



Curwen Primary School

Together Everyone Achieves More

SEND School Information Report and School Offer Spring 2020

1. Data from recent Census of pupils with SEND – CoP Level

Pupil diversity is welcomed at Curwen Primary School and differences in culture, religion and intellectual style are celebrated. All children are different and individual and at Curwen are treated as such. The school provides for the needs of all nursery and primary aged children who can access mainstream education regardless of their background or whether they have additional, significant or complex needs.

Pupils with SEND - CoP Level	Number of Pupils
Higher Needs Funding	46
SEND Support	55
Targeted Support	15
Total	116
Physical Difficulty (including HI)	5
Specific Learning Difficulty (SpLD)	4
Moderate Learning Difficulty (MLD)	1
Severe Learning Difficulty (SLD)	0
Profound and Multiple Learning Difficulty (PMLD)	0
Social, Emotional and Mental Health (SEMH) Difficulties	15
Speech, Language and Communication Needs	61
Multi-Sensory Impairment	0
Hearing Impairment	1
Visual Impairment	0
Physical Disability	4
Autistic Spectrum Disorder (ASD)	37

2. How to identify pupils with SEND and assess their needs?

Individual children’s special educational needs are identified through teacher, parent or other adult concerns over the four broad areas of need:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory and/or physical needs

Class teachers and Phase Leaders will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

These causes for concern are investigated by the SENDCO who uses a range of methods to gather information about the child's needs in all four broad areas of need. These methods include:

- Observations
- Screening tools
- Specialised assessments
- Behaviour logs
- Assessment data
- Specialist outside agency reports

Regular pupil progress and vulnerable children meetings ensure that no individual children are overlooked. If the child's needs appear to be sufficiently severe, the specialised expertise of an outside agency might be called upon.

3. How we consult and involve pupils and parents?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support.

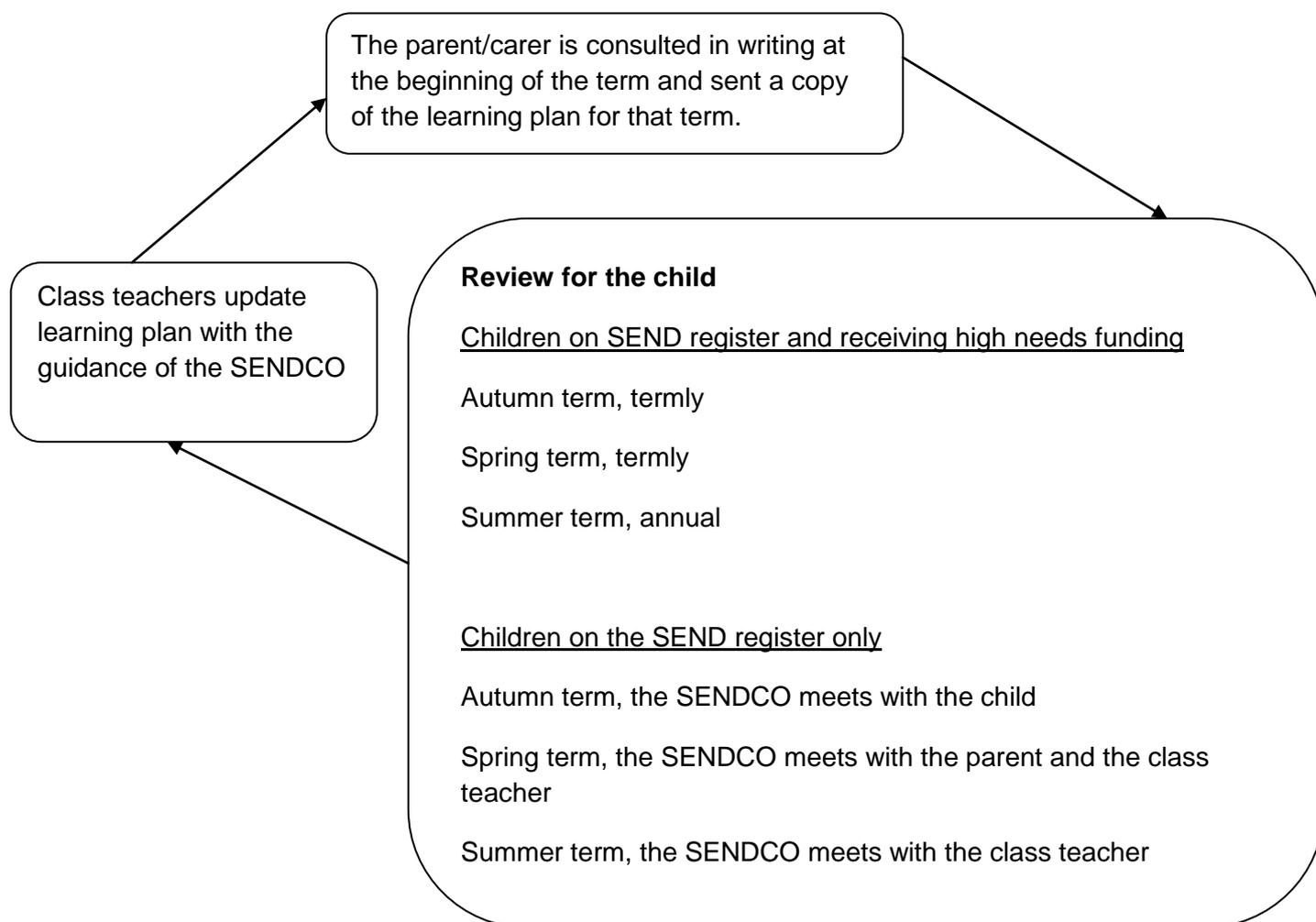
If the child is identified as having special educational needs the parents and the SENDCO will meet to agree a learning plan and the process for placing the child on the special educational needs register will be explained. A copy of the learning plan will be given to the parents with a record of this initial meeting.

We provide further updates at parent's evenings and through their children's reports.

When concerns are raised parents and child will be consulted as part of the information gathering process.

The parents and child will then be consulted through the special education needs review cycle shown below.

The Special Educational Needs Review Cycle



4. How we assess and review pupils' progress towards outcomes?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. Each outcome in the learning plan is assessed during the review process. It is decided what progress the child has made

towards the outcome. The progress towards the outcome is recorded on the learning plan via Provision Map online software along with the attendees, comments and actions.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. How do we go about supporting pupils moving between phases and preparing for adulthood?

A smooth transition for children with identified SEND is ensured in the following ways;

- Transition meetings between the current year's class teacher and the new class teacher in July
- Access to all relevant information for the current year's class teacher and the new class teacher prior to the transition meeting in July
- Access to all relevant documents held on individual pupils via Provision Map online software and/or securely via the school's system
- Follow up on transition in the first half term of Autumn as part of the vulnerable children meeting and PPA session
- SENDCO's attendance at the Newham secondary transition day
- Follow up secondary transition arrangements for children with a high level of need in line with the secondary school's policy
- Follow up with outside agencies in line with the services policy
- Handover sessions between current year's key worker and next key worker for children receiving high needs funding
- Transition book to be made over the second half of the Summer term with the children receiving high needs funding and to be taken home over the Summer
- Individual planning files for children receiving high needs funding to be handed over during joint planning sessions in July
- Visits to nurseries and day-care settings for admissions to EYFS

6. What are our approaches to teaching pupils with SEND?

Our priority for all children is that they receive high quality teaching. The curriculum at our school is differentiated to match the children's different needs.

Differentiation can include:

- Different tasks
- Different grouping
- Different resources
- Different pace
- Different outcome
- Different dialogue and support
- Different assessment

Where children are working below the level of the national curriculum we use development matters as the curriculum.

We believe that approaches to teaching should cater for the whole child, therefore, where children require teaching that is not provided for in the national curriculum or development matters we will provide for this. These elements are often included in learning plans, SEND support plans, behaviour support plans and pastoral support plans.

Teaching not included in the national curriculum or development matters may include;

- Life skills curriculum
- Sensory curriculum
- Social skills
- Overcoming barriers to learning i.e. speech, language and communication needs, social, emotional and mental health needs and/or physical and sensory needs

7. How do we make adaptations to the curriculum and learning environment?

Adaptations are made where it would be a reasonable adjustment to do so in order to enable access and engagement. Staff liaise with the SENDCO in a case by case basis to agree on the reasonable adjustments to be made. Parents/carers will be involved and all requests by parents for reasonable adjustments to be made will be considered by the SENDCO in liaison with the relevant staff.

Children with high needs funding may be supported by an adult providing direct supervision and teaching. This might be on a 1:1 or 1:2 basis. It is important these adults allow independence to develop where possible, so the child does not become over-dependant on their adult.

Risk assessments and care plans ensure all staff concerned are familiar with individual pupil's current needs and difficulties during specific activities or educational visits off site. An individual risk assessment is kept for every child who requires one, this includes children receiving high needs funding, mobility difficulties and with health care plans.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. What additional support for learning do we offer?

We have over 50 Support Staff that support individuals and small groups of children in a range of class-based activities and interventions outside of the classroom. The range of interventions we provide include:

TACPAC, Attention Group, Food exploration, Language Enrichment Programmes, Nurture group, Social Group, Art Nurture, Music Therapy, Mindfulness, Travel Training, Place to Be Counselling, Box Clever, Zones of Regulation.

Support Staff will support pupils on a 1:1 basis when the child's needs are so excessive that they need individual attention in order to focus and engage in activities.

Support Staff will support pupils in small groups when the children's needs are not so excessive and they can share adult intervention in order to focus and engage.

We work with the following agencies to provide support for pupils with SEND: SaLT, LCIS, CNDS, CAMHS. OT, Educational Psychologist
These may recommend a particular programme to follow or make suggestions that the SENDCO ensures are put into practice.

A pupil may receive additional support through Early Help where the pupil and family are given help from staff at school such as the Pastoral Team or the DSL.

9. What expertise and staff training is offered?

Staff in the Inclusion team are well qualified and appropriately trained. Senior members of the team are graduates at Masters and Bachelors levels and have Qualified Teacher Status.

The SENDCO has gained the national award in special educational needs coordination. Our SENDCO has eight years' experience in this role and is allocated full time in this position.

Support staff have access to training courses offered by the school, local authority and outside agencies. All support staff working with children on the autistic spectrum have access to Autism Education Trust training as soon as possible upon taking on such roles.

We have a team of 8 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in ASD, ELKLAN, Box Clever, Zones of Regulation, TACPAC, LEP.

10. How do we go about securing equipment and facilities?

When children need to have additional input beyond high quality first teaching the extent and nature of support, equipment and facilities offered to pupils with SEND has been matched to their needs. These needs are identified through progress data and levels of attainment. Further information has been gathered through assessments, the results of meetings with teachers, the pupil and parents/carers and, in some cases, recommendations from outside agencies.

As with all areas related to children within their class, the class teacher is responsible for ensuring that provision is appropriate. In doing this, there will be times it is necessary and / or useful to involve other members of staff.

This may include:

- The SENDCO
- The phase leader
- The EAL lead or other Intervention Leads
- Year group colleagues
- Support staff
- Assistant heads
- The deputy head
- The head teacher
- Our in-house speech and language therapist
- Outside agencies
- Other colleagues

The SENDCO head teacher and governing body establish a clear picture of the resources that are available to the school. They consider their strategic approach to meeting special educational needs. Staff will liaise with the SENDCO if they intend to propose changes to targeted or specialised provision. The SENDCO will consult the head teacher if necessary before deciding on agreeing the changes. These could include:

- Changing an intervention
- Introducing a new intervention
- Ceasing an intervention
- Long-term redeployment of staff deployed to high needs funded duties

The school ensures that children receive both a broad and a balanced curriculum, maintain strong self-esteem, physical health and development and a high level of engagement whilst also providing for interventions. This is ensured by:

- Withdrawing children from class only where the intervention cannot be carried out in class
- Where possible providing interventions at the time the subject would have been taught in class
- Withdrawing children only from subjects that are not a relative strength
- Withdrawing children from no more than 5% of the curriculum content except in exceptional circumstances i.e. the child requires personalised curriculum element totalling more than 5%

It is the responsibility of the local authority to provide additional top-up funding (high needs funding) where the cost of the special educational provision required meeting the needs of an individual pupil exceeds the nationally prescribed threshold. The school is accountable to the local authority with regard to this funding and how it is spent to meet the individual's special educational needs. The school reports to the local authority via the annual review process involving the parents and the child. The action plan/SEND support plan element of the report outlines the use of high needs funding. The class teacher is responsible for ensuring that what has been agreed at the annual review is implemented. The SENDCO will monitor the agreed actions to ensure they are being followed and to provide guidance and support where needed.

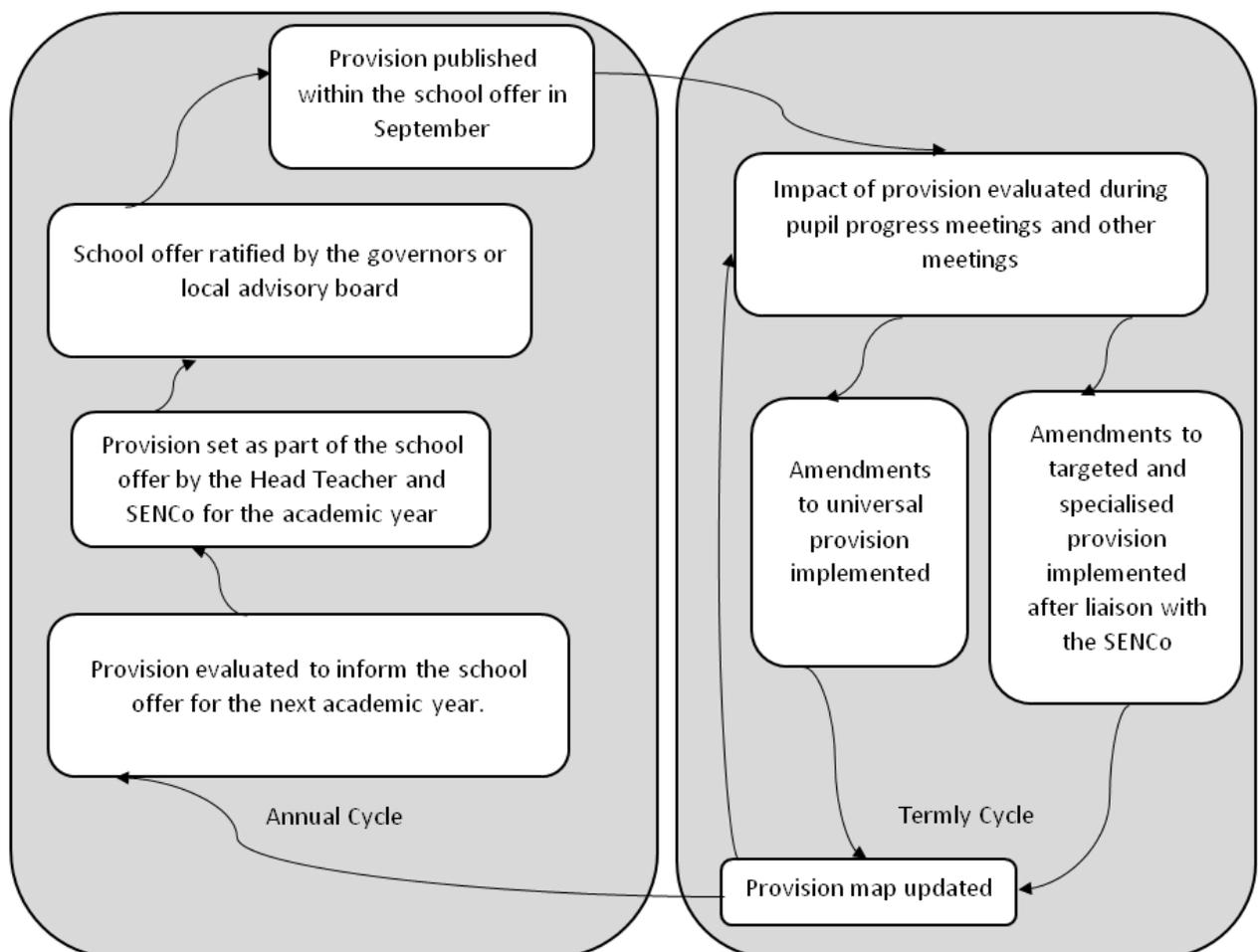
11. How do we evaluate the effectiveness of SEND provision?

The school's data report provides detailed information on the impact of provision on attainment and progress. Regular evidence trails and monitoring processes provide a range of evidence that is available for evaluation of provision in general and review meetings are an opportunity to evaluate provision for individual children. Provision Map online software supports the recording and evaluation of provision. These are all used to inform the provision evaluation cycle shown below. Regular pupil progress meetings form a key element of the cycle. Case studies gather information on a small representative selection of pupils and these case studies include some initiated by a lack of progress over time as well as cases where progress has been excellent.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress each term
- Discussing progress and setting targets with the pupil each term at Pupil Progress Meetings
- Reviewing the impact of interventions after 6 and 12 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using Provision Map to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

Provision Evaluation Cycle



12. How does the school support looked-after pupils with special educational needs?

The school uses Vulnerable Children Meetings, PEP meetings and LAC Reviews to ensure that looked after children receive appropriate support. The child protection lead and the SENDCO liaise closely with regard to children who are both looked after and have special educational needs. Individual targets that address their specific needs will be set in the child's PEP and reviewed termly.

13. What is the admissions procedure for pupils with special educational needs?

The school caters for the admission of pupils with special educational needs and disabilities through liaison with the local authority and the parents including the consultation process for pupils with education health care plans. The SENDCO is notified by the school's admission team as soon as the special educational need or disability is known. The SENDCO takes appropriate action to admit the child in the shortest amount of time possible or within two weeks by making the reasonable adjustment necessary. However, on rare occasions this may take longer if health and safety would be compromised. The SENDCO will also liaise with previous settings, exchanging information and documentation. In a few cases the SENDCO will visit the previous setting to gain relevant information.

The previous school of Mid-term admissions are contacted to find out if there are any specific needs and the pupils will receive a home visit before starting school. There is liaison between both schools and an exchange of information and documentation between the SENDCO and the school's admission team. The SENDCO liaises with the EYFS team during admission at the beginning of the school year, home visits are a key element in identifying high needs before entry.

Some pupils in EYFS may have needs that make it very difficult for them to access Nursery for a full session or Reception for a full day. For these pupils we put in place a staggered admission, where they stay for a shorter time for a set period and then this is reviewed with staff and parents. It may take a few months for the times to be gradually increased; the aim is for them to eventually stay for a whole session or day.

14. How accessible is the school building?

An advantage of the building is that a large part of it is on the ground floor. There is disabled access to the main floor of the building via the main entrance. Some classroom access is through a ramp system and there is a lift to the upper floor ensuring access to all main parts of the building. There are disabled toilets in strategic areas of the school. Some visitors have required the lift to access the upper floor parts of the building.

15. How do we enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

We encourage all pupils to take part in a wide range of curricular activities, school trips and extended schools. We try as much as possible to overcome barriers to access. If a child has a specific disability, they will have an Accessibility Plan to ensure they can access the curriculum and other activities in line with their peers. This might be done by putting in place:

- additional staff
- specific resources
- specific travel arrangements
- appropriate adjustments to the activity

All clubs, including 6 o'clock club are available for pupils with special educational needs. On applying for a club individual children with access needs will have their application considered by the SENDCO who will organise any reasonable adjustments: this may include employing additional staff for children receiving high needs funding. In many cases children in receipt of high needs funding can access clubs without the additional adult support that they require during lessons.

Breakfast club is offered to all pupils attending the school with the provision of additional adult supervision where required. The school will endeavour to provide for all the needs of all children attending breakfast club so long as it is financially reasonable for the school to do so.

All pupils are encouraged to go on our residential trips to Cheshunt, Fairplay House, the Lake District and the annual trip to Spain.

All pupils are encouraged to take part in sports day/school plays/special workshops, such as World of Work Week, Carnival, International Week, Shakespeare production and Family Week.

16. What support for improving emotional and social development is on offer?

The school aims to create a pastorally supportive environment supported by a very active Pastoral Team who work with pupils on airing issues and looking for solutions. We also have Place to Be in school; this provides weekly counselling to pupils and to parents through Place for Parents. Place 2Talk is accessible for all children at playtimes.

The school also run other interventions to support social and emotional development such as Zones of Regulation, Art Nurture, Nurture and Social Groups.

We provide support for pupils so they can access clubs the same as their peers. For example, pupils with SEND are encouraged to be part of the school council, a peer mentor or a Headstart ambassador.

Pupils with SEND are also encouraged to access before and after school clubs; additional support might be included where the needs of children dictate this.

17. What specialist expertise do we consult with?

When a child's needs are such that specialist expertise might prove useful, outside agencies have been consulted. The agencies consulted are:

- The child development team (NHS)
- Speech and language therapy service (NHS)
- Occupational therapy service (NHS)
- Physiotherapy (NHS)
- Audiology (NHS)
- Consultants at hospitals (NHS)
- Language, communication and interaction service (LA)
- Complex needs and dyslexia service (LA)
- Behaviour support service (LA)
- Reintegration into education service (LA)
- Educational psychology service (LA)

The school works closely with outside agencies by holding joint planning meetings, fostering positive relationships with link professionals and ensuring clear communication via the link professional. All outside agencies that are currently involved with a child will be invited to annual review meetings.

18. How do we deal with concerns and complaints about SEND provision?

Complaints about SEND provision should be made to the class teacher in the first instance. If the parent/carer is still aggrieved, they will meet with the SENCO or a member of SMT. They will then be referred to the Trust's Concerns and Complaints Policy and Procedures.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

19. What is the contact detail of support services for parents of pupils with SEND?

Parents are signposted to support services through the Newham parent partnership service at:

Newham Parent Partnership Service
The Web Building
49-51 The Broadway
Stratford
London
E15 4BQ
Tel: 0203 373 2871 ext. 32871

20. What is the local authority local offer?

The Local Offer is a guide to the services in Newham that are available for children and young people with special educational needs and disabilities (SEND) aged from birth to 25.

Newham's local offer can be accessed here:
<https://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>

The school's contribution to the local offer, commonly known as the school offer, is a guide to the services available within and via the school. The school offer forms part of Newham's local offer.

21. What is the school offer?

The next few pages describe the universal, targeted and specialised offer specific to each school.

Curwen's School Offer

The offer outlines what is available; pupils will only receive the elements of the offer that are appropriate to meet their needs.

	Universal Offer	Targeted Offer	Specialised Offer
All Areas of Need	<ul style="list-style-type: none"> • High quality first teaching • Individual targets reviewed termly • Differentiated curriculum 	<ul style="list-style-type: none"> • Interventions, group and/or individual • Learning plan, with individual outcomes to address the main area of need, reviewed termly • Additional assessments • Additional learning aids/equipment 	<ul style="list-style-type: none"> • Additional adult support individually or in very small groups • Education, health care plans (EHCP) or SENS support plan reviewed annually and learning plan reviewed to, with individual outcomes to address all five areas of need, reviewed termly • Personalised curriculum • Specialised assessments • Additional home/school communication
Communication and Interaction	<ul style="list-style-type: none"> • Colourful semantics • Shape coding • Communication friendly environment • Widgit symbols 	<ul style="list-style-type: none"> • Referral to and input from speech and language therapy via the NHS from children's services and the language, interaction and communication service • Speech and language therapy set programmes e.g LEP, Box Clever 	<ul style="list-style-type: none"> • Input from speech and language therapy via the NHS from children's services and the language, interaction and communication service • Speech and language therapy individual programmes • Personalised communication systems • Signalong
Cognitive and Learning	<ul style="list-style-type: none"> • Additional teachers in core subjects • Additional higher 	<ul style="list-style-type: none"> • Specific learning difficulty intervention including access 	<ul style="list-style-type: none"> • Dedicated LSA • Input from the educational psychologist and

	<p>level teaching assistants in core subjects</p> <ul style="list-style-type: none"> • Trainee teachers • Teaching assistants • Booster interventions in core subjects consolidating and moving learning on • Pre-learning interventions preparing for future learning • Over learning interventions addressing gaps in basic skills learning 	<p>to nesy.com resources</p> <ul style="list-style-type: none"> • Referral to and input from the educational psychologist and specialist teachers via local authority services 	<p>specialist teachers via local authority services</p> <ul style="list-style-type: none"> • Input from ASD teachers • Work station
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Whole school behaviour system • Place 2 talk • Supportive pastoral environment • Buddies • Growth mindset 	<ul style="list-style-type: none"> • Individual behaviour plans • Nurture groups • Referral to and input from specialist teachers via local authority services • Social skills groups • Art Nurture • Zones of Regulation 	<ul style="list-style-type: none"> • Pastoral support plans • Place 2 be • Input from the specialist teachers via local authority services • Key worker • Music Therapy • CAMHS input
Physical and Sensory	<ul style="list-style-type: none"> • Disability access to the main ground floor • Lift to the first floor • Disabled toilets on the main floors • Refuge areas on the first and floor 	<ul style="list-style-type: none"> • Referral to and input from occupational therapy and physiotherapy via NHS services via local authority services • Generic occupational therapy programmes set by trained school staff • Reasonable adjustments to the physical 	<ul style="list-style-type: none"> • Input from the occupational therapy and physiotherapy via NHS services • Specific occupational therapy programmes • Transport arrangements for educational visits • Sensory curriculum • Soft play • Health care plans

		environment • TACPAC	
Independence	• Learning powers	• Life skills intervention e.g. Travel Training	• Life skills curriculum

Review

This document will be reviewed annually.