

Curzon C of E Combined School SEN information Report

Useful Terms:

SEN- Special Educational Needs

SENCO-Special Educational Needs Coordinator

SLT-Senior Leadership Team

EHC-Education, Health and Care plan (replaced Statement system)

Key Personnel:

SENCO: Mrs H Steere (on maternity leave from Jan 22)

ACTING SENCO: Mrs M Green

SEN Governor: Dr R McDouall

Overall in charge of the management of SEN 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. 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.

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 New 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- **Social, mental and emotional health** - this includes children who may be withdrawn or isolated, disruptive, hyperactive or lacking in concentration.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 (SEN) aged 0-25. This is the 'Local Offer'.

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

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

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=VJQ9vBgDah0>

The School SEN 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 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 in their homes. Children and parents usually attend two induction afternoons. 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 SENCO, as appropriate.

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

The class teacher and SENCO 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 SEN decisions?

SENCO, SLT, class teacher, parents and child will all be involved in the decision to add the child to the school's SEN register.

We will inform parents and encourage them to share their information and knowledge. There is a section on the SEN 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 SEN plan so that it forms a 'contract.'

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

The class teacher will formally review the progress of children on the SEN 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 SEN children through transition to different phases of education?

The SENCO and class teachers meet with SENCOs 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 SEN and other children we feel may be vulnerable.

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

The class teacher, with support from the SENCO, 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 make adjustments accordingly. At Curzon, we provide most support within the classroom. On occasions when the child is working out of the classroom in a small group, (e.g. phonics catch up, small group targeted Maths support) 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 SEN?

The SENCO attends regular in-service training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET days. In addition the SENCO facilitates training and holds INSET for teaching staff and teaching assistants. Occupational and Speech and Language Therapists visit and provide support for the SENCO and/or training for staff. Recent training has included for e.g. supporting children's motor skills, managing anxiety in children with ASD and supporting children with emotional attachment issues.

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

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

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

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

9. How are children with SEN 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.

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

- planning and delivering high quality teaching that is differentiated;
- collecting and gathering information through observations, discussions with children and parents, and assessments;

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 of 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, particularly in the current Covid situation. 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 Family Worker. 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 parents/carers are contacted 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, Anti-bullying Ambassadors and 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 SEN 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, 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 SEN provision should initially be discussed with the class teacher or the SENCO. 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.

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