

What kind of SEND is provided for at Curry Mallet?

We are a very inclusive small rural Primary school providing for the following areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health needs
- Physical and Sensory needs



What's our approach to teaching children with SEND at Curry Mallet Primary?

- All our children have access to Quality First teaching in all our classes
- Children with SEND may also access targeted small group interventions, 1:1 work and/or access to direct therapies from outside professionals

How do we identify children with SEND and assess their needs?

- Families can talk to class teachers/SENDCo
- Class teachers meet regularly with the SENDCo to discuss children who are 'causing a concern'
- The SENDCo may observe the child, use standard assessment tools and/or refer to outside professionals for further advice. A child may then be added to SEND register

What kind of school is Curry Mallet Primary?

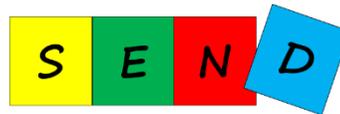
Curry Mallet is a small, inclusive and welcoming, rural primary school for children aged 4-11 years.

How do we assess and review progress towards outcomes and involve children and families in this process?

- Regular target review meetings
- Annual reviews for children with an EHCP
- Attendance at outside agency reviews (Speech & Language , Occupational therapy, Educational Psychology)

How do we support children between phases of education and changes of placements?

- Visits in the EYFS prior to starting
- Transition meetings with staff
- Attend meetings with parents to new settings
- Secondary schools invited to Y6 Annual reviews
- Transition visits and transition book produced each year for children who need this



How do we involve children with SEND?

- Invite them to annual review meetings (if appropriate, or gather their views beforehand)
- Regular feedback in class
- Involve them in all aspects of school life
- Help children to know their individual targets

How are adaptations made to the learning environment / curriculum for children with SEND?

- The school seeks advice from advisory outreach teachers for Visual impairment, Hearing Impairment and Physical Disability
- Children with SEND have access to visual timetables, workstations, and may have access to individual specialist equipment and timetables



How does Curry Mallet handle complaints about the provision for children with SEND?

- The school's SENDCo and Head Teacher are always available to discuss any concerns you may have about your child: currymallet@educ.somerset.gov.uk
- The school's complaint policy can also be accessed on this website (in the Policy section)

What expertise and training is available to support children with SEND?

- SENDCo has a NASCO (National Award for SENDCo accreditation)
- All staff access specialist advice from outside professionals
- All staff have ongoing access to in-school and borough training

Useful links:

Somerset Local Offer

<https://www.somerset.gov.uk/education-and-families/somersets-local-offer/>

SENDIAS

<https://choices.somerset.gov.uk/025/send/somerset-sendias/>

How does Curry Mallet involve outside organisations in meeting the needs of children with SEND?

- SENDCo meets regularly with the SLT, OT, EP, Autism & Communication Team and Learning Support Team
- SENDCo is able to refer to a wider range of agencies including Paediatrics, CAOT Team, Early Help Support via an Early Help assessment form

How do we ensure children with SEND are able to fully engage with everything at school and interact with children without SEND?

- Curry Mallet is a fully inclusive primary school and we make every effort to ensure all children with SEND are able to access breakfast club, after school clubs and all educational off-site visits if possible



How do we support children's social, emotional and mental wellbeing?

- Children at Curry Mallet have access to ELSA support in school
- Children at Curry Mallet have a voice and we welcome their support and ideas through the school council
- All children access wellbeing sessions in class as part of the PSHE curriculum



SEND SUPPORT AT Curry Mallet Primary

2021-2022

The following process will be followed for children where there is a concern regarding learning or behaviour.

AT ALL STAGES PARENTS MUST BE INFORMED AND INVOLVED

Stage 1: Classroom Monitoring

If you have any concern about a child:

E.g: limited progress / poor concentration / communication / behaviour / emotional needs

Class Teacher to discuss with parent to find out if there are any special circumstances and reassure parent that you will continue to monitor

NB: child may already be receiving intervention as part of accelerating progress following Pupil Progress Review.



Stage 2: Classroom Strategies

If concern continues for more than 6 weeks:

- Class teacher to implement QFT strategies (wave 1 – eg: targeting for questioning, good listening chart, rearrange seating positions, wave 2 – targeted interventions)
- Class teacher to fill out an 'initial concern' form and discuss child with SENDCo / HT. An observation of the child may take place, some initial assessments and/or a school based inclusion report produced, which will highlight next steps to support the child in school.
- SENDCo to discuss with parent and add to SEND register if all in agreement and necessary for monitoring
- In some circumstances a child may still be monitored but not added to the SEND register

NB: child may already be receiving intervention as part of accelerating progress following Pupil Progress Review or intervention may be part of this strategy



Stage 3: SEND support

If child is on the SEND register – what happens now?

- A discussion will take place with SENDCo and a passport is set for a child with specific targets set
- Class teacher/SENDCo to share these with parents during parent meetings and gather their views
- Monitor and review twice yearly
- If concerns are more significant (ie new pupil / CT thinks referral to agency is needed; SENDCo may accelerate and refer to relevant agencies. E.g Speech and Language (SLT), Occupational Therapy (OT), Learning Support Team (LST) etc
- Advice and support will be given to class teacher and teaching assistants to ensure a child is receiving appropriate support and recommendations have been put into place and monitored



Stage 4: Application for Education & Health Care Plan

- If significant concerns continue, the SENDCo will consider evidence for EHCP application and approach parents to gather their thoughts and views.
- Parents may request an EHCP application directly to Somerset County Council.



SEND Information Report

Curry Mallet Church of England VC Primary School



October 2021

For children/young people reading this, or if you just want a quick bit of information, read the PURPLE statements at the start of each section!

Introduction

We want our pupils to join in with everything that goes on in our school. We want you to do well and we'll help you as much as we can.

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND. At Curry Mallet CEVC Primary School, we will use our best endeavours to ensure that every pupil with SEND gets the support they need.

Curry Mallet School follows the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (Department for Education; Department of Health, July 2014, updated May 2015). Available at: <https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education/>

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEN, CoP p94 6.14)

The school SENDCo (Special Educational Needs Co-ordinator) is Mrs Nicola van Cole. She does not have a teaching commitment and works one day a week on Thursdays. She can be contacted at the school or an appointment made through the school office (01823 480421). Otherwise our Head teacher, Mrs. Nicola Stoddart (01823 480421) should be contacted.

Curry Mallet School follows the Somerset Core Standards for all Children and Young People, which includes guidelines for supporting pupils who require SEN Support and those with High Needs. Available at: <https://choices.somerset.gov.uk/025/education/what-to-expect-from-education/>

The kinds of SEND that are provided for

Children have different types of difficulty when they are learning which might be to do with the way they think, how they understand things, how they feel, or because they have a medical condition. We can help you in school with any of these needs.

Additional and/or different provision is made in our school for children under the following broad areas of need as defined in the SEND Code of Practice:

- **Cognition and Learning** - which includes Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
- **Communication and Interaction** - Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Condition (ASC) including Asperger's Syndrome and high functioning autism
- **Social, Emotional and Mental Health Difficulties** - which manifest themselves in many ways such as becoming withdrawn or isolated or may result in challenging behaviour. Attention deficit disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Oppositional Defiance Disorder (ODD) and attachment difficulties disorder also all fall under this category of need.
- **Sensory and/ or Physical needs** - including hearing or visual impairment, sensory processing difficulties, mobility restrictions or a physical disability which requires additional support and equipment in school and any other conditions diagnosed by medical professionals.

Identifying and assessing Special Educational Needs

We usually know what you find tricky because we've spoken to the teachers at your last school or pre-school. We'll be checking to see how you get on at Curry Mallet Primary School and finding ways to help you make progress.

At Curry Mallet, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, a teacher's assessment within the classroom, and use of a range of assessments which would be undertaken by the school SENDCo.

We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

Inclusion

We want everyone to do their best, to work in class with their friends as much as possible and to join in with everything they want to. We'll do everything we can to make this happen.

The fundamental aim of our school is to enable each child to be all that they can be - to embrace and fulfil their unique potential by offering suitable provision for all. Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child. We take specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.

On a day to day basis this means that we try to keep pupils with SEND integrated in classes alongside their peers as much as possible, for them to follow the full curriculum and participate in all aspects of school life. Even when a child has an EHCP, we try to avoid a pupil relying on one adult as we want to encourage group work and a feeling of belonging rather than a sense of isolation. There are times when highly individualised work, resources or therapy are required to best meet a pupil's needs. We have been successful for many years in supporting SEND pupils with complex needs to join in with all aspects of school life including: educational trips, residential trips, school performances, community events, leavers events, sports activities, extra-curricular activities, before and after school care is available to all our children

The Graduated Response to SEND and the provision we offer

This is the boring bit with all the paperwork! Everyone in school has the right to universal good teaching; some pupils need a bit of extra help and will be on the SEND register needing SEND Support, a few pupils will need a lot of support and they are described as having High Needs. Some of the High Needs pupils will have an Education and Health Care Plan (EHCP). We'll follow the 'Assess, Plan, Do, Review' cycle for pupils on the SEN register to make sure we put the right things in place to help you at school.

Universal:

In line with the SEN Code of Practice and the Somerset Core Standards for Schools, **ALL** pupils have a right to high quality teaching in school. **Every teacher is a teacher of every child and young person.** A teacher's duty is to ensure that clear processes are in place to identify children and young people's strengths and needs. They should make reasonable adjustments to enable the curriculum to engage all children and young people through appropriate differentiation in lessons. Quality First Teaching (QFT) takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve; the impact of this is apparent in the results obtained in national tests at the close of each key stage - information relating to results obtained in recent years is available on the school's website.

Some aspects of targeted support are included within universal provision at Curry Mallet School, for example: group work in class with Higher Level Teaching Assistants (HLTAs) or Teaching Assistants (TAs) as directed by the teacher; additional reading or English support such as Individualised Literacy Intervention (ILI); access to ELSA support (Emotional Literacy Support Assistant); individual support for vulnerable pupils; social/ communication groups; provision of resources eg. I-pad/ laptop, pencil grips, coloured overlays.

SEND Support:

SOME pupils require targeted support - this where pupils are deemed as requiring support which is 'additional to or different from' their peers in order to make progress. The SENDCo will be involved with pupils requiring SEND Support, who will be named on the school's SEND list. Pupils at this stage are

supported through the school's general pupil funding allocation and the notional SEND budget. Additional funding such as pupil premium/CLA funding may apply to some children.

At this stage we ensure that an **Assess-Plan-Do-Review** cycle is followed whereby:

- parents and carers are given information about their child's needs
- appropriate, regular and accurate assessments are carried out to inform planning
- additional approaches are in place which complement the teaching and support available at a universal level
- the outcome led plan is developed, agreed and reviewed with all involved including the child young person and family
- the setting makes use of evidence based specialist resources and professional expertise to inform additional/alternative provision. This could include external specialist advice
- enhanced transition support is available and well planned.

EHCPs:

A very small number of pupils require additional support for complex and long term difficulties, and this may be supported by an **Education and Health Care Plan (EHCP)**. This is allocated under 'Bands' from 1 - 7, depending on the level of need for the pupil, with Band 7 being the highest level of support.. Additional funding such as pupil premium/CLA funding may also apply to some children. The SENDCo will be involved with pupils requiring High Needs Support and they will be named on the school's SEND register.

Provision for children/young people with high needs will be highly specialist and personalised. Support for these children/young people will include, but will not be limited to:

- a multi-professional, coordinated, detailed assessment of special educational needs often involving education, health and care services
- plans clearly detail outcomes for the individual child/young person alongside strategies and resources designed to support the achievement of these outcomes
- children/young people and their families are involved in target-setting and decision-making
- formal transition planning and review processes are in place.

Again, the Assess-Plan-Do-Review cycle mentioned above will be followed.

The SENDCo will arrange a formal review meeting of a child's EHCP once a year which include children/young people, their families and involved professionals. The SENDCo will follow the relevant statutory process for any children/young people with EHCP as described in the SEND Code of Practice. In addition to this, further smaller review meetings will take place during the year and there will be an open dialogue of communication between school and families.

We acknowledge that not all children with disabilities necessarily have Special Educational Needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset without the need for disapplication. Teachers plan enough time for the satisfactory completion of tasks; include opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities and find ways to manage these.

Consulting with families - children/ young people and parent carers

If you're on the SEND register, you'll be involved in creating your Personal Learning Passport and an adult will help you. You will be invited to tell us what you think - your views are important to us. Your parents/ carers will also be involved.

The pupil is at the centre of the provision we offer when considering SEND. Pupils on the SEN register have a Personal Learning Passport (PLP). The PLP outlines their needs, provision, what they enjoy and what they find difficult, ways to help them, data over time and targets. These are created and updated (twice a year) in consultation with the pupil and members of staff. Pupils retain a copy, copies are sent home and teachers/ support staff have access to the most recent versions. We value your input as parents into this document.

The SENDCo attends parents evening and is available for consultations with parent carers at that time. Parents can phone, e-mail or meet with the SENDCo during her working hours to discuss pupil progress at other times of the academic year. Parents can also speak to class teachers, or the head teacher regarding their child, depending on the nature of the concern.

Children with SEND are represented on the School Council. Children's self -evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their progress and the challenging targets set to support their development

Support for Social & Emotional Development

If you find getting on with other people difficult, or if something worries or upsets you, we can help you. All of the adults at Curry Mallet School will listen to you and find ways to help you - and we have an 'ELSA' here who has special training in this area.

We use assessment tools and intervention programmes such as SEAL, Time to Talk, Socially Speaking, Dealing with Feelings to support pupils with Social, Emotional and Wellbeing (mental health) difficulties. We have a member of staff who is a trained ELSA (Emotional Literacy Support Assistant) and time may be allocated for a pupil to see her regularly, occasionally or to have access on an ad hoc basis. Each classroom has an area designated for 'quiet time'

just outside the main room; this can be used for individuals or a small group working with or supervised by an adult. We follow recommendations from educational advisors to support our pupils with Social, Emotional and Mental Health (SEMH) issues - Educational Psychologist, ASD/ Speech, Language & Communication advisor, Child & Adolescent Mental Health (CAMH) service.

There are many outside areas around school which pupils with SEMH difficulties can retreat to if necessary to calm or have a break - the Hobbit houses, forest school area, playground, playing field. This would again be supervised by an adult to ensure their safety and wellbeing.

School staff are experienced in dealing with attachment difficulties/ disorder, ADHD, mental health issues, bereavement and the principles of Nurture using the Boxall Profile. They are also readily available for parent carer contact as required- we are keen to facilitate good communication between home and school in all aspects of your child's learning.

Accessibility & pupils with physical/ medical needs

If you use a wheelchair, have mobility, vision or hearing difficulties, our school is well set up to help you.

Curry Mallet Primary School is fully accessible. Staff at school have considerable experience of supporting pupils with restricted mobility/ fatigue or who use wheelchairs and are adept at organising their classroom layout to meet their needs. Please also see the school's Accessibility policy, which is available on request.

We have a disabled access toilet facility, on site including a shower and changing bed.

Staff have been trained in supporting pupils with visual impairments eg. Use of larger fonts, matte laminates, positioning of pupils in class, etc
Staff have training in personal care needs and how to support these whilst maintaining as much dignity and independence for the pupil as possible.

We endeavour to ensure that all class rooms are Autistic Spectrum Condition (ASC) friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources. A small sensory area is available adjacent to the hall.

We endeavour to ensure that all class rooms are communication friendly including use of visual feedback, 'chunking' of instructions, use of the 10 second rule to allow processing time, pre-teaching of key vocabulary.

Children Looked After

If you are a Child Looked After, we will help you in the same way as other SEN pupils but you may get extra support and your carer/ social worker will be involved in what happens at school.

Children who are Looked After by the Local Authority who have SEND are offered the same provision in school as any other pupil with SEND. Such pupils may be in receipt of additional funding due to their care arrangements and this will be used to support their requirements in school. Where a parent is not involved, carers or the child's social worker will be invited to attend school meetings for discussions about the child's education.

Transition

As a pupil with SEN we will do a bit extra when you first start at our school and when you leave to move to your next school. We want you to feel confident and excited about the change, so you can have extra visits with adults you already know. You'll get to look round the new school a few times and meet helpful adults that will be looking out for you when you start.

Careful transition work is carried out for pupils with SEN who are due to start in Reception at Curry Mallet School, or who are leaving us at the end of Year 6. We maintain close links with our own and feeder pre-schools and with the Secondary school (Huish Episcopi Academy) that most of our pupils move on to.

The SENCo at Curry Mallet School is invited to annual review meetings of pupils in pre-school where all aspects of the child's school life are discussed. Extra visits are arranged between staff, across both sites and for the pupil. The same liaison is offered from Curry Mallet to the SENCo at Huish Episcopi Academy for Year 6 pupils. Additional transition visits are offered to pupils - usually accompanied by a familiar member of staff and sometimes staff from the receiving school spend time at Curry Mallet School to observe the provision that is already in place and working well.

Liaison is also required for pupils with SEND that join Curry Mallet from different schools, areas or at another stage in the school year. The SENCo will contact the previous school (if known) to request files, discuss needs and provision and if time allows, to arrange transition visits for the pupil and/ or family. For pupils with SEND who leave part way through the school year or transfer to a different school (if known), the SENCo will again contact the receiving school for liaison, transfer of files and a pre-visit where possible.

Pupils remain at the centre of this process and every effort is made to make them feel safe, secure and excited about their next move. We want to familiarise them with the new setting, to have met key members of staff who can help them and know where to go if they are lost or worried.

Staff training and expertise

All of our school staff are well trained to help pupils that have SEN. Teachers and Teaching Assistants have had lots of training and experience in helping pupils with different needs. If you have a condition that's new to us, we will find out about it, get training and work with you to make things work in school.

The SENCo is a qualified teacher; she holds the PG Cert National SENCo Award. She is allocated one day a week to oversee SEND within the school. She attends annual conferences in Somerset for SENDCos. She meets regularly with SENDCos from the local partnership schools to keep up to date with current requirements in SEND locally and nationally and disseminate information regarding current practice to colleagues in our school. Our school is part

of the Somerset Inclusion Audit process, which is a new system to clarify and unify provision for SEND in schools throughout the county.

The school employs a team of 6 TAs who are trained to deliver a range of interventions on a small group and 1:1 basis e.g. Precision Teaching; Rapid Readers, ILI, Numicon; Socially Speaking; Dealing with Feelings; Stories for Talking; Toe by Toe; Power of Two, Learn to Move, Word Wasp, Personal Care. All members of staff are trained First Aiders and 3 are Paediatric First Aid trained .

At the close of each school year teachers hold meetings with the class's next teacher to discuss SEND information in preparation for the following year. The SENDCo meets with the Senior Leadership Team regularly to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our students. Our SENDCo organises training on a needs basis and also staff may request specific training.

Working with Support Services and outside agencies

There are lots of people who visit school to help pupils with SEN and the adults that support them.

The school makes full use of expertise provided by external agencies and professionals in Somerset for identification, assessment and support for SEN pupils at all stages. Parent carers will be informed before a referral is made to such services as parental consent is a requirement for starting the process. The following educational services are actively involved with the school: Educational Psychologist (EP), Learning Support Service (LSS) Physical Impairment and Medical Support Service (PIMS) Hearing Impairment Service (HI) Speech & Language therapists (SLT) Visual Impairment Service (VI) Language & Communication / Autism Team (SLCN/ ASD) Paediatrician SENATAS (ICT support for pupils with SEN) Parent and Family Support Assistant (PFSA)

We also work with the NHS and other agencies:

Occupational Therapist (OT), Physiotherapist, Paediatricians, Specialist Nurses/ school nurses, Child and Adolescent Mental Health Service (CAMHS) Children's Social Care

Who can parent carers speak to if they have any concerns about SEN?

These are the people you (or your parent carers) can talk to if you are worried about anything.

- In the first instance, please talk with your child's class teacher
- Mrs Nicola van Cole SENDCo
- Mrs Nicola Stoddart, Head Teacher

For all of the above please call 01823 480421 and ask to speak to or get a message to that member of staff or e-mail: Currymallet@educ.somerset.gov.uk

Support Services for Parents

These are places where your parent carers can ask for help.

Somerset has two county-wide and independent (not linked to any school) support agencies where parent carers can seek information and support regarding their child's Special Educational Needs. These are listed below with contact details:

SENDIAS Special Educational Needs Information, Advice & Support

Website: <http://www.somersetsend.org.uk/welcome/>

E-mail: info@somersetsend.org.uk

Telephone: 01823 355578 10am - 3pm term time; reduced service during holidays

Somerset Parent Partnership

Website: www.somersetparentpartnership.org.uk

Telephone: 01823 355578

E-mail: enquiries@somersetparentpartnership.org.uk

Address: County Hall, Taunton, Somerset, TA1 4DY

The Local Offer

This is where you can find out about all schools in Somerset and what they can offer to pupils with SEN.

As part of the SEN Code of Practice, local authorities must publish a 'Local Offer' which gives information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have an Education and Health Care Plan. The Local Offer should give:

- Clear, comprehensive, accessible and up to date information about the available provision and how to access it
- Make provision responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents and service providers in its development and review

Our school's Special Educational Needs & Disability (SEND) policy document - detailing our philosophy in relation to SEND - and ACCESSIBILITY STATEMENT are available on the school website at: <https://www.currymalletschool.co.uk/policies/>