

# Curry Rivel Church of England VC Primary School



## SEN Information Report 2018 - 2019

# Introduction

At Curry Rivel Church of England CV Primary School, Special Educational Needs is regarded as a whole school responsibility. We believe that all children should be happy and supported to reach their full potential. We encourage all children to become confident and reflective individuals who are able to recognise their strengths and know how to independently use appropriate resources to support their learning.

We aim for the children at our school to grow into confident and independent individuals, living fulfilling lives; we want them to be fully prepared for adulthood.

Special Educational Needs is a **whole school** responsibility. The Governing Body, Head teacher, SENCo and all members of staff have important day-to-day responsibilities.

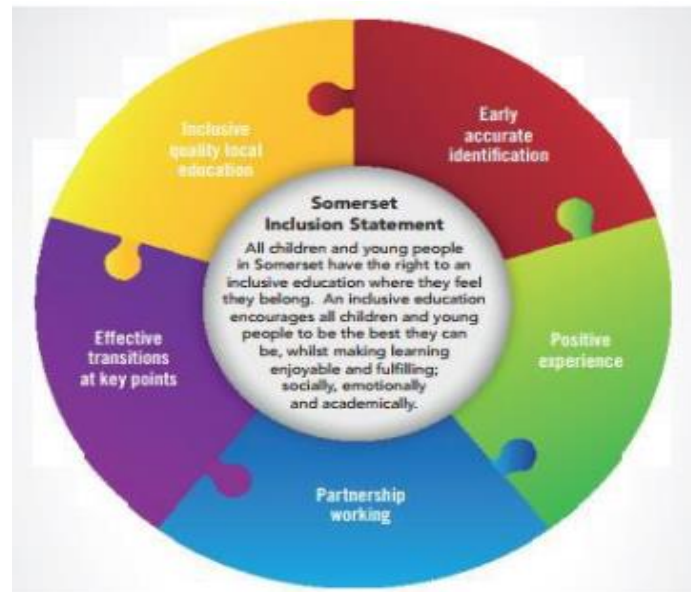
## We aim to ensure that:

- ❖ Children with SEND, as far as possible, are educated in an inclusive environment alongside their peers to enable each pupil to reach their full potential
- ❖ We identify and assess children with SEND as early as possible using the Code of Practice (2014)
- ❖ We ensure that parents /carers and children are fully informed in the identification and assessment of SEND
- ❖ Children with learning difficulties are able to access a broad and balanced curriculum
- ❖ We keep up to date with current SEND good practice in order to ensure we are able to offer support and training to all staff

## The Core Standards

Quality First Teaching (Wave 1) is the foundation of The Core Standards and all educational provision. The Core Standards details the entitlement of children and young people with Special Educational Needs and Disabilities in early years settings, school and further education in Somerset.

The five key aims of the Core Standards are:



<https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education/>

## Who is our Special Educational Needs Co-ordinator (SENCo)?

Mrs Joanne Ward

## How can you contact the SENCo ?

[curryrivelprimary@educ.somerset.gov.uk](mailto:curryrivelprimary@educ.somerset.gov.uk)

[Sch.128@educ.somerset.gov.uk](mailto:Sch.128@educ.somerset.gov.uk)

[sencocurryrivel@educ.somerset.gov.uk](mailto:sencocurryrivel@educ.somerset.gov.uk)

Telephone: 01458 251404

Our SENCo has the National Award for SEN Co-ordination and also attends local network meetings in order to keep up to date with local and national SEND requirements.

Our SEN Governor is: Mrs Lynne Benton

## What types of SEN do we support?

Children have special educational needs if they have:

*A learning difficulty or a disability which requires special educational provision to be made for them.*

Children have a learning difficulty or disability if they:

- 1. have a significantly greater difficulty in learning than the majority of their peer*
- 2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority*

SEN is divided into 4 types:

**Communication and Interaction** - speech and language delay, impairments or disorders; specific learning difficulties (dyslexia, dyscalculia, dysgraphia, and dyspraxia)

**Cognition and Learning** - moderate, severe or profound learning difficulties (dyslexia, dyscalculia, dysgraphia, and dyspraxia)

**Social, Emotional and Mental Health** - attachment disorders; withdrawal or isolation, disruption or disturbance, hyperactivity or poor concentration

**Sensory and/or Physical Needs** - sensory, multi-sensory and physical difficulties

## How do we identify and assess pupils with SEN?

We aim to identify a child's special educational need as early as possible.

SEN initial identification is achieved by:

1. Liaison between pre-school staff, SENCo, parents and Area SENCo
2. Liaison between the Foundation Stage Teacher and Nursery practitioners prior to school entry
3. School - through teacher observations and assessments; screening, information from parents/carers, pupil progress meetings and SEN review meetings
4. Times of transfer - liaison between schools, transferring information between schools, visits between SENCo's and/or teachers

## How do we differentiate the curriculum for pupils with SEN?

All children at Curry Rivel School are entitled to a broad and balanced curriculum. In all classes, support may be given, when required, in small groups or on an individual basis. We endeavour, as much as possible, to provide this support within the class setting. The curriculum is differentiated to meet the needs of individual children with learning activities planned in different ways so that all children can access the learning objectives. Additional programmes and interventions may be required for some pupils. When this is the case, trained staff will deliver these interventions and programmes.

## What is our approach to supporting pupils with SEN?

'Quality First Teaching' is the expectation in all classrooms. Provision for pupils with SEND follows this whole school approach which is a requirement of The Core Standards. The Core Standards identifies *all teachers are teachers of all SEND*. A cycle of assessment, planning, provision and reviewing takes account of the wide range of abilities, skills and interest of our children. Pupils with SEND receive support that is additional to and different from that made for other pupils. All teachers have a responsibility to take account of pupils with SEN in their planning and assessment. They will provide support in which area(s) of SEN the pupil requires. All teachers will receive support and advice from the SENCo and other agencies as required.

## How do we consult with parents of pupils with SEN and involve them in their child's education?

Parents are welcome to contact the school and make an appointment at any time to discuss any concerns they have about their child. We have two formal parent evenings during the year and a written report is provided at the end of each academic year for all pupils.

Parents of children receiving SEN support are welcome to contact the SENCo to discuss any concerns they have. Appointments can be made via the school office or through an email to the SENCo.

A SEN Review will be held with parents, pupils, SENCo and other relevant staff for pupils with High Needs (top up funding) and for pupils for whom the school is applying for additional funding.



## How do we consult with pupils with SEN and involve them in their education?

Pupils on our SEN register have an Individual Provision Map and a Pupil Passport. Targets are reviewed each half term. Pupils are encouraged to contribute to their SEND Review meetings.

## How do we support pupils at times of transition to different stages of education?

Links are maintained with our Pre-School setting. Prior to admission in our Reception class, the SENCo will liaise with the Pre-school SENCo and attend any School Entry Planning Meetings. The SENCo will endeavour to meet with new parents of SEN pupils prior to the start of the new school year. All teachers and teaching assistants will meet during the final weeks of the school year to discuss and transfer information about all pupils.

Links with our secondary school is well established so that information regarding SEN pupils is transferred to the receiving SENCo and additional support and equipment can be put in place where necessary.

## How will we work with outside agencies?

In addition to links between schools we also work closely with the following services who provide specialist advice.

- ❖ Educational Psychologist
- ❖ Learning Support Services
- ❖ Education Welfare Officer
- ❖ PFSA (Parent and Family Support Advisor)
- ❖ Integrated Therapy Services; Physiotherapy, Speech & Language, Occupational Therapy

## How do we support pupils with SEN to improve their emotional and social wellbeing?

We have a member of staff who is trained to deliver Emotional Literacy (ELSA - Emotional Literacy Support Assistant). Our ELSA works with pupils in need of additional emotional and social support. The Parent Family Support Advisor (PFSA) can also be involved where parents request additional advice and support for developing skills in their children at home. The Educational Psychologists are available to provide advice when appropriate. We have up to two Consultation Meetings each year. The educational psychologist will observe and assess pupils for those needs when necessary. We can also refer pupils to the Social, Emotional and Mental Health Support Service.

## How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

It may be necessary for the school to contact other organisations to request advice and support. These organisations include:

- ❖ Children Social Care
- ❖ GPs and Paediatricians
- ❖ School Nurse

## How do we evaluate the effectiveness of our SEN provision?

As part of the cycle of 'assess, plan, do, review,' Individual Provision Maps are regularly reviewed and updated with new targets. The SENCo will meet regularly (at least half termly) with staff to review and discuss pupils with SEN. At this meeting, any concerns and progress will be discussed, targets set and reviewed as an on-going process within each class.

Additional advice and support may then be sought at the Consultation Meeting when necessary.

Interventions are monitored and evaluated at the end of each term during our reviews of pupil progress. The SENCo also monitors lessons and interventions through observations.

## How do we handle complaints from parents of SEN pupils?

All teaching staff and the SENCo are happy to meet with parents/carers to discuss any concerns they may have. If you have any concerns about your child, please talk to their class teacher in the first instance. If you are still worried, please talk to the SENCo. We will always do our best to respond to concerns as promptly as possible. If you feel that your concerns are not being responded to, the school has a complaints procedure. A copy of this can be obtained from the school office or the school's website.

## What support services are available to parents?

- ❖ Parent Family Support Advisor (PFSA) for our school is Nicky Buckler who is based at Long Sutton C of E VA Primary School, Martock Road, Long Sutton, Langport, Somerset, TA10 9NT 07825833556
- ❖ Somerset Parent Carer Forum - [help@somersetparentcarerforum.org.uk](mailto:help@somersetparentcarerforum.org.uk)

## Where can the LA's Local Offer be found?

- ❖ <https://somerset.local-offer.org/>

You can also access this link via our school website. The school's offer is part of the overall LA Local Offer which can also be found on the school website. Additional information and more detail can be found in the school SEN Policy which is on our school website.