



Special Educational Needs and Disabilities Policy

Curdworth Primary School

Date Written: March 2023

Reviewed: November 2024

This policy runs alongside the ATLP SEND policy

At Curdworth Primary School, we endeavour to be an inclusive school, which has an immersive environment for all our pupils regardless of ability or need.

We value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve their fullest potential and fulfil their dreams.

At Curdworth Primary School, we value the importance of ensuring all our children receive quality first teaching and all staff members receive the training required to support each individual child.

All staff at Curdworth follow the SEND code of Practice and adhere to all 'Must' requirements identified in the code of practice. All staff ensure the correct measures are taken to support all children with SEND.

The Code of Practice 2014 defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for a special education provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others the same age, or

Has a disability, which prevents or hinders him or her from making use of facilities, provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The four broad 'areas of need' are:

- **Communication and Interaction** – This includes children with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** – This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health Difficulties** - This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and Physical Needs** - This includes children with sensory, multi-sensory and physical difficulties.

Warwickshire's Local Offer in place to support all families with any SEND advise and can be found on the following this link.

[SEND Local Offer – Warwickshire County Council](#)

How does Curdworth Primary School know if children are in need of extra help?

Teachers use AFL (Assessment for Learning) and teacher assessment as part of daily practice. Within lessons, they monitor children's progress and adapt teaching to support the individual child through scaffolding. Assessments completed at certain points throughout the year work to support teacher judgments. Teachers have high expectations and adopt a "Can do" attitude. Pupils with SEND, work on the same curriculum as those pupils who do not have SEND and learning is scaffolded to enable pupils to achieve and make progress from their own individual starting points.

We know when a child needs help if:

- concerns are raised by parents/carers, teachers, or the child's previous school
- there is lack of progress over time
- there is a change in the child's behaviour

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

- If you have concerns, contact your child's teacher or the SENDCo, via Class Dojo or the school office.

enquiry@curdworth.warwickshire.sch.uk

How will I know how Curdworth Primary School supports my child?

When providing additional support, we engage in a four-stage process: Assess Plan, Do and Review.

Those children not making progress over a period of a half term may be placed on monitoring and parents are notified. Those children not making progress for two full terms will be placed on the SEND register. A child can only be removed from monitoring or the SEND register after two full terms of progress can be measured.

Assess – This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with age related expectations and national data, as well as the views and experiences of parents/carers and the child.

Plan – This stage identifies the barriers to learning, planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do – The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching with other staff. The teacher will plan and assess the impact of support and interventions and ensure it links with classroom teaching. Support with further assessment of the pupil's strengths and areas to develop, problem solving and advising of the implementation of effective support will be provided by the SENDC

Review – Reviews of a child's progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents/carers. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child.

All of those involved – child, their parents or carer, class teacher and SENDCo contribute to this review. This stage then informs the next cycle.

- Each child's Learning Plan will be drawn up by the class teacher in consultation with the child and their parents/carers with support from the SENDCo if necessary. Targets are formulated termly but may be reviewed earlier if necessary to support the child or if targets are achieved.
All targets are sent home. Parents/carers have an opportunity to work collaboratively with school staff formally on three occasions throughout the year.
- If a child has needs related to more specific areas of their needs, then they may attend additional intervention – based on their individual targets.
- Occasionally, school may seek expert advice and guidance from an outside agency such as the Paediatrician, Speech and Language Therapists, CAMHS, The Specialist Teaching Service etc.
- While the majority of learners with SEND will have their needs met with quality first teaching, in complex cases, some may require additional funding or an Education, Health and Care plan (EHCP) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.
- Where a child has an Education, Health and Care plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parent/carer consultations and termly review meetings. Class teachers can also be contacted via Class Dojo within school hours. Appointments can be made to speak in more detail to the class teacher, or the SENDCo, by visiting/contacting the school office.
- Learning Plan reviews take place termly. The class teacher sets targets but Parents/carers are always encouraged to contribute their input to be included on the planning stage.

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

- The class teacher may suggest additional ways of supporting your child's learning at parent/carer consultation, review meetings or by arranging a meeting with you.
- The school's SENDCo and/or Vulnerable Children's Lead may meet with you to discuss how to support your child if requested by the parent/carer or class teacher.
- The school's SENDCo and/or Vulnerable Children's Lead may meet with you discuss strategies to use if there are concerns with a child's social, emotional or mental health needs.

What support will there be for my child's overall well-being?

The school offers emotional wellbeing, support and is a Trauma Informed and Attachment Aware and Emotion Coaching School. Parents/carers are welcomed to communicate with class teachers, SENDCo and the Vulnerable Lead with any concerns surrounding their child's wellbeing or behaviour.

- Behaviour and attendance is monitored and support is offered.
- Emotion coaching is a core support for all children and has been included into our Emotion, Wellbeing and Inclusion policy. The use of the calm corners, regulation stations and Emotion coaching supports emotional needs and promote self-regulation.

Child with medical needs

- If a child has a medical need then a detailed Health Care Plan is required following a discussion with parents. It is the parent's responsibility to ensure the school are aware of any medical needs.
- Where necessary, and in agreement with parents/carers, medicines are administered in school where a signed medication form giving consent is completed and held at the office.

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

The SENDCo has worked in the special educational needs field for over 10 years.

At times, it may be necessary to consult with outside agencies to receive specialised expertise and advice.

The agencies used by the school include:

- Educational Psychologist
- Speech & Language Therapy Team
- CAMHS (Child & Adolescent Mental Health Service)
- Occupational Therapy
- Physio Therapy
- Paediatrician
- STS (Specialist Teaching Service)
- Social Services

How will the school prepare and support my child when joining Curdworth Primary School or transferring to a new school?

On entry:

- A planned programme of visits across the school year for children starting in September including school tours and 'Stay and Play' visits with parents/carers.
- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Our Early Years Foundation Stage teacher and Lead visits children in their pre-school setting. Where concerns are raised, an additional meeting with the pre-school setting and parents and SENDCo takes place.
- Reception class teacher/s make a home visits in July, prior to children starting, with an additional opportunity for children to visit the school with their parent/carer.
- Reception children are monitored closely to support early identification and a meeting with parents takes at the earliest opportunity.

Transition through the school:

- A visit to their new class in July.
- Information sharing sessions between year group teachers.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.

Secondary transition:

- The Y6 staff work with children anxious about the move. This provides them with the opportunity to discuss any concerns they may have.
- Secondary school staff visit children prior to them joining their new school.
- The SENDCo meets the SENDCos from the secondary schools to pass on information regarding SEND children.
- Children attend transition days particular to the school they are going to.
- Possible additional transition days are arranged.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them.

Mid-year transition:

Our induction for children arriving mid-year includes:

- A tour of the school with their parent/carer.
- Introduce children to their new teacher and show key areas of the school specific to them i.e. their classroom, locker, gate to enter school, playground, lunch hall, toilets.
- Agree the start date. In certain circumstances such as the child not having attended school before, special starting arrangements may be agreed.
- Contact the previous school for the child's records.

How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at child progress meetings or other points in the year.
- Further support or resources may be allocated to your child following

assessments by school staff or outside agencies (e.g. Educational Psychologist).

- Funding may be used to buy in specialist support.

Who can I contact for further information or if I have any concerns?

I hope these questions have answered any queries you may have, but do not hesitate to contact the school if you have further questions or if you wish to discuss your child's educational needs:

- ❖ Your child's class teacher
- ❖ Ms Masters – Vulnerable Children's Lead
- ❖ Mrs Carolyn Evans- SENDCo
- ❖ Mrs Jaspreet Kang - Head of School
- ❖ Miss Kaye Gibbs – Assistant Headteacher

Appointments can be made with any of these people through the school Office.
01675 470379

- ❖ **For complaints, please follow the school's/ATLP's complaints procedure available at the school office or on the school website.**

Support Services for parents of children with SEND include:

[Warwickshire SENDIAS | KIDS](#)

