Coldfall Primary School SEND Information Report 2026-2027

Provision for Pupils with Special Educational Needs and/or Disabilities (SEND) at Coldfall Primary School

We will give all pupils the opportunity to achieve their full potential by ensuring that they have full and equal access to the curriculum. Coldfall will always have due regard to the needs of pupils with SEND (special education needs and/or disabilities) and are committed to take steps to meet their needs, even if this requires more favorable treatment. At Coldfall, we want all pupils to lead happy and fulfilled lives, to be caring and confident and develop a love of learning.

At Coldfall, we believe very strongly in a high-quality teaching for our pupils, rather than removing children from class and vital lessons with their peers in order to provide 'catch up'. Our rational for this is that it is detrimental to children's well- being to believe that they are not able to complete age-appropriate work with their peers and that by missing lessons (due to learning outside of the classroom) they are likely to fall even further behind, as they are not covering an age-appropriate curriculum.

There are some cases where we feel that specific intervention is needed. Where such intervention is deemed appropriate, we always try to substitute like for like. For example, a child may participate in Inference sessions, rather than Destination Reader.

In exceptional cases, where a child has very complex needs and is not able to access learning with peers, a bespoke program will be designed with the support of external professionals.

The school *may* make referrals to external specialists to help develop our understanding of how to support children with complex additional needs. This includes: Educational Psychologists, Doctors and Nurses, Speech and Language Therapists, The Autism Team, Occupational Therapy Services and The Child Development Clinic.

Please see the separate document *'High Quality Teaching at Coldfall'* for more details on high quality teaching.

How we know if a child has special educational needs?

A child or young person has SEND if they have:

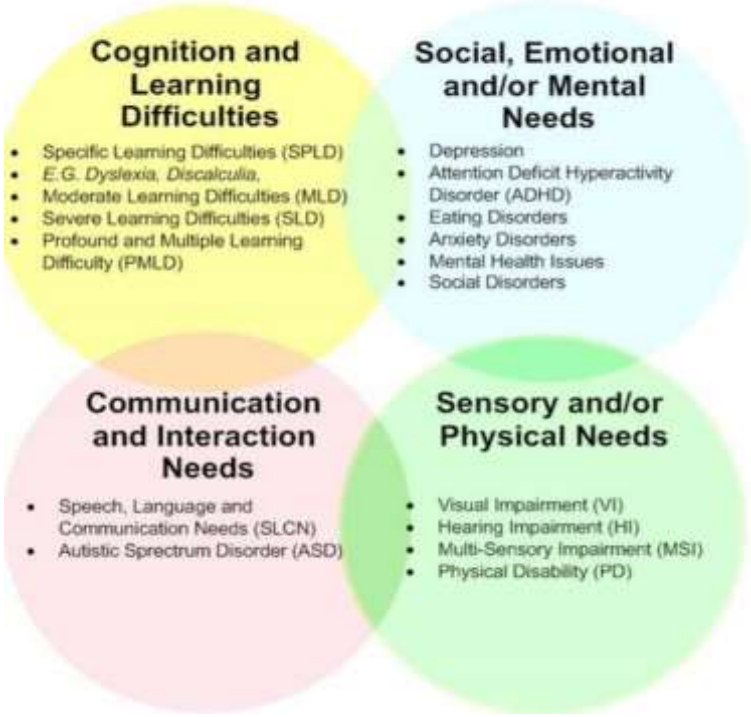
a) "a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools…"

(SEN Code of Practice: for 0-25 Years, September 2015)

What kinds of Special Educational Needs and Disabilities (SEND) do Coldfall cater for?

There are four main areas that SEND can fall into, they are:



Children may encounter difficulties in one or more of these areas. We are committed to putting the best provision in place to support children who do experience difficulties in any of these areas.

Education Health and Care Plan (EHCP)

An Educational, Health Care Needs Assessment is part of a graduated response to provision for children with SEND. Schools are likely to apply when the SEN provision required to meet the child's needs cannot reasonably be met within the resources ordinarily available to the school, our universal offer. The school have to show they have used their best endeavors to meet the child's needs with evidence cycles of assess, plan, do review and such should include professional input.

You can find out more about EHCPs from the following documents *'Guide to EHC assessment Feb 20*', *'Parents Guide to an EHC assessment process Feb 20*' and '*Haringey eligibility for EHC needs assessment May 2019*'.

Policies, Pupil progress and SEND Support Meetings

Jenna Buckley-Moran is the SENDCo at Coldfall Primary School. She liaises with teachers, external professionals and parents/carers to ensure teaching is shaped to the children's needs/SEND. For more information, please refer to the *'Coldfall Primary School SEND Policy'.*

Every term, the parents/carers of children on the SEND register receiving SEND support will be offered a SEND Support Meeting with class teacher and those with EHCPs a meeting with the SENCo and the classteacher. At these meetings, parent's/carers' views are sought with regard to their children, alongside teacher perspective to evaluate the provision and shape what this should look like. Children are consulted regarding how to support them best where appropriate. The SEND Support Meetings are centered around the 'Assess, Plan, Do,

Review' cycle of action (see separate document *'Assess, Plan, Do, Review Process at Coldfall'*) and if applicable the child's Individual Support Plan where the targets and strategies are reviewed. Interventions and strategies are evaluated for effectiveness and further plans and targets are considered and agreed. Such discussions centre around the child's area of needs and their strengths.
In addition to the termly SEND Support Meetings, data from summative and formative assessments and the child's overall progress and well-being, is discussed at the termly Pupil Progress Review Meetings that takes place with the classteacher and the Senior Leadership Team. The children's data is tracked and the effectiveness of provision is evaluated.

Transition

There is a robust transition for any child on the SEND register prior to moving to another school, whether that be within a phase, or at the end of Year 6. Similarly, this includes children transitioning from another school to Coldfall. The transition consists of either face-to-face meetings or telephone conversations with the appropriate professionals in the previous, or next setting. Transition visits are also offered for children with complex needs and parents/carers are welcome to speak with the classteacher and SENDCo to support the transition. All relevant documents will be passed on to support the transition and new setting. Transition books with visuals and social stories may be created and used.
See our Transition Policy for further information.

Staff training

Either the SENDCo, Senior Management or external professionals provide appropriate training for staff (teachers, students and teaching assistants). Sometimes this is generic training, involving multiple members of staff; however, there may be bespoke training as part of professional involvement for individual staff who support specific children. Training is based on the needs of the children and school.

SEND budget

The school receives an annual budget to support children with additional needs, as well as a top up budget for those children who have an Educational Health Care Plan in place. The allocation the financial year April'25 to March'26 is £193,183.13. This money is spent on additional adults to work with children, resources (e.g. interventions, SEND items – wobble cushion) and training for all staff.

Pastoral support

Many children with additional needs require a high level of pastoral support. This is provided on a daily basis by class teachers, students teachers and teaching assistants who work directly with pupils and those who also supervise them at break and lunch times. The Learning Mentor may also support children who have particularly complex needs. There also may be involvement and support from the Pastoral Team – Mrs Gazzard, Mr Descrettes, Miss Sapirstein, Miss King and Miss Buckley.
Depending on the support needed, we may also refer external agencies such as the Child and Adolescent Mental Health Service (CAMHS), Grief Encounter, Markfield, Early Help and other organisations who can support both the child and their family.

Safety of pupils

Children with additional needs are more at risk of bullying and abuse. Internally, our pastoral support systems, alongside vigilance by staff and strategies such as Give me 5 and a Worry Box in all classes hugely helps to protect children. Our culture is very much centered around

support being provided both in class and in the playground by members of staff who know the children very well. Staff are knowledgeable about children who may be at risk and ensure close supervision and support. Assemblies, PHSE and Circle Time provide excellent platforms to discuss and explore interpersonal relationships and to promote respect, equality and understanding for all.

At Coldfall, we have very robust systems in place in order to Safeguard our children. A culture of 'no concern is too small' exists. We have a team of three people who lead on safeguarding; Sebastian Descrettes, Alex Sapirstein and Louise O'Mahoney. Please see the *'Child Protection Policy'* for more information.

Concerns and complaints

If you have a concern, or wish to complain, in the first instance this should be raised with the class teacher. If you feel dissatisfied and wish to take the matter further, you should speak to the Year Team Leader, then the SENDCo and finally a member of the Senior Management team including the Deputy Head/Head Teacher.
The school has a separate complaints policy. The *'Complaints Policy'* can be found on the school website.

External Support Service

Every borough has an organisation called SENDIASS (SEND Information, Advice & Support Service). They are able to provide support and advice to any parent/carer with a child who has additional needs. You must contact the SENDIASS organisation in the borough which you reside. SENDIASS can support you with any concern e.g. feeling provision is not appropriate for your child, being turned down for an EHCP, needing to be signposted to appropriate therapeutic or support agencies, or just to give general advice. Training, short breaks, clubs etc. are provided by some SENDIASS organisations.

Contact details:

- **Haringey SEND**

  SENDTeam1@haringey.gov.uk
- **Barnet SEND**

  SENAdmin@Barnet.gov.uk

Each Local Authority publishes a local offer. This outlines what services are available at both a school and LA level.

The Local Offer: Haringey

https://www.haringey.gov.uk/children-young-people-families/send-local-offer

The Local Offer: Barnet

https://www.barnetlocaloffer.org.uk/

The Local Offer: Enfield

https://www.enfield.gov.uk/services/children-and-education/local-offer

Please also see other relevant documents:

- SEND Policy
- SEND Provision map
- Transition Policy

September 2026
This report will be reviewed annually