

Curry Rivel Church of England Primary School



'Healthy trees bearing good fruit' – Matthew 7 v 17

SEND Information Report

Agreed by Full Governors: January 2025
Review: January 2026

This report should be read in conjunction with the SEND policy.
For further information please contact the school office on 01458 251404

About Us

We are a fully inclusive mainstream primary school located in the village of Curry Rivel, close to the towns of Yeovil and Taunton, in Somerset. The full accessibility of the school site is detailed in the accessibility plan.

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, SENDCo and all members of staff have important day-to-day responsibilities.

The local authority is Somerset County Council and the local offer for SEN can be found <https://beta.somerset.gov.uk/education-and-families/the-local-offer/> We work closely with other schools in the local area and with professional agencies to ensure that our staff are continually updating their skills and professional experience in order to offer the highest quality support to all learners. Our SENCO attends local area SENCO meetings, training and consultations. SEN is a standing item on all meeting agendas and staff have regular CPD to develop and keep skills up to date.

The full SEN information report is a long document which aims to outline the SEN provision that actually happens at Curry Rivel Primary School. In summary of the whole report:

Pupils with special educational needs and/or disabilities (SEND) are well supported. Staff know pupils' precise needs. Leaders work in partnership with parents and external agencies to secure support. Teachers consider the talents and interests of pupils with SEND and plan the curriculum to develop these. Consequently, pupils with SEND learn the curriculum with success. (OFSTED, June 2023)

Who are the key staff members?

The Special Education Needs Co-ordinator's (SENCO) role is to implement all aspects of SEN identification, provision and support in the school, and to support pupils, their families and their teachers with all aspects of SEN and ensure that that SEN provision is strategically planned for in the school. **Mrs Charlotte Monk** is the SENCO and holds the National Award for SEN (NASENCO).

Mrs Ali Pook is the Headteacher. Her role is to oversee the progress of all pupils, including those with SEN in the school.

Mrs Anne Geach is the SEN governor. Her role is to ensure that the school makes adequate provision for all children and that responsibilities under the SEND code of practice are met. She meets regularly with the SENCO to review the provision.

All can be contacted via the school office 01458 251404 and office@curryrivel.somerset.sch.uk

What is SEN? What SEN do we support?

Children are said to have a special educational need (SEN) if...

...they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

We follow the SEN Code of Practice (2014), which identifies 4 broad levels of need, both Curry Rivel and Somerset County Council categorise areas of need using the same descriptors. This is detailed in the Somerset Graduated Response document <https://beta.somerset.gov.uk/education-and-families/the-local-offer/education/what-to-expect-from-education/>

Children have been supported at the school with the following needs over this academic year.

Cognition and Learning	Dyslexia, Dyspraxia, Mathematical Learning Difficulties, Working memory needs, processing needs
Communication and Interaction	Autistic Spectrum Conditions, Speech and language difficulties, social communication
Social, Emotional and Mental Health	ADHD/ADD/ODD, Anxiety, Adverse Childhood Experiences, attachment
Physical and/or Sensory	Hearing Impairments, Visual Impairment, Physical needs

What support do we give children?

Our starting point for any support is the high quality teaching that takes place each and every day in the classroom. Class teams are fully aware of the barriers to learning, areas of strength and the areas for development of all children with SEND through the use of our graduated response and a termly Assess, Plan, Do, Review (APDR) document. They are then able to plan carefully and support children from within the class team. This includes class teachers and teaching assistants. Some children may need additional support and this can take many different forms depending on the level of need and the area for development. The following list shows some examples of the support we have offered this year. Each child is an individual and support is always tailored to meet individual needs.

All Children	Some Children	A few children
High Quality Teaching Class Team support Computer programmes Small group support including spelling and phonics group Additional Reading Catch Up intervention Parents Evenings and open door policy	Specialist IT equipment and programmes Individual Literacy Intervention Precision Teaching NELI Aids for Learning e.g. wobble cushion, grippy ruler, foot stool Speech and Language groups Weekly ELSA (Emotional Literacy Support Assistant) Nurture groups Access to EBSA (Emotionally based School Avoidance) groups Parent meetings to address individual difficulties	1:1 phonics Small group or 1:1 support Movement breaks Sensory aids Site Adaptations Access to external specialist services Personalised risk assessments Parent Family Support Advisor (PFSA) SEND review meetings with the SENCO

Who else do we work with?

For some children we may need to consult with different professional agencies to ensure the child gets the right support. We work extensively with different agencies all of whom support the children in different ways. Parents and children are always fully involved and reports are fully discussed with parents, children where it is appropriate, and with the class team. If we feel that external agencies are needed for support and/or advice we work with families to complete an Early Help Assessment (EHA) which is the county recognised method for accessing support. For some agencies alternative referral routes are used, which will be fully discussed with parents. We also access advice and support from

advisory teachers and other SENCOs during termly Community Learning Partnership meetings and Team Around the School meetings.



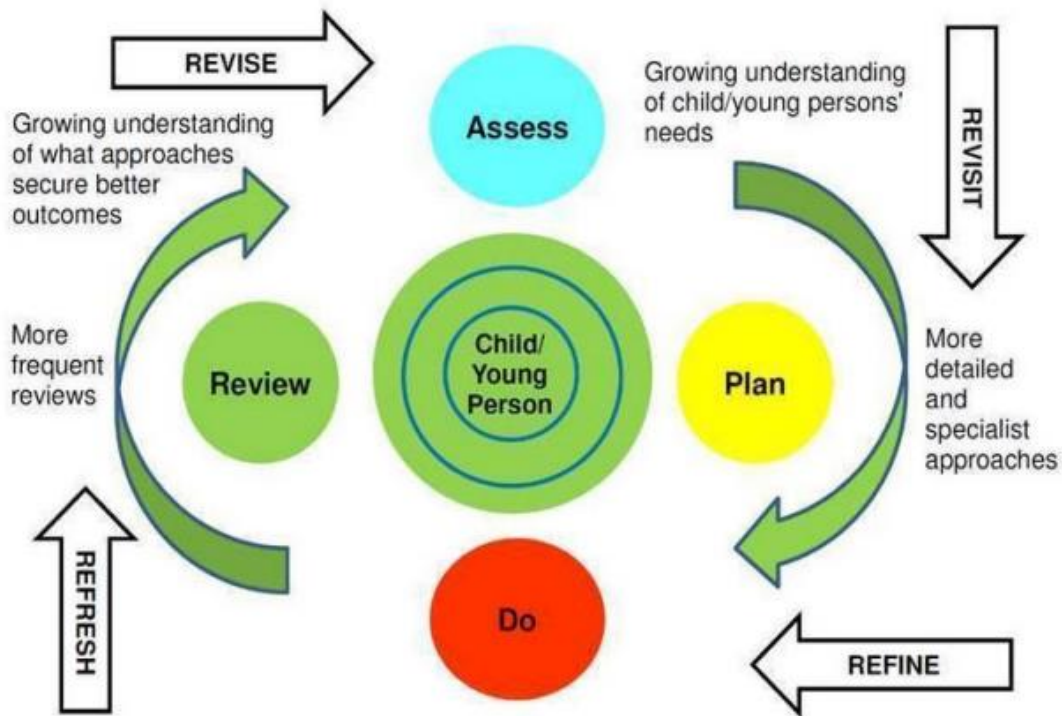
How do we identify if children may have a Special Educational Need?

We have a robust Graduated Response in place, which allows us to identify and support children with SEND. This helps to ensure relevant and purposeful action is taken in order to meet the needs identified. This is in line with Somerset guidance. Parent and teacher communication is initiated at the start of this process to discuss concerns, implement and review support alongside one another.

How do we monitor the effectiveness of our provision?

We follow the Assess – Plan – Do – Review process as laid out in the SEND code of practice (2015). Each child is regularly set achievable targets which we review and refine regularly

THE FOUR-PART CYCLE



in collaboration with teachers, parents and pupils. These are detailed on our APDR documents each term – the class team, the pupil and the parents all contribute to these documents and they are monitored by the SENCO. We look at the data that is produced from assessment, pupil progress meetings and interventions and make changes where appropriate. We ensure that resources, including money are allocated to the children who need them. Children in receipt of Higher Needs Funding or with an EHCP are prioritised in this process. Interventions are always aligned to pupil need and are evaluated to ensure they are effective.

Who will support my child in school?

We have a team of dedicated staff at Curry Rivel Primary School who are proud to work with each and every child. Each class has a teaching assistant that works with the class teacher to support the children and carry out interventions based on their learning during the morning session. Where possible, teaching assistants carry out interventions across the school including Individual Literacy Intervention, Talkboost, Precision Teaching, and individualised plans provided by external professionals' e.g THRIVE, Occupational Therapy. We also have a number of staff who work with children from different classes within their areas of expertise. We have an Emotional Literacy Support Assistant, this is a member of staff who is trained and supervised by the Educational Psychology team to work with pupils on both a 1:1 and a group basis, working on the development of social, emotional and mental health. Our EYFS Classroom TA is also trained to deliver the government funded NELI (Nuffield Early Language Intervention) scheme and language screen. We have also worked with local sports teams to deliver bespoke interventions.

How do we work with parents?

The true aim of supporting children with SEN is to include parents and children in all decision making. Nothing should come as a surprise, or need to wait for a formal meeting opportunity, such as an annual review. Parents are invited to respond to the annual questionnaire which is about their child and more generally about SEN provision. Parents are also invited to respond termly on the APDR document. Additional meetings can be scheduled if the need arises, and these can be flexibly scheduled. Likewise sometimes a quick word is all that is needed, and the SENCO and class teachers are available. Formal review meetings are also completed as per the SEN code of practice. These are now completed on the SEN portal which links directly to Somerset County Council. When concerns are raised an initial meeting with the SENCO will be held and actions can be

planned together. The SENDCo and PFSA also host termly drop-in cafes which all parents are invited to and warmly encouraged to attend.

How do we support children when they start at our school?

We work closely with feeder nurseries and especially with Little Pips, our on-site provision, when children are due to start at Curry Rivel. For children with identified SEN at nursery we work with the Area SENCO to hold School Entry Planning meetings where clear actions and targets are set.

Parent information evening	Phone Calls to nursery settings	Visits to nursery settings	SENCO information gathering
Home Visits	Transition afternoon	School Entry Planning	Staggered start for some pupils
	Bespoke visits	Additional planning with SCC	

For children starting with us throughout the school year we always seek to talk to the class teacher and SENCO from the previous school and to ensure we have all relevant paperwork to ensure continuity of support. It is not always possible to deliver the same support as your child may have received and in the first instance it is important that they are able to settle and build relationships with staff and pupils. For children joining with an EHCP, this process is lead through SCC and consultation.

How do we support children when they leave us in Year 6?

We work closely with our local secondary school – Huish Episcopi Academy and also with other secondary schools that our leavers are moving to. In conjunction with the secondary

providers, and other supportive organisations, this year we have offered the following support.

Meetings with the Y7 transition lead	SENCO meetings	DSL meetings	Additional visits
Individual planning meetings	Secondary visits to us	Bespoke visits	SEN visit activities
	Transition day	Additional planning with SCC	

For children leaving us throughout the school year we will seek to speak with the new class teacher or SENCO and will transfer all school files to ensure continuity of information for the child.

How do we support a Child Looked After (CLA) or Previously Looked After Child (PLAC)?

The school work closely with health and social care, Virtual School Head and any other professionals involved in the care of the CLA to ensure their needs are met across education and health and social care and where necessary, additional assessment and advice is sought in relation to their SEND.

Personal Education Plans which take place for the CLA will be aligned with EHCP outcomes, if one is in place, or in relation to any additional school support. Staff at Curry Rivel are aware of the vulnerability and needs of Previously Looked After Children and are able to promote good practice on identifying and meeting their needs and support educational achievements.

Who do I talk to with a compliment, comment or complaint?

We work collaboratively with parents, and would hope that any concerns are dealt with together before they become a complaint. In the first instance please speak to the class teacher. If you have any on-going concerns or queries, we always encourage you to make an appointment to meet with the SENDCo or Head Teacher so we can listen and respond. If you need to make a complaint, please refer to our Complaints Policy.

All of the staff at the school work hard to support all learners in our care, and if you have positive comments to pass along we would love to hear them. We will send out parental questionnaires with space for comments on but if you would like to make other comments please feel free to contact us.

Contact details: 01458 251404 office@curryrivel.somerset.sch.uk