



Curdridge Primary School

Why SEND is 'GOOD' at CPS

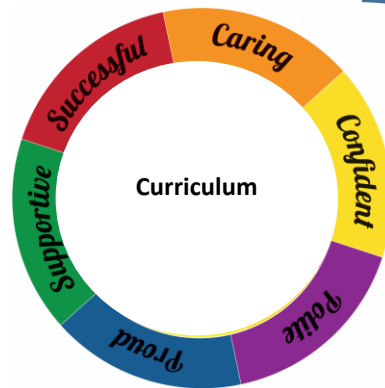
Phrases in **bold** refer to OFSTED (June 2015) and HMI Monitoring Inspection Visit (March 2016) actions.



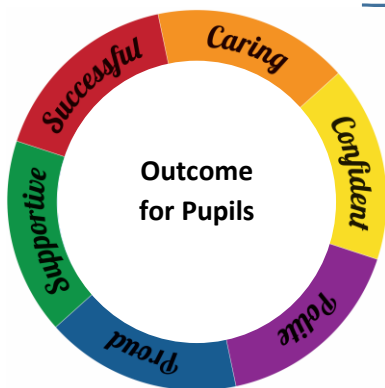
- Teaching across the school is consistently 'good' or better.
- Teachers' knowledge and understanding of how our whole school approach to SEND in planning and how it works in the classroom is good.
- Classes are mixed ability – flexible groups are used daily which enables class teachers to work and assess the needs of the SEND children on a daily basis.
- Regular work scrutiny and planning scrutiny is used to provide an idea of the progress of SEND children and how the whole school approach has been adopted.
- Pre-teaching is used as a regular intervention to support children including SEND and pupil premium.



- Each child on the SEND register has a pupil profile. These show up-to-date tracking and summative assessments that show individual progress in line with the personal targets set.
- When marking books, teachers have the children as their prime audience ensuring the feedback for SEND pupils is purposeful and appropriate.
- Daily marking is based on previous feedback to identify next steps, challenge or consolidate learning for SEND pupils.
- Daily planning has been developed so that provision for SEND has a higher profile.



- In English and Mathematics, the newly introduced whole school approach of ensuring children 'Say it, Make it, Draw it, Write it, Explain it' has had a significant impact of SEND children developing their independence skills.
- All subjects are inclusive for all children, including SEND.
- We include and involve SEND pupils in all aspects of school community.
- We ensure that our curriculum enables SEND pupils to think, be motivated and stay engaged through the introduction of CLP @ CPS.



- 94% of SEND pupils are on track to make their personalised targets.
- As a result of the pupil profiles, the team around the child on a daily basis are thoroughly informed of their ongoing progress and goals.
- SEND pupils' are becoming more confident and independent when reflecting on their own work.
- Pre-teaching has resulted in SEND and Pupil premium children are better equipped to succeed in the lesson.
- SEND children's barriers to learning are being addressed by ensuring provision is correct, so their social, emotional and academic progress is 'at least good.'