



SEND Information Report and Policy

Curdridge Primary School

Approved by: Governing Body

Date: January 2026

Next review due by: January 2027

Aim

- Curdridge Primary School is a mainstream school.
- We recognise that all children are individuals who have different learning needs. We ensure that personalised learning is never limited to adult support, as we operate as a 'whole pupil, whole school' inclusive approach.

Objective

At Curdridge Primary School we aim to:

- Ensure early identification and provision for pupils who have special educational needs and additional needs.
- Provide an inclusive learning environment.
- Ensure that support is provided for children with significant long term SEND as well as children who require more focussed support for shorter periods of time.
- Work within the guidance of the Code of Practice (2015) and the Local Authority SEND Support guidance.
- Provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work within the SEND policy.
- Provide support and advice for all staff working with children with special educational needs.
- Encourage parental support for the child's education and to keep parents fully informed of the child's progress and support programme.

What is a Special Educational Need?

A child is identified as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. (SEND Code of Practice, 2015)

This is where a child has:

- *has a significantly greater difficulty in learning than the majority of others of the same age,*
or
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice, 2015)*

The Code of Practice Identifies 4 broad categories of need.

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

At Curdridge Primary we recognise the needs and allow careful planning for provision. We see the child as a 'whole' and we don't fit them into a predefined category.

The purpose of identifying any special educational or additional needs is that the school may need to establish curriculum expectations on an individual basis for a child, in order to support them.

Identifying Special Educational Needs

The school knows if a child requires extra support from a number of different indicators:

- Information at transfer in from Early Years setting or another school
- Parental concerns are raised
- Class teachers or support staff raise concerns
- Baseline testing
- Class work
- KS1 data
- Outside assessments e.g. EP/OT/SALT
- Local Authority Statements/EHC Plans
- A medical diagnosis
 - When a child is 'off track' (usually by 2 or more years) to meet their age related expectations as identified through pupil progress meetings with SLT.
 - When there are significant emotional needs

The class teacher and SENDCo may (depending upon the individual's need) produce curriculum expectations for Reading, Writing and Maths which will be focus on the individual goals and progress in an area of need. This will be shared with parents/guardians recognising that progress is inclusive of but not limited to:

- Discussion between stakeholders
- Book looks
- Phonic testing data
- Observations of behaviour
- Sandwell Maths test
- DEST test
- ELSA notes
- Vernon Spelling test
- Salford and NFER reading tests.

Process of support put in place by Curdridge Primary School

Using a graduated approach of Plan, Do, Assess and Review, the class teacher and SENDCo would provide personalised learning through PLT (Personalised Learning Time) and small group teaching.

This graduated approach requires the Class teacher to 'notice and adjust' in order to engineer opportunities for children to progress through their PLT opportunities. Differentiated activities and outcomes are applied as appropriate within an inclusive approach.

At Curdridge Primary School we discuss how pupils' needs are being met through:

1. Responsive teaching (which includes high quality inclusive teaching)
2. Provision that is monitored by SENDCo and SLT
3. Additional support or interventions related to the P2A and integrated within PLT tasks. These include but are not limited to, visual scaffolds, words banks, models and images, practical equipment and use of ICT.

If concerns are still being raised about a child's progress, the child may be placed on an Early Intervention monitoring register. This is reviewed,

scrutinised and monitored by the SENDCo. Parents are informed about this and can meet to talk about this process.

Should the child continue to demonstrate significant difficulties, then a decision is made by the teacher, parents and SENDCo as to whether this child needs to have a higher level of provision and it is at this point when a child would begin to receive SEND support, meaning they will be placed on the SEND register.

Managing pupils' needs on the SEND register

If a child is identified as having a SEND need, the following process will occur:

- A 'Project to Achieve' may be completed according to the child's needs by the child's teacher and SENDCo.
- Any 'Project to Achieve' will outline the aspirational next steps.
- Through interventions, first class teaching and Personalised Learning Time, the curriculum expectations will be updated, revised and reworked depending on the individual progress of the child.
- Outside agencies may be accessed for higher levels of need or where the school is unable to fully meet the needs of the child, arrangements may be made to draw upon more specialised assessments from external agencies and professionals, e.g. an Educational Psychologist.

The pupil and their parents will be involved throughout the entire process.

Criteria for exiting the SEND register

If it is considered that the child no longer needs support that is additional to or different from the current educational provision, then a decision may be made to remove the child from the SEND register.

A child will be removed from the SEND register where the child has made accelerated progress and they are now on track to make their age-related expectations showing standardised scores of 85+

- Parents will be fully involved in this decision.
- The child will therefore continue to receive high quality teaching that is differentiated and personalised within the classroom setting.

Once a child has been removed from the SEND register, they will stay on an Early Intervention list which means that the classteacher should monitor them closely to ensure that their progress and attainment is maintained.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.

The SENDCo will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality inclusive teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Ensure that there are opportunities for Pupil Voice and Parent Voice. If this is as part of an EHCP, it will form part of the Annual Review.

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND Policy and Information Report.

Transition Arrangements

When a pupil who is on the SEND register moves to another school or to a Secondary school, there will be a higher than usual level of contact with the receiving school, so that there is no break in provision.

Evaluating the effectiveness of SEND provision

The quality and nature of provision for all children is monitored regularly. In addition, children with an identified need will have their progress around this need reviewed informally between immediate stakeholders daily and weekly. Formal evaluations are made half termly. Monitoring of progress includes:

- Daily responsive teaching through PLT
- Learning walks and book monitoring
- Reviewing the impact of interventions between 4-6 weeks
- Using Projects to Achieve to plan, evaluate and provide
- Pupil and parent voice
- Monitoring by the SENDCo
- Test results
- Holding annual reviews for pupils with statements of SEND or EHC plans.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our Sunrise and Sunset Clubs (wraparound care). No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All pupils are encouraged to go on our residential visits with school staff and parents working together to make this possible.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take an active part in school life with the individualized support in place to make this possible.
- We have a zero tolerance approach to bullying.
- We have a fully qualified ELSA and there is a process which the pupil and parent can be fully involved in to receive ELSA support.

Working with other agencies

Should more support or assessment be required, the SENDCo will request support from external agencies. These include, but are not limited to:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Specialist teachers and advisors
- School nursing team.

Complaints about SEND provision

If a parent feels that current provision for their child is not appropriate in any way, should approach the class teacher and also the SENDCo. If this does not provide a satisfactory solution, then a meeting with these stakeholders, plus the Headteacher will be arranged.

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. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

The Local Authority Local Offer

Our local authority's local offer is published on our school website and can also be accessed at <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

This Policy and SEND Information Report complies with:

- The current statutory guidelines as written in the SEND (Special Educational Needs and Disability) Code of practice 0-25 years (2015).
- Equality Act 2010: Advice for schools. DfE May 2014
- Special Educational Needs (Information) Regulations document Clause 65. (SEND Information Report 2014)
- Statutory guidance on supporting pupils at school with medical conditions April 2014 (updated August 2017).

What to do next

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 Headteacher.

Families may also wish contact Hampshire County Council for advice and support. Support4SEND has now moved to Hampshire SENDIASS offering a single point of contact for parents, carers and children:

Phone: 0808 164 5504 Website: www.hampshiresendiass.co.uk

Email: info@hampshiresendiass.co.uk

Headteacher	Mrs Sally Wood
Designated Safeguarding Leads	Mrs Sally Wood Mr Joe Cunningham
SENDCo	Mrs Tamsin White
ELSA	Mrs Di Britton
Contact details	Curdridge Primary School Church Lane Curdridge Southampton SO32 2DR Telephone: 01489 782613 admin@curdridge.hants.sch.uk
SEND contact details for Hampshire County Council	https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds