



SEND Information Report

2024/2025

Our Vision and Values

At Culverstone Green, our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Our Vision:

Our vision is that every child will fulfil their potential, flourish as individuals who are prepared for next stage of their life, growing as responsible citizens and lifelong learners.

Our ethos:

Our focus, practice and the purpose of our day-to-day work, the ethos by which we make our decisions, take actions and educate our children:

'Putting the needs of every child at the heart of everything we think, say and do'

Our Core Values:

We believe these core values will best support our pupils in their lives and wider society as they grow and develop as unique individuals.

- **Respect** – We always show respect for ourselves, others and for our environment.
- **Equality** – We may all be different, but we treat everyone equally, fairly, with kindness and respect at all times.
- **Resilience** – We always try our best and keep going even if we don't succeed first time or we are trying something new.
- **Collaboration** – We know how to work with others, support, encourage and celebrate each other.
- **Courage** – We believe in ourselves, our talents, abilities and celebrate our individuality and uniqueness. We are willing to push ourselves and try new things.
- **Awareness** – We are aware of what is happening around us and have consideration, understanding empathy for others.

This report should be read in conjunction with the Special Educational Need and Disability Policy.

At Culverstone Green, we aim to give every child a positive experience throughout their journey, so that they remember their school years with great pride and pleasure.

We value all children equally and work hard to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Every child is encouraged to develop their best – intellectually, emotionally, physically and socially. We have a responsibility to enable all children to have equal access to the whole curriculum, and to play as full a part as possible in all aspects of school life. All children are entitled to experience success.

What is the Local Offer?

The Children and Families Bill came into force in September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about all services they expect to be available for children and young people with Special Educational Needs (SEND) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to provide choice and transparency for families. It is also an important resource for parents/carers in understanding the range of services and provision available for them in the local area. You can access the Kent Local Offer by clicking [here](#).

The school SEND Information Report

This report outlines how the needs of SEND pupils are met, as determined by school policy, and the range of provision we offer.

What is the definition of SEND?

The SEND Code of Practice: for 0 to 25 years (DfE, 2014) defines SEND as follows:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

My child has Special Educational Needs. What can Culverstone Green Primary School offer me?

At Culverstone Green Primary School, we embrace the fact that every child is an individual and therefore the educational needs of every child are different. This difficulty may relate to one or more of the 4 areas below:

-  Communication and interaction
-  Cognition and learning
-  Social, emotional & mental health difficulties
-  Sensory or physical conditions

More specifically: Speech and language delay, social communication difficulties, anxiety/low self-esteem, autism spectrum disorder (ASD), fetal alcohol spectrum disorder (FASD), attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), general learning difficulties (GLD), sensory processing difficulties, dyslexia and dyspraxia.

The following pages will provide detailed answers to frequently asked questions to give you further information about the Local Offer from Culverstone Green Primary School and how we can support your child.

1. Who are the best people to speak to about my child's special Educational Need?

The class teacher is responsible for:

- ✿ Tracking the progress your child is making through identifying, planning and delivering any extra help they may need. This could be support from a teaching assistant or additional group/individual support from the teacher in class.
- ✿ Sharing pupil progress targets, provision maps and pupil plans with parents.
- ✿ Delivering personalised quality first teaching to your child.
- ✿ Embedding the school's Special Educational Needs and Disability Policy in their daily teaching.

It is likely that the class teacher will have discussed any concerns with the school's SENDCO's (Special Educational Needs & Disabilities Coordinators) who co-ordinates all aspects of the school's work relating to special educational needs and/or disabilities.

The SENDCO is responsible for:

- ✿ Developing and reviewing the school's SEND policy.
- ✿ Coordinating all the support throughout the school for children with special educational needs and/or disabilities, including budgeting for this provision.
- ✿ Ensuring that you are informed about, and involved in, supporting your child's learning and progress.
- ✿ Liaising with all the other people who may come into school to help your child, e.g. Speech Therapists, Educational Psychologist, Specialist Teachers.
- ✿ Updating the school's SEND Register (a record of all the children in school with special educational needs) and making sure accurate records are kept.
- ✿ Providing support and guidance for teachers and support staff in the school so they can help every child in school reach their full potential.

Mrs Blunderfield can be contacted via phone or email:

01732 822568

cgps-inclusion@golden-thread.org

The Head Teacher:

Mrs Jack is responsible for:

- ✿ The day-to day management of all aspects of the school; this includes the support for children with special educational needs or disabilities.
- ✿ The Head Teacher must ensure that the school's Governing Body is kept informed and up to date about issues relating to SEND, how budgets are allocated and the types of support that are being offered.

The SEND Governor:

The SEND Governor is responsible for:

- ✿ Ensuring the necessary support is provided for any child with special educational needs who attends our school.

The school telephone number is 01732 822568, should you wish to contact a staff member or a governor.

2. What types of SEND support are available for my child at Culverstone Green Primary School?

Class Teacher Support, through high quality provision for your child means:

- ✿ The teacher is aware of every child's specific and individual needs.
- ✿ The teacher has the highest possible expectations for all pupils in the class.
- ✿ All teaching is built on what your child already knows, can do and can understand.
- ✿ Different teaching styles and strategies are in place so that your child is fully involved and engaged in learning in class.
- ✿ Specific teaching or learning approaches are in place to support your child (these may have been suggested by the SENDCO).
- ✿ The class teacher has carefully checked and monitored your child's progress and has decided that your child has a gap/gaps in their learning or understanding.

Same day intervention has the biggest impact and may only be required on a single occasion or for a short while. If your child requires a longer period of intervention then our team of experienced staff will carry out interventions, either one to one or in a small group. These interventions should ideally last for one term, but if further support is needed they may be extended. We follow the graduated approach 'assess, plan, do review' model where the impact of interventions is tracked and amended as necessary. This ensures that the interventions are targeted, purposeful and have a positive impact on pupils learning so that the school can consider other strategies as necessary.

Specific Group Intervention:

Most pupils are able to make good progress through high quality teaching in class. However, for those requiring additional help with their learning this support may be carried out in the classroom as part of the timetabled day, or in an additional classroom/teaching area in the school. It may be delivered by the class teacher, an additional teacher or by a teaching assistant. Some examples of this type of support in our school are 1:1 or small group tuition in phonics, speech intervention, Lego therapy, small group support in Math's and Writing or well-being interventions.

Specialist support provided in school by outside agencies, e.g. Speech and Language therapy:

This means a pupil has been identified by the SENDCO and Class teacher as needing some specialist support in school from an external professional.

You will be asked to give your permission for the school to refer your child to a specialist professional if it is felt that professional support is needed. This will help school and home to better understand your child's needs and will allow the professional to recommend strategies or resources to support your child. For example, a speech therapist will assess a child's speech and may draw up a programme of support which focuses on specific sounds. Teachers/TAs will then deliver this programme in school as instructed and the therapist will review this accordingly.

Some of the professionals who work regularly with children in our school are:

- 🍁 Speech and Language Therapists (SALT)
- 🍁 Local Inclusion Forum Team Specialist Teachers
- 🍁 Educational Psychologists
- 🍁 Occupational Therapy and Physiotherapy
- 🍁 Child & Young Person Mental Health Service (CYPMHS)
- 🍁 Academy Trust Counsellor
- 🍁 NHS Emotional Wellbeing Team

Education, Health and Care Plan (EHCP):

The majority of children with SEND will have their needs met through quality first teaching, intervention support or involvement from specialist professionals. There are some cases where the level of support the child needs cannot reasonably be provided from the resources normally available to a mainstream school. In such cases, the Local Authority may carry out an assessment of education, health and care needs, and prepare an EHCP. The Education, Health and Care Plan is based on a multi-agency, holistic planning approach which has the child and family at the heart of all decision making.

The EHCP process:

- 🍁 An EHCP needs assessment by the Local Authority, can be requested by the school or by you.
- 🍁 A panel of professionals from the Local Authority SEND team will decide whether your child's needs seem complex enough to require a statutory assessment. They will consider the views, wishes and feelings of you and your child, as well as evidence of progress in school and the impact of any support already in place.
- 🍁 If the LA decides to conduct an assessment, it must ensure that you are fully included from the start. They will ask you, the school, and any other professionals involved with your child to complete a report outlining your child's needs.
- 🍁 Once all reports have been submitted, the panel will decide whether an EHCP is required, or whether support may continue at the current level in school.

The entire process, from the point of the assessment request to the final plan being issued must take no more than 20 weeks, although there are some exceptional circumstances.

3. What should I do if I am concerned about my child's progress at school?

If you are concerned about how your child is getting on at school, your first point of contact is the class teacher. If you continue to be concerned that your child is not making progress, or has needs that are not being supported, you should then speak to the SENDCO.

4. How will the school let me know if they have any concerns about my child's learning or progress at school?

At Culverstone Green Primary School, we monitor and track the progress of all pupils and assess them at various intervals throughout the school year. If your child is not making the expected progress, or if we are concerned about your child's learning or behaviour, we will arrange a meeting to discuss how we can implement support. This might be with the class teacher, the SENDCO, or both.

At this meeting, we will listen to any concerns you have and share our concerns with you. We will plan any additional support your child may need, and we will discuss with you any referrals we would like to make to outside professionals who will be able to support your child.

5. How is extra support allocated to children with SEND?

The school budget includes some money to be used specifically for supporting children on the SEND register.

The Head Teacher decides how this resource will be used based on the needs in the school. The Head Teacher and the SENDCO will discuss SEND needs in the school, including the children receiving support already, the children who need extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what support and resources are needed.

SEND support is recorded on a school Provision Map. This identifies all support given within school from Foundation Stage to Year Six.

6. Who provides support for children with SEND in school?

School Provision

- ✿ Class teachers working with individuals/small groups during lessons.
- ✿ SENDCO working with teachers on an advisory basis for specific learning needs.
- ✿ Teaching assistants supporting individuals and groups out of class usually on specific programmes.
- ✿ Teaching assistants supporting children with emotional and social needs on a 1:1 or small group basis.
- ✿ Teaching assistants delivering small group or 1:1 Read Write Inc phonics support.
- ✿ External professional services to support children with specific needs.

Local Authority Provision

- ✿ Educational Psychology Service
- ✿ Parent Partnership Service
- ✿ Speech & Language Therapy
- ✿ Visual/Hearing Impairment Advisory Teachers

Health Provision

- ✿ School Health
- ✿ Occupational Therapy
- ✿ Physiotherapy
- ✿ CYPMHS

7. How are the teachers in school supported in helping children with SEND, and what training do they have?

All teachers in our school have qualified teacher status.

The SENDCO ensures that the class teachers have the support they need to plan for children with SEND in their class.

The school provides continual professional development opportunities for training and support for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues (delivered by the SENDCO or visiting professionals) such as Autism Spectrum Disorder and speech and language difficulties. The SENDCO is able to offer or organise staff training in an area of SEND to enable the staff to extend their knowledge and have access to the latest information. Training providers we can approach are: Ifield School, Educational

Psychologists, Speech and Language Therapists and Occupational Therapists

There is an extensive library of practical resources for class teachers to use in their classes, as well as guides, DVDs and information books for all areas of SEND in schools.

The SENDCO attends training courses and conferences to maintain a current working knowledge of SEND and this information is disseminated to the rest of the team at Culverstone Green Primary School.

8. How will class teaching be adapted for my child with SEND?

- ✿ Class teachers plan their lessons and activities according to the specific needs and abilities of the children in their class. They will ensure your child's individual needs are met, and every child can achieve their best.
- ✿ Lessons are structured to allow plenty of opportunities for support from the teacher, and for independent learning. Most lessons are planned with adaptations to ensure that all pupils can access the learning and are challenged from their own starting points.
- ✿ Teaching Assistants work under the direction of the class teacher and can adapt planning and resources to support your child's needs where necessary.
- ✿ Specific resources and teaching and learning strategies will be used to support your child individually and in groups.
- ✿ Planning and teaching will be adapted, daily if required, to meet your child's learning needs.
- ✿ The school has a team of teaching assistants who have received additional training to support a wide variety of needs. These assistants work under the direction of the class teacher and Inclusion Managers for specific intervention programmes.

9. How will the school measure the progress of my child in school?

Every child's progress is continually monitored by his/her class teacher. This progress will be formally reviewed with the Head Teacher, SENDCO and Phase Leader, at least three times a year in reading, writing and maths.

Provision will be implemented for those children whose progress is a concern and these will be monitored by the class teacher and the SENDCO. At the end of each Key Stage, all children are required to undertake national formal assessments (SATs). This is a government requirement and these results are published nationally.

Children with SEND will have specific targets linked to their areas of need and their work and progress will be continually monitored. The progress of children with an EHCP will be formally reviewed at their Annual Review with all adults involved in the child's education.

The SENDCO has a programme of monitoring across the school and this will be carried out with the Senior Leadership Team to ensure that the needs of all children are met and the quality of teaching and learning is high. The monitoring plan includes pupil progress meetings, book and planning scrutinies, data analysis, learning walks, lesson observations, target reviews and opportunities to speak to the children about their targets and the support they receive.

10. What support is available for me as a parent of a child with special needs?

Your class teacher will be regularly available to discuss your child's progress or any other concerns you have. As well as contact with us at school, there is other support available for you:

- ✿ Information Advice and Support Kent (IASK) provides impartial advice, support and information for parents and carers with children/young people who have special needs. They have a confidential helpline, and can support with home visits, attending meetings, guiding you through SEN processes and completing paperwork. The telephone number is 0300 413000.
- ✿ There are many groups and support sessions to support parents of children with a range of different needs, for example: Family Support Outreach Workers can visit and support you at home. There are also social groups e.g. baby and toddler sessions, and classes to help with parenting, managing behaviour etc.

11. How is Culverstone Green Primary School accessible to children with special educational needs or disabilities?

The school follows all guidelines and legal requirements set out in the DDA (Disability Discrimination Act), 1995. As part of the Equality Act 2010, a disability is defined as follows:

'A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.'

In our school, the building is adapted when necessary to meet the specific needs of our pupils and staff. We have additional facilities in place in some parts of the school to support pupils with specific needs.

12. How will my child's special needs be supported when joining/leaving the school, and when moving from one year group to another?

We understand that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. We have a range of transition programmes, depending on the age of the child and their specific needs.

If your child is joining us from another school:

The SENDCO will liaise with the previous school to ensure that all information is shared and any impactful provision can be replicated where possible. If appropriate, your child will be invited to visit our school for a taster session. Children coming from nurseries attend story sessions and a transition meeting will be arranged in school.

If your child is moving to another school:

We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that your child requires. Where possible, a planning meeting will take place with the SENDCO from the new school. We will ensure all records are passed on as soon as possible.

When moving year groups 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. SEND paperwork and reports from outside agencies will be shared. Transition plans are created for the children who require additional support with change.

In Year 6:

The SENDCO will discuss the specific needs of your child with the receiving school's SENDCO. In some cases, a transition meeting (to which you will be invited) will take place with the SENDCO from the new school. Your child will participate in a detailed transition programme relating to various aspects of transition to support their understanding of the changes ahead. This is a thorough plan which is tailored to the individual needs of the child and will typically include several visits and meetings with key members of the school.

13. How will my child's social and emotional development be supported?

At Culverstone Green Primary School we understand that an important feature of our school is how we strive to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly through daily conversation.

Each child will take part in Woodland School and there are regular opportunities for circle time and class assemblies. Children are encouraged to take on special roles in school to support their peers, e.g. school council representatives. We maintain strong links with the community to help children understand respect and citizenship through encouraging them take care of their environment.

Pupils needing support with their emotional and social development due to their special educational needs will receive targeted support to enable them to develop and mature appropriately. We also have SEND teaching assistants, who can offer timetabled support where required, play therapy and emotional literacy support.

14. Who can I contact if I have a complaint about the SEND provision made for my child?

Initially we would ask you to speak with your child's teacher or the SENDCO. If there are still concerns, please contact Mr Bernard to resolve the issue before making the complaint formal to the chair of the governing body. The school's complaints policy can be found on the school website.

We hope you have found this document informative and that you feel welcome to approach the school to discuss any additional needs your child has so that we can provide them with the most impactful support to reach the best possible outcomes.