primary: As a school we would recommend that during your child's annual review in year 5 parents consider their decision regarding secondary school choices. This is to enable to primary & future secondary school to begin working together to ensure a smooth transition. After school: • The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014. This places a duty on schools to secure independent careers guidance for all year 8 through to year 13 for children. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways. • Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. https://nationalcareersservice.direct.gov.uk/ or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare

	for adulthood, including getting a job. • Where a child has an EHCP, all reviews of the Plan from Year 9 and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.
How does the school's resources allocate and match a child's special educational needs?	Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Teaching Assistants are allocated, where resources allow, to support children in and out of the lesson depending on their area of need. The school receives funding to respond to the needs of pupils with SEND from a few sources that includes: 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 children with special educational needs and disabilities through support that might include: • Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g., read aloud software, different recording strategies & additional time) • In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours & organisation) • Out of class support (relationship building, social, emotional skill development) • Small group tuition to enable catch up (subject or targeted at additional need) • Specific support, advice and guidance is provided to parents and families to improve child's readiness for learning (relating to child's difficulties in attendance, behaviour, physiological and emotional needs. • Provision of specialist resources or equipment (use of ICT, sloping board, electronic/modified versions of text). • Partnership working with other settings (shared resources e.g. shared expertise: support from local special school on action to improve inclusion: shared alternative environments) • Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience) • 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). • Access to support from in-school sources e.g., learning mentors (peer or adult) or from charities (Barnardos). The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are

Who can I contact if I have a complaint?	If your complaint is not related to a Special Educational Need then please see the School's Complaint Policy, the School's complaints procedure is available on our school website. If you have a complaint about the SENCo contact the Headteacher. Main Reception Contact Number: 01902 558420 School Email Address: coltonhillsschool@wolverhampton.gov.uk Headteacher: Ms J Hunter SEND Link Governor: Vacant
Who can I contact to find out more about support for parents and families of children with SEND in Wolverhampton?	SEND Information, Advice and Support Service: https://wolvesias.org/ Phone Number: 01902 556945 Email: ias.service@wolverhampton.gov.uk SEN Support and EHCPs - guidance on levels of difficulty and provision: https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/advice.page?id=8OI2Z2xYCP8 If you need to contact one of your child's teachers in school then please email Mr M Winward or telephone the school office for your ease.
Information on where the Local Authority's Local Offer can be found:	Additional support Wolverhampton Information, Advice and Support Service offers impartial advice to parents and carers regarding special educational needs and disability. WIASSEN Support Leaflet Wolverhampton's Local Offer can be found by clicking the link below: Wolverhampton SEND Local Offer