

SEND REPORT



[HTTPS://COLUMBA.SECURE-
PRIMARYSITE.NET/INCLUSIONSEND/](https://columba.secure-primariesite.net/inclusion/send/)

 2025/2026

Our vision for the pupils of St Columba is to generate a culture of inclusivity, where ambitious and resilient learners are all motivated and given the tools they need to succeed in their education journey.

Our Recent Inclusion Quality Mark assessment stated:

“There is a strong sense that every pupil is truly seen and valued and their potential nurtured. The school’s Vision for Inclusion and High-Quality Special Educational Needs and Disabilities (SEND) support clearly outlines its commitment to ensuring each pupil receives the education they need and deserve. Notably, the focus of the vision is on how pupils should feel in an inclusive setting avoiding describing inclusivity from a deficit perspective and instead highlighting the benefits of a diverse and inclusive community. St Columba’s Christian values of Hope, Love and Respect are fundamental to its inclusive ethos. These concepts are embedded within policies, reinforced through the house points system and are demonstrated and felt by the staff, parents, pupils and wider community members”



admin@stcolumba.school



01329 843226

Love

Hope

Respect


Ofsted
Good
Provider

St Columba C of E Local Offer

Inclusive education benefits all. All children bring diversity to the classroom, where we can all learn from one another's abilities and unique qualities. Every child should feel safe and have a feeling of belonging within their classroom and the wider school. This is possible with the passion of educators, training, a supportive environment, and the encouragement and involvement of parents/carers.

How will school staff support my child?

St Columba Primary School is an inclusive school with a strong commitment to meeting the needs of all our students. The Inclusion team work together with all staff to ensure that our creative curriculum promotes the development of the whole child, and a range of teaching and learning styles are adopted so that lessons and extracurricular activities are accessible for all children. We also provide a range of additional support for students who have been identified as having a specific need. This might include:

- adaptations to the curriculum, which means adapting tasks to suit individual needs
- in-class support across the curriculum
- reading support by a specialist teaching assistant
- early numeracy taught by a specialist teaching assistant
- social skills groups
- behaviour, emotional, social development
- interventions before, during or after school, across a range of areas



How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

St Columba Primary School staff meet regularly as a team to discuss the needs of each child. Your child's progress is then monitored throughout their time in school and support plans are put in place if children do not make expected progress. Some students will make good progress and come off the SEND register. Teachers and support staff will share any concerns regarding SEND with the Inclusion team, who will carry out further assessments (formal and informal) and work with other professionals where appropriate. Similarly, if you have concerns you should contact your child's class teacher or the school's Special Educational Needs Co-ordinator (SENDCO), Tori Robertson via the office at: admin@stcolumba.school



How is the decision made about what type and how much support my child/young person will receive? How are the school's resources allocated and matched to children's/young people's special educational needs?

The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate. The school follows the graduated approach outlined in the Special Educational Needs and Disabilities Code of Practice (2015) (see SEN Policy) Children with SEND will have access to the appropriate resources needed in order to help them make progress e.g. phonic mats, coloured overlays, wobble cushions. The child's view is consulted through self- assessment, pupil voice and questionnaires. The SENDCo reports to the Head Teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times. There is a governor responsible for SEND, who also meets regularly with the SENDCo. They report on their visit to the governors to keep them all informed. The governors agree and approve priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support they need in order to make progress. This will include resourcing appropriate equipment and facilities. Access arrangements that can be put in place for end of key stage tests will be discussed and agreed by Head Teacher, parents, class teacher and SENDCo. This is formally recorded.



How will the curriculum be matched to my child's needs?

All teachers are responsible for using a range of methods and resources to make sure that students enjoy and achieve within their classrooms, e.g. resources using symbols, ICT software to support writing or writing frames. The Inclusion team and staff from outside the school advise and support teachers to devise a range of tasks and methods of working to support all pupils. We work closely with the Educational Psychology Service; Children's Integrated Therapy Services; and Primary Behaviour Service to ensure that the curriculum is matched to your child's needs.

What specialist services and expertise are available at or accessed by the school/college?

St Columba C of E Primary School has access to the full range of Local Authority specialist services in education, health and social care [see the Local Authority local offer]. We have teaching assistants and teachers who are trained in dyslexia, early numeracy, literacy and speech, language and communication. Staff take part in an ongoing training programme which includes sessions on attachment and trauma, autistic spectrum disorder (ASD); speech, language and communication needs (SLCN); and dyslexia. We are a Thrive based school and have a number of thrive practitioners who can work with your child. The school also has an ELSA (emotional learning support assistant), and a mental health lead who can support children. As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school, including:

- Educational Psychology Service Primary Behaviour Service
- Child and Adolescent Mental Health Service (CAMHS and CYP)
- NHS Therapies, including Occupational and Speech and Language Therapy
- Specialist Teacher Advisor for Hearing Impaired
- Heathfield School Outreach
- Social Care and Early Help workers Hampshire SEN Service
- School Nursing and other health services

What support will there be for my child's overall wellbeing?

At St Columba C of E Primary School, we are committed to helping all children stay safe and healthy and enjoy their time at school.

We strive to help them to grow into mature and caring young people who make a positive contribution to the school and the wider community. Children who are identified as needing additional well-being support can be offered Emotional Literacy Support, thrive, drawing and talking Therapy, Cognitive Behaviour Approach, Lego Therapy and welfare check ins.

As a whole school we follow the Thrive Approach so all children are treated in a relational way. We are supported by the school nurse, who is able to offer welfare support, and our in house Family Liaison Officer who is able to support both the child and their family. We also have a fantastic working relationship with the Primary Behaviour Service who can offer support to children in school and family support.

If we feel we are not able to offer suitable support in school we also refer to other services for support including family support services and children's services.

In addition, we value the positive contribution the children can make to the school community and their well-being. The children are encouraged to contribute their views on school life through pupil questionnaires and through the Student Council.

How will I know how my child is doing?

We will track your child's progress on an ongoing basis and take action when children are not making the expected progress. You will be invited to attend teacher/parent meetings to discuss your child's progress. The SENDCO is also available to discuss any matters related to your child's progress and needs. If your child has an ILP (Individual Learning Plan), you will be invited to discuss this plan at parents' evening. The class teacher will review the last term's targets and discuss a new plan for the upcoming term. This is an opportunity for you and your child to give your view on their learning plan and provision in school. This plan will show the targets each student is working towards and the support they are receiving to be able to successfully achieve this.

Children with an Education, Health and Care Plan (EHCP) will also have an annual review meeting to discuss arrangements and progress. Additional meetings are available by request (email or telephone) and for students with a high level of need, regular contact can be arranged. The support that a student receives will be discussed with parents and any new arrangements that need to be put in place are always discussed, and a written copy of review meetings will be available to parents or guardians.



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

Teachers will meet with you at parent consultation meetings to discuss your child's progress and individual learning plan. Mrs Robertson, the SENDCo, is always available and contact can be made through the office. Positive parental involvement in school life is always welcome and feedback sought formally through questionnaires and more informal coffee mornings.



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

All students at St Columba Primary School have access to all activities offered by the school and, where necessary, additional adult support will be available to assist your child at after school activities and on school trips. Parents will be asked to meet with school staff to plan appropriate support and adaptations where necessary

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

When you apply for a place for your child at the school, we ask you to share any concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

Transition from Year 6 to secondary school is completed in liaison with the new school.

For those children who may be particularly worried or who may have specific educational needs, we are able to arrange additional visits, and we organise a suitable transition programme. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

How will you help me to support my child's learning?

Research shows that parental involvement has a significant impact on the progress that pupils make in school.

We encourage regular communication with parents and carers. Class teachers, the SENDCo and other members of staff are able to offer advice on how best to support your child's learning.



How will the school decide how much money is spent on my child?

The school's budget is used to provide the wide range of support outlined above. Your child will have access to this support according to their needs. Support for students with the highest level of need will be outlined in Education, Health and Care Plans, and for those with lower levels of need, information from parents, other professionals and school staff will be used to plan support which is paid out of the school's budget.

How accessible is the school environment?

We ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language.

Our school has an accessibility policy which is reviewed regularly and which describes how we improve access to the physical site, curriculum and to information. Accessible toilet facilities are available within our school. The School has classrooms on the ground floor and 1st floor. We have accessible doorways and can discuss any particular arrangements that may need to be made. If you have specific access queries or concerns, please speak with us.

Who can I contact for further information?

Your child's teacher is the first person to talk to. If you have a specific question or concerns relating to SEND, you can contact Tori Robertson (SENDCo) through the school office. She will be more than happy to will answer your concern or pass them on to the relevant agency.

You might also wish to contact Hampshire SENDIASS for further information: You can contact SENDIASS for impartial advice: www.hampshiresendiass.co.uk; email: hampshiresendiass@coreassets.com or telephone: 0808 164 5504

Admissions and transport

<https://www.hants.gov.uk/educationandlearning/admissions>

<https://www.hants.gov.uk/educationandlearning/schooltransport/parent-carer>

Information for families

<https://www.hants.gov.uk/educationandlearning>

An invitation for feedback

This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer, or make suggestions to improve the information, please email admin@stcolumba.hants.sch.uk

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.



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