



Curwen Primary School

Together Everyone Achieves More

SEN School Offer and School Information Report **Spring 2019**

Faculty Vision: *as an Inclusion Faculty our aim is to ensure all children are given equal opportunity to achieve their full potential, by meeting their individual needs, in a happy and secure environment.*

Curwen Primary School gained academy status in September 2018 as part of the Tapscott Multi-Academy Trust which includes Ranelagh Primary School and Kensington Primary School, also situated in the London Borough of Newham.

At Curwen Primary and Nursery School we share a commitment towards the provision of inclusive education as articulated in the SEN and Disability Act 2001, the Children and Families Act 2014 and the SEN Code of Practice 2015.

Pupil diversity is welcomed at Curwen Nursery and Primary School and differences in culture, religion and learning style are celebrated. All children are different and individual and at Curwen Nursery and Primary School pupils are treated as such. This SEN report should be considered along with the following policies, which will provide further information and which can be viewed on the school website:

Inclusion Policy, Anti-Bullying Policy, Behaviour Policy, Complaints Policy, Educational Visits Policy, Equality Plan, and Attendance Policy

Reference should also be made to the Authority's 'Local Offer' which can be viewed at www.newham.gov.uk under the section 'Our Local Offer'. This report shows how the school is supporting the Local Offer from the Authority. Up to date information concerning such information as current after school clubs can also be accessed on the school website.

All Pupils

At Curwen Primary School all pupils have access to high quality teaching and learning accessed through an appropriately differentiated, broad and balanced curriculum. Learning is informed through relevant assessments for learning. This data helps us to know when a pupil is ready to move on, as well as making for correct grouping. Pupils' targets are thus individual and personalised.

Access to after school clubs is available to all and children are encouraged to take advantage of this opportunity. Educational visits enrich the school curriculum and holiday activities are further available.

The school environment includes reasonable adjustments and the use of necessary equipment for pupils with disabilities, enabling them to participate to the full. All pupils with additional inclusive entitlement are encouraged to participate in extra-curricular clubs and activities.

Some Pupils with additional Special Educational Needs (Targeted Support)

According to their needs, some pupils have targeted interventions and support, which includes individualised target setting. These pupils have access to appropriate assessments and flexible working groups, while their progress is individually tracked. They remain in class for lessons as much as possible and catered for through differentiation. Targeted additional adult support for specific tasks is provided in some cases, with the school's 2 Learning Support Teachers overseeing planning for these pupils. At January 2019 there were 26 pupils whose needs could be described in this category. Communication with parents is a priority, with meetings taking place at least three times a year.

Pastoral provision is overseen by the school's DSL and has included counselling, membership of nurture groups, social groups or groups for emotional and behavioural difficulties. Vulnerable Children's Meetings facilitate early identification and appropriate grouping.

Some pupils with more significant needs (Special Educational Needs Support)

Pupils with higher levels of need are referred to specialist services according to their needs. The SENCO will refer pupils to the relevant Outside Agency, and attend appointments and assessments if the parents need support.

These pupils will have differing levels of adult support, depending on advice from the range of outside agencies. Some may be in small group working situations. Some may be in weekly Nurture or friendship groups. Some may be in daily Literacy and Maths lessons planned and delivered by our Learning Support Teachers. They might be on a specific programme prescribed by an Outside agency such as a Dyslexia programme. Many will remain in their class full time, but have the support of our Pastoral Team or Place to Talk service if and when needed. This is the largest group of pupils on the Inclusion Register at this school with a total of 64 at January 2019.

The views of the child and their parents/carers are sought and valued with review discussions taking place regularly throughout the school year.

A few pupils with complex or significant needs (Higher Needs Funded)

When a pupil's level of needs has made it difficult for them to learn, even with support such as that detailed above, their case is taken to the Local Authority for consideration regarding additional funding support to be used in appropriately meeting their needs. By January 2019 there were 34 pupils receiving such support at Curwen Primary School.

Individualised curriculum support plans and personal learning schedules enable progress to be made in line with a pupil's individual potential. A variety of additional resources and modified approaches have provided enriched input as necessary in individual cases.

The emphasis upon meeting pupils with their parents / carers and involving them in all major decisions affecting the child has remained a priority. Such meetings are facilitated through Annual Reviews and meetings with Key Workers. The school's practice of inviting parents/carers into school to observe lessons helps to keep them informed regarding their children's participation and progress. Family Week, International Week, Maths morning and Guided Reading morning are examples of how this has worked.

In the case of new referrals, a graduated response to a pupil's needs has seen them progress through the stages of support outlined under the headings above, the main exception being when new admissions have had significant or complex needs requiring immediate support at a high level.

Some HNF pupils may need Education Health Care Plans. We support parents and carers to apply to the LA for an EHC Plan. It is up to the LA and not the school's decision as to whether children receive a plan or not.

In all there were 124 pupils on the Inclusion Register at January 2019.

Further information about SEN Provision at Curwen Primary School

The introduction of Provision Map

We now use Provision Map, an online programme for collating all records relevant to SEND pupils. Staff are trained in using this to set targets, write support plans and assess a range of groups and provision. This is an extremely useful programme that shows all the provision we offer each child and has data showing the progress made of every child in an intervention group.

How we know when a pupil has learning difficulties or special educational needs.

Individual children's special educational needs have continued to be identified through teacher, parent or other adult concerns over their learning, behaviour, emotional resilience, physical or medical condition or, indeed, any other difficulties.

Pupil's needs are met through the implementation of appropriate support packages via our graduated response arrangements. Each child on the register for HNF and SENS are given a personal SEND Support Plan. Teachers' planning, informed by meetings with a member of the Inclusion Team, is a part of this.

At Curwen Primary School the following are the special educational needs and disabilities that are presently supported under the four headings identified in the SEN Code of Practice 2015:

Summary of Provision for SEN Pupils at Curwen Primary School			
	Universal	Targeted	Specialist
	All Pupils	Pupils with Additional Needs	Pupils with Complex or Significant Needs
Communication and Interaction Needs	<i>Individual targets Structured class routines Differentiated curriculum access Differentiated outcomes</i>	<i>As 'Universal' and: Appropriate assessments Support groups Access to additional learning aids/equipment Increased Visual Aids Graduated Personal Support Plans Access to Pastoral Manager Observations by our LSTs and S&L Therapist</i>	<i>As 'Universal' and 'Targeted' and: and: Input from learning Support Teacher Input from our S & L Therapist Input from private consultant Additional adult support Flexible teaching/learning arrangements Work Station Sensory Room Assessments from specialist agencies Input from specialist agencies Programmes of support Tracking using P-scales and B-Squared Signalong teaching TACPAC sessions Home/School Communication Book Possible Education, Health and Care Plan</i>
Cognition and Learning Needs	<i>Individual targets Structured class routines Differentiated curriculum access Differentiated outcomes</i>	<i>As 'Universal' and: Appropriate assessments Support groups Access to additional learning aids/equipment</i>	<i>As 'Universal' and 'Targeted' and: Input from learning Support Teacher Input from private consultant Additional adult support Visual timetables</i>

		<i>Specific programme from an agency</i> <i>Increased Visual Aids</i> <i>Graduated Personal Support Plans</i> <i>Access to Pastoral Manager</i>	<i>Flexible teaching/learning arrangements</i> <i>Work Station</i> <i>Assessments from specialist agencies</i> <i>Input from specialist agencies</i> <i>Programmes of support</i> <i>Tracking using P-scales and B-Squared</i> <i>Home/School Communication Book</i> <i>Send Support Plan</i> <i>Possible Education, Health and Care Plan</i>
Social Emotional & Mental Health Difficulties	<i>Individual targets</i> <i>Structured class routines</i> <i>Differentiated curriculum access</i> <i>Differentiated outcomes</i> <i>Whole School Behaviour System (Traffic Lights)</i> <i>'Fantastic Friday'</i> <i>Input from School Council</i>	<i>As 'Universal' and:</i> <i>Place2B/Talk</i> <i>Appropriate assessments</i> <i>Nurture Group</i> <i>Social Skills Group</i> <i>Friendship Group</i> <i>Behaviour Report</i> <i>Group & individual support programmes</i> <i>Risk assessment</i> <i>Access to Pastoral Manager</i>	<i>As 'Universal' and 'Targeted' and:</i> <i>Additional adult support</i> <i>Flexible teaching/learning arrangements</i> <i>Assessments from specialist agencies</i> <i>Input from specialist agencies</i> <i>Pastoral Support Plan</i> <i>Weekly counselling from Place to Be</i> <i>Referral to reintegration unit</i> <i>Referral to specialist school</i> <i>Home/School Communication Book</i> <i>Send Support Plan</i> <i>Music Therapy</i> <i>Possible Education, Health and Care Plan</i>
Sensory and/or Physical Needs	<i>Access arrangements</i>	<i>As 'Universal' and:</i> <i>Care Plan</i> <i>Risk assessment</i> <i>Adult supervision/care giving</i> <i>Other reasonable adjustments</i> <i>Sessions with our OT</i> <i>Access to Pastoral Manager</i>	<i>As 'Universal' and 'Targeted' and:</i> <i>Administration of injections/medications</i> <i>Alternative feeding methods</i> <i>Care of e.g. stoma bags</i> <i>Specialist equipment</i> <i>Input from specialist services</i> <i>Send Support Plan</i> <i>Home/School Communication Book</i> <i>Individual transport arrangements if necessary</i> <i>Access to appropriate holiday activities</i>

The Inclusion Register includes the following areas:

Area of Need	Nature of Need	Totals
1/ Communication and Interaction	speech language and communication needs	54 pupils
	----- autistic spectrum disorder	----- 34 pupils
2/ Cognition and Learning	specific learning difficulties	5 pupils
	----- moderate learning difficulties	----- 2 pupils
3/ Social emotional and mental health difficulties		21 pupils
4/ Sensory and / or physical needs	physical	7 pupils
	----- medical	----- 1 pupils

Observations in class and the use of appropriate screening tools have helped in the identification of the nature and extent of the need.

Boxall Profiles are comprehensive questionnaires, completed by the teacher, that help to specify emotional needs, while the number of attendances at the Restart Room, along with the reason for them, have helped in recognising a behavioural difficulty. Our Place2Be manager is alert to possible mental health issues in individual children. He utilises standardised psychological tools to

inform his assessments. The conducting of regular Vulnerable Children's Meetings has resulted in all professionals being made aware of ongoing and new concerns.

The school uses a dyslexia screening tool, reading, spelling and mathematics assessments which, combined with slow rates of academic progress, help in the recognition of learning needs. Pupils identified as possibly dyslexic are given the Visual Stress Assessment Test. If this suggests the possible existence of a visual difficulty (common with those with dyslexic tendencies), parents/carers are informed and it is recommended that follow up screening is conducted by a qualified ophthalmic professional. Regular Vulnerable Children Meetings have helped 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.

How the curriculum is matched to pupils' needs

The curriculum at our school is matched to pupil's needs in a number of ways:

- Data helps to inform planning
- Planning is differentiated to ensure curriculum access at a suitable level
- Targets are individualised
- The teachers' knowledge of the children informs planning
- There is provision for small group participation
- Support from additional adults is provided when necessary
- Assessments and reviews are ongoing
- Individual Education Plans are used and reviewed regularly for pupils at the level of Targeted Support
- SEND Support Plans are used and reviewed regularly in the case of pupils with HNF and SENS
- Advice from specialist agencies is carefully followed
- 'Work stations', visual timetables and visits to the Sensory Room help to personalise the provision
- There is a creative curriculum
- Children take part in educational visits
- Children have the opportunity to participate in before and after school clubs
- Local needs are consulted in the design of the curriculum
- Formative and summative data is used to structure the curriculum
- Vulnerable Children's Meetings help identify where curriculum access might be problematic
- The School Council provides a forum for pupils to offer input
- Attendance data shows when children may have difficulty with curriculum access
- Support provision is inclusive of play-time requirements
- The pastoral team supplement the curriculum through group and individual support programmes.

How the school knows whether pupils are making progress

Staff at our school have accurate knowledge of the progress of pupils. Pupils' up to date levels are entered in to the school's tracking systems (known as Learning Ladders) by teachers. Pupils whose academic progress is significantly below expectations are tracked via B-Squared, which records P-levels. These will be going soon, and will be fully replaced by using Development Matters.

Pupils working at pre-National Curriculum levels are tracked through the Development Matters, which record levels leading to the Early Learning Goals. Subject leaders offer ideas, encouragement and support to colleagues. Regular Pupil Progress meetings address the attainments of all pupils in year group situations, using current data from tracking systems.

Book scrutinies, conducted by senior members of staff, have been used to moderate pupils' progress, while Evidence Trails use a range of methods over a longer period to ascertain answers to specific questions concerning various areas of school life, including pupils' progress. Teachers observe the progress of pupils against their SEND Support Plan targets.

Teacher assessment is subject to monitoring and pupils' books are scrutinised at intervals. Support staff evaluate each session in which they are involved. Significant developmental milestones are celebrated in individual profiles, in the case of pupils with more severe needs; these include up-dated records of a pupil's attainments.

The arrangements that are made for children who are looked after by the Local Authority

Looked After Children receive a Personal Education Plan (PEP). This is reviewed termly with a report being submitted to the LA's Virtual School. In the case of children looked after by the Local Authority, who also have special educational needs, the designated teacher (Kate Miles SENCo) or the DSL or Deputy DSL attend termly meetings with a staff member from the 'Virtual School' and relevant social workers and foster parents. Academic progress, attendance and other relevant information is again recorded by the Virtual School Team.

How parents /carers are informed of their child's progress

The input of parents/carers is always welcomed, whether formally at Parents' Evenings or more informally through meetings, coffee mornings and before/after school chats. Pupils on the Inclusion Register receiving Higher Needs Funding have been allocated a Key Worker on the school staff, who has met with parents and child at least every half-term to offer up-dates and plan the most effective support.

Parents are kept up to date with their children's progress at Parents' Evenings and through their children's reports, while further information is shared with parents of pupils with Higher Needs Funding at Annual Reviews. Some of these parents, depending on the child's level of need, have also communicated with the school on a daily basis via their children's Home / School Communication Books in which salient comments are entered and responded to.

The Key Worker, Class Teacher or a member of the Pastoral Team are all available to meet with parents/pupils with concerns over anything relating to school, listening to their concerns and responding to their needs as appropriate.

A weekly newsletter for all parents / guardians helps in the communication of information and news concerning any school events relevant at that time.

How the school supports SEND pupils transferring from another school

Mid – term admissions start with close liaison between both schools and an exchange of information with documentation. The SENCO will contact their counterpart in the pupils' previous school to plan for the transfer. An initial visit for the pupil and their parents/guardians will always take place and will include a tour of the school with the Admissions Officer. Depending upon the nature and extent of the pupil's difficulties a transition programme to facilitate gradual transfer may be agreed and implemented. These arrangements are also implemented in the case of pupils with disabilities. The SENCO undertakes support for pupils and their families as necessary.

How support is organised for pupils with identified special educational needs

Both teachers and Support Staff will work with individuals and groups of children to support their individual or common needs respectively. This may take the form of membership of a withdrawal

support group for academic, pastoral, social or behavioural reasons or it may consist of 1:1 support from a Learning Support Assistant.

The arrangements that are made for the admission of disabled persons as pupils of the school

Disabled pupils and those with physical or medical needs that could impact upon their learning have an individual Health Care Plan, drawn up by the School Nurse and Our Deputy for Inclusion, a copy of which is kept in the Class Inclusion File, The Deputies office, The DSL's Office and in the Medical Room. This facilitates inclusive access to all areas of school life for all pupils for whom this is a possibility and is put into place prior to pupils starting at the school, although this has not been necessary over the last school year.

Steps that are taken to prevent disabled pupils from being treated less favourably than other pupils

Please see the Equality Plan (a copy of which is on the school website) for more detailed information on the steps taken to prevent disabled pupils from being treated less favourably than other pupils (this document also includes the school's Accessibility Plan). We have a variety of support networks to ensure that any child with a disability feels included and part of the school alongside their peers. Their self-esteem and wellbeing are monitored by the Class Teacher and Pastoral Team. All pupils have access to support from 'Place to Talk' which can be accessed through self-referral. For more pressing needs, children may receive weekly Place to Be counselling sessions for up to a year.

How support is organised for pupils with identified special educational needs

The extent and nature of support offered to pupils with SEND is matched to their needs as identified through progress data and levels of attainment. Further information is gathered through assessments, the results of meetings with teachers and parents / carers and, in some cases, recommendations from outside agencies.

As a general rule, although this does depend upon the nature and severity of the child's needs, it is expected that support will be progressively reduced as the child progresses through the school and their confidence and independence grow.

How the school involves parents/carers and pupils in planning to meet the child's needs and in setting targets for learning

Outside agencies may make recommendations that include programmes to be followed at home. The school can help parents / carers in planning for this. The input of parents/carers and pupils at meetings to draw up Health, Social and Educational Plans is valued and implemented where possible. Pupils with higher needs funding due to significant or complex needs are invited to input the composition and reviewing of support plans. Parents are invited to review and update Care Plans for children with physical difficulties or medical needs.

The expertise and training of staff supporting SEND pupil

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 and specific qualifications from SENCO training courses, while support staff have access to training courses usually offered by the Local Authority. Members of the Inclusion Team have received positive handling training, while regular Inclusion Meetings include a slot in which available training courses are presented.

Some outside agencies offer training for teaching and support staff in that specialist area. Expertise acquired by individual staff members is often disseminated to colleagues.

We have an in-house Speech and Language Therapist who observes children, writes reports and makes recommendations. She provides 1-1 support for some identified pupils. She works alongside the NHS S & L Therapist.

A consultant with ABA qualifications has been employed by the school on a part – time basis according to needs at any given time. She has worked with a number of pupils in the nursery and in one of our Reception classes this last school year.

Specialist support or services the school accesses for pupils with SEN.

When a child's needs are outside the parameters that the school is able to support using 'in-house' resources the expertise of specialist outside agencies may be utilised. The agencies used during the last school year are:

From the NHS, a) The child Development Centre, b) The Developmental Advisory Clinic, c) Speech and Language Therapy Services, d) Occupational Therapy Services, e) Child and Family Consultation Service.

From the Local Authority, a) Language Communication and Interaction Services, b) Complex Needs and Dyslexia Service, c) Educational Psychology Service, d) John F Kennedy School.

Independent services: Place2Be, Music Therapy

The Parent Partnership Services is an organisation to support and inform parents of children with additional inclusive entitlement and to help them individually with any specific difficulties they might be experiencing. They may be contacted through:

Newham Parent Partnership Services,
The Web Building, 49 – 51 The Broadway, Stratford, London, E15 4BQ.

Additional equipment and facilities are available from most of the above agencies. Typically these might involve music therapy devices, specialist ICT equipment or seating support, although the latter have, on occasions been purchased direct. The school has also had recourse to borrowing wheelchairs for pupils with mild disabilities on educational visits or other occasions when a lot of walking is necessary.

How classrooms and other areas of the school are adapted to meet pupils' individual needs

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 ensure access to all parts of the building. The school has a well-equipped Sensory Room used by various pupils and class work stations are set up for individual pupils with significant or complex needs.

Arrangements that are made for pupils with SEND to take part in after school activities outside the classroom, including school journeys

Breakfast Club is offered to all pupils attending the school with the provision of adult supervision included. A comprehensive programme of extra-curricular activities and clubs is available with children with additional inclusion entitlement being actively encouraged to attend.

On school visits children with higher needs funding are accompanied by an adult providing direct supervision and support. Depending upon the destination and mode of transport, taxis are ordered to ensure the safety of the pupils concerned.

The school makes for provision for holiday activities and there are specific trips for SEND pupils to access sports competitions/workshops.

How the school prepares and supports pupils who are transferring to a new school

When Yr.6 pupils transfer to their secondary schools a senior member of the Inclusion Team attends an annual Transition Day organised by the Local Authority. Information on children with additional inclusive entitlement has been shared with inclusion teams from secondary schools. Similar arrangements to these are made when pupils from other year groups transfer to another school for any reason. In the case of pupils with quite severe needs a transition programme will be devised to make for a gradual move with the pupils being helped to feel 'at home' in their new school before they sever all ties with this one. At the end of last school year pupils were prepared for their transition to their new class through arrangements to work for a time with their new teacher in their new class.

How the school supports SEND pupil's overall well-being

The School has a Safeguarding Policy adhered to by all staff in promoting the well-being of pupils. Referrals can be made to the Child and Family Consultation Service, which employs a range of specialists in mental health, who can help pupils and their families to strengthen their overall sense of well-being. The key worker scheme is intended to strengthen pupils' and families' well-being.

Within the school the DSL and the Pastoral Team has worked with individuals and groups to promote their well-being. Place2Be offers counselling opportunities to pupils, parents and staff. In promoting good communication with parents the school has offered a range of workshops as well as organising a Family Week to include activities that parents, children and staff can share together. Similarly, International Week offers the chance to learn about each other's countries and cultures and to develop understanding and tolerance.

Family support remains an ongoing arrangement whereby the DSL and Pastoral Team will do all that is reasonable to assist needy families. The Attendance Manager reminds families of the importance of regular and consistent attendance as well as offering practical advice /assistance in overcoming barriers to attendance.

How the school prepares pupils for their next stage of education and for adult life

Some pupils, including those on the autistic spectrum have benefited from the school's programme of ongoing practice of life skills and preparation for adult life. Key skills, such as communication, are a permanent focus with the guidance of the ABA trained consultant proving invaluable. Pupils have been accompanied, under close supervision, on public transport and to local shops where they have assisted in transactions. Pupils with SEND have been included in all Educational Visits with wheelchairs being rented, when necessary, to help those with physical or medical needs.

Nurture groups contribute to strengthening emotional resilience while Friendship and Social Skills Groups help pupils overcome difficulties in these areas.

Who parents/carers can contact to talk about their child's special educational need

Key staff such as the Inclusion Manager, the SENCO, the DSL, the Pastoral Team, the English as an Additional Language Co-ordinator, the Place2Be Manager, the Learning Support Teachers and others working with children with additional entitlement are all available to talk with parents concerning their child's needs. The first point of contact, however, should be the Class Teacher.

Who parents can contact if they have a complaint about the SEND provision in the School

The Inclusion Policy, on the school website and the MLE, gives guidelines for procedures parents/carers can follow in the event of complaints against staff or other concerns if the School

Offer is not being delivered. A line management process is outlined starting with the Class Teacher and leading to the Head of the Key Stage and senior members of the Inclusion Team, the Head of School (on behalf of the Executive Head teacher) and ultimately to the LAB.

The SENCO is Ms. Kate Miles. She will be pleased to talk to parents/carers and pupils concerning any aspect of their special educational needs provision or on more general issues.

J Britton, Deputy for Inclusion