

# Curry Rivel Church of England CV Primary School



## SEND Information Report 2020 - 2021\*

\*Please note that a review of our SEND information report is being led by our SENDCos and Governors  
30th March 2022.

## Introduction

At Curry Rivel Church of England CV Primary School, Special Educational Needs is regarded as a whole school responsibility. We believe that all children should be happy and supported to reach their full potential. We encourage all children to become confident and reflective individuals who are able to recognise their strengths and know how to independently use appropriate resources to support their learning.

We aim for the children at our school to grow into confident and independent individuals, living fulfilling lives; we want them to be fully prepared for adulthood.

Special Educational Needs is a **whole school** responsibility. The Governing Body, Head Teacher, SENDCo and all members of staff have important day-to-day responsibilities.

## We aim to ensure that:

- ❖ Children with SEND, as far as possible, are educated in an inclusive environment alongside their peers to enable each pupil to reach their full potential
- ❖ We identify and assess children with SEND as early as possible using the Code of Practice (2014)
- ❖ We ensure that parents /carers and children are fully informed in the identification and assessment of SEND
- ❖ Children with learning difficulties are able to access a broad and balanced curriculum
- ❖ We keep up to date with current SEND good practice in order to ensure we are able to offer support and training to all staff

## The Core Standards

Quality First Teaching (Wave 1) is the foundation of The Core Standards and all educational provision. The Core Standards details the entitlement of children and young people with Special Educational Needs and Disabilities in early years settings, school and further education in Somerset.

The five key aims of the Core Standards are:



<https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education/>

## Who is our Special Educational Needs Co-ordinator (SENDCo)?

Mrs Joanne Ward\*

(\*Since October 2021, covered by SENDCos Mrs Nic van Cole  
and Mrs Lisa Waller)

## How can you contact the SENDCo ?

[curryrivelprimary@educ.somerset.gov.uk](mailto:curryrivelprimary@educ.somerset.gov.uk)

[Sch.128@educ.somerset.gov.uk](mailto:Sch.128@educ.somerset.gov.uk)

[sencocurryrivel@educ.somerset.gov.uk](mailto:sencocurryrivel@educ.somerset.gov.uk)

Telephone: 01458 251404

Our SENDCo has the National Award for SEND Co-ordination and also attends local network meetings in order to keep up to date with local and national SEND requirements.

Our SEND Governor is: Rev Scott Patterson

## What types of SEND do we support?

Children have special educational needs if they have:

*A learning difficulty or a disability which requires special educational provision to be made for them.*

Children have a learning difficulty or disability if they:

- 1. have a significantly greater difficulty in learning than the majority of their peer*
- 2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority*

SEND is divided into 4 types:

<b>Communication and Interaction</b>	Children may have a delay or difficulty in one or more of the following areas:  <u>Attention/Interaction skills:</u> may have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. Difficulty attending whole class learning. May have peer relationship difficulties. May not be able to initiate or sustain a conversation.  <u>Understanding/Receptive Language:</u> may need visual support to understand or process spoken language. May require assisted technology to help them communicate.
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	<p>Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><u>Speech/Expressive Language</u>: may use simplified language and limited vocabulary.</p> <p>Ideas/conversations may be difficult to follow. Some immaturities in the speech and sound system. Delayed grammar/phonological awareness.</p>
<b>Cognition and learning</b>	<p>Children may have difficulties with the skills needed for effective learning such as:</p> <ul style="list-style-type: none"> <li>Language, memory and reasoning skills</li> <li>Sequencing and organisational skills</li> <li>An understanding of number</li> <li>Problem-solving and concept development skills</li> <li>Fine and gross motor skills, Independent learning skills</li> <li>Exercising choice, decision making</li> <li>Information processing</li> </ul> <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia</p>
<b>Social, mental and Emotional Health (SEMH)</b>	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> <li>Social isolation</li> <li>Behavioural difficulties</li> <li>Attention difficulties (ADHD)</li> <li>Anxiety and depression</li> </ul>

	Attachment difficulties Low self-esteem Issues with self-image
<b>Sensory and/or Physical</b>	These children may have a medical or genetic condition that could lead to difficulties with: Specific medical conditions Gross/fine motor skills Visual/hearing impairment Accessing the curriculum without adaptation Physically accessing the building or equipment Over sensitivity to noise/smells/light/touch/taste Toileting/self-care

## How do we identify and assess pupils with SEND?

We aim to identify a child's special educational need as early as possible.

SEND initial identification is achieved by:

1. Liaison between pre-school staff, SENDCo, parents and Area SENDCo
2. Liaison between the Foundation Stage Teacher and Nursery practitioners prior to school entry



3. School - through teacher observations and assessments; screening, information from parents/carers, pupil progress meetings and SEND review meetings, APDR target setting and reviews
4. Times of transfer - liaison between schools, transferring information between schools, visits between SENDCo's and/or teachers

## How do we differentiate the curriculum for pupils with SEND?

All children at Curry Rivel School are entitled to a broad and balanced curriculum. In all classes, support may be given, when required, in small groups or on an individual basis. We endeavour, as much as possible, to provide this support within the class setting. The curriculum is differentiated to meet the needs of individual children with learning activities planned in different ways so that all children can access the learning objectives. Additional programmes and interventions may be required for some pupils. When this is the case, trained staff will deliver these interventions and programmes.

## What is our approach to supporting pupils with SEND?

'Quality First Teaching' is the expectation in all classrooms. Provision for pupils with SEND follows this whole school approach which is a requirement of The Core Standards. The Core Standards identifies *all teachers are teachers of all SEND*. A cycle of assessment, planning, provision and reviewing takes account

of the wide range of abilities, skills and interest of our children. Pupils with SEND receive support that is additional to and different from that made for other pupils. All teachers have a responsibility to take account of pupils with SEND in their planning and assessment. They will provide support in which area(s) of SEND the pupil requires. All teachers will receive support and advice from the SENDCo and other agencies as required.

## How do we consult with parents of pupils with SEND and involve them in their child's education?

Parents are welcome to contact the school and make an appointment at any time to discuss any concerns they have about their child. We have two formal parent evenings during the year and a written report is provided at the end of each academic year for all pupils.

Parents of children receiving SEND support are welcome to contact the SENDCo to discuss any concerns they have. Appointments can be made via the school office or through an email to the SENDCo.

A SEND Annual Review will be held with parents, pupils, SENDCo and other relevant staff for pupils with High Needs (top up funding) and for pupils for whom the school is applying for additional funding. Pupils receiving 'SEN Support' provision will receive regular APDR (Assess, Plan, Do, Review) review meetings with the class teacher and/or SENDCo

## How do we consult with pupils with SEND and involve them in their education?

Pupils on our SEND register have an Individual Learning Profile and ADPR Plan. Targets are reviewed each half term. Pupils are encouraged to contribute to their SEND Review meetings.

## How do we support pupils at times of transition to different stages of education?

Links are maintained with our Pre-School setting. Prior to admission in our Reception class and SENDCo will liaise with the Pre-school SENDCo. They will attend any School Entry Planning Meetings. The SENDCo will endeavour to meet with new parents of SEND pupils prior to the start of the new school year. All teachers and teaching assistants will meet during the final weeks of the school year to discuss and transfer information about all pupils.

Links with our secondary school is well established so that information regarding SEND pupils is transferred to the receiving SENDCo and additional support and equipment can be put in place where necessary.

## How will we work with outside agencies?

In addition to links between schools we also work closely with the following services who provide specialist advice.

- ❖ Educational Psychologist
- ❖ Learning Support Services
- ❖ Education Welfare Officer
- ❖ PFSA (Parent and Family Support Advisor)
- ❖ Integrated Therapy Services; Physiotherapy, Speech & Language, Occupational Therapy

## How do we support pupils with SEND to improve their emotional and social wellbeing?

The Parent Family Support Advisor (PFSA) may become involved where parents request additional advice and support for developing skills to help them support their children at home. The Educational Psychologists are available to provide advice when appropriate. The Educational Psychologist may be asked to observe and assess pupils when necessary. On occasions, if it is felt appropriate, we may refer pupils to the Social, Emotional and Mental Health Support Service.

## How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

It may be necessary for the school to contact other organisations to request advice and support. These organisations include:

- ❖ Children Social Care
- ❖ GPs and Paediatricians
- ❖ School Nurse

## How do we evaluate the effectiveness of our SEND provision?

As part of the cycle of 'assess, plan, do, review,' Individual Learning Profiles and ADPR Plans are regularly reviewed and updated with new targets. The SENDCo will meet regularly (at least half termly) with staff to review and discuss pupils with SEND. At this meeting, any concerns and progress will be discussed, targets set and reviewed as an on-going process within each class.

Interventions are monitored and evaluated at the end of each term during our reviews of pupil progress. The SENDCo also monitors lessons and interventions through observations.

## How do we handle complaints from parents of SEND pupils?

All teaching staff and the SENDCo are happy to meet with parents/carers to discuss any concerns they may have. If you have any concerns about your child, please talk to your child's class teacher in the first instance. If you are still worried, please talk to the SENDCo. We will always do our best to respond to concerns as promptly as possible. If you feel that your concerns are not being responded to, the school has a complaints procedure. A copy of this can be obtained from the school office or the school's website.

## What support services are available to parents?

- ❖ Parent Family Support Advisor (PFSA) for our school is Susie Wedley who is based at Long Sutton C of E VA Primary School, Martock Road, Long Sutton, Langport, Somerset, TA10 9NT
- ❖ Somerset Parent Carer Forum - [help@somersetparentcarerforum.org.uk](mailto:help@somersetparentcarerforum.org.uk)

## Where can the LA's Local Offer be found?

- ❖ <https://somerset.local-offer.org/>

You can also access this link via our school website. The school's offer is part of the overall LA Local Offer which can also be found on the school website. Additional information and more detail can be found in the school SEND Policy which is on our school website.