

SEND Information Report

Corvedale CofE Primary School

2023-2024



Corvedale CofE SEND Information Report 2023-2024

From September 2014, all schools have to provide an Information Report on the support and services that are available for families with children who have Special Educational Needs or Disabilities. Within this report, parents and carers will be able to find information about the support that is offered by the school and some useful contacts.

The SEN Information Report is updated annually at the end of the academic year, or when changes have been made. The following report states the current provision within Corvedale CofE Primary School, and is written by the SENCO, Mrs Adelaide Knight.

The SEND information report is broken up into key questions as stated within the SEND Code of Practice (2014, *para 6.79*). Please see the table of contents to for an easy to use guide to direct to any specific question you may have.

The next update is due July 2024.

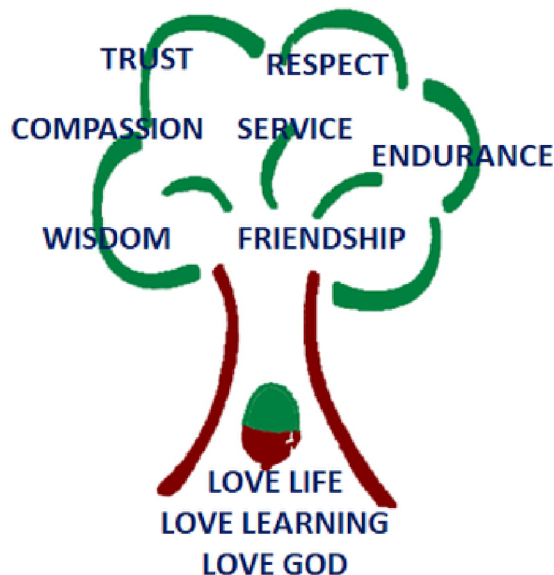


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What kinds of special educational needs are provided for at Corvedale CofE Primary School?

Corvedale CofE Primary School is committed to equality of opportunity and will ensure that every pupil on roll has equal access to all areas of school life. We believe that every child has the right to achieve their full potential and we pride ourselves on being a **fully inclusive school**.

Taken from the 2015 SEND Code of Practice, Greenacres Primary School accepts the definition that a child has 'Special Educational Needs' if they have:

· *A significantly greater difficulty in learning than most others of the same age,*

or

· *has a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools*

(SEND Code of Practice 2015 para 6.15)

At Corvedale CofE Primary School, we make provision for every kind of frequently occurring special educational need with or without an Education, Health and Care Plan, for example dyslexia, dyspraxia, speech and language needs, visual/hearing impairments, autism, learning difficulties and social emotional, and mental health difficulties, to name a few. There may be other kinds of special educational need, which do not occur as frequently and with which the school is less familiar, but we will endeavour to access training and advice so that these kinds of needs can be met within our school.

The school currently meets the needs of a number of pupils with an Education, Health and Care plan. Decisions on the admission of pupils with an existing Education, Health and Care plan are made in conjunction with Shropshire Local Authority.

Further details on our overall philosophy and commitment to providing an inclusive education is detailed in our SEND Policy, which is also available on the website.

What policies are there for identifying children and young people with SEN and assessing and reviewing their needs?

(Information on the name and contact details of the SENCO can also be found here)

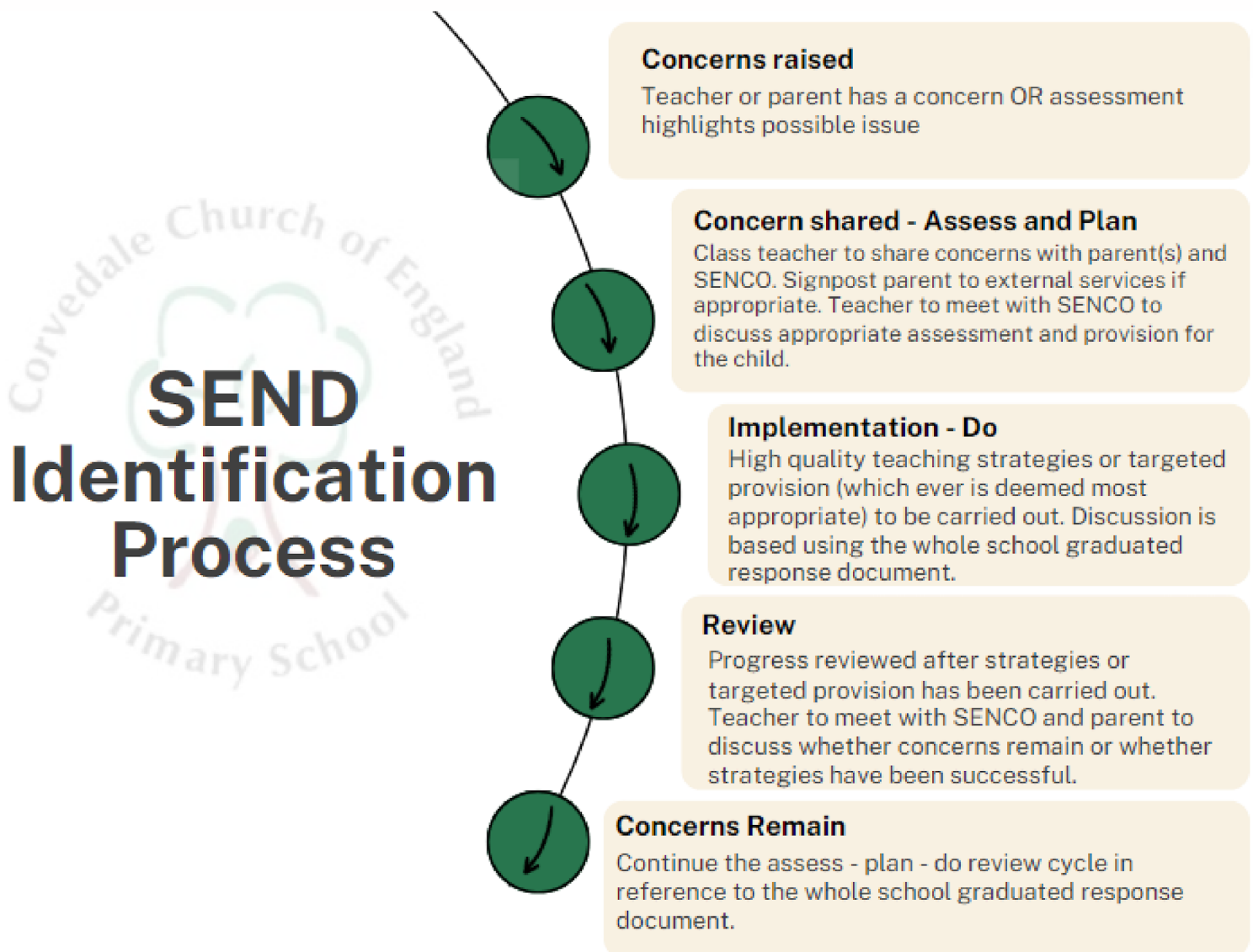
The named SENCO at Corvedale CofE Primary School is:

Mrs Adelaide Knight

Contact details:

adelaide.knight@taw.org.uk

The SEND Identification Process in a Snapshot:



Continued:

At Corvedale CofE Primary School, we are committed to the early identification of SEND. We will assess each pupil's current skills and levels of attainment on entry, which will take into account information from parents and previous settings, where appropriate.

Each class teacher, subject leader and members of SLT closely track and monitor the progress of all of the children in our school every term, through a range of assessments, such as NFER assessments and phonic screening to monitor early reading, white rose maths pre and post unit assessments and similar pre and post unit assessment checks in writing. Class teachers will also carry out daily assessments within each lesson as part of the Assess, Plan, Do, Review cycle of teaching and learning.

As part of our normal teaching arrangements, all pupils will be provided with additional support and/or strategies to support them if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. The SEN code of practice specifies that high quality teaching with scaffolding and personalised support, needs to be the first reaction to any possible special education need (SEN).

If concerns begin to arise, the appropriate assessment of the pupils need is outlined in our 'Graduated Response Document' (this can be found on the SEND section of the school website). The Graduated Response Document was developed in line with the local SEND offer, to ensure the right support is available, at the right time. It is broken up into four sections:

- High quality teaching strategies available for all pupils,
- Wave 1 provision available for pupils who we are monitoring,
- Wave 2 provision available for pupils on our SEND support register,
- Wave 3 provision available for more specialist support and pupils with an EHCP.

If a child is experiencing difficulties, despite receiving high quality teaching strategies and regular attendance, a meeting will be held with the Class teacher and SENCO to discuss the appropriate graduated support pathway. The class teacher will inform parents that attainment is being monitored and will offer strategies to support the child at home. The principle of early identification and intervention underpins our approach to identifying those pupils who need extra support.

If a child is continuing to face difficulty, despite receiving high quality teaching and wave 1 support, a formal meeting will be held with the SENCO, teacher and parents, and, if appropriate the child or young person, to discuss adding the child to the SEN register. Children at this tier need educational provision that is additional to our Wave 1 provision offer. This is special educational provision.

When a pupil has been identified as having special educational needs because special educational provision is being made for them, the pupil will be consulted and involved in the arrangements made for them as part of child-centred planning. A child on the SEN register will have a Pupil Centred Plan (PCP) created, which will follow the cycle of Assess > Plan > Do > Review and will be closely monitored by the SENCO. The graduated support document process will be followed.

What are the arrangements for consulting parents of children at Corvedale CofE Primary School and involving them in the education of their child?

At Corvedale CofE Primary School we strive to work in effective partnership with parents and carers as we recognise the importance this has on a pupil's personal development, academic achievement, and emotional wellbeing.

We operate an open-door policy for communication, parents and carers are welcomed to communicate with their child's class teacher at the beginning or end of each day, or by appointment, to exchange any key messages. All parents of pupils at Corvedale CofE Primary School are invited to formally discuss the progress of their child with the class teacher twice a year and will receive a written report once per year. In addition, we are happy to arrange additional meetings outside of these times, should a parent request one.

If a child is experiencing difficulties, despite receiving QFT strategies, the class teacher will inform parents that the child is to be monitored and will offer strategies to support the child at home.

If a child is continuing to face difficulty, despite receiving enhanced support from our wave 1 provision offer, the child will be added onto the SEN register in consultation with parents. Parents will be invited to a discussion meeting with the SENCO and class teacher to ensure that:

- everyone develops a good understanding of the pupil's areas of strengths, difficulties, and barriers to learning,
- parents and child's views and wishes are to be recognised, and wherever possible, acted upon,
- everyone understands the agreed outcomes sought for the child,
- everyone is clear on what the next steps are.

It is at this point that a Pupil Centred Plan (PCP) will be drawn up in discussion with the parents and child. which will follow the cycle of Assess > Plan > Do > Review and will be closely monitored by the SENCO. Should outside agency support be appropriate, parents will be consulted and will usually meet with the professional carrying out an assessment on school site. Parents will be invited to meet with the SENCO and class teacher to discuss the findings of any report to review how provision can be adapted in school.

If a child has an Education, Health and Care Plan (EHCP), parents will be invited to annual review meetings, alongside other professionals involved and if applicable, a member of Shropshire Local Authority.

In addition, should parents wish to raise any further queries or questions about the SEND provision for their child, parents are welcomed to email the school SENCO Mrs. A. Knight - adelaide.knight@taw.org.uk or arrange an appointment with the office, where an appointment will be made within a week. Mrs Adelaide Knight is currently on the school site every Friday, however can be contacted throughout the week via email.

Our open door policy ensures that the SENCO is always available to help with queries and able to work in partnership with parents so that provision for children with SEND is responsive to their daily needs. We strive to ensure that parent appointments are prioritised and that all meetings will be arranged when the SENCO is next in school.

What are the arrangements for consulting young people at Corvedale CofE Primary School about, and involving them in their education?

All young people in our school are treated with dignity and respect. Children with special education needs receive a Person-Centred Plan (PCP) to enable them to experience success and appropriate challenge throughout their school life. We share the PCP with the child, using language they will understand to ensure they are aware of the outcomes to work towards. We also include a section for pupil voice, where pupils are encouraged to give their views. Children with a PCP are invited to meetings with their class teacher to review their progress and set new outcomes, if appropriate.

Additionally, regular 'Pupil Voice' activities are undertaken by the senior leadership team and include pupils from a range of abilities and groups, including those with special educational needs.

Pupils with an Education and Health Care Plan will contribute to their Annual Review, and the SENCO will ensure their views are listened to.

What are the school's arrangements for supporting pupils in transferring between phases of education?

All transitions are well-planned for, both when children are admitted to our school from other settings and when they move on to their Key Stage 3 setting. A Transition Plan may be drawn up with the family and all the other agencies involved. This identifies the key needs of the child and creates a clear action plan to ensure that the transition is smooth. The action plan is different for every child in response to their needs and is a working document that can be adapted to meet changing requirements during the transition period.

For children entering our Nursery or Reception provision:

Every child will be invited to several induction visits during the term before they begin, which can increase in frequency depending on the child's need. A bespoke transition plan will be developed for pupils with additional needs.

For children transitioning to a different class within school:

Current teachers will hold meetings with the child's new class teacher to share progress and discuss the PCP, along with other reports or information. Children will have a 'taster day' in their new class. Additional teacher-pupil meetings will be put into place if appropriate, and parents are invited to attend 'back to school' nights, where they are able to meet with their child's new teacher. Where needed, 'social stories' are also used to support transition and pictures of the classroom and visual timetables may be sent home over the summer.

For children transitioning to a different school:

The SENCO will work with the prospective school SENCO to create a smooth transition plan, discuss SEND pupils' needs and hand over key information.

For children in Year 6 transitioning to Secondary School:

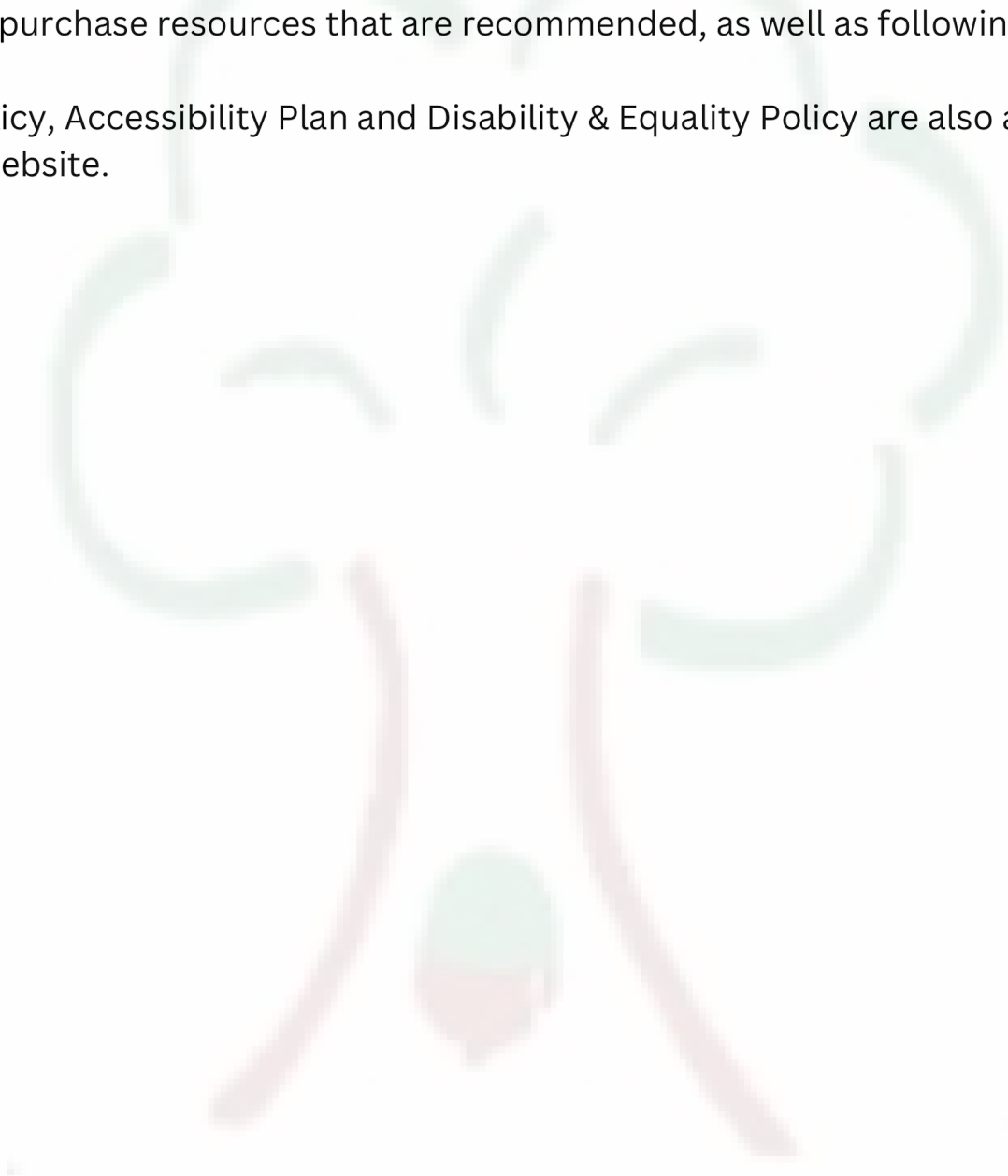
Corvedale CofE Primary School works closely with our local secondary schools. Children will be visited in school by the Year 7 coordinators of their prospective secondary school to provide information about the new school and an insight as to what to expect. Meetings will be arranged between the SENCO, Year 6 class teacher and either the SENCO or Year 7 coordinator of the secondary school to discuss SEND pupils' needs and hand over key information. Additional induction visits will be put into place if appropriate, and a bespoke transition plan will be developed for our pupils who are on the SEND register.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

A child may have needs in one or more of the following four categories: Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health and Sensory and/or Physical. Adaptions to the curriculum and learning environment are made according to individual need.

Corvedale CofE Primary School is fully accessible for wheelchair users, being largely on one level. We have a purpose-built changing area in our school and disabled toilet facilities. We will work closely with other professionals to provide bespoke equipment to support children with additional needs when they are admitted to our school, or when they are identified as part of our assessment process. We follow advice from outside agencies and purchase resources that are recommended, as well as following specific programmes.

Our SEND policy, Accessibility Plan and Disability & Equality Policy are also available to view on our website.



What expertise and training do staff have to support children and young people with SEN?

(Information including how specialist expertise will be secured).

As a school we are committed to ensuring that all of our staff are up to date with local training and guidance and have a breadth of knowledge and skills to support a range of additional needs. We strive to provide bespoke training for staff in response to particular additional needs when we admit a new child, so that we are best informed in how to meet individual need. Our SENDCO attends local updates in regards to the local offer, and wider professional development opportunities in regards to special education needs.

Teachers and teaching assistants attend courses to support individual children as necessary. Learning support assistants who run particular interventions or provide bespoke support for a child have opportunities to attend training and are encouraged and supported to update their knowledge and skills regularly. Teachers also receive regular, high quality training to ensure best practice in meeting pupils needs.

At Corvedale CofE Primary School, we are keen to work with any external agency that we feel is relevant to an individual child's needs. This includes, but is not limited to:

- Behavioural support such as the Shropshire Local Authority Inclusion Team,
- Health including – GPs, school nurse, family support advisors, paediatricians, speech & language therapists; occupational therapists; Mental Health Support Team, Bee U
- Social services including - social workers and early help
- Education support, such as educational psychologists

Specialist assessment will be accessed as appropriate and in reference to our 'Graduated Support Document'. This can be found on our school website.

How do we evaluate the effectiveness of the provision made for children and young people with SEN?

Children with additional needs at Corvedale CofE primary school will follow the main curriculum offer wherever possible. To achieve this every child is entitled to high quality teaching. Adaptations may be made to accommodate individual needs and work can be scaffolded to support learning needs and styles, but participation in the life of the classroom is central to the provision that we offer.

Special education provision is planned and evaluated through the use of PCPs that track and monitor the progress of children and the impact of provision against targets set by teachers and any other agencies involved with the child.

The school receives advice from a range of health and educational professionals in order to meet the needs of the pupils with SEND. We work closely with these professionals and colleagues to ensure that we continue to support pupils under the guidance associated with the SEN Code of Practice (2014).

The provision made for pupils with SEN is coordinated by our school SENCO, who closely monitors the progress of pupils to ensure such provision is effective. The SENCO will also liaise with class teachers and teaching assistants, observe children in their learning and meet regularly with the pupil, to discuss the impact of the SEN provision. The SENCO regularly meets with the Head teacher and SEN governor who oversee the provision of special educational needs.

In order to ensure effective monitoring of our SEND provision, the SENCO follows a half termly monitoring cycle. This consists of:

1. Reviewing pupils' individual progress towards their targets outlined on their Person Centred Plan (PCP) at minimum each half term (SEND and EHCP pupils)
2. Gaining the voice of the child when creating or reviewing a PCP
3. Gaining the voice of the parent/carer when creating or reviewing a PCP
4. Reviewing the impact of interventions on attainment each half term
5. SENCO, SLT and Governor monitoring through learning walks, book scrutiny and data analyst of school, local and national trends
6. Holding annual reviews for children with an EHCP
7. Half-termly RAG rating of a pupils EHCP provision as stated within Section F.
8. Communication friendly classroom audit (Speech and Language UK)
9. Sensory classroom audit
10. Emotion and Mental Health Auditing tool (Mentally Healthy Schools)
11. ADHD friendly classroom guide audit

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

Children with SEND in school may need a range of support depending upon their individual needs. Our vision is for every member of our school community to have the opportunity to become curious, considerate and confident citizens, who contributes positively to the school, community and wider world.

We aim to provide quality learning experiences appropriate to the needs of all of our pupils and we are committed to:

- Creating a happy and secure learning environment where all pupils' needs are met and where achievements and success are recognised and praised.
- Ensuring that all the National Curriculum/statutory curriculum/EYFS guidance is delivered to all pupils within a mainstream setting.
- Providing all staff with training and development opportunities to enable effective practice.
- Promoting the pupils spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.
- Helping pupils acquire the knowledge, skills and confidence to enable them to lead as full, interesting and independent life as possible.
- Developing personal responsibility and encouraging decision making and choice.
- Providing a wide range of age-appropriate learning experiences which are both exciting and challenging.
- Offering opportunities to work co-operatively alongside others, develop friendships and respect for others.
- Providing pupils with experiences of their own and other religious and cultural backgrounds and values.
- Fostering relationships with parents and other professionals.

When school trips are planned, we ensure that all pupils are able to access it. This may mean adaptations are planned for, but we ensure that no child will be discriminated against due to having an additional need.

For pupils with SEND, pupil voice opportunities are regularly gathered within all subjects to ensure key areas of learning are embedded into long term memory.

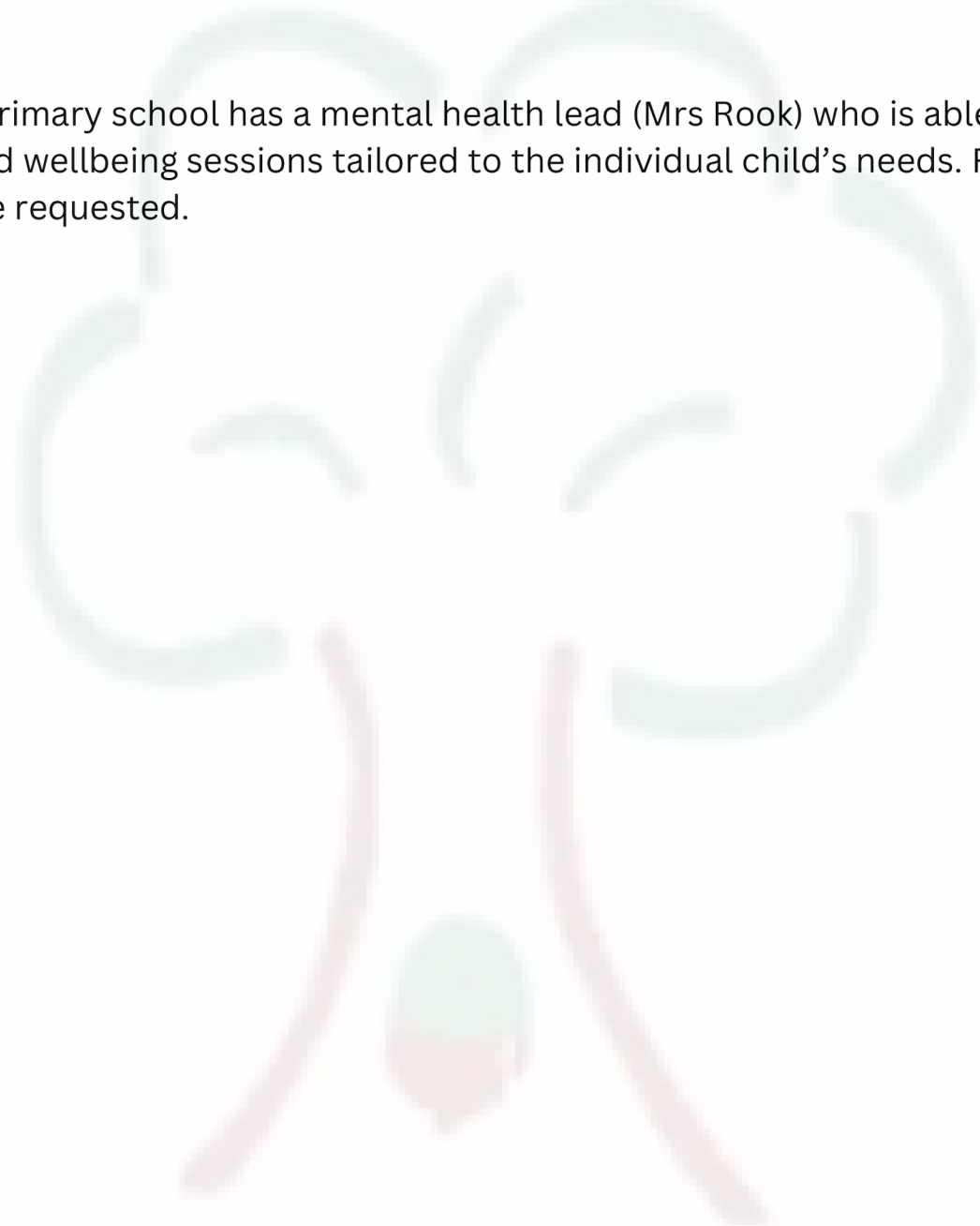
What support is there for improving emotional and social development of a child with SEND?

This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

We endeavour to support all children emotionally. All children follow a structured PSHE curriculum and our school policies address a variety of issues including bullying.

We recognise that some children have additional emotional and social needs that need personalised strategies. This can include a personalised behaviour plan, support from external mental health services or accessing our in school pastoral support.

Greenacres primary school has a mental health lead (Mrs Rook) who is able to offer emotional and wellbeing sessions tailored to the individual child's needs. Further details can be requested.

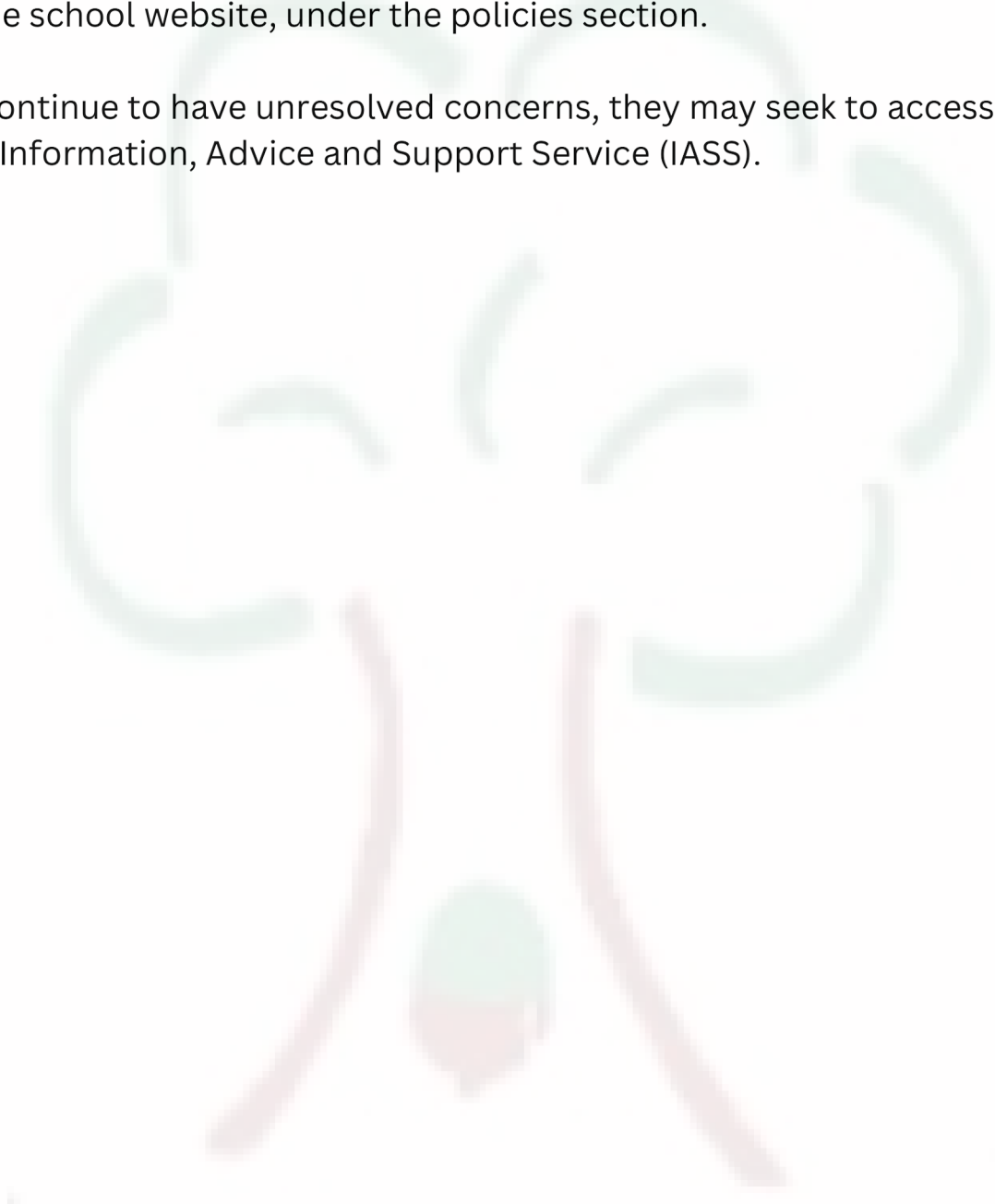


What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

At Corvedale C of E Primary School we strive to work closely with parents/carers when supporting their child with SEN, and therefore welcome any concerns regarding the SEND policy or provision made to be discussed as soon as possible.

In the first instance, please speak with the pupil's class teacher. After that, if parents/carers still feel their child's needs aren't being met, please book a time to meet with the SENCO. Following this, a discussion with the Head teacher would be appropriate. If it was still felt that the complaint had not been addressed, it would then be appropriate to approach the Governing body. The complaints policy can be found on the school website, under the policies section.

If parents continue to have unresolved concerns, they may seek to access Shropshire Information, Advice and Support Service (IASS).



How does the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

External support for children with SEND is coordinated by the SENCO and is responsive to the needs of the child. At Corvedale C of E Primary School, we recognise the important role external services have in helping identify, assess and advising on provision to meet the needs of the individual child.

These are some of the agencies we work closely with:

- Learning Advisory Support Teacher (LSAT)
- Speech and Language Therapist (SALT)
- Bee U (BEAM, Kooth, Children and Families Mental Health service)
- Occupational Therapists (OT)
- Physiotherapists
- Sensory Inclusion Service working with children with visual impairment and hearing loss (SIS),
- Educational Psychology Service
- Habilitation Specialists
- TMBSS
- School Nurse
- Strengthening Families
- Education Welfare Officer
- The Local Authority SEND Team
- Social Workers
- Family Support and Early Help Workers

The SENCO also holds the responsibility of family support and early help. Please arrange a meeting with the SENCO where a whole family assessment can be offered.

Where is the information on Shropshire's local offer published?

The SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and / or disabilities, their families, and the practitioners who support them. It's been designed with a family's needs at the heart of the process.

Taken from the Shropshire Local Offer Website, 2023

<https://shropshire.gov.uk/the-send-local-offer/>

