



## **SEND Information Report**

### **Curdridge Primary School**

#### **SEND Provision at our school**

Curdridge Primary School is a mainstream school which strives to provide the best learning opportunities for all children. Our core values promote an inclusive school community. The school, including the governing body, recognise that all children are individuals who have different learning needs. We work hard to ensure all children are given the right balance of support and challenge.

#### **How does our school identify and assess SEND?**

The SENDCo coordinates SEND provision, liaising with parents, school staff and specialist advisors from the local authority and health service. In Hampshire, there are clear guidelines set out in the SEND Code of Practice: 0-25 year (September 2014, updated January 2015) which indicates what is considered special educational needs, and as a school, we work closely with these guidelines when identifying children with SEND. Throughout the school, we continually monitor and assess the progress of all children. We track the progress of children, and where expected progress is not being made, steps and interventions are put in place to support areas of need. We also work closely with a number of local pre-schools, to identify any special educational needs children may have prior to them joining us, in order to ensure we have appropriate support in place when they come to us.

If parents have any concerns at all regarding the progress of their child, or believe they may have an area of special educational need, then we would encourage them to talk to the class teacher, SENDCO (Special Educational Needs and Disabilities Coordinator) or Head teacher.

Support 4SENDD can also offer valuable advice and can be contacted in Winchester on 01962 845870.

The Hampshire SEND team can also be contacted via the Hampshire County Council website.

#### **How does our school provide support for children with SEND and involve parents?**

The SENDCo, supported by the SEND governor, regularly check how well SEND support is helping children in our school.

Through monitoring, observing and assessing a child's needs, staff work together with the SENDCO to put in place appropriate support and provision. The class teacher will meet with parents at least on a termly basis (this could be as part of parents' evening) to discuss a child's needs, support and progress. Children who are receiving 'additional to' and 'extra than' support will be set targets. The Class Teacher works in conjunction with the SENDCO to ensure all the needs are identified and that the provision is up-to-date and suitable. The information and assessments for progress will be kept in a Pupil Profile, which will be shared and reviewed with parents. In the summer term, parents will be provided with an end of year written report, detailing progress within all areas of learning. We have an 'open door' policy and would encourage parents to discuss any concerns they may have with the class teacher or SENDCO. We firmly believe that effective SEND provision is secured when children, parents and staff work together to support a child's individual needs.

If a child has a complex SEND (Special Educational Need and Disability), an IPA (Inclusion Partnership Agreement), or an EHCP (Education, Health and Care Plan) may be put in place, which means a formal meeting will be held annually to discuss progress and a written report will be shared with all parties involved.

Class based learning is adapted and inclusive for all children. Targets will be taught and supported within lessons by the class teacher or a learning support assistant (LSA), others may be supported through a specific intervention programme (delivered by a trained member of staff).

Teachers strive to ensure work is adapted for children, providing appropriate support but also challenge. We aim to deliver a stimulating and exciting curriculum in a multi-sensory way that engages all children. Where necessary, children may be supported by an LSA. We aim to ensure our learning environment meets all our children's needs.

We value highly the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips, a pre-visit is made by staff and a risk assessment is carried out, which considers the needs of all children, making changes where appropriate. Where necessary we will meet with parents to discuss concerns and additional support that may be required. We aim to ensure all children have the chance to be part of lunch time or after school clubs.

The social and emotional wellbeing of our pupils is valued, and we have worked to develop and maintain a strong community ethos. Personal, health and social education provides the opportunity for children to discuss issues such as low self-esteem, positive relationships and teamwork. Our staff are trained to offer additional support. Where necessary, in consultation with parents specific plans may be put in place to support a child's wellbeing.

## **What specialist services and expertise are available at or accesses by the school?**

## **What training has the staff support children with SEND had, or currently having?**

We have links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:

- Educational Psychologist
- Therapists including Speech and Language Therapy, Occupational Therapist, Physiotherapist
- Advisors including Hearing Impairment, Visually Impairment, Physical Development
- Primary Behaviour Service
- Health services including school nurse and CAMHS
- Social care
- Outreach services e.g. Shepherds Down School and charities.

We will seek support from outside agencies for staff and families if it is needed.

A new SENDCo was appointed 2016. The role is to oversee the provision within the school and an effective team of learning support assistants; training is ongoing to ensure the school is kept up to date with any changes and priorities. The training needs within the school reflect the needs of the staff and children we work with. Our SENDCo meets regularly with SENDCos from other local schools, chaired by an Educational Psychologist.

## **How can I contact the SEND Coordinator?**

The SENDCo, Mrs Sophie Pennington, can be contacted through the school office 01489 782613.

## **How accessible is the school?**

The school is single storey but has different levels. Wheelchair access has limitations but access to classrooms, hall and toilets is possible. There is currently one accessible toilet for children or adults. Reasonable adjustments have been made to improve accessibility. A designated disabled parking bay will be created if the need arises.

## **Who can I contact for further information?**

If you are unsure about any of the support or provision being made for your child, please do not hesitate to contact the school office to make an appointment with their class teacher or SENDCo. If you feel your concern is not resolved through this process, please refer to our complaints procedure which can be found on our school website.

## **How will the school prepare and support my child to join the school or transfer to a new setting?**

The transfer to a new setting can be an anxious time for both child and parent, and we encourage visits to the school before applying. Careful planning is made for all children but for children with SEND, an additional

transition plan may be put in place. This will generally include early discussions with the school they are coming from or going to and any existing support from external agencies. Parents will be involved in discussions. During this time, the needs of the child and any particular concerns are shared. Staff at the new setting will then meet with the child. Specific visits are often planned, allowing the child to familiarise themselves with the learning environment and the staff who will be working with them.

An IPA (Inclusion Partnership Agreement), which details clear targets and action points, may be put in place to support transition if it is felt necessary.

### **What is the purpose of this report?**

This information report has been written as required by Section 65 (3) (a) of the SEND (info) Regulations and links to the local authority, which is available from Hampshire County Council.

Consultation with parents and children has taken place at county and school level. It has been approved by the governing body of our school, and responsibility for updating it has been delegated to the SEND governor.