

SEND Information Report for Courtland School

This Report complies with the statutory requirements laid out in the Equality Act 2010 as well as the requirements laid out in Part 3 of the Children and Families Act 2014 and the SEND Code of Practice 0-25, January 2015.

Courtland School is a fully inclusive mainstream one-form entry primary school and we believe that all children have an equal right to a broad and balanced education which will enable them to achieve their full potential.

1. What kind of Special Educational Needs and Disability provision is available for children at Courtland School?

The SEND provision that is available at Courtland School is through the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs.

Our provision is described in detail in the Courtland School Offer.

Provision for children with Special Educational Needs or Disabilities is a matter for the whole school. All teachers are teachers of children with Special Educational Needs or Disabilities.

We support children by:

a) **Class Teacher input, through carefully planned and differentiated lessons and targeted classroom teaching (Quality First Teaching)**

For your child this would mean:

- that the teacher has the highest possible expectations for your child and all pupils in their class
- that all teaching is built on what your child already knows, can do and can understand
- that different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning
- that specific strategies (which may be suggested by the Inclusion Manager) are in place to support your child to learn
- your child's teacher will have carefully monitored your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

b) A variety of interventions e.g. specific group work

The intervention may:

- take place in the classroom or another room
- be delivered by a Teacher or a Teaching Assistant (TA).

c) Specialist groups run by outside agencies e.g. Speech and Language Therapy

A pupil identified by the Inclusion Manager/Class Teacher as needing some extra specialist support in school from a professional outside the school will be considered to be at the SEN Support (SS) level of need within the SEND Code of Practice 2015. This support may be from the NHS and/or the Local Authority (LA) central services, such as the Specialist Teams and/or the Education Psychology Team (EPT).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to better understand your child's particular needs and be able to support them more effectively in school
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

d) Specified Individual support

This type of support is available for children whose needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child may also need specialist support in school from a professional outside the school. This may be from Local Authority or from NHS services such as Speech and Language Therapy/ Physiotherapy Services.

For your child this would mean:

- The school (or yourself) can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child

- The request for a Statutory Assessment will be passed either to the SEN Referral & Assessment Team or the Complex Needs Panel for consideration
- The SEN Referral & Assessment Team or the Complex Needs Panel will decide whether they think your child's needs (as described in the paperwork provided) seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support
- After the reports have all been sent in, the Local Authority SEN Team will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education, Health and Care Plan. If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible
- The EHC Plan provides a detailed description of your child's needs and the provision that should be put in place. The Plan also describes the long and short-term outcomes for all the relevant areas of SEND need for your child
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

2. What is the additional support for learning available to pupils with SEND?

The Inclusion Manager and the child's Class Teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- different learning materials or specialist equipment
- some group or individual support, which may involve child/children being withdrawn from their class to work with a Teacher (in-school/external specialist) or Teaching Assistant
- implementation of specific intervention programmes e.g. Ruth Miskin (reading and spelling)
- extra adult time to devise/deliver the nature of the planned intervention and also to monitor its effectiveness
- staff development and training to introduce more effective strategies.

Courtland School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case Courtland School will comply with its duties under the Equality Act 2010. Some of these children may also have Special Educational Needs and may have a Statement of Special Educational Needs or an Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision and where this is the case the SEND Code of Practice (2015) will be followed.

3. How do we identify and assess children who may have SEND?

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established from their previous educational setting.

The identification and assessment of the Special Educational Needs and/or Disability of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, the Class Teacher will look carefully at the child's performance in different subjects to establish whether the difficulties are due to limitations in their use and understanding of English or arises from a Special Educational Need and/or Disability.

Pupil progress meetings/discussions are held termly from which we track and identify children who are not making expected progress. In addition, teachers meet pupils individually to discuss how they feel they are getting on and how they could improve. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns that you may have
- record everyone's views
- plan any additional support that your child may need
- consider any further assessments that may be relevant and
- discuss with you any referrals to outside professionals that may support your child.

4. Who are the best people to talk to about my child's learning or Special Educational Needs?

The Class Teacher

Responsible for:

- checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and keeping the Inclusion Manager regularly informed about the child's progress
- writing Pupil Progress targets and/or SEN Support Plans (SSPs), also known as Individual Education Plans (IEPs), and sharing and reviewing these with parents at least twice a year as well as planning for the next term
- personalised teaching and learning for your child as identified on the school's provision map and

- ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any Special Educational Needs and/or Disability.

The Inclusion Manager (also known as the SENDCo): Mrs G Kikuchi

Responsible for:

- developing and reviewing the school's SEND policy
- coordinating all the support for children with Special Educational Needs or Disabilities
- ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing their progress
- liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology Team
- updating the school's record of children with Special Educational Needs or Disabilities (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept and
- providing specialist support for teachers and support staff in the school, so that they can help children with Special Educational Needs and/or Disabilities in the school to achieve the best progress possible.

The Headteacher: Miss L Walker

Responsible for:

- the day-to-day management of all aspects of the school; this includes the support for children with SEND
- for ensuring that your child's needs are met, by giving responsibility to the Inclusion Manager and Class Teachers and
- making sure that the Governing Body is kept up to date about issues relating to SEND.

School contact telephone number: 020-8959-3274

5. What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

Partnership plays a key role in enabling children and young people with Special Educational Needs and/or Disabilities to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with Special Educational Needs and/or Disabilities will be treated as partners given support to play an active and valued role in their child's education.

We aim to provide a culture of co-operation with parents by:

- having an 'open door' policy so that parents feel they can contact school whenever they have a concern
- ensuring all parents are made aware of the school's arrangements for SEND, including the opportunities for meetings between parents and Inclusion Manager
- involving parents as soon as a concern has been raised - this may be done through a Parent Consultation or by personal appointment with the Class Teacher
- providing access to the Inclusion Manager to discuss the child's needs and approaches being used to address those needs
- organising formal and informal discussions, telephone contact, home-school diaries, SSP/IEP review meetings, parent consultations and yearly written reports
- supporting parents in their understanding of external agency advice and support
- undertaking Annual Reviews for children either with a Statement of Special Educational Need or an Education, Health and Care Plan.

6. What are the arrangements for consulting children with SEND and involving them in their education?

All children, regardless of their Special Educational Needs and/or Disability, are aware of their next steps. Children with SEND often have a unique knowledge of their own needs and their own views about what sort of help they would like in order to make the most of their education.

We encourage children to participate, where possible, in decision-making processes. This includes the setting and reviewing of personal outcomes, discussions about choice of schools, contributing to the assessment of their needs e.g. at termly pupil conferencing meetings and to the annual review and transition processes. Within the classroom, Class Teachers regularly record the children's next steps in their Maths and English books so they are clear about what they should be working on next. A traffic light marking system by the children informs the Class Teacher of their level of understanding and enables discussions between the Class Teacher and child about how they are progressing.

We believe children must feel confident that they will be listened to and that their views are valued. Children at the SEN SUPPORT stage of the SEND Code of Practice or with a Statement of Special Educational Needs or with an Education, Health and Care Plan attend their twice yearly Education Plan Review meetings. They are always encouraged to voice their opinion at these meetings and we welcome their input. Their ideas and comments are considered seriously within the meeting and any in-school issues that may arise are addressed as quickly as possible.

7. What are the arrangements for assessing and reviewing children's progress towards outcomes?

- Your child's progress will be continually monitored and reviewed by his/her Class Teacher

- Pupil progress meetings/discussions are held termly from which we track and identify children who are not making expected progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress
- Formal twice yearly SSP/IEP Meetings ensure that outcomes are regularly reviewed. Children attend these meetings and parents are invited.
- Regular book scrutinies and lesson observations are carried out by the Senior Leadership Team and/or Inclusion Manager to ensure that the needs of all children are met and that the quality of teaching and learning is good to outstanding
- The progress of children with a Statement of Special Educational Needs/Education, Health and Care Plan are formally reviewed at an Annual Review. The child attends the beginning of the meeting when the child's achievements are acknowledged and praised. Areas for improvement are also discussed with the child. All adults relevant to the child are invited to the meeting.

8. How do we support a child with special educational needs or disabilities when they join this school, move on to another class or leave?

We recognise that transitions can be difficult for a child with Special Educational Needs and/or a Disability and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- the Inclusion Manager will visit a pre-school setting with a member of the Early Years Foundation Stage Team when appropriate
- we will request any relevant background information from the previous setting
- if your child would be helped by having photographs of the school and their classroom, we can arrange this
- your child will be able to visit our school before they start attending.

If your child is moving to another school:

- we will contact the school's Inclusion Manager and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the Inclusion Manager from the new school
- we will make sure that all records about your child are passed on as soon as possible
- if your child would be helped by making a booklet of their time in school to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- information will be passed on to the new Class Teacher in advance and in most cases a planning meeting will take place with the new teacher. The SSP/IEP will be shared with the new teacher.
- the incoming Class Teacher and the Inclusion Manager will meet to discuss the child's needs.

In Year 6:

- the Inclusion Manager will discuss the specific needs of your child with the Inclusion Manager at the child's Secondary School. In most cases, a transition review meeting to which you will be invited will take place with the Inclusion Manager from the new school
- your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead
- where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school
- if your child would be helped by making a booklet of their time in school to support them in understanding moving on, then one will be made for them.

9. What is our approach to teaching children with SEND?

Our approach to teaching children with Special Educational Needs and/or Disabilities is the same as for teaching children without SEND. All children process and learn new information through three main cognitive learning styles: Visual, Auditory, and Kinaesthetic. All our teachers are familiar with these learning styles and will adapt their teaching to ensure that they can meet the learning needs of all of the children in their class.

Teachers respond to children's needs by:

- providing support for children who need help in any of the four areas of need i.e. Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs
- planning to develop children's understanding through the use of all their available senses and experiences and
- planning for children's full participation in their learning by incorporating physical and
- practical activities wherever possible.

In addition, teachers use many concrete strategies for helping children who have difficulty accessing the curriculum. These include:

- visual timetables - whole class and individual
- keeping instructions simple by breaking them down into short, well-spaced out sentences
- using coloured books, reading rulers and/or overlays, following advice from specialists, to reduce glare and jumping letters

- using alternative means of recording such as dictaphones
- using visual aids to support written text
- physical resources e.g. a sloping board
- an individual work station

10. How does the school adapt the curriculum and learning environment for children with SEND?

All children have an entitlement to a broad and balanced curriculum, which is differentiated. This enables them to understand the relevance and purpose of learning activities and to experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's Special Educational Needs and/or Disabilities.

Lessons have clear Learning Objectives and staff differentiate work appropriately, and use formative assessment to inform the next stage of learning. By setting challenging yet realistic outcomes, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. However there are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

When necessary, we seek advice from a range of external professionals who will provide strategies for supporting children with SEND. Reports are shared with Class Teachers and we prioritise strategies from the reports in order to be able to monitor their effectiveness. Regular review ensures we change provision to best match and meet the needs of the child.

We also contact other schools in our local area to share expertise and advice.

Some children may need specialist equipment and this is purchased when necessary, for example:

- bean shaped balls, balancing boards, a large thick mat for children with physical disabilities
- a small tent to represent a safe area placed outside the classroom for an autistic child.

Courtland School is fully compliant with the Disability Discrimination Act (1995) and the Equality Act (2010) requirements. Our Accessibility Plan and Disability Equality Scheme was updated in April 2017.

The school is on two levels with a number of sets of stairs within the building and to the playground. All the stairs have hand rails. There is a ramped access to the entrance of the school and to the Y2 and 3 classrooms on the ground floor at the front of the school. There is one disabled toilet.

We ensure wherever possible that equipment used is accessible to all children regardless of their needs. Before and after-school provision are open to all children, including those with Special Educational Needs and/or Disabilities.

11. How are the teachers helped to support children with SEND, including how specialist expertise will be secured?

- The Inclusion Manager's job is to support the Class Teacher in planning for children with Special Educational Needs
- The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with Special Educational Needs and/or Disabilities. Previous whole school training has addressed the importance of children's mental well-being, the identification of Speech and Language difficulties and supporting children with Dyslexia
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. autism training
- Specialist expertise is arranged in school, as and when appropriate, following recommendations from external agencies.

12. How do we evaluate the effectiveness of the provision made for children with SEND?

- Class Teachers and Teaching Assistants work together closely and liaise regularly to discuss how children are progressing within class and/or when working in a small group
- All interventions are assessed before starting a programme, monitored for the duration of the intervention and a closing assessment is completed at the end
- Pupil progress meetings/discussions are held termly to track children's progress throughout the year. These meetings include talking to pupils to ascertain their views about their progress and learning
- Children with SSPs/IEPs attend their own twice a year review meetings and have an opportunity to say how they feel about their learning. Children are invited to suggest what school could change to help them to learn better
- Robust tracking system ensures children's progress is rigorously monitored
- Regular book scrutinies and lesson observations are carried out by the Senior Leadership Team and/or Inclusion Manager to ensure that the needs of all children are met and that the quality of Teaching and Learning is high
- Discussion with the child and parent to ensure everyone is clear about the desired learning outcomes.

13. How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the

diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Risk assessments are carried out for all school trips to ensure that children with SEND can fully take part in off-site educational visits. It may be necessary that parents of children with SEND may be asked to accompany their children off-site.

Children with SEND can attend all breakfast, lunch and after-school clubs.

We measure and assess children's engagement regularly through meetings with our Inclusion Manager and individual teachers to ensure children with SEND have equal access to succeed in all activities available in school.

14. How do we provide support for improving emotional, mental and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow the SEAL (Social Emotional Aspects of Learning) programme; this is delivered through a weekly whole school assembly and a class circle time. All children are reminded regularly to share any anxieties they may have with their Class Teachers or Teaching Assistants; a Listen to Me Box enables children to send a message to our Welfare Officer who will respond according to their need.

However, for those children who find aspects of this difficult we offer:

- an in-school nurture provision with our Welfare Officer as and when appropriate
- a gardening after-school club for children to learn how to co-operate with one another in a small group and be responsible for looking after a living environment
- lunchtime and playtime support through planned activities and groups
- Social Skills programme
- referral to the NHS Health & Emotional Well-being Service (known as HEWS, part of Child & Adolescent Mental Health Services), a specialist service purchased by the school and accessed in school
- class-based Mindfulness - introduced October 2016
- referral to NHS Primary Project (part of CAMHS).

If a child still needs extra support, with parental permission, the Inclusion Manager could access further support through the CAF process.

We support Looked After Children by:

- having high expectations and good teaching and learning for all pupils and recognising that Looked After Children may be gifted and talented
- ensuring Looked After Children are engaged in and taking responsibility for their learning
- close monitoring of academic, social and personal progress

- involvement of Looked After Children in learning outside the classroom including breakfast and after-school activities
- unified but low profile support in school for each Looked After Child so that they are not made to feel different from other children
- swift and early intervention if a problem emerges, such as with behaviour or attendance and the successful engagement of carers and parents wherever possible.

The Designated Teacher for Looked After Children is Mrs Greer Kikuchi.

15. How do we support parents with details of support services for the parents of pupils with SEND?

A variety of Support Service flyers are displayed and available in the foyer for parents to access. Parents are also informed of relevant support services as and when appropriate for the needs of their children and/or themselves. We have an open door policy at Courtland School and will signpost parents to relevant services wherever we can.

The support services we currently refer parents to are:

- Barnet SENDIASS (Special Education & Disability Information Advisory Service)
Barnet SEND Information
North London Business Park
Oakleigh Road South
London N11 1NP
Tel: 020-8359-7637
SendIASS@barnet.gov.uk
- Barnado's London Independent Support Service (BLISS), 080-8800-0037
www.barnados.org.uk

16. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting the needs of children with SEND and their families?

Local Authority Provision delivered in school:

- Educational Psychology Team
- Specialist Teams
- Multi-Agency Safeguarding Hub (MASH)
- Parent Support Service (SENDIASS)

Health Provision delivered in school:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Child & Adolescent Mental Health Services (CAMHS)
- School Health Team (School Nurse)

Other organisations:

- Barnet Young Carers & Siblings (BYCAS)
- Grief Encounter

17. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue cannot be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the school's complaints procedure (see School Complaints Policy)

18. Where is the Local Authorities Local Offer published?

From the 1st September 2014, Local Authorities and schools were 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 or 'School Offer". The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

Our Offer can be viewed on our website: www.courtlandschool.org

The Local Authorities Local Offer is published on the London Borough of Barnet website - www.barnet.gov.uk - or can be viewed at:

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>

The Ordinarily Available educational provision for children with Special Educational Needs and Disabilities describes the provision that should be ordinarily available in state funded education settings in Barnet. This provision can be viewed at: <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/education-in-the-local-offer/SEN-Support.html>

