

Curwen Primary School SEN School Information Report

Spring 2025

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, autism, speech and language difficulties
- Cognition and learning, for example, dyslexia, developmental coordination disorder, 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	17%
On the school roll in receipt of top-up funding (HNF) or who have an EHC plan	6%
On the school roll whose needs are being assessed [targeted support, cause for concern]	6%
On the SEN register who main area of needs is communication and interaction needs (SLCN, ASD codes on the school census)	14%
On the SEN register who main area of needs is cognition and learning needs (SpLD, MLD, SLD, PMLD codes on the school census)	2%
On the SEN register who main area of needs is social, emotional and mental health needs (SEMH code on the school census)	0.2%
On the SEN register who main area of needs is physical and sensory needs (Phy, HI, VI codes on the school census)	0.2%

How are Special Educational Needs Identified? Look

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 0208 472 0290.

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 utilising a number of opportunities including review meetings, parent's evenings 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 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.

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 secure online software and/or via the school's system
- SENDCO's attendance at the Newham secondary transition arrangements
- Follow up with outside agencies in line with the service's policy
- Where possible and where a child has a key worker, handover sessions between the current year's key worker and the 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?

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.

We believe that all teachers are teachers of children with SEND and all leaders are leaders of 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.

Teachers are expected to;

- Adapt teaching to respond to the strengths and needs of all pupils
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Where children are not yet able to access/fully access the national curriculum the school provide alternative curriculum 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 are well qualified and appropriately trained. Senior members of the team are graduates at Bachelors levels and have Qualified Teacher Status. The SENCO has gained the national award in special educational needs coordination, NASENCO or national professional qualification for SEN co-ordination, NPQ SENCO. Support staff have access to CPD offered by the school, trust, local authority and outside agencies.

Within the trust there are specialist staff managed by the Special Education Needs Officer. All staff working with children on the autistic spectrum have access to Autism Education Trust CPD. All staff have access to a range of training such as Speech and Language and 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 the school make best endeavours to offer this. 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 the best endeavours to meet special educational needs. The SENCO will consult the head teacher if necessary, before deciding on and agreeing on 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 to meet 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 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. Inaccessible 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 is available for evaluation of provision in general, including pupil progress meetings, and review meetings are an opportunity to evaluate provision for individual children. Online software supports the recording and evaluation of provision.

How does the school support Looked After pupils with special educational needs?

The school uses meetings to ensure that Looked After children receive appropriate support. The designated teacher 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 (EHCPs). 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 are 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 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;

- Having a dedicated Pastoral Team who provide a quiet and calm space and the opportunity to talk, particularly during lunchtimes
- Having well-trained staff who are willing to listen and work alongside colleagues and outside agencies to put in place strategies to support all pupils
- Having a universal offer to help all children with their social and emotional development, as well as specific targeted interventions for pupils that may find it more challenging
- Encouraging pupils to take on leadership roles and responsibilities to develop their self-esteem and self-confidence
- Encouraging children to find their voice and to speak up if something is making them upset, worried or unhappy

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 will be 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)
- Advisory Support 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 are the contact details 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://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0>

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 2025 - 2026**



UNIVERSAL PROVISION FOR ALL CHILDREN

**TARGETED PROVISION FOR
SOME CHILDREN**

**SPECIALIST PROVISION
FOR A FEW CHILDREN**

Our Universal Offer	
All Children	<p>High quality first teaching inc. staff access to CPD in special educational needs</p> <p>Adapted teaching and learning</p> <p>Communication friendly environment</p> <p>Assessment against the national curriculum</p> <p>Target setting against the national curriculum</p> <p>Whole school behaviour system</p> <p>Supportive pastoral environment</p> <p>Outdoor learning</p> <p>Buddies</p> <p>After school clubs and educational visits</p>
Non-SEN Needs	<p>Reasonable adjustments to the environment and equipment for children with disabilities</p> <p>Individual healthcare plan for children with emergency medical needs</p> <p>Support for pupils with medical conditions, see policies</p> <p>Reasonable adjustments for pupils with health needs who cannot attend school, see policies</p>

Our Targeted Offer	
Monitoring Stage	<p>Pupil progress meetings</p> <p>Booster interventions</p> <p>Referral to the SENCO for identification of any SEN</p>
SEN Support	<p>An adapted curriculum including targeted interventions delivered within the classroom</p> <p>Visual support to access learning</p> <p>Access to technology</p> <p>Some adaptations to assessment arrangements</p> <p>Individual target setting including learning plans</p> <p>Personalised progress tracking and assessment of need including learning plans</p> <p>Flexible working groups</p> <p>Additional aid and/or equipment</p> <p>Referral to outside agencies, see list</p>

Our Specialist Offer	
EHCP Needs Assessment	Specialist assessment Interim enhanced adult support at the level support emotional regulation
EHCP in Place	Personalised assessment arrangements Individual target setting including annual reviews Personalised progress tracking and assessment including annual reviews
EHCP in Place at Band A	A personalised curriculum planned by the class teacher Some individual visual support Some speech and language therapy input Some small group work
EHCP in Place at Band B	A personalised curriculum planned by teachers within the year group Individual visual support Blocks of speech and language therapy groups Blocks of group work Enhanced adult support to access learning for 25 % of the timetable or shared in a group of 1:4 full-time not including unstructured times*
EHCP in Place at Band C	A personalised curriculum planned with input from a SEN staff Visual support for communication Regular blocks of speech and language therapy Regular blocks of group work Enhanced adult support to access learning for 35 % of the timetable or shared with 1: 3 pupil/s full-time not including unstructured times* Individual work station or system if required to ensure emotional regulation
EHCP in Place at Band D	A personalised curriculum planned by a SEN staff and including recommendations for speech and language therapy and other input Visual system for communication Regular ongoing speech and language therapy Regular ongoing input Enhanced adult support to access learning full-time and individually, may include unstructured times for health and safety reasons, this level of support indicates a specialist placement is required to meet the pupil's needs, therefore, a specialist placement will be sought* Individual work station or system if required to ensure emotional regulation and/or access to learning

*The level of enhanced adult support may vary depending on the school's current level of staffing. This will be dependent on the school's budget and staff absences. Figures given in the offer are an indication based on funding at the time of writing. Schools retain the responsibility for deploying staff according to their professional judgement of how to best meet the needs of their pupils.

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