Curzon C of E Combined School SEND information Report

Useful Terms:

SEND- Special Educational Needs and Disabilities
SENDCo-Special Educational Needs or Disability Coordinator
SLT-Senior Leadership Team
EHC-Education, Health and Care plan (replaced Statement system)

Key Personnel:

SENDCo: Mrs H Steere
SEND Governor: -Mrs A Higham
Overall in charge of the management of SEND provision: Mrs J Payne (Headteacher)

Curzon C of E Combined School is part of the Oxford Diocesan Bucks School Trust. We are also supported by Buckinghamshire Local Authority and Oxford Diocese to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Our vison is for all children to grow like the mustard seed. At Curzon we care about each and every child. If you have any concerns at any point in time, please come and talk to us.

Our vision is for all to grow like the mustard seed. We have high ambitions for all pupils. Our ethos is to enable all children to reach their potential. We do not place a ceiling on attainment. Through carefully designing our curriculum and adapting out teaching to include a range of different activities and meet varying needs, we ensure that all pupils, including SEND, can participate fully.

All children learn and develop in different ways and may require additional help and support at various points in their journey through school. Some children, at some time in their school life might have additional or different needs and it may be that they will be on our SEND register for varying periods of time.

One of our key school values is courage and our aim is for all pupils, including SEND pupils to develop learner independence and resilience. We use the inverted triangle of support whereby we encourage self-scaffolding and start by providing the least support. All children with SEND needs benefit from quality first teaching in the classroom with a teacher. We keep interventions to a minimum to ensure that all pupils can access the full curriculum. Some brief interventions, such as pre teach are led by the class teacher.

We are an inclusive school meeting the needs of children with Special Educational Needs and Disabilities in a mainstream setting wherever possible.

In line with the National Code of Practice, September 2014, the four broad 'areas of need' are:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.

- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia, dyscalculia or dyspraxia.
- **Social, mental and emotional health** - this includes children who may be withdrawn or isolated, disruptive, hyperactive or lacking in concentration.
- **Physical and/or Sensory Needs** - this includes children with sensory, multisensory and physical difficulties, hearing and visual impairments etc.

The Local Offer

In accordance with the Children and Families Bill 2014, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs or Disability (SEND) aged 0-25. This is the 'Local Offer'.

This information sets out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their children.

From September 2026 schools will start to receive support from Experts at Hand (Educational physiologists, speech and language experts etc)

Details of Buckinghamshire's local offer can be found at:

Bucks SEND Local Offer | Family Information Service

The School SEND Information Report

At Curzon C of E Combined School, we embrace the fact that every child is different, and therefore, the educational needs of every child will be different.

The questions below will give you further information about the support available at Curzon C of E Combined School for you and your child.

1. How does Curzon School know that pupils need extra help and what should I do if I think my child has special needs?

All children are assessed throughout their time at Curzon. We receive information, in advance where possible, from the school or nursery previously attended, sometimes visiting to meet the children. Reception class teachers may also visit the children at their pre-schools or nurseries. Children and parents are invited to an induction afternoon and we offer a stay and play session that children can attend with their parents. We offer an enhanced bespoke transition programme when appropriate. All teachers are provided with information about the pupils in their classes on transition from one year to the next so that they can plan the learning to ensure that all pupils are able to make good progress. Progress of all children is monitored by class teachers regularly. The Senior Leadership Team (SLT) monitors every child's progress with teachers at half termly progress meetings. When a child is not making expected progress, the school can quickly make provision for additional support. This will be discussed with parents/carers and the pupil.

If parents/carers have any concerns about their child, they should discuss these in the first instance with the class teacher who will then liaise with the SENDCo, as appropriate.

2. What would the school do if they thought a pupil had special educational needs?

The class teacher and SENDCo will carry out a deeper analysis of the child's needs. This will be based on assessments, observations of the child, and discussions in half termly progress meetings. It will also be drawn from the child's own views and the views of their parents. If relevant, this may include advice from external agencies.

3. What arrangements does the school have for involving and consulting with parents in SEND decisions?

SENDCo, SLT, class teacher, parents and child will all be involved in the decision to add the child to the school's SEND Register.

We will inform parents and encourage them to share their information and knowledge. There is a section on the SEND Support Plan and the EHC plan where parents and children are asked to record specific actions they will do to achieve the targets. Both parents and children sign the SEND plan so that it forms a 'contract.'

We also hold regular workshops/coffee afternoons for parents on different aspects of SEND.

The SEND governor is available on the playground most days to meet with parents and collect parent views through short surveys.

Parents can contact the SENDco at SEN@czn.odbst.org and the SEND governor at ahigham@czn.odbst.org.

4. What arrangements does the school have for assessing and reviewing the progress of the children on the SEND register?

The class teacher will formally review the progress of children on the SEND register at least every term. This review meeting will include the parents and child. Parents will be given clear information about the impact of the support and intervention provided and invited to review progress against the agreed targets and agree new targets.

5. How does the school support SEND children through transition to different phases of education?

The SENDCo and class teachers meet with SENDCos from nurseries, Year 2 (for Year 3 admissions) and secondary schools where needed. We also run a programme of transition support for secondary school which helps prepare SEND and other children we feel may be vulnerable.

6. What is the school's approach to teaching children with SEND?

The class teacher, with support from the SENDCo, will draw up a plan with the child and the parents to support the child. The plan will include SMART targets (small steps, measurable, achievable, realistic, time limited), and ways of supporting the child at home.

When carrying out the plan, we will keep checking the provision and will make adjustments accordingly. At Curzon, we provide most support within the classroom and aim to make our curriculum inclusive to all. We have mapped out how we can make small adjustments to each curriculum area to ensure equity for all pupils. School staff have received training on Buckinghamshire's Universal Provision which provides strategies on inclusive teaching. These strategies are implemented in each class across the school and include the use of visual timetables, word and phonics lists and calm physical classroom environments. On occasions when the child is working out of the classroom in a small group, (e.g. phonics/reading catch up, small group targeted Maths support, pre teach), the class teacher will retain responsibility for the child's progress.

7. In what ways are staff trained and expertise sourced and utilised to support children with SEND?

The SENDCo attends regular in-service training sessions held by the Local Authority, ODBST and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET days. In addition, the SENDCo facilitates training and holds INSET for teaching staff and teaching assistants.

The Specialist Teacher visits and provides support for the SENDCo and/or training for staff. Recent staff training has included for e.g. Supporting children with ASD and autism, writing SMART targets for SEND support plans so progress is measurable, reviewing our Step On behaviour training and supporting children sensory needs. Staff have also received training on Universal provision.

8. How does the school evaluate the effectiveness of its SEND strategies?

The Headteacher is the designated responsible person in overall charge of the management of SEND provision and its resourcing. The Headteacher works closely with the SENDCo.

The designated SEND Governor will keep an overview of the SEND provision being made, by meeting with the SENDCo each term. The Governing Body, in conjunction with the Headteacher, has responsibility for the school's general policy and approach to provision for SEND children including the allocation of resources.

For full details of how SEND is evaluated, please see the school's SEND Policy.

9. How are children with SEND enabled to work with the other children in the school?

By working predominantly in the classroom, the child is part of the whole class teaching strategy. We group children carefully, often giving SEND children a role model to work with. Collaborative learning is a key part of our teaching and learning ethos.

All teachers have a responsibility towards the children with SEND in the classes they teach by;

- planning and delivering high-quality teaching that is adaptive to needs;
- collecting and gathering information through observations, discussions with children and parents, and assessments;
- implementing Universal Provision strategies

By recognising the needs of all children, and differentiating our resources and practice, we aim to provide an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

10. What provision does the school make to support emotional and social development?

The wellbeing of all our children is a primary concern at Curzon. Pupils are supported with their social and emotional development throughout the school both through the curriculum and extra-curricular activities. Additional support is arranged as necessary for individual pupils e.g. 1-1 work with our Social and Emotional Support Worker and through our ELSA programmes. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and consistently implemented by all staff. We run a young carers group supporting children who are carers for family members. We run a passport scheme to support children who join the school in year groups that are not the main points of admission.

Attendance is regularly monitored and we work closely with parents/carers where there are concerns to prevent prolonged or repeated absence.

Relevant staff are trained as appropriate to support medical needs to ensure all children can play a full and active role in school life, remain healthy and achieve their academic potential. Personal medical care plans are drawn up with parents and shared with all staff. All staff receive first aid training.

Pupils' views are sought through School Council, Eco Monitor meetings as well as through surveys and in Circle Time class discussions. These views are taken into account when drawing up the School Development Plan.

11. How does the school work with Health and Social Care bodies, the local authority support services, and voluntary sector organisations to meet the needs of SEND children and give support to their families?

For higher levels of need, the school draws on outside agencies such as Education Psychologist, Speech and Language and Occupational Therapists, Physiotherapists, Pupil Referral Unit, Specialist Teaching Service, School Nurse, Buckinghamshire Safeguarding Team, Early Help Services, CAMHS (Child and Adolescent Mental Health Services) and a Specialist Support Teacher.

12. What arrangements does the school have for parents to report complaints?

Any complaints regarding SEND provision should initially be discussed with the class teacher or the SENDCo. If you feel this fails to provide a satisfactory answer, the issue should then be raised with the Headteacher. If this fails to resolve the complaint, the school's Complaint Policy should be consulted.

September 2026