

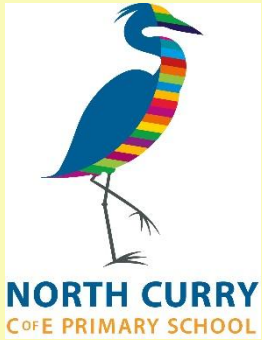


North Curry CofE Primary School



SEND Information Report

Date: September 2024



*This report is designed to inform you of the types of support available for
your child at*

North Curry CofE Primary School

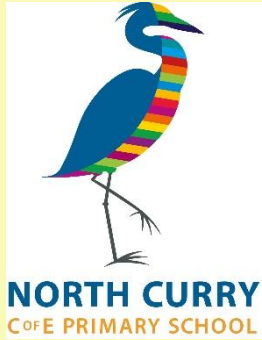
It will help you understand who can help and how this help can be accessed.

*This report has been co-produced with staff, parents, carers, students and
governors (Sept 2024)*

Definition of Special Educational Needs

(taken from SEND Code of Practice: 0 to 25 years –
January 2015)

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Namely provision that is different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (6.15 pg 94)



What are people's views on inclusion at our school?



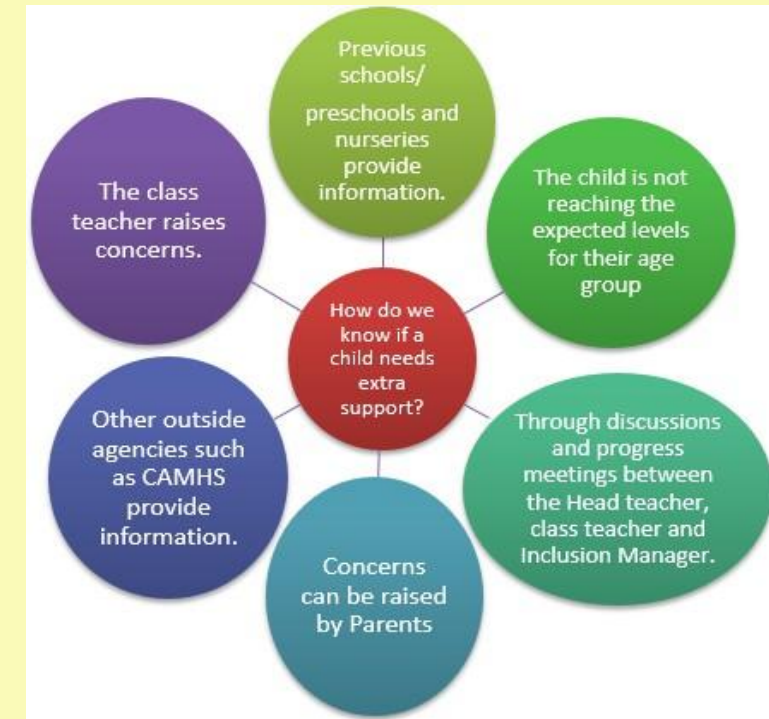
Ideas from the children about what inclusion means: 'Inclusion means to include someone.' 'Let someone join in.' 'When playing a game, be kind and let them play with you.'

Ideas from the children about how teachers include others in class: laptops, wobble cushion, pencil grips

'North Curry work hard to be inclusive of neurodiversity. The children understand that there are differences within their school and to be accepting of others' needs. Generally there is a culture of kindness and inclusiveness.' (KS2 parent – September 2024)

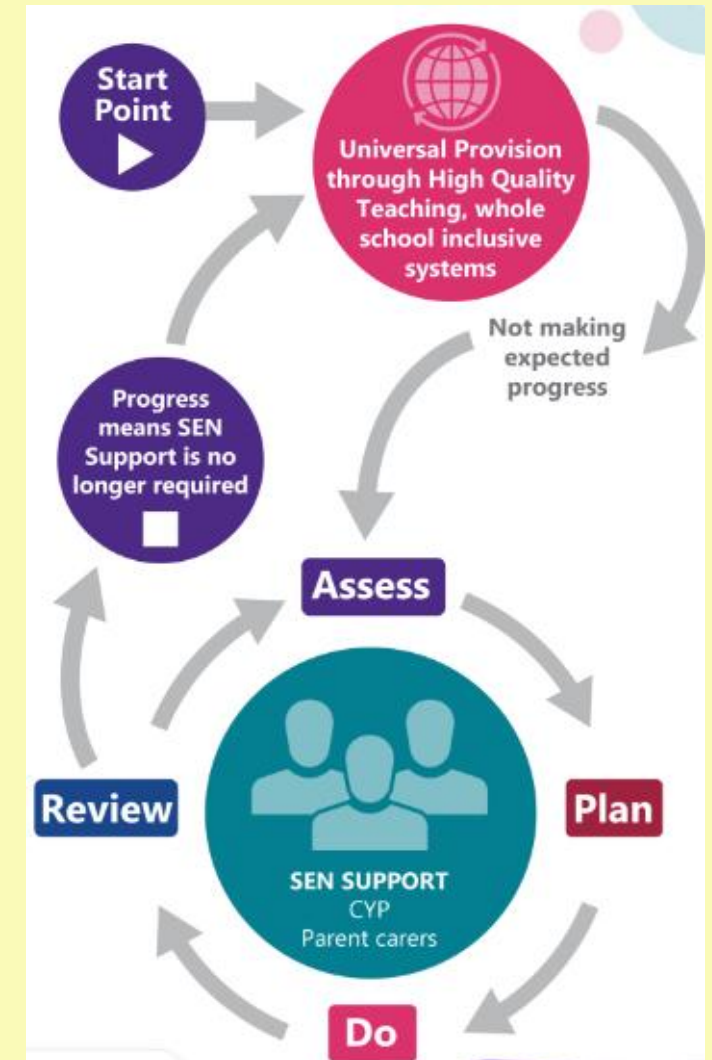
How does the school know if a child needs extra help?

- A child may be identified as having Special Educational Needs (SEN) at any stage during their education. This may be a long term difficulty or disability requiring specific intervention or something new that develops during their time at North Curry CofE Primary School.
- Prior to entry to our school, we will liaise with key staff from your child's previous educational setting in order to gain essential information that allows us to understand and plan for your child's needs.
- Information may also come from a variety of other sources:
 - An Education, Health and Care Plan (EHCP)
 - An officially recognised diagnosis requiring SEND provision
 - Involvement from external agencies/professionals
 - Results from diagnostic or standardised tests
 - The school's own assessment framework
 - Staff observations
 - Parental concerns
 - Child self-referral

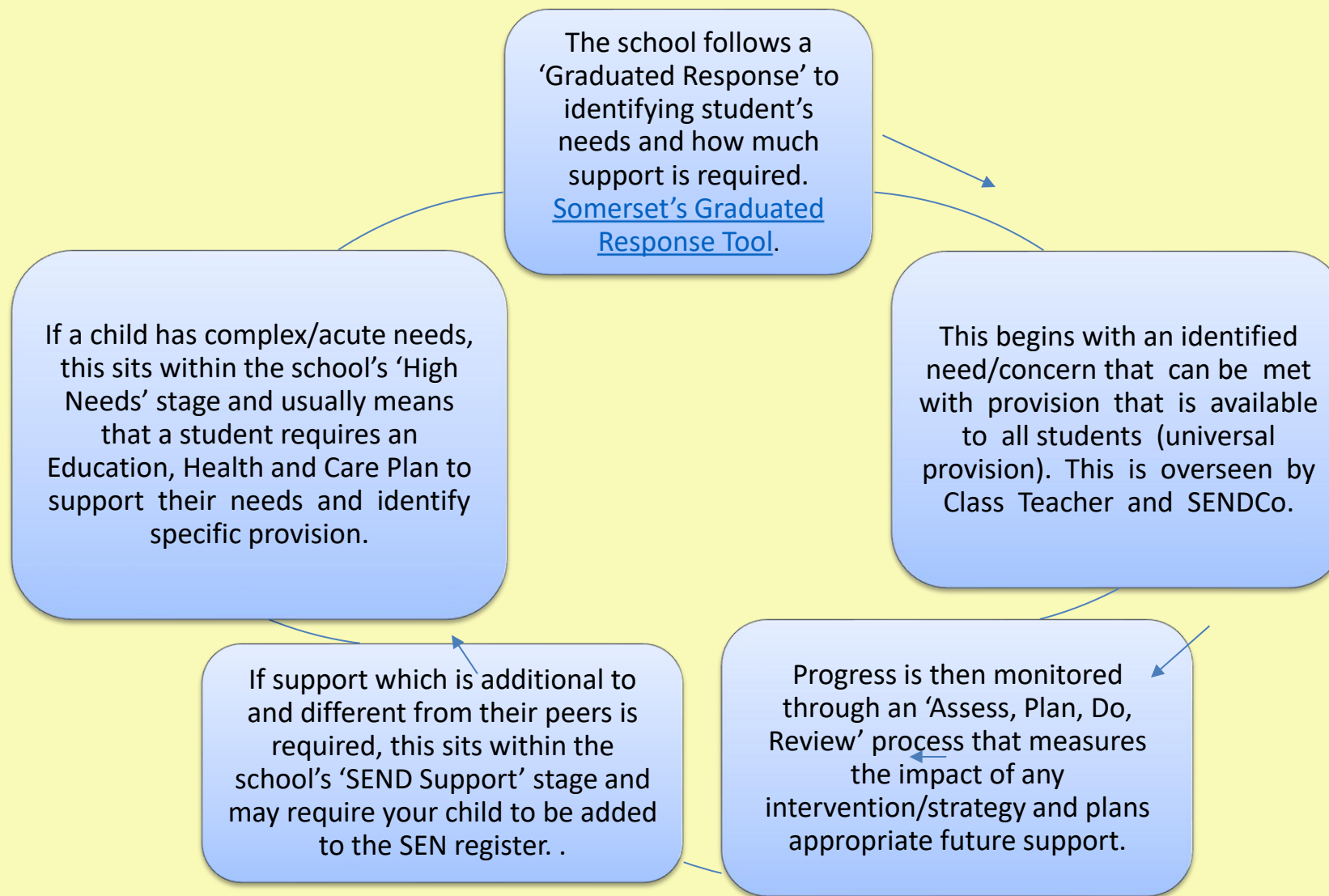


How will the school support my child?

- *School staff will support individuals at a level appropriate to their needs through high quality teaching and differentiation/adaptation within the classroom.*
- *We aim to ensure the fullest possible access to the curriculum for all students and a Personalised Learning Plan (PLP) may be needed to share appropriate strategies with school staff to ensure this is able to happen. All children on the SEND register will have a PLP.*
- *The PLP will also be used to establish a small number of personal outcomes/aims and agreed actions for everyone involved, including the child. These will then inform staff's planning and focus support for each student.*

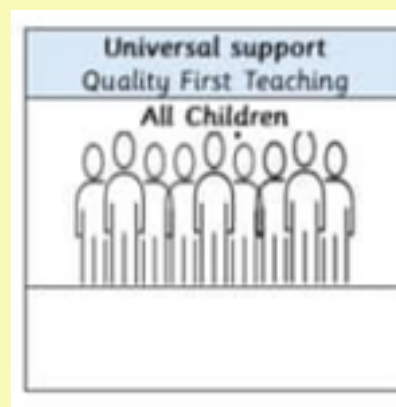


How will the School Support my Child and how much support is needed?



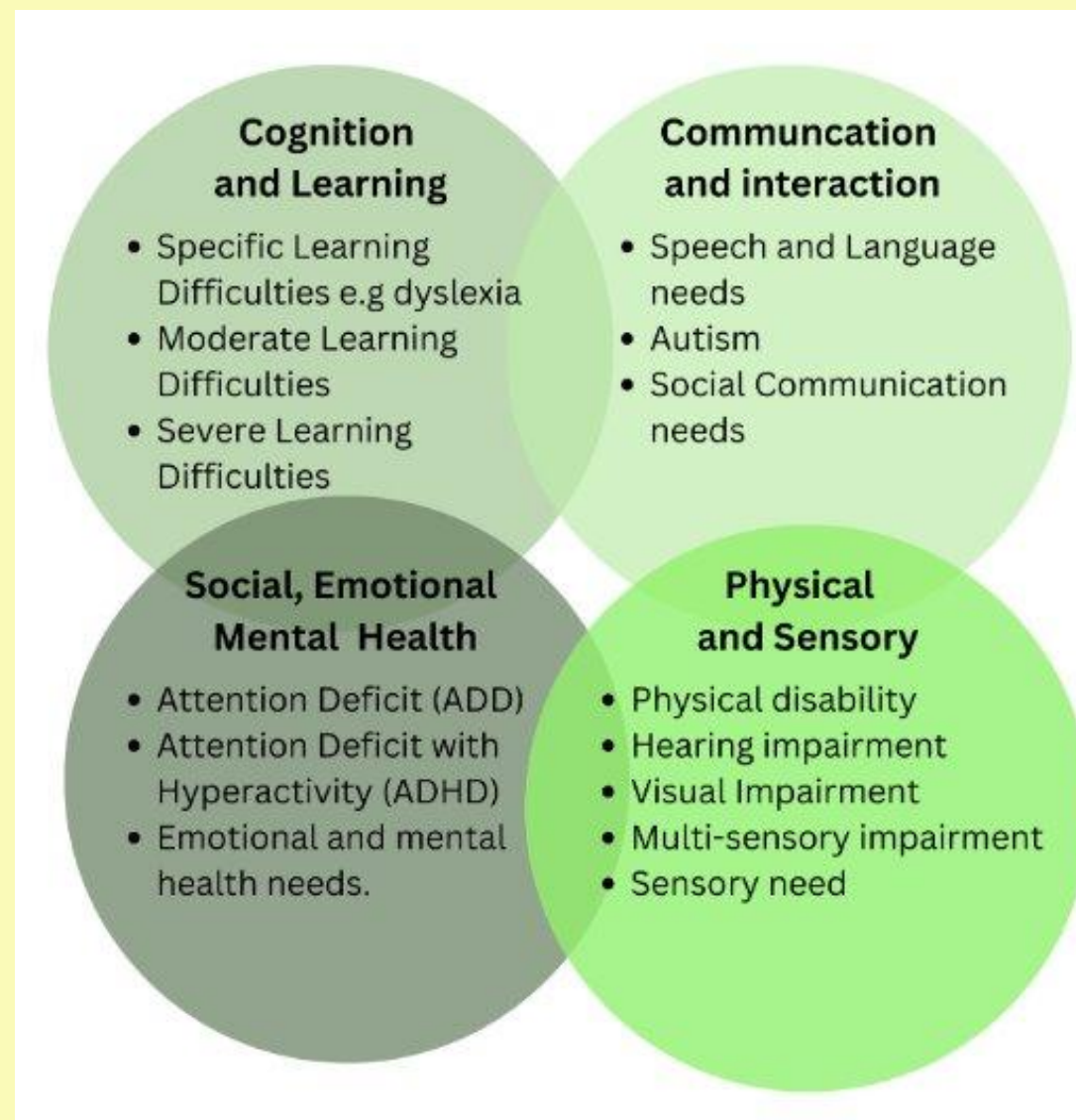
SEND Graduated Response

- **Please note:** if your child has a diagnosis, this doesn't automatically mean your child will be on the SEN register or an EHCP should be applied for. For some children with a diagnosis, the universal provision provided to the whole class is sufficient to meet their needs.



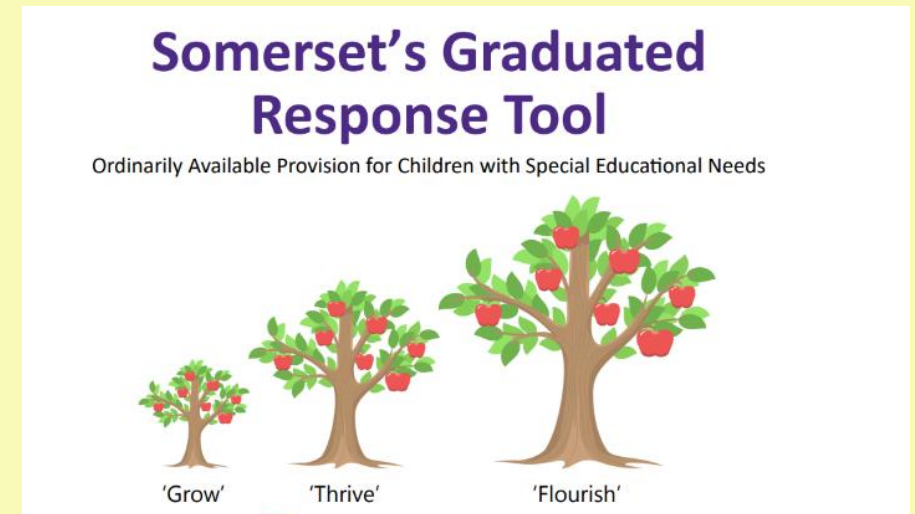
Types of SEND need

The SEND Code of Practice 0-25 identifies four broad areas of Special Educational Need. The image here shows the SEND category of need with the range of needs within each category.



What provision is there for children at North Curry CofE Primary School?

- *There is a wide range of provision available at our school for students with SEND. This may include intervention support, adaptations to the curriculum, special equipment for example.*
- *We have a highly experienced member of staff who delivers a wide range of small group and 1:1 interventions as well as a team of highly experienced teaching assistants in classes, who support students based on their individual needs.*
- *Please see the Somerset Graduated Response Tool for more details of Universal and SEND support provision*
- *Somerset's Graduated Response Tool*



What sort of support can my child expect at the different levels of support?

All pupils examples: adapted outcomes; alternate recording methods, practical resources e.g. pencil grips, reading rulers, visual timetable, concrete resources, carefully considered seating, additional warnings/reminders, movement breaks

Additional learning needs (Universal Provision) examples: class provision map, pre-teaching/over-learning, small group work, multi-sensory approach, precision teaching, differentiated resources, additional teacher input, access to other staff in school e.g. ELSA,

Higher level learning needs (SEND support) examples: professional involvement, personalised support, intervention groups, regular review meetings, personal behaviour plan, catch up programmes, child added to the school's SEND register

Complex learning needs (specialist provision) examples: EHCP, 1:1 support, outside agency involvement

What do school staff say are their responsibilities with regards to inclusion?

Our roles (from the teachers)...to provide high quality universal support as standard...

Developing meaningful pupil-teacher relationships to understand needs and the most effective way/s to implement support...

Communication between staff and parents/carers to share expertise...

Our roles (from the teaching assistants)...to be role models to the children on how to be inclusive

Ensuring every child is treated fairly – making sure they feel included, not matter what need they may have.

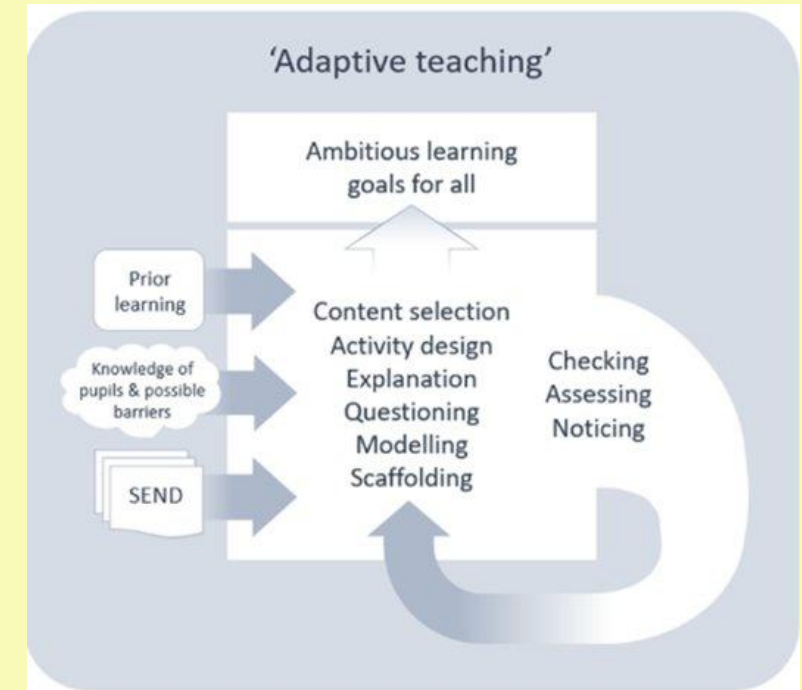
How will the school's approach be adapted to match my child's needs?

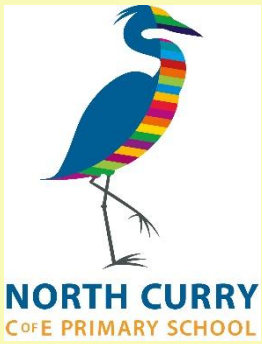
Most children will follow the same curriculum as their peers, with teachers adapting the lesson content to take account of your child's learning needs. Observation, marking and assessment inform teachers' planning to ensure all work is pitched at an appropriate level.

Support staff will help with your child's learning within the classroom through 1:1 or small group work.

Specific resources and strategies will be used to support your child individually or in groups.

Where appropriate we will offer a differentiated behaviour management plan for your child in line with professional advice.

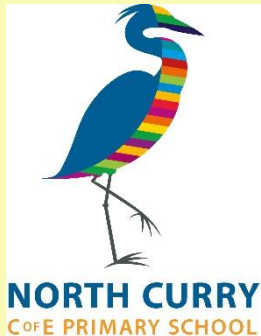




How will I know what progress my child is making?



- *Each term, teachers discuss the progress of the children in their class through pupil progress meetings (PPMs) with the head teacher and SENDCo. This enables conversations to be had about any children who may not be making progress, and what can be done to support this.*
- *All students' progress is shared with parents through our two parents' evenings and one written report each school year.*
- *Students with SEND may also have:*
 - *Annual Review meetings (generally for students with an Education, Health and Care Plan)*
 - *Interim progress meetings*
 - *Personalised Learning Plan reviews*
 - *Meetings with outside agencies*



How does North Curry CofE School support mental health and wellbeing?



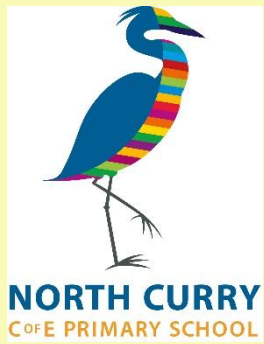
North Curry CofE Primary School is committed to the wellbeing of your child. We support our children's mental health and wellbeing through our curriculum and universal provision. Teaching and learning in this area encourages children to understand and explore their feelings, emotions and wellbeing.

We use 'Zones of Regulation' across the school, which helps children to identify their emotions and begin to learn strategies to support themselves when emotions get too big. As part of this, children 'check in' with their teachers in the mornings about how they are feeling, giving teachers an opportunity to put some support in



We use the SCARF programme of study for our PSHE curriculum. Lessons are taught weekly and provides children with opportunities to discuss and identify how to look after and develop their own wellbeing. Please see our website for more information. [PSHE-Curriculum-Intent-Statement.pdf \(northcurryschoo.co.uk\)](#)

ZONES OF REGULATION!			
Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space



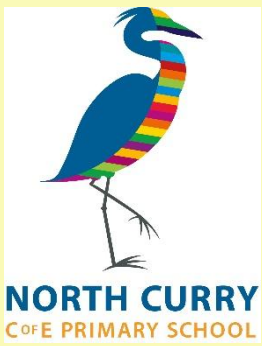
What support will there be for my child's wellbeing?

huish
RICHARD HUISH

If you have concerns about your child's mental health and wellbeing, please speak to your child's class teacher in the first instance. There may be strategies that can be implemented in class to support their needs.

Mrs Hyland, our school ELSA (Emotional Literacy Support Assistant) can work 1:1 with children or with small groups on aspects of their mental health and wellbeing. She also plans for whole school initiatives to support mental health and wellbeing. Mrs Hyland is also our Senior Mental Health Lead and works closely with the Mental Healthy Schools Team (MHST).





What specialist services are available to support my child?



Additional agencies which the school may approach for support include:

- Educational Psychology Service (EPS)*
- Child and Adolescent Mental Health Service (CAMHS)*
- Children and Young People's Therapy Service (CYPTS) – includes services such as speech and language, occupational therapy*
- Local authority advisory teachers – including Access to Inclusion and Early Years SENDCo*



What training is made available to staff supporting students with SEND?

Staff training is targeted to the needs of the children within the setting and to meet the school's improvement priorities.

Our HLTA has training in academic interventions such as ILI (individualised Literacy Intervention) and Spelling Detectives, to meet the academic needs of our children.

The whole school team has training in initiatives such as trauma informed practice and emotion coaching. Again, this is targeted to the needs of our children.

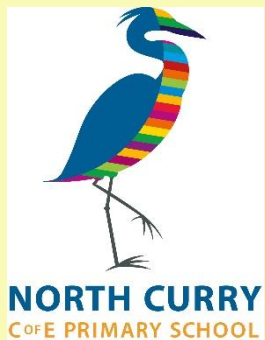


How are resources allocated and matched to my child's needs?

At North Curry CofE Primary School, we look at each child as an individual and support them in a way that suits them. We have a wide range of practical resources available in school and teachers work with the child to find what works best for them.

Through pupil progress meetings, we decide on the best use of our teaching assistants, and HLTA in targeting those children who would most benefit from interventions.





How accessible is the school environment?



- *Most areas of the school are accessible, especially our new classroom, and we continue to improve our facilities by making the reasonable adjustments necessary to accommodate all of our students.*
- *Timetables and rooming can be adjusted to enable full access to the curriculum.*
- *Please see the school's Accessibility Plan for more details available at:*

[Policies - North Curry Primary School \(northcurryschoo.co.uk\)](http://northcurryschoo.co.uk)



How will my child be included in activities outside of the classroom?

- *Students with SEND are supported and encouraged to be fully involved in all aspects of school life.*
- *Individual arrangements (and risk assessments if necessary) are planned in advance to ensure they can be appropriately included on trips, offsite activities and extra-curricular events.*
- *For those students unable to participate in the usual curriculum sporting activities appropriate adoptions have been made to ensure that appropriate challenge and participation is inclusive for all children at North Curry CofE Primary School.*



How will my child and I be involved in decision making and planning for their education?

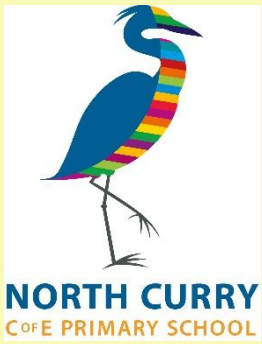
For parents/carers

- *Open evenings*
- *Meetings with class teachers*
- *Home visit - reception pupils only as part of transition*
- *Phone calls home*
- *Open door policy*
- *EHCP annual reviews*



For children:

- *Observations*
- *Pupil voice surveys*
- *1:1 conversations*
- *Through getting to know your child really well*



How will the school support my child during transition?



Coming into our school:

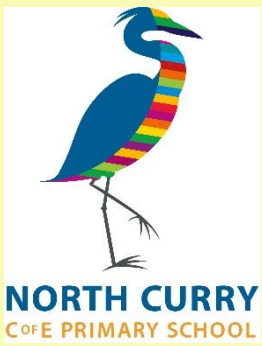
North Curry CofE School will be in touch with the nursery setting/previous school for information about your child. If necessary, a school entry planning meeting will be arranged with yourself as parents, the previous setting and any outside professionals involved with your child to look at their strengths and needs, and write some targets for your child's first couple of months in school. These targets will be reviewed within your child's first term in school.

Additional visits to the school may be arranged and the reception class teacher may make visits to see your child in their nursery setting.

Leaving our school:

Each secondary school has its own transition package to support children moving from year 6 to year 7. Most of the schools include visits of secondary school staff to North Curry to meet with the class teacher and SENDCo to discuss the pupils and perhaps observe pupils in class. The SENDCo shares all pupil information with the receiving school SEND team and may invite the SENDCo to attend annual reviews with parents.

Some secondary schools offer additional transition days to support our vulnerable pupils alongside the July transition days for all pupils. Schools may also offer summer school type provision for vulnerable pupils to get to know the school while it is quieter.



Who should I contact for more information or if I am concerned about my child?



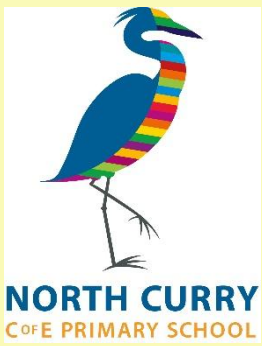
- *Your child's class teacher should always be your first point of contact. They can then direct your concern to the right member of staff or escalate to the SENDCo if necessary.*
- *Jo Littlechild - SENDCo. She is a qualified teacher with 20 years' experience and holds the Postgraduate Certificate in Special Educational Needs Co-ordination. She is responsible for the day to day operation of the SEND policy.*
- *sendco@nc.huish.education*
- *01823 490423*



How will the school advise me if they have concerns about my child?

- If we have concerns about any aspect of your child's school life, the most appropriate member of staff will contact you. This may be your child's class teacher or a member of the school's Senior Leadership Team.*
- Staff may also use other opportunities such as your child's school report or parents evening to let you know about any concerns.*
- If appropriate, the 'Assess, Plan, Do, Review' process will be used as part of the school's 'Graduated Response' to identify what needs to change and put in place support/strategies to help make this happen.*
- In line with the SEND Code of Practice, we will always inform parents/carers if special educational provision is being put in place for your child and they are being placed on the school's SEND register.*





What support does North Curry CofE School have for me as a parent of a child with SEND?



- Your child's class teacher, ELSA and SENDCo will be happy to offer any support they can.*



- We can also signpost and/or refer you to other specialist support services...*

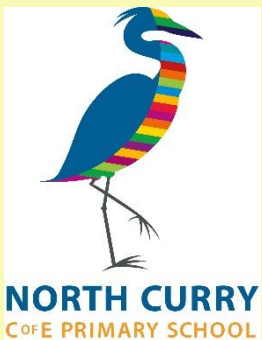
[Home \(somensetsend.org.uk\)](http://somensetsend.org.uk) SENDIAS

[Somerset's SEND Local Offer](#) The SEND Local Offer

[Somerset Parent Carer Forum CIC Ltd \(not for profit\)
company no. 10227489](#) Somerset's Parent Carer Forum

[Parent and Family Support Advisor \(PFSA\) – Professional
Choices](#) PFSA

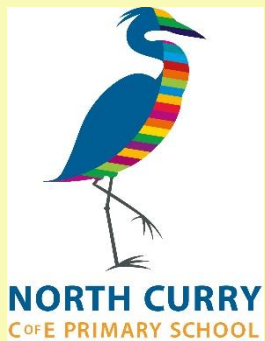
[Family Intervention Service \(somerset.gov.uk\)](http://somerset.gov.uk) FIS



What should I do if I am not satisfied with a decision or what is happening?



- Your first point of contact is always the person responsible – this may be your child's class teacher, the SENDCo, our Designated Safeguarding Lead or the Head Teacher.*
- You are encouraged to speak to them first and explain your concerns.*
- If you are not satisfied that your concern have been addressed then please ask for the contact information for their line manager.*
- If you still feel the issues are unresolved, then please follow the school's complaints procedure Policies - North Curry Primary School (northcurryschoo.co.uk)*
- If your concern is with the Local Authority, then please contact the Somerset Parent Carer Forum Somerset Parent Carer Forum CIC Ltd (not for profit) company no. 10227489 or the Special Educational Needs and Disability Information and Advice Service (SENDIAS) - Home (somensetsend.org.uk).*



Who has contributed to this report?



Signed on behalf of the senior leadership team:

(Helen Morley - Head teacher)

(Jo Littlechild - SENDCo)

This report was presented to and approved by the school's Senior Leadership Team in September 2023

Signed on behalf of the Governing Body:

(Gill Slocombe - Chair of the Governing Body)

(Andrew Perrins - SEND Governor)

This report was presented to and approved by the school's Governing Body

Thank you



A big thank you to the children, parents, carers, external professionals and staff who were consulted on this report during the academic year 2024-2025