The Tapscott Learning Trust
Working together, achieving for all

C P S

Curwen Primary School

Together Everyone Achieves More

SEND School Information Report and School Offer

Spring 2023
Next review: Spring 2024

Each Local Advisory Body (LAB) must publish information on their websites about the implementation of the policy for pupils with SEN. This information is called the school's SEN Information Report. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the SEND code of practice: 0 to 25 years September 2014. Schools should ensure that the information is easily accessible and is set out in clear, straightforward language. It should give details of the school's contribution to the Local Offer, commonly known as the school offer. This policy and information report will be reviewed **annually**. It will also be updated if any changes to the information are made during this period. **What kinds of SEN are provided?**

Curwen Primary School currently provides additional and / or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate / severe / profound and multiple learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and / or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Pupils	Percentage
On the school roll on the SEN Register	169 = 20%
On the school roll in receipt of top-up funding (HNF) or who have an EHC plan	59 =7%
On the school roll whose needs are being assessed [targeted support, cause for concern]	27 = 3%
On the SEN register who main area of needs is communication and interaction needs	92 = 11%
On the SEN register who main area of needs is cognition and learning needs	60 = 7%
On the SEN register who main area of needs is social, emotional and mental health needs	14 = 2%
On the SEN register who main area of needs is physical and sensory needs	3 = 0.3%

How are Special Educational Needs Identified?

The Special Educational Needs and Disability Policy is available on the school's website; it contains links to other policies regarding SEND. Further information can be sought from the Special Educational Needs Coordinator, Kate Miles - inclusion@curwen.ttlt.academy

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. Parent's consent will be sought prior to any referrals to outside services or any formal assessments.

We will formally notify parents when it is decided that a pupil will receive SEN support and provide a plan of the areas of concern, outcomes to be worked towards, how these will be achieved and provision and access arrangements. This plan will also record the views of the pupil and parents. A termly review of the plan will record progress towards the outcomes and further points of discussion and pupil and parent views.

The school works with parents and children throughout the year utilizing a number of opportunities including review meetings, parent's evening and other communication. Parents may request a meeting, virtual meeting or telephone discussion at any point as part of an open approach to communication. Senior staff are highly visible in the playground at the start and end of the school day.

A few children may be assessed as eligible for statutory assessment of educational healthcare needs (EHC) carried out by the local education authority. The school will submit requests for EHC, where it assesses the child as eligible, and support the parents through the process.

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

We will share information with other settings such as early years settings, other primary schools and secondary schools that the pupil is moving to or from. Information will only be shared on a need to know basis, for example if a child moves to another primary school they will be informed that a child is on the SEN register.

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

- Transition arrangements between the current year's class teacher and the new class teacher
- Access to all relevant documents held on individual pupils via Provision Mapping online software and/or securely via the school's system
- SENDCO's attendance at the Newham secondary transition arrangements
- Follow up with outside agencies in line with the services policy
- Where possible and where a child has a key worker, handover sessions between current year's key worker and next key worker
- Where required, transition books
- Where required, staff visits to nurseries, day-care settings and homes prior to admission
- Where required, visits for new admissions and arrangement of visits for leavers
- Although primary aged children do not transition to higher/further education or employment, the schools provide opportunities to prepare for adulthood in the curriculum regardless of a child's level of need i.e. life skills, educational visits

What are our approaches to learning for pupils with SEN?

Whilst teachers are responsible and accountable for the progress and development of all the pupils in their class, high quality teaching is our first step in responding to pupils who have SEND. This will be adaptations for individual pupils.

We believe that all teachers are teachers of children with SEND. Our priority for all children is that they receive high quality teaching. The curriculum at our school is adapted to match the children's different needs.

Adaptation can include changes to:

- Tasks
- Grouping
- Resources
- Pace of learning
- Outcome
- Dialogue and support
- Assessment

Where children are not yet able to access/fully access the national curriculum the school provide alternative curricula pathways.
Alternative curricula pathways may include;

- Personalised planning and assessment
- Adapted learning environment
- Holistic approaches
- Development matters framework
- Life skills curriculum
- Sensory curriculum
- Social skills
- Therapies

What expertise and staff training are offered?

Staff in the Inclusion team is well qualified and appropriately trained. Senior members of the team are graduates at Masters and Bachelors levels and have Qualified Teacher Status. The SENCo has gained the national award in special educational needs coordination. Support staff have access to training courses offered by the school, trust, local authority and outside agencies.
Within the trust there are various specialist staff managed by the Special Education Needs Officer, Helen Harris. All staff working with children on the autistic spectrum have access to Autism Education Trust training as soon as possible upon taking on such roles. All staff have access to a range of training such as Speech and Language Intervention, Team Teach training.

How adaptations are made to the curriculum and learning environment?

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.

The SENCo, head teacher and governing body establish a clear picture of the resources that are available to the school. They consider their strategic approach to making best endeavours to meet special educational needs. The SENCo will consult the head teacher if necessary, before deciding on agreeing the changes.

It is the responsibility of the local authority to provide additional top-up funding via the EHC process (historic high needs funding is in place for some children) where the cost of the special educational provision required meeting the needs of an individual pupil exceeds the nationally prescribed threshold. The school are 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 SENCo will monitor the agreed actions to ensure they are being followed and to provide guidance and support where needed.

There is disabled access to the main floors of the building via the main entrance. There are disabled toilets in strategic areas of the school. These are adapted for wheelchair use in the case of disabled pupils while ramps and a lift to the upper floors ensure access to all main parts of the building. Inaccessibly areas of the school are currently used by staff i.e. office space.

How do we evaluate the effectiveness of SEND provision?

The school's data report provides detailed information on the impact of provision on children's outcomes. A range of evidence that is available for evaluation of provision in general, including pupil progress meetings, and review meeting are an opportunity to evaluate provision for individual children. Provision mapping online software supports the recording and evaluation of provision.

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

The school uses the Vulnerable Children Meeting to ensure that looked after children receive appropriate support. The child protection lead and the SENCo liaise closely with regard to children who are both looked after and have special educational needs.

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

The school cater 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 SENCo is notified by the school's admission team as soon as the special educational need or disability is known. The SENCo 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 SENCo will also liaise with previous settings, exchanging information and documentation. In a few cases the SENCo will visit the children in the setting.

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

- All of our extended school's activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All clubs, including breakfast and 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 SENCo who will organise any reasonable adjustments.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

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

The school aim to create a pastorally supportive environment supported by:

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 a Music Therapist and Art Therapist in school; this provides weekly counselling to pupil. Our EHMP supports parents, alongside our pastoral team who deliver Triple P, Fearless Parenting and Stepping Stones. Student Leaders support one another at lunchtime through our 'Chill and Chat.' The school also run other interventions to support social and emotional development such as Zones of Regulation, Forest Schools, Art Nurture, Art and Music Therapies, 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 champion. 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.

We have a zero-tolerance approach to bullying.

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.

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

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's and then the trust's Concerns and Complaints Policy and Procedures.

The parents 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.

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:

SENDIASS
sendiass@newham.gov.uk
0203 373 0707

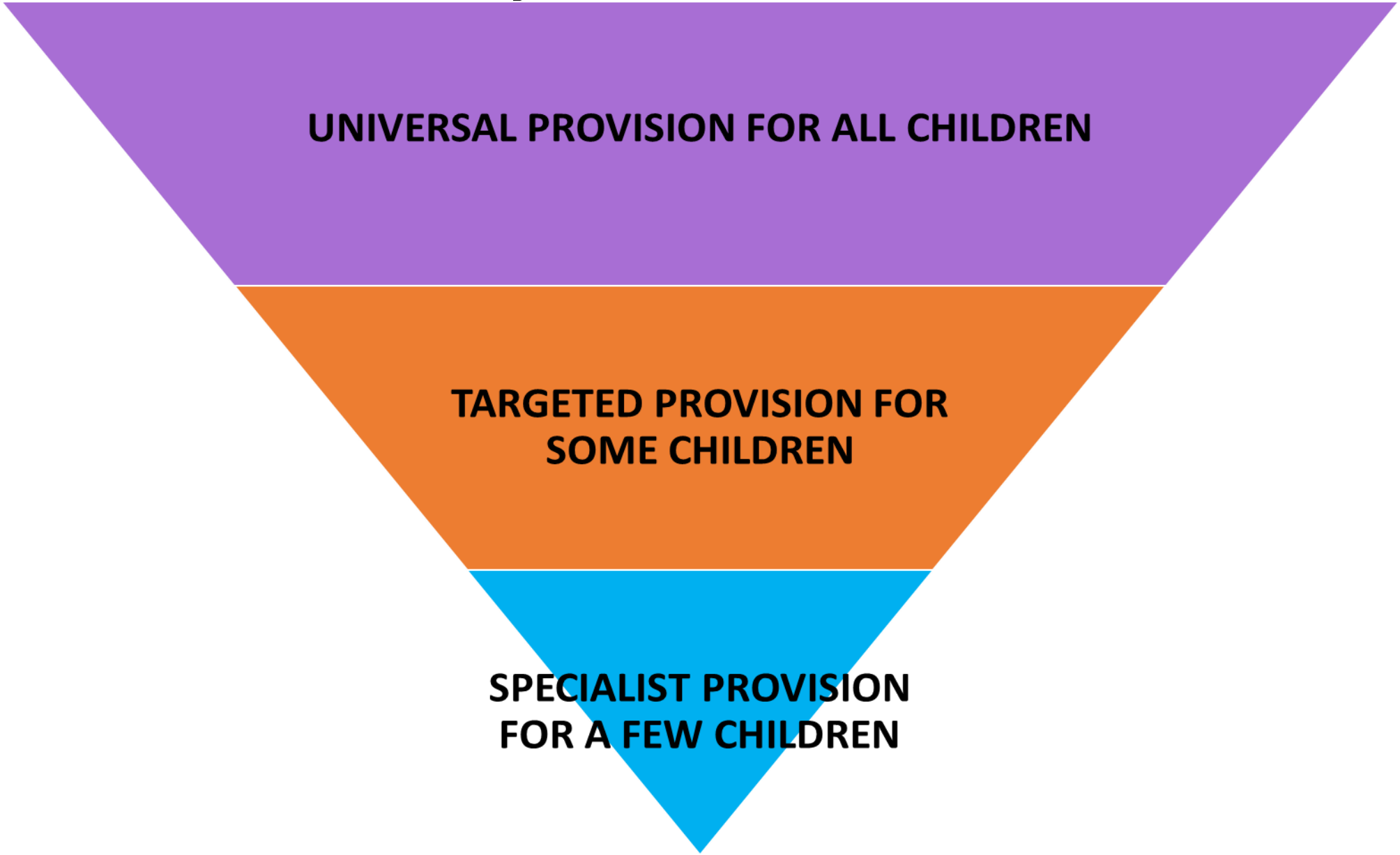
What is the local authority local offer?

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.

Curwen Primary School School Offer 2022-23



All children may access:	• **High quality first teaching inc. staff access to training in interventions and specific special educational needs / diagnoses** • **A differentiated curriculum** • **Reasonable adjustments to the environment and equipment for children with disabilities** • **Individual healthcare plan for children with emergency medical needs** • **Communication friendly environment** • **Assessment** • **Target setting** • **Booster interventions** • **Whole school behaviour system** • **Supportive pastoral environment i.e. Zone of Regulation, Place2Talk** • **Outdoor learning i.e. Forest School** • **Buddies** • **After school clubs and educational visits**
Some children with additional SEN needs may access;	• **An adapted curriculum of targeted interventions and support matched to needs** • **Visual support to access learning i.e. Colourful Semantics, Widgit symbols** • **Access to technology i.e. voice to text software** • **Some adaptations to assessment arrangements** • **Individual target setting i.e. learning plan, behaviour plans** • **Personalised progress tracking and assessment of need i.e. learning plan reviews** • **Flexible working groups** • **Some enhanced adult support** • **Additional aid and/or equipment** • **Specialist assessment** • **Referrals to outside agencies, see list**
A few children with complex or significant needs may access;	• **A personalised curriculum planned by specialist teachers inc. life skills, sensory curriculum** • **Visual support system for communication i.e. PECS, visual timetable** • **ACC augmented and alternative communication** • **Personalised assessment arrangements** • **Individual target setting i.e. learning plan, pastoral support plans, annual review for EHCP/HNF** • **Personalised progress tracking and assessment of need i.e. annual reviews** • **Individual work station/small groups** • **High level of enhanced adult support inc. support at unstructured times** • **Assess to evidence based specialist programs** • **Access to specialist services and therapists**