



Curdworth Primary School

SEND Information Report

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEND to ensure they achieve their full potential. Children who have a **Special Educational Need and/or Disability (SEND)** are expected to make outstanding progress. This Information report has been to give you information about the support and services provided for all children including those with SEND. Please be mindful that the support given to children at Curdworth Primary may change. Please check with your class teacher or the SENCO if you have a question about your child's learning.

Definition of Special Educational Needs and Disability (SEND)

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have 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 or mainstream post-16 institutions."

SEND Code of Practice 2014

Definition of disability

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities' Equality Act of 2010

The statutory National SENDCO qualification will be undertaken by our newly appointed SENCo Daisy Chetwynd



My name is Daisy Chetwynd and as well as my role of Assistant Headteacher, I have been a teacher at Curdworth Primary for the past 6 years. During this time I have enjoyed learning with our Key Stage One and Two children and their families. I am really embracing the role of as SENDCo, as it is an area I am extremely passionate about. I am especially enjoying the experiences and challenges that this role is bringing. I aim to support and collaborate with both teachers and parents by liaising around strategies, interventions and referrals. I am enthusiastic about further developing the relationship between school and parents, by improving our communication and monitoring systems. I aim to make sure that I am available to speak to parents as much as possible and welcome your feedback.

I hope this SEND information report will answer most of your questions but if you have any further queries please contact me by phone on **01675 470 379** OR via email at **Chetwynd.D1@welearn365.com**

Regulations	Question	Response
<p>1. The kinds of Special Educational Needs for which provision is made at school.</p>	<p>What kind of SEND do you make provision for at this school?</p>	<p>We are a mainstream school and currently support children who have a range of special educational needs and disabilities (SEND). Children are identified as having SEND when they have less than expected progress and the interventions and resources we usually put in place do not enable improvement. We have individual intervention plans which help support pupil's development and closely monitor their progress.</p> <p>The Code of Practice 2014 describes four broad areas of SEND</p> <ol style="list-style-type: none"> 1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD). 2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia. 3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health. 4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI). <p>Curdworth Primary School has experience in supporting children with a variety of the above, and we would invest time and training from outside agencies to support any child in our care to ensure their needs were met.</p>

Regulations	Question	Response
<p>2. Information related to mainstream schools about school policies for the identification and assessment of pupils with SEND.</p>	<p>How do you know if a pupil has SEND?</p>	<p>a) Any assessments made on entry to the school, or during the school year on a whole school basis. This may include reading tests, standardisation testing or EYFS tracking.</p> <p>b) Any targeted assessments undertaken by pupils who may be exhibiting special educational needs on entry to the school.</p> <p>c) Details of any referral process whereby teachers are encouraged to raise concerns with the SENDCo regarding the performance of pupil who they suspect of having special educational needs, once the teacher has delivered personalised learning.</p> <p>d) Pupils who do not make expected progress through the graduated approach may be further assessed by external agencies, such as the Early Intervention Service, the Educational Psychologist and Speech and Language Therapy Services.</p> <p>Class teachers closely monitor the progress made by all children and ask advice from the SENDCo as soon as they have any concerns about any pupil. Pupil Progress Meetings are convened regularly where the progress of children is the key to the discussions.</p> <p>The impact of programmes and interventions universally implemented is measured and if progress is not accelerated further, more specialised programmes/temporary additional support is made available. It may become necessary to contact external specialist services</p>

Regulations	Question	Response
2. continued	How will I know if my child is receiving SEND support?	<p>As a school we aim to maintain open lines of communication with parents/carers.</p> <p>As soon as we become concerned about the progress of a pupil the class teacher will discuss this with the parents and work together to devise a plan of support. If this does not accelerate the progress then the SENDCo and class teacher will meet with the parent in a 'structured conversation'. They may then formally recorded on our SEND register. All children on the SEND register receive support that is 'additional to and different from.....' which is recorded on an intervention plan and reviewed at least termly with parents/carers.</p>
	What should I do if I think my child has SEND?	In the first instance, contact the class teacher to discuss the issues. If your concerns remain unresolved contact the school SENDCo, Miss Chetwynd.

<p>3. Information about the school's policies for making provision for pupils with SEND whether or not pupils have Education, Health and Care Plans.</p>	<p>Where can I find information about the school's SEND policy?</p>	<p>Our inclusion policy will give you the information you need about how we make provision for all pupils with SEND.</p> <p>If you would like to discuss SEND provision please contact our SENDCo.</p>
<p>3.a How will school evaluate the effectiveness of its provision .</p>	<p>How do you make sure that the SEND support is helping children make good progress?</p>	<p>Class teachers closely monitor the progress made by all children and ask advice from the SENDCo as soon as they have any concerns about any pupil.</p> <p>Specific SEND support Pupil Progress Meetings are convened regularly where the progress of children is the key to the discussions.</p> <p>The impact of programmes and interventions universally implemented is measured through the recording of entry and exit data.</p> <p>Interventions that are not improving progress are adjusted or replaced with other provision.</p>

Regulations	Question	Response
3.a. Continued...	How will I know that my child is making good progress?	<p>All children on the SEND register receive support that is 'additional to and different from.....' which is recorded on an intervention plan called a 'provision plan' and child friendly 'Individual provision plan' which is reviewed half termly. Progress is a key part of these meetings and adjustments are made accordingly. Additional specialist advice may be sought.</p>
3.b The school's arrangements for assessing and reviewing the progress of pupils with SEND.	<p>How do you check and review the progress made by pupils with SEND?</p> <p>How will I be involved in those reviews and who else will be there?</p>	<p>All children on the SEND register receive support that is 'additional to and different from.....' which is recorded on an intervention plan and reviewed at least termly. Progress is a key part of these meetings and adjustments are made accordingly. Additional specialist advice may be sought.</p> <p>During these meetings progress against targets will be discussed. Potential barriers to learning will be identified and plans made to overcome them. New targets will be set and roles and responsibilities defined.</p> <p>In attendance will be class teachers and parents. Dependent on a child's provision there may also be specialist agencies represented.</p>

Regulations	Question	Response
3.b. Continued	<p>How do you check and review the progress made by pupils with SEND?</p> <p>How will I be involved in those reviews and who else will be there?</p> <p>Continued...</p>	<p>After the meeting and individual intervention records will be updated with the parent/carer's comments included. These form the basis for subsequent discussions and future targets.</p> <p>We aim to provide a variety of appointment times to try and accommodate different work patterns.</p> <p>Parents are more than welcome to bring a friend or relative to support them. They may also find it useful to contact the Parent Partnership Service who offer support and guidance.</p>
3.c The school's approach to teaching pupils with SEND.	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>Quality First Teaching is at the heart of our provision. Your child's teacher will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like: using more practical learning or providing different resources adapted for your child. Your child's teacher will also put in place specific strategies. These may have been suggested by the SENDCo or specialist external agencies to enable your child to access the learning task.</p> <p>Every term a curriculum map is sent out by the class teacher. This outlines areas of work for the coming term across the whole curriculum.</p>

Regulations	Question	Response
3.c. Continued...	How can I find out more about what my child is learning at the moment?	Your child will also have an individual intervention plan called a 'Pupil Passport', developed in conjunction with yourselves through a structured conversation.
	Who will plan and oversee the education programme?	The class teachers will plan and oversee the programme in partnership with parents. They will follow advice from specialist agencies and our SENDCo.
	Who will work with my child and how often?	This will be individual to the child and documented through the structured conversations and on intervention records.
	How much 1:1 support will my child receive?	This will depend on the pupil. We provide a mix of focus group work, individual work, independent work and whole class work. This will be quantified through the structured conversation.
3.d How the school adapt the curriculum and learning environment for pupils with SEND.	How have you made the school buildings and site safe and welcoming for pupils with SEND?	<p>Our school is housed in a single storey building with double doors and a hygiene suite.</p> <p>Interventions take place in a quiet and focused area such as the mobile classroom or the school library.</p>

Regulations	Question	Response
3.d How the school adapt the curriculum and learning environment for pupils with SEND.	What if my child requires medication? Who will support them with this?	If a child has a medical need then a care plan will be devised in consultation with Mrs Dodd and the school nurse.
	What if my child has self-care issues, such as toileting?	Please contact Mrs Dodd to arrange an appointment to complete a care plan any arrangements that may be required to facilitate inclusion of your child in school life.

3.e Additional support for learning that is available to pupils with SEND.	Is there any extra support available to help pupils with SEND with their learning?	<p>Some pupils require additional 1:1 support and this is provided by both teachers and TAs.</p> <p>We access support from the local authority, such as Early Intervention Services.</p> <p>We access volunteer service to facilitate the development of basic skills, for example, volunteer parents hear readers</p>
	How will I know if my child is getting extra support?	<p>Class teachers will discuss additional support with parents. This will be documented.</p> <p>If specialist support from external agencies is required the SENDCo will oversee this and coordinate it with class teacher and parents. This will be documented.</p>

Regulations	Question	Respos e
<p>3.f Activities that are available for pupils with SEND in addition to those that are available in accordance with the curriculum.</p>	<p>What social, before and after school and other activities are available for pupils with SEND?</p>	<p>We have an inclusive policy in regard to all additional activities. Offsite activities are planned to be accessible to pupils with SEND.</p> <p>Our Sports apprentice leads a morning 'sensory circuit' session daily for specific pupils.</p> <p>Where a child may be requiring special provision to make the event accessible a plan would be drawn up in partnership with parents.</p>
	<p>How can my child and I find out about these activities?</p>	<p>Events are advertised through our website and regular school newsletters.</p>
	<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>We have an inclusive policy in regard to all additional activities.</p> <p>Offsite activities are planned to be accessible to pupils with SEND.</p> <p>Where a child may be requiring special provision to make the event accessible a plan would be drawn up in partnership with parents.</p>

Regulations	Question	Response
3.f. Continued...	How will a safety risk assessment be carried out that reflects the individual need of a pupil with SEND when outside the classroom and on school trips?	Risk assessments are completed for any educational visit or experience. Individual children may be named on the risk assessment as necessary, some pupils may have a risk assessment dedicated to them and meeting their needs.
3.g Support that is available for improving the emotional and social development of pupils with SEND?	How does your school support pupils' social and emotional development?	<p>We identify children who may require extra intervention and the appropriate teacher or TA to support the pupil.</p> <p>All children take part in the 'This is me' programme which aims to support pupil's social and emotional development.</p> <p>We work with the EPS and EIS to tailor programmes to meet individual needs.</p> <p>We have liaised with play therapy professionals to support children's emotional needs.</p>
	What support is there for behaviour?	<p>We operate a behaviour policy with restorative justice at its heart.</p> <p>There are specific reward systems in place to meet children's individual needs where appropriate.</p> <p>Children have Golden Rules to keep which are rewarded and receive warning/ yellow card / red card. There is always a 'way back' to green for good. Children in Early</p>

Regulations	Question	Response
3.g. Continued...	<p>What support is there for behaviour? Continued...</p>	<p>If a pupil is receiving a disproportionate number of warnings or red cards then we will investigate further to discover the cause. This may lead to an intervention or a scaffolded approach to support the child to stay on 'green'. This would be put in place in partnership with parents.</p>
	<p>How does your school promote a positive attitude and inclusive culture towards SEND by the whole pupil population?"</p>	<p>We celebrate all achievements in all areas of life.</p> <p>All children are encouraged to attend all relevant events and activities and stand for student council and family leader.</p> <p>We use 'circle time' to promote our positive, inclusive ethos and engage children in supporting each other to overcome barriers encountered in all areas of school life.</p> <p>We encourage our pupils to become involved in our community and school council often have fund raising ideas to support others.</p>

Regulations	Question	Response
5. Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured.	How are the adults in school supported to work with children with SEND and what training do they have?	<p>There is an ongoing programme of CPD and direct support and advice from specialist external agencies.</p> <p>The CPD programme is linked to the school development plan. There is CPD planned for individuals and groups of staff as well as whole school.</p>
6. Information about how equipment and facilities to support children with SEND be secured.	What happens if my child needs specialist equipment or other facilities?	The school works in consultation with specialist external agencies to secure appropriate equipment for those that require it.
7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child.	<p>How will I be involved with the planning for and supporting my child's learning?</p> <p>Who will help me support my child at home?</p>	<p>We have structured conversations with parents, at least termly, where additional support is required for a pupil.</p> <p>We encourage the development of an open dialogue between parents and staff.</p> <p>We advise parents of sessions that are available from other organisations.</p> <p>Teachers / SENDCo will be happy to support parents with ideas as to how to help their child at home.</p> <p>We set targets for children at parent evenings every term.</p> <p>We run a booster for those in Key Stage 2 who may benefit from in school support.</p>

Regulations	Question	Response
7. Continued...	Do you offer any parent training or learning events?	We currently offer parent workshops based on different areas of the curriculum and supporting children at home. These include areas such as reading and maths.
	How often will structured conversations (meetings with parents of SEND pupils) take place?	Meetings parents and teachers have about children with SEND at Curdworth Primary School are held half termly to discuss and review the individual's pupil passport, but for some pupils more meetings may be required. Where there are external specialist agencies involved representatives will attend the meetings where possible.

Regulations	Question	Response
<p>8. The arrangements for consulting young people with SEND and involving them in, their education.</p>	<p>How is my child involved in their own learning and decisions made about their education?</p>	<p>We gather pupil voice regularly and analyse the results to inform our practice.</p> <p>Dependent upon the individual, pupils may attend their structured conversation (pupil passport) meeting.</p> <p>Teachers give pupils feedback and enter into a dialogue with them about their targets and what they need to improve on. Teachers also take into account personal preferences when developing personalised programmes of work.</p> <p>Pupils are given the opportunity to self asses. This may be through a 'smiles' system or other method. This is</p>
<p>9. Any arrangements made by the governing body relating to the treatments of complaints from parents of SEND concerning the provision made at the school.</p>	<p>Who should I contact if I am not happy with my child's learning/ progress/ provision?</p>	<p>Your first step should be to contact the class teacher. If your query is not resolved then contact the SENDCo -</p> <p>If the issue is not resolved by the class teacher and SENDCo you can request a meeting with the Headteacher, Mrs Dodd.</p> <p>If you are not satisfied with the outcome you should follow the school's complaints procedure. A copy is available on the school website or from the main office.</p>

Regulations	Question	Response
<p>10. How the governing body involves other bodies, including health and social services, LA support services and voluntary sector organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.</p>	<p>Who else provides services in school for children with SEND?</p>	<p>At Curdworth Primary School we work with EIS, EPS, compass, Speech and Language Therapy, Flexible Learning. We are in the process of working with Edward's Trust to support children facing bereavement.</p>

Regulations	Question	Response
10. Continued...	How can my family get support from these services?	<p>If the school identifies a need it will ask for permission to make the referral to the relevant agency.</p> <p>If a parent has identified an agency they feel would benefit their family they can request a referral. Many agencies run an open referral policy and parents can refer themselves if they so wish.</p>
11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32.	Who should I contact to find out about other support for parents and families of children with SEND?	There are an extensive number of agencies that can support families. This list is ever growing. Please contact the school for the most recent list available
12. The school's arrangements for supporting children with SEND in transferring between phases of education.	How will you help my child make a successful move into the next class or school?	<p>On entry to Foundation Stage we have an extensive transition programme which involves liaison with the nurseries, parents and agencies involved with pupils.</p> <p>As the pupils transfer between classes we have a rigorous transfer of information processes.</p>

Regulations	Question	Response
12. Continued...	How will you help my child make a successful move into the next class or school? Continued...	<p>Individual pupils may require bespoke transition arrangements and these would be planned in partnership with parents.</p> <p>As the pupils transfer from Y6 to 7 we run an extensive transition programme. Contact Y 5/6 class teachers Claire Kedwards and George Dunning for more information.</p> <p>The last Structured Conversation to review a child's Pupil Passport in any academic year will be attended by both the pupil's current teacher and their receiving teacher where possible. This allows parents, teachers, relevant agencies and, if appropriate, pupils to share the most recent information for a pupil. It should be noted that there may be a number of adults attending and it may be that the pupil's views are gathered outside the meeting and tabled in it. This would be decided on an individual basis.</p>

Regulations	Question	Response
13. Information on where the LA's local offer is published.	Where can I find out about other services that might be available to our family and my child?	The Warwickshire Local Authority SEND Information Report is available at http://www.warwickshire.gov.uk/send a link to this can be found on our school website.

If you require any further information please contact Miss Chetwynd using the contact details listed at the beginning of this document.