

SEND Information Report July 21

Name of SENDCo: Mrs Sarah Morrison

Contact email: sarahmorrison@cs-academy.com

Contact Phone Number: 01803 557726

Name of SEND Trust Board Representative: Mike Freeman

At Curledge Street Academy we believe in ensuring that all children are supported to achieve their very best. This is achieved through a whole school approach to teaching and learning, targeted resources and swift identification of needs.

Whole School Approach to Teaching and Learning:

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life
- A whole school approach as identified in the Teaching and Learning Policy

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children that require support to catch up through regular assessment and pupil progress meetings
- Identifying children requiring SEND Support and initiating the “assess, plan, do, review” cycle
- Consideration of application for an Education, Health and Care Plan
- Ensuring all children identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need
- Ensuring Individual Support Plans are written and regularly reviewed for all children requiring SEND Support, or with an Education, Health and Care Plan

How we identify children that need additional or different provision:

- Class teacher refers to SENDCO
- Ongoing curriculum assessments
- Tracking progress using data reviewed at regular pupil progress meetings
- Assessments completed by the SENDCO
- Further assessments by specialists, including those from external agencies

We take a holistic approach to all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listen to the views of children and their parents:

We believe in a partnership approach, working with all children and families to ensure that children achieve their potential and are safe, well cared for and happy at school. The following table sets out

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the way in which the school works with families and children to ensure that their needs and aspirations are captured, understood and reflected in the schools provision.

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions Daily reflection	All staff	Daily
Informal meetings	Class teachers/ SENDCO/ pastoral team	As required for individuals
Parents' Evenings	Class teachers	Termly
Home-School Book	Class teachers	As required for individuals
Assess, Plan, Do, Review meetings (including Individual Support Plan and/ or Annual Review of the Education, Health and Care Plan meetings)	Class teachers, support staff/ SENDCO	Termly/ Annually
Pupil conferencing	Class teachers	As required for individuals
Parent groups	Well-being/ pastoral team	Weekly (episodic intervention)

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established by Sarah Morrison (SENDCO) in partnership with the child, their parents, the class teacher and teaching assistants. Please see our SEND Policy for further details.

This year, provision made for children on our Record of Need has been:

- Communication and Interaction: Speech and language support programmes designed by a speech and language therapist and delivered by a specialised teaching assistant, focussed intervention groups such as Talk Boost, Makaton signing, role play, the use of visual prompts and now and next timetables, support from the autism advocates, ASD outreach, small group work, partner talk,
- Cognition and Learning: Focussed interventions such as Precision Teaching and Fresh Start, Read Write Inc., small group work for reading, maths and writing, targeted reading support, Accelerated Reader intervention, Talk for Writing, Educational Psychology advice, Outreach support from Chestnut Mayfield
- Social, Emotional and Mental Health: Support from well-being advocates, collaboration with the Mental Health Support Team in schools, daily check-ins, nurture provision, enhanced transition plans, Chestnut Outreach support, Behaviour Profiles for vulnerable children, targeted social and emotional development interventions, such as Attachment Based Mentoring, Drawing and Talking, Thera-play and mindfulness. Alternative provision, such as Play Torbay
- Sensory and/or Physical Needs: Occupational Therapist and Physiotherapist advice, Safe Spaces, calm boxes, resources to meet sensory needs, planned learning breaks, fiddle toys,

ear defenders, enhanced transition plans

Year ending July 2021, we have **423** children on roll from Reception to Year 6. **99** children are on the Record of Need. **77** children receive SEN Support and **22** children have an Education, Health and Care Plan.

We monitor the quality of this provision by: learning walks, drop-ins, snap shots, formal observations, book scrutiny, monitoring of Individual Support Plans, pupil and parent conferencing.

We measure the impact of this provision by: analysing attainment and progress data at pupil progress meetings, analysing data from targeted interventions through pre and post assessment, reviewing Individual Support Plans, and Behaviour Profiles, Annual Reviews, looking at progress in book, regular reviews with the Educational Psychologist and the Speech and Language Therapist, parental dialogue, conversations between staff, drop-ins and individual risk assessments reviews.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- Class based learning support assistants
- Key adult support in class for individual child or small groups
- Higher Level Teaching Assistants
- Pastoral support staff
- Wellbeing Advocates
- Nurture practitioners
- Speech and Language Teaching Assistants
- English as an Additional Language Teaching Assistants
- Physical Needs Teaching Assistants

We monitor the quality and impact of this support by formal observations, drop-ins, annual Continuous Professional Development reviews, performance management, professional dialogue, data analysis, monitoring of interventions and pupil progress meetings.

Distribution of Funds for SEND:

This year, the SEND funding was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- SEND teaching and learning resources
- Training
- Outreach services
- External Alternative Provision
- Nurture provision

Continuing Development of Staff Skills:

Training this year has included: Talk Boost, health and safety, safeguarding, Precision Teaching, Read,

Write Inc, Talk for Writing, Autism, attachment awareness, understanding the impact of Adverse Childhood Experiences, training from the Mental Health Support Team in Schools including 'Supporting Children with Anxiety and 'Normal Magic'.

The Head of School monitors the impact of this training in partnership with SLT, middle managers and subject leaders.

Partnerships with other schools and how we manage transitions:

We work with the schools across the Trust and more widely with schools in the area in the following ways:

- Visits to feeder nursery schools (discussions have taken place instead this year due to COVID-19 restrictions)
- Transition meetings with nursery staff and outside agencies (Online meetings have taken place instead this year due to COVID-19 restrictions)
- Face-to-face meetings with secondary school staff and SENDCO (Online meetings have taken place instead this year due to COVID-19 restrictions)
- Secondary SENDCOs invited to attend Annual Review meetings for pupils with Education Health Care Plans in year 6 (Online meetings have taken place instead this year due to COVID-19 restrictions)
- Phone conversations with previous school for transitional pupils
- Additional transition arrangements (These have been virtual due to COVID-19 restrictions)
- Liaison with external support agencies including education, health and social care

We ensure that the transition between year groups is smooth by providing sessions in the new class, meeting the teacher and support staff. For children with SEND and emotional needs, we also build in further opportunities to spend time visiting the learning environment and building relationships with the new teacher and support staff. This year, alternative transition arrangements have been made due to the COVID-19 restrictions.

The transition from year 6 to secondary school is supported through the structured listed above.

Parents are included in this process through regular involvement and parent-teacher discussions, Annual Reviews and Individual Support Plan Reviews. Online meetings have taken place this year with parents due to the COVID-19 restrictions.

For further information about the changes we have made due to COVID-19, please refer to the COVID-19 Risk Assessment on the website.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. This is outlined in our School Development Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should follow the complaints procedure which can be found on the school website.

<https://www.curledgestreetacademy.com>

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mrs V Carter. The Deputy Designated Safeguarding Leads are: Mrs R Dimeck, Mr R Fitzsimmons, Mrs S Morrison and Mrs J Humphrey. The BET director of safeguarding is Mrs C Knight.

The Designated Teacher for Children Looked After in our school is Victoria Carter.

The Local Authority's Offer can be found at:

<https://www.torbay.gov.uk/schools-and-learning/send/local-offer/>

The School Development Plan can be found on our website.

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children with SEND, can be viewed from the link on our website.

Our SEND Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.