

Courtwood Primary School



SEN Information Report 2023

Introduction

Welcome to our SEN information report, which is part of the Croydon Local Offer for learners with Special Educational Needs (SEN) or disabilities. The Croydon Local Offer can be found here:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

All Croydon schools are committed to and adopt a similar approach to meeting the needs of all pupils, including those with special educational needs and disabilities. There is a shared expectation that all pupils, regardless of their specific needs, will benefit from inclusive teaching, which will enable them to make the best possible progress in school, ensure they can actively participate in the wider aspects of school life and support readiness for the next phase of education and/or preparation for adulthood.

As a small, one-form entry primary school we pride ourselves on our ability to treat our pupils as individuals, we get to know our children well and realise that every child is different and learns in their own way. We recognise the importance of partnership and encourage an open-door policy, welcoming parents to speak to staff about their children whenever they have concerns. We work hard to build strong relationships with our families and have good communication between teachers, children with special educational needs and disabilities (SEND), their parents and outside agencies. We place our children's emotional and social well-being at the heart of all we do and believe that children achieve best when they are happy.

At Courtwood children of all abilities, backgrounds and special educational needs and disabilities (SEND) are valued, respected and equal members of our school. We believe that children's needs should be met as far as possible within the planned curriculum through first quality teaching and that this is a shared responsibility of the whole staff to ensure all children are to achieve their best.

We are able to offer mainstream education, with high levels of knowledge and expertise in special educational needs, as well as an Enhanced Learning Provision (ELP) for children who are on the Autistic Spectrum (ASD). We have two Special Educational Needs and Disabilities Co-ordinators (SENDCos), both who have completed their National SENDCo qualifications.

Courtwood Primary School work in partnership with several other schools in the area, as part of a project called “Locality SEND Support”. This is an initiative by Croydon Council which aims to improve support for children with special needs or disabilities.

The ‘Locality SEND Support’, provides access to early help for children who are identified as having additional needs, which can’t be met through our own school resources. This early help may come in the form of advice, school to school support, referral to specialist services or additional resources. Presently, the scheme is only for Croydon residents and will not impact on students who already have an Education & Health Care Plan or those in Enhanced Learning Provisions.

Enhanced Learning Provision

The Enhanced Learning Provision (ELP) is a provision for 14 children. Pupils start in the Reception Year group in Holly Class and will move to Chestnut Class in Year 3. Each class has at least one fully qualified Teacher, and TAs who have training and experience of working with children with SEND and ASD. The ELP has an attached Speech and Language Therapist and Occupational Therapist who work closely with the staff to continuously set and review targets, model new targets and support staff to deliver those interventions to the Children.

Across the year, the ELP SENDCo runs open days to allow prospective parents to visit the ELP. This is an opportunity for them to ask questions and find out more about the provision. Please see our ELP SEN Information Report for more information.

What is a Special Educational Need?

At different times in their school life, a child or young person may have a special educational need (SEN). The code of practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”.

Types of SEN

In the Code of Practice 2014, SEN and provision falls under four broad categories:

- Communication and interaction,
- Cognition and Learning;
- Social Mental and Emotional Health;
- Sensory and/or Physical.

These include a wide range of needs such as:

- Speech, language and communication needs;
- Behavioural, emotional and social difficulties;
- Specific learning difficulties;
- Moderate learning difficulties;
- Profound and multiple learning difficulties;
- Autistic spectrum conditions;
- Multi-sensory impairment;
- Visual and hearing impairment;
- Physical disability.

What should I do if I think my child may have Special Educational Needs?

If you are worried or concerned about your child, please contact your child's class teacher. Your child's class teacher knows your child well and will be able to talk to you about what support your child already receives and will suggest ways to enhance your child's learning and development. The class teacher will contact you if they have any concerns about your child's behaviour, their emotional well-being, social development or academic progress.

Depending on the outcomes of these initial conversations you may then have a follow up meeting with one of our school SENDCos, Lauren Cleaves (mainstream) or Clare Cook (ELP). You can do this via the school office (by phone 0208 657 8454 or via email [at admin@courtwood.org.uk](mailto:admin@courtwood.org.uk))

How does the school identify which children need extra help or might have a Special Educational Need?

A concern about a child's development may be raised by a parent/carer, member of staff, the child themselves, or an external agency. This could be where a child has a difficulty that is impacting on their ability to make expected progress academically, socially, behaviourally, physically or emotionally. Teachers meet regularly to discuss individual pupils, raising concerns and celebrating successes. The SENDCo and external agencies (further information below) use a variety of assessments to identify and to diagnose a range of differing needs.

What external agencies does the school access?

Courtwood works with a range of different agencies to ensure that we can best meet the needs of the children. These include, but are not limited to:

- NHS Speech and Language Therapists and Assistants
- Love to Communicate Speech and Language Therapists and Assistants
- Occupational Therapy
- Physiotherapy
- Educational Psychology Services
- School Nurses
- Community Paediatricians
- CAMHS
- Social Care
- Early Help
- Behavioural Support
- Outreach from Specialist Educational Settings
- Croydon Sensory Support Services to support pupils with hearing/visual impairment

Who is responsible for supporting my child?

The class teacher is responsible for:

Providing Quality First Teaching by:

- Planning and delivering a challenging and differentiated curriculum which ensures the progress of all children;
- Using prior knowledge as a starting point for learning;
- Adapting teaching strategies and techniques to sensitively meet the needs of all learners;
- Monitoring progress;
- Creating a classroom environment where all children understand expectations and know where to find support;
- Creating a classroom atmosphere which encourages and values the contributions of all children;
- Supporting the identification, planning and provision for children needing extra support;
- Writing Individual Education Plans (IEP), sharing and then reviewing these with parents at least once each term and planning for the next term.
- Implementing advice from outside agencies to support the learning and progress for identified children;
- Keeping parents/carers informed about a child's targets and progress against these targets regularly;
- Taking into account parent/carer views and those of each child;
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Special Educational Needs and Disabilities Co-ordinators (SENDCo) are Lauren Cleaves (mainstream) and Clare Cook (ELP) and are responsible for:

Developing, alongside the Principal and Governors, the strategic development of SEND provision within the school by:

- Creating an overview of the needs of all children across the school;
- Personalising provision to the needs of an individual child with SEND.
- Monitoring the progress of all children across the school in collaboration with the Senior Leadership Team (SLT) including the LAC (Looked After Children);
- Regularly reviewing the impact of provision against children's outcomes;
- Working in partnership with children and parents/carers to improve outcomes;
- Liaising with a range of agencies and outside professionals who can offer advice and support to help children overcome any difficulties;
- Providing advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs;
- Reporting regularly to Governors and meet with the SEND Governor (see below);
- Provide specialist advice and CPD for school staff to meet the needs of children with SEND

Ensuring that parents/carers are:

- Involved in supporting their child's learning and access;
- Kept informed about the range and level of support offered to their child;
- Included in reviewing how their child is doing;
- Consulted about planning successful movement (transition) to a new class or school;

The Principal Natasha Grant is responsible for:

- The day to day management of all aspects of the school including the provision made for children with SEN and/or disability and the LAC (Looked After Children);
- Employment and allocation of all teaching staff throughout the school;
- Ensuring the school complies with all statutory requirements

The SEND Governor Councillor Andy Strannock is responsible for:

- Supporting the school to develop the quality and evaluate the impact of provision for children with SEN and/or disability

How is my child's progress monitored and tracked?

Staff continually assess children's progress through observations, discussions, assessments and completed learning outcomes. Staff formally assess children's progress within the curriculum termly and this data is analysed by the leadership team.

When monitoring emotional development, staff observe children's behaviours, and have discussions with children, parents/ carers and other staff members. The Boxall profile is also used as a more formal assessment tool.

How will I know how well my child is progressing at school and how to support them?

We regularly share progress feedback with all our learners and their families. We hold two formal parent consultations each year and a drop in at the end of the year following the children's annual reports. It may be appropriate to hold further meetings during the year with the family, parents and outside agencies. We regularly share what can be done by families at home to support the learning at school and our open-door policy gives parents the opportunity to speak to school staff.

What support for is in place for children with Special Educational Needs?

We have high expectations for all children with SEND and class teachers will plan for the needs of the children in their class. If a child is identified as having SEN, we will provide support that is 'additional to' or 'different from' the approaches and learning arrangements normally provided as part of high quality, personalised teaching. Children are supported in a range of different ways, focussing on children's development in speaking and listening, reading, writing, maths, fine and gross motor skills, social communication, emotional development, play skills and behavioural support. This support would be set out in the school's provision maps and could include:

- Quality first teaching within the classroom
- Small group interventions inside and out of the classroom
- Individual support/interventions inside and out of the classroom
- Pre-Teach sessions
- Precision Teaching
- The use of specialist equipment (including pencil grips or writing slopes)
- The use of targeted resources
- Speech and Language support
- Sensory circuits

Social, Emotional and Behaviour Support

- Social Skills Groups
- ELSA (Emotional Literacy Support)
- Drawing and Talking
- Sunny Breakfast
- Young Carers
- Art Therapy
- Pets as Therapy

The extra support will be carried out by class teachers, teaching assistants and on occasion counsellors and therapists.

How skilled are staff in supporting the needs of children with Special Educational Needs?

Courtwood is committed to ensuring staff have the appropriate skills to support our children. The SENDCo ensures our staff are updated on all matters pertaining to special

educational needs and disability. Staff also undertake training where possible specific to individual needs. Recent training includes, but is not limited to:

- Supporting pupils on the autistic spectrum;
- Supporting children with specific learning difficulties impacting on their reading, writing and maths learning;
- Supporting pupils with social and emotional needs, including attachment theory;
- Bereavement
- Supporting pupils with speech and language difficulties;
- Positive Handling
- Zones of Regulation
- Positive behaviour management
- Medical Needs Training

The SENDCo meets regularly with other SENDCo's and attends termly briefings run by the local authority.

How will my child be included in activities outside the classroom including school trips?

As an inclusive school, we involve all our children in all aspects of the curriculum, including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met and parents/carers are consulted and involved in planning. If it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

How does Courtwood support children moving to another year group or different school?

For some children a more specialist setting may be appropriate to meet their needs. If a child is moving to another primary, a specialist setting or onto secondary school and has significant additional needs an individualised programme will be developed, considering the most successful way to meet the child's needs upon transition. Transition books, classroom visits and meet the teacher events are also used to prepare the children when moving between year groups.

How does Courtwood support children with medical needs?

Courtwood works closely with medical professionals and families to support individual children's medical needs. We liaise with families and medical professionals to design personalised medical care plans. Children with ongoing medical conditions such as asthma and allergies have their medicine readily available when required. Staff are trained in the use of epi-pens and asthma. More specific training is requested when needed.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Some pupils may require specific arrangements within their classroom; they may need a particular type of chair or table, wider aisles for mobility, a writing slope, cushion, footstool or pencil grip. We

work with the Occupational Therapist Service and with parents to ensure that we meet the needs of individuals. More information can be found in our Equality Objective and Access plan.

How does Courtwood record a child identified with special educational needs?

The SENDCo keeps a SEN Register, which is a list of all children who have been identified as having special educational needs. Individuals whose individual support is additional to quality first teaching may have their needs recorded and monitored through an Individual Education Plan (IEP).

IEPs will consider your child's strengths as well as areas of difficulties and will include targets for your child to work towards. The plans will also include information around the additional provision and support your child will receive in school to help them achieve their targets. These IEPs will be reviewed each term and both you and your child will be invited to contribute to reviewing your child's progress against the IEP.

This forms part of the plan, do, review cycle:



Plan: This stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on the Class Provision Map or your child's Individual Education Plan.

Do: This involves providing the support or resources detailed in the plan.

Review – Together the child, parents or carer, teacher and SENDCo review the impact of the support. This then informs the next cycle, if necessary, considering whether changes to support need to be made.

In some cases, it may be necessary to increase or change the nature and level of support to help your child make progress.

This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service or to the 'Locality SEND Support' panel. A referral for support from an outside agency will only be made with your consent.

Following this, some children may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Children who have an Education, Health and Care Plan (EHCP) will also have an additional annual review of their progress, which involves all of the children and adults involved in the child's education.

As a parent of a child with Special Education Needs where can I go for support?

- Parents in Partnership (PiP)
[Parents in Partnership \(PiP\) @ Croydon Mencap | Croydon Local Offer](#)
- Family Lives
[Parenting and Family Support - Family Lives \(Parentline Plus\) | Family Lives](#)
- Organisations such as the National Autistic Society (NAS)
[National Autistic Society \(autism.org.uk\)](#)
- Action for Children
[Parent Talk - Support for Parents from Action For Children](#)
- SEND Information and Advice Services (SENDIAS) SENDIAS 020 3131 3150
[Croydon SENDIASS - Kids](#)

SEND Complaints

If you have any concerns regarding your child with SEND, complaints can be made to the Principal, Mrs Grant or the Deputy Principal, Mr Howland by email to admin@courtwood.org.uk. Please mark any emails private and confidential. More information can be found in our Complaints Procedure.

You can also contact the Headteacher via the school office.

If you are still unhappy with the way your concerns are being addressed, you should contact the

SEND Governor in writing to:
The Chair of Governors
Courtwood Primary School
Courtwood Lane
Croydon
CR0 9HX