

## Special Educational Needs and Disabilities Information Report

2024-2025

### 1. What is SEND?

Corsham Regis regards pupils as having a Special Educational Need or Disability if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(SEND Code of Practice 2015).

### 2. SEND are identified in the following ways:

A child will be identified as having a Special Educational Need or Disability if they seem to be experiencing significant difficulties accessing the curriculum in line with their peer group.

There are four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties [SEMH]
- Sensory and / or physical needs

Immaturity can play a significant role, which means in the early years all children will be monitored closely but may not be identified as SEND until they are older.

If the gap widens between the individual and their peers, the class teacher will highlight the child and they will be given extra support in an identified area. The child will be added to the SEND register. These children will then be referred to as receiving SEND support.

### 3. What types of SEND do you provide support for?

We support children with a wide variety of needs at any one time. The list below is not exhaustive, but is designed to give you an idea of the range of needs we work with:

- Autism (ASD)
- ADHD
- Speech and Language
- Social and Emotional Needs
- Dyslexia
- Trauma
- Hearing loss

We also acknowledge that some children may have learning needs which may not have a label or diagnosis, but who still benefit from having extra support in school. We aim to treat each child as an individual and respond to their needs accordingly.

#### 4. What should I do if I think my child has SEND?

Start by speaking to the class teacher. If more information is required, then an appointment can be made to talk to the Special Educational Needs Coordinator (SENCo, Mrs Lauren Randall). As parents/carers know their child best, it is vitally important that we work together, so we can help your child achieve their potential during their time with us.

#### 5. How does the school know if children need extra help?

All teaching involves a continuous cycle of planning, teaching and assessing. We monitor all the children's progress through observations, class teacher assessment and Pupil Progress Meetings. If a child is identified as needing extra help during the school year, their class teacher will inform their parent/carer and liaise with the SENCo to discuss the nature of their needs. Concerns may involve educational underachievement, a specific learning difficulty (such as Dyslexia, ADHD or Autism), a physical, behavioural, social or emotional need. We also use the Wiltshire Graduated Response to SEND Support (GRSS) to ensure that when we identify pupils with SEND, we are using the same criteria as other Wiltshire schools.

Once a concern has been identified, the class teacher and SENCo will draw up an Individual Education Plan (IEP), where the pupils are involved in discussions around their own targets and this will be agreed with parents. The IEP is monitored regularly and targets are changed when they have been met. We update and share the IEPs every long term. Each IEP also has a One Page Profile on the child, including their strengths, difficulties, strategies and support, as well as what the child enjoys in school and how they like to be helped.

Where a child's need is more complicated or there are multiple needs, a My Support Plan is created, which also involves target setting, but has more parental input.

Further information on our approach to teaching pupils with SEND can be found in our SEN Policy at <https://corshamregis.wilts.sch.uk/sen/>.

#### 6. How will Corsham Regis support my child?

The school offers a range of support for children with SEND. This starts with the class teachers, who provide excellent targeted classroom teaching known as Quality First Teaching. When planning, teachers have the responsibility to make sure learning can be accessed by all members of their class. This could be through resources (e.g. equipment and lesson support materials), differentiated learning tasks or access to interventions to support what is happening in the classroom.

Intervention groups are available for any child who has specific gaps in their understanding of a subject/area of learning or who lacks confidence in a particular subject or has low self-esteem. They can be run for academic or pastoral needs, in the classroom or outside and by a teacher or most often a teaching assistant with relevant training.

If a child has specific support or attends an intervention group that has been seen to have been successful and has closed the gap in learning, they may then be taken off the SEND register and their IEP. These children will then continue to be monitored by the class teacher.

7. How does the school allocate resources to match children's SEND?

The Head Teacher, together with the Senior Management Team (Deputy Head, Foundation Stage 2 /KS1/KS2 leaders and SENCo) meet regularly to review and monitor the provision across the school and to allocate resources appropriately. Interventions are implemented in response to need. The level of additional support in each class or year group is not uniform, as it is based upon the needs of our individual cohorts.

When a child has received support in excess of £6,000 per year and still needs a greater level of provision, then a request for additional funding may be applicable in order to meet their needs via an application for an Educational Health Care Plan (EHCP) or Medical Needs Funding.

If your child has a My Support Plan or an EHCP, we will use the information contained in this document, together with any additional information from you as parents/carers, other services and previous settings to ensure the appropriate support is in place when your child starts our school.

8. How are parents/carers involved in the support, assessment and review of their child's needs?

The IEP document is written and shared with parents/carers. This contains the information explaining the support a child is receiving, how often this is happening and the practitioners involved. We use one page profiles with our children with additional needs and we have found these an excellent way of capturing your child's views about what is important to and for them. The SENCo is also available to meet with parents/carers to provide updates and explore options regarding meeting children's needs.

If your child has an EHCP, parental/carer views will have been sought by a SEND Lead Worker and other professionals during the assessment process. Parents/carers will also be involved in the review processes and kept informed of any developments noted by the services involved with your child. This could include being invited to annual review meetings, completing questionnaires or just discussing your child with the professionals who help to support them.

9. How will my child be consulted and involved in their education, assessment and reviews of their progress and needs?

We encourage all children at Corsham Regis Primary Academy to be aware of themselves as learners and where their strengths and needs lie. Children who have IEPs and My Support Plans contribute to the process by sharing their views on their strengths and needs, and strategies that they find helpful. Pupils with EHCPs will contribute views on their progress and next steps as part of the annual review process.

10. How does the school evaluate the effectiveness of the provision made for children with SEND?

During the school year, the SENCo meets with each class teacher individually to review the progress and provision made for all pupils with SEND. The SEND Policy is also reviewed annually and contains further information on how the school monitors the effectiveness of provision. The interventions we use to support children with SEND are evidence based and we monitor their effectiveness through our school tracking systems and Pupil Progress Meetings. We monitor progress not just through academic data, but also through behaviour and pastoral information, e.g. improved attendance, a more positive attitude towards school, etc. As a result of these meetings, provision can be adjusted and varied to meet individual needs on a very regular basis.

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

Our whole school PHSE (Learn for Life) programme is supplemented by class assemblies and additional support for children who need it. We have a strong behaviour policy, with individual and class rewards, as well as targeted support for children who have additional social and emotional needs. This can include social skills groups, games and support at playtimes.

We also have the following social and emotional wellbeing support available:

- THRIVE: A trained TA offers trauma-informed, whole school or setting approach to improving the mental health and wellbeing of children and young people.
- Time to Talk: A nurture-trained Teaching Assistant can work with children to help them with Social/Emotional/Mental Health issues.
- Nurture: When required, trained TAs run a nurture group for those children who need support to use social skills and follow classroom rules.
- Sports Coach/Mentor: works with small groups of children to build confidence, resilience and team work, using sport to engage children.

12. What training are the staff supporting children with SEND had or having?

Staff are trained in how to adapt lessons to meet the needs of children with SEND. Over the last few years, teachers and support staff received training from Speech and Language therapists, Team Teach, Read, Write, Inc. and Wiltshire Council.

We have school performance management system for all staff, which identifies needs and targets support. Recently, this has included speech and language development, Nurture training, Educational Psychologist led 'solutions surgeries' and meeting children's sensory needs.

An element of the school budget will be used to support SEND training.

13. What specialist services and expertise are available at or accessed by the educational setting?

Many external specialist support services are called in by school, whilst others are accessed via your child's GP:

- Speech & Language Therapy
- Occupational Therapy
- Physiotherapy Service
- Behaviour Support
- Spurgeons
- SSENS
- Community Paediatric Service
- School Health Nursing Team
- Inclusion Support
- Parent Link Services
- Educational Psychology Service
- Child and Mental Health Service (CAMHS) including Primary Mental Health Lead
- Social Services
- Virtual School
- Community Police

14. How will my child be included in activities and events outside the classroom e.g. school trips?

We want all the children at Corsham Regis Primary Academy to have the same educational opportunities and to feel included as part of our school community. Every effort is made by the whole staff to ensure that all children are integrated into all aspects of the school. We may at times increase adult to child ratios on trips where we feel the children in a particular class would benefit from more adult support or ask specific children's parents to help.

15. How will the school prepare and support my child to join the school?

First and foremost, we will liaise with parents/carers to plan or a smooth transition to our school. If your child is due to join our school at the start of September in Reception year, we will also liaise closely with nursery/preschool. If a child is due to join us mid-year from any year group, we will liaise closely with their previous school. We will also liaise with any other professionals who have been involved in their educational provision or meeting their additional needs, such as health visitors, speech and language therapists etc. These discussions will enable us to plan a suitable transition programme, depending on their needs.

This may include:

- extra visits to our school before their start date;
- meeting significant members of staff, such as their class teacher or teaching assistant;
- taking photographs of areas of the school which will be important e.g. classroom, hall, toilets and playground;

- ensuring the correct resources are available and reasonable adaptations to the school environment have been made.

16. How will the school prepare and support my child to transfer to a new setting?

E.g. secondary school or a specialist unit in another school? We have good relationships with all our local secondary schools and work closely in the lead up to the end of Year 6 to ensure that all children have a successful transfer experience. Our Year 6 teacher routinely liaises with the Year 7 Pastoral Support Team from the relevant secondary school. Our SENCo and the SENCo from the receiving secondary school also meet in the summer term to ensure that any child with additional needs is discussed in depth and provision to meet those needs can be made. If your child has an EHCP, a Transition Review Meeting will also be arranged in Year 5, which parents/carers will be invited to attend. As with transition into Corsham Regis Primary Academy (see section 12) we can arrange for children to make extra visits to their new school, take photographs, ask questions and meet the staff, before they start. Secondary school staff may also visit your child here in Years 5 & 6 so that they have a chance to get to know them in an environment that is familiar and comfortable.

17. How accessible is the learning environment?

Corsham Regis Primary Academy is a single storey school, with all of our classrooms in the same building. Both the KS1 and KS2 playgrounds are accessible from the school building. We have a disabled parking space and a disabled toilet at the UKS2 end of the school, as well as a wheelchair lift to climb the four stairs to the upper part of the school. The main office and front of school is easily accessed via a ramp and through double doors. Access to the school gates for entry and exit from school day is accessible to all.

We are lucky to have several rooms and areas which we use to work with individuals and small groups of children. They are also used by visiting professionals for assessments and by the TAs running intervention groups.

We ensure that all pupils have equal access to information, the curriculum and the physical environment, as well as challenging and preventing disability discrimination in any aspect of school life, to create an inclusive atmosphere where all pupils are equal members of the school community.

18. Who can I talk to if I am not happy about how my child is learning?

It is always advisable to talk to your child's teacher first, as they are the member of staff who knows your child best. If you have further questions, please contact the SENCo or the Head Teacher via the school office.

19. What is 'The Local Offer'?

The local offer is where Wiltshire Council publishes information on all services and support for young people with SEND (Special Educational Needs and/or Disabilities). As part of the Children and Families Bill 2014, all schools are required to make available information regarding services and support available to families with children who have a special educational need and/or a disability. More information on Wiltshire's Local Offer can be found here: <https://localoffer.wiltshire.gov.uk/> .

Parents may also like to contact SEND and You. More information can be found here: <https://www.sendandyou.org.uk/>

20. Who can I contact for further information and how?

In the first instance, please speak to your child's class teacher. Alternatively, you can contact the Head Teacher, Mrs. Abby Symons, or the SENCo, Mrs. Lauren Randall, via the school office ([admin@corshamregis.wilts.sch.uk](mailto:admin@corshamregis.wilts.sch.uk) or call 01249 712294).

If you are a prospective parent, please contact the school office to arrange a visit.

We hope this has answered any questions about Special Educational Needs and Disabilities at Corsham Regis Primary Academy, but if we have missed something, please let us know and we will do our best to answer any further questions.