



# Courthill Infant School

*'Believe, Achieve, Shine'*



## Special Educational Needs and Disabilities (SEND) School Information Report: 2024-2025

At Courthill Infant School, we believe that all pupils have unique and individual needs and recognise that all pupils are entitled to a quality of provision that will enable them to achieve their full potential, academically, socially and emotionally. It is therefore our intention to ensure that all children receive a high-quality and ambitious education regardless of a pupils need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom. We believe in educating the whole child, removing barriers to learning, raising expectations and levels of achievement and working in partnership with parents/carers, pupils and other agencies in order to provide a positive educational experience for all our pupils, including those with a special educational need or disability. Building relationships with pupils and their families is essential for pupils to succeed in their learning.

This SEND Information Report should be read alongside the school's SEND and Inclusion Policy, the Equalities Policy and the Accessibility Plan.

Courthill Infant School has the capacity for 360 children. Each year group has four mixed ability, mixed gender classes of up to 30 children per class. There is no nursery provision and no specialist provision units are attached to the school. Our admissions are processed through the BCP Council (<https://www.bcpCouncil.gov.uk/Schools-and-learning/School-admissions/School-admissions.aspx>) and can be viewed within the school website 'admissions' page.

At Courthill, we **welcome children with a range of special or additional educational needs or disabilities** and aim to identify any specific needs as early as possible, ensuring effective provision and improved long term **outcomes** for each child. Our aim is to provide all pupils with the appropriate support and strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the curriculum, enabling every pupil to experience success.

The need for provision will be identified under one or more of the four broad areas of Special educational needs including:

- **Communication and Interaction**  
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**  
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**  
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**  
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Your child's SEND provision may be short or long term depending on your child's needs or circumstance.

### PART 1:

'SEN Support' (whole school)		Education Health and Care Plans – 'EHCP' (for further information see part 6 below) (Whole School)
35		12
<b>How are these levels of support decided upon and monitored?</b>	<b>DECIDED BY:</b> <ul style="list-style-type: none"> <li>• Staff working closely with your child recognise that he/she is not making expected progress or reaching set targets <b>over time</b> in relation to their assessed starting point when entering school, a new year group or through in-school assessment activities. This may include formal assessment,</li> </ul>	<b>DECIDED BY:</b> <ul style="list-style-type: none"> <li>• A child who is not able to make progress ( over time), achieve their full potential or is falling considerably behind their peers regardless of the support put in place at 'SEN Support' level or has on going complex needs, may require a more specific plan for support. Advice from one or more outside agencies will be requested with</li> </ul>

	<p>observation, Inclusion Leader assessment, work monitoring, intervention monitoring.</p> <ul style="list-style-type: none"> <li>Continued in school assessments (SATs, Phonics checklist, Inclusion Leader assessment, Early Years Profile, Salford Reading Test, in school tracking systems etc.) show lack of sustained progress or attainment over time. 'Gaps' in learning may also be identified.</li> <li>Outside agency advice</li> <li>Parental concerns raised and discussed</li> <li>Class teacher refers to the Inclusion Leader as your child is not able to access the curriculum within quality first teaching (QFT) methods, additional resources, differentiated planning and execution of activities, language modification or reasonable adjustments having been made consistently within class.</li> <li>Additional support is needed in one or more of the following areas: cognition and learning, social, emotional and mental health, sensory and or physical, communication and interaction.</li> <li>Inclusion Leader in class observations over time.</li> <li>Additional resources funded by school are needed to support attainment and progress</li> <li>In school speech and language TA, Learn To Move or Emotional Literacy Support (ELSA) TA observations and Nurture group.</li> </ul> <p><b>MONITORED BY:</b></p> <ul style="list-style-type: none"> <li>Regular Team Around The Child Meetings, parent meetings and in school monitoring meetings</li> <li>IEP reviews at least x 3 per year – with plans used as working documents within each year group.</li> <li>Regular in school progress meetings</li> <li>Boxall screening</li> <li>Monitored intervention groups – targets achieved and fluid movement and individualised learning planned for.</li> <li>Inclusion Leader / Class Teacher/ Year Leader</li> </ul>	<p>parental permission and parents, school and the child will be asked to contribute evidence for Statutory Assessment. A request for an Education, Health and Care Plan (EHCP) may be initiated.</p> <ul style="list-style-type: none"> <li>When an agreement has been reached, the agency leading the request for Statutory Assessment will collate evidence from all agencies working with the child including parent / child views. This information will be forwarded to the Local Education Authority for consideration as to whether an EHCP should be awarded. A Ratification panel meeting will be held where the evidence will be discussed.</li> <li>To view an outline of the timeline in place for this process from the initial request to the final decision see page 151 of the SEND code of practice 2014.</li> <li>Some children may come into school who have already been assessed at this level and they will have their needs met in accordance with the objectives set, the school Inclusion Policy and the SEND Code of Practice.</li> </ul> <p><b>MONITORED BY:</b></p> <ul style="list-style-type: none"> <li>Support is then monitored daily through additional adult support, weekly through IEP, annually through an EHCP review and through on going in school tracking and assessment procedures involving all staff.</li> <li>If your child is undergoing statutory assessment you will be supported by the Local Authority's SEND team (see part 6 for further information) who will monitor progress annually unless an interim review meeting is called.</li> </ul>
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### **LOOKED AFTER CHILD (LAC):**

Looked After Child (LAC) are supported at Courthill in the same way as any other child and this support will be supplemented through 'Pupil Premium' funding. Should a child who is 'Looked After' have SEND needs also, they will have their needs met in accordance with the school SEND policy. There will also be additional procedures in place to ensure they reach their full potential in academic, social and emotional areas.

- A child is deemed to be 'Looked After' by the Local Authority if the child's parents or the people who have parental responsibilities and rights to look after the child are unable to care for him/her.
- Your child will have a detailed Care Plan which includes all aspects of their care and education. School will have designated teachers responsible for making sure the relevant parts of the plan are supported whilst the child is in school.
- Funding is supplied to school to help implement the necessary support package and alongside funding from the school budget, each child will have their needs addressed. This funding is called 'Pupil Premium' funding.

### **FACILITIES FOR CHILDREN WITH DISABILITIES:**

Courthill is committed to making any reasonable adjustment necessary within the physical and funding resources it has available to ensure full access to all learning and social opportunities.

- There are 3 toilets with disability access
- 3 Ramps to allow access from outside to inside the school
- Hand rails
- Teaching Assistants available when necessary to assist with physio and occupational therapy.
- Chairs and tables are adapted when necessary or specialist equipment used following the advice of trained professionals.

- Close working relationship with Poole Hospital Children's Therapy Services
- Wide corridors
- Physical classroom consideration given to allow best accessibility for a child with disabilities
- Adapted writing / recording resources (pens, computers, pencil, font size etc.) used where appropriate
- Enhance visual discrimination where refurbishment has occurred

## **PART 2:**

### **Curriculum**

At Courthill we believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence which is carefully considered to support all areas of child development, including their cultural capital and emotional and social wellbeing. We are a 'Rights Respecting' School, we follow the 'Jigsaw' PSHE scheme and our assembly themes reflect this and our 'British Values'. We also celebrate the achievement and efforts of our children as well as developing their growth mindset, playground Buddies, clear classroom and school rules and expectations, support social and emotional development (e.g. nurture group, ELSA)

We strongly believe that effective teaching and learning should come as a result of high quality teaching where effective planning, differentiation, resourcing and intervention (which is closely monitored by all staff) is paramount. We ensure our curriculum is relevant and demonstrates coherence and progression in learning to enable all children to thrive and develop a thirst to learn and be the best they can be. Our teachers use a range of multi-sensory approaches to learning and provide practical activities to support this further. We pride ourselves in being very inclusive and will endeavour to support every child's learning in the classroom through carefully planned SEND ways in, enabling all pupils to access the learning with their peers. All pupils follow the National Curriculum at a level and pace that is appropriate to their abilities. By encouraging independence at all age and ability levels we endeavour to develop confidence, improve self-esteem and promote enthusiasm and success for all our pupils.

We adapt the curriculum and learning environment to make it more accessible and promote a sense of achievement for pupils with SEN:

- Use a range of teaching and learning styles
- Differentiated learning materials
- Scaffolded learning tasks
- Access to ICT and Technology
- Provide additional in class support
- Provide additional out of class support
- Provide enrichment and enjoyment opportunities to stimulate and motivate learning
- Use flexible groupings – including small group work and intervention
- Ensure that all pupils have access to the school curriculum and all school activities
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement
- Give every child the entitlement to a sense of achievement
- Use appropriate rewards and sanctions
- Regularly review the policy and practice in order to achieve best practice.

Following whole staff involvement in the consistent tracking of progress and attainment, the following table shows how funding may be put in place to provide additional resources for any child who has been identified as not being able to access a broad and balanced curriculum within usual classroom practices or is not reaching their full potential at any given moment in time. Support under the term '**SEN Support**' may be short or long term depending on your child's needs, learning profile or circumstance:

<b>SCHOOL FUNDED OR ACCESSED ADDITIONAL RESOURCES OFFERED:</b>		
Speech and Language Therapy trained Teaching Assistants work in school daily	ELSA (Emotional Literacy Support Assistant) Mrs Worboys and Mrs Hird	Nurture Group (supported by 2 TAs) which includes sharing news, emotional literacy, turn taking games, group activities, preparing and eating food, social skills work being carried out in a small group on a given number of sessions each afternoon.
Programmed intervention groups as directed by the class teacher	Additional Teaching Assistants in class working 1:1 or with small group	Sports coach available for physiotherapy, social development , 'Learn To Move';
Numicon (Numeracy) intervention groups	Fluid and individualised intervention groups	IEP weekly support
Parent Support Worker (Mrs Diane Worboys)	Adaptations to the school environment – visual displays, picture cues, colour, texture, calming etc.	TAs and resources available to support a sensory diet
Social Stories	Precision Teaching	Additional outside agency referral and support
Additional resources are provided as needed		
<b><i>These resources could be accessed through or because :</i></b>	<b><i>The responsibility of implementing and delivering these resources is:</i></b>	<b><i>Impact and outcomes are monitored by:</i></b>
<ul style="list-style-type: none"> <li>Initial in class observation by the Inclusion Leader leading to discussions with the Parent or Guardian and class teacher</li> <li>Referral to the Inclusion Leader by any relevant member of staff who has been working closely with your child over time</li> <li>Advice from an outside agency</li> <li>Your child is not meeting expected targets / progress over time and has been identified through staff monitoring / assessment</li> <li>Following parent/guardian discussion</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion Leader will over -see which children access which groups</li> <li>Nurture TAs</li> <li>SALT TAs</li> <li>Additional adults in school who are employed to carry out the groups/activities</li> <li>Class teacher / identified TAs responsibility to over- see impact and share with Inclusion Leader.</li> <li>The Senior Leadership Team (SLT) will discuss impact with staff at regular progress meetings</li> <li>Parents should endeavour to support the strategies put in place at home to ensure continuity of support.</li> </ul>	<ul style="list-style-type: none"> <li>By the class teacher in response to AFL (Assessment for Learning), tracking processes and regular meetings.</li> <li>Progress is reviewed formally every term by the class teacher, Year Leader and a member of the Senior Leadership Team.</li> <li>At the end of Key Stage 1 all children will be formally assessed using Standard Assessment Tests (SATs).</li> <li>Intervention record sheets identify an entrance and exit score to show progress</li> <li>Child achieving potential.</li> <li>Movement within the SEN register</li> <li>Child's and parent's views recognise progress made</li> <li>Positive outcomes from Boxall Profile and re-integration into class</li> <li>Set targets are reached consistently</li> <li>No longer requiring additional resources / support</li> <li>'Gaps' in learning or development are closed.</li> <li>Child is socially and emotionally able to access peer play and activities successfully.</li> </ul>

## PART 3:

### CONSULTATION WITH PARENTS / GUARDIANS:

#### How will the school let me know if they have any concerns about my child's learning in school?

- Courthill endeavours to make regular contact with all parents and will the class teacher will make an appointment to speak with you as soon as any concerns are raised or realised
- Teachers send home a written report on attainment and progress and the school organises parental consultations – an ideal opportunity to discuss your child's progress
- Additionally, the school has meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress
- If your child is identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group. Any decisions will be communicated to you
- Any support necessary will be discussed with parents/guardians with the class teacher and /or Inclusion Leader as and when necessary. This could be via face to face meeting, phone call or letter
- All information from outside professionals will be discussed with parents and shared via a written report. The Inclusion Leader will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child
- School work and homework will be differentiated to support your child and this will be communicated via the class teacher
- Home/school communication book where appropriate
- IEPs will be shared at least x 3 per year. Parents/guardians will receive copies of these having been asked to contribute to them
- Mrs Worboys is the designated Parent Support Worker in school. Appointments can be made via the office if you would like to meet with them
- Staff will be positioned at the school gate in the mornings and at the end of the day.

If parents or guardians should have any concerns or questions, please contact the following members of staff (preferably in the order shown) via the school office; PHONE: 01202 747381 EMAIL: [office@courthillinfants.co.uk](mailto:office@courthillinfants.co.uk) or at the end of the school day for a more informal chat.



Should any concern or complaint not be dealt with successfully by the school, please contact Poole SEND Team, Dolphin Centre, Poole. BH15 2RU 01202 128880 or email on [SENDbso@bcpcouncil.gov.uk](mailto:SENDbso@bcpcouncil.gov.uk)

Support for parents in HM Armed Forces: Children who have been identified as having one or both parents in the armed forces will be offered the same opportunities as every other child at Courthill. Additional funding granted to the school (£300 per child) will be used to develop the academic, social or emotional needs of the child as necessary.

Parents serving in HM Armed Forces can also access the Children's Education Advisory Service (CEAS), an information, advice and support service established specifically for Service parents. It covers any issue relating to their children's education, including SEN. More information about CEAS may be found on the CEAS website: <https://www.gov.uk/childrens-education-advisory-service>

### TRANSITION ARRANGEMENTS:

#### How will we support your child when they are leaving this school or moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND or additional needs and so we take steps to ensure that any transition is as smooth as possible.

If your child is moving to Courthill or onto another school:

- We will contact the new school's Inclusion Leader and ensure they are aware of any special arrangements of support that needs to be made for your child.
- We will make sure that all records are passed on as soon as possible adhering to strict confidentiality practices.

- We will arrange transfer meetings which will include all agencies working with the child and the parents/guardians
- We will seek the views of the child to support any questions or concerns they may have.
- We will visit the child’s nursery or preschool setting where appropriate prior to your child starting at Courthill. We will make additional visits to the new school when appropriate.
- We will encourage meetings with class teachers where appropriate.

When moving classes in the school:

- Information will be passed on to the new class teacher in advance.
- Where necessary staff will make a book which will support the child to understand ‘moving on’ and the staff involved.
- Visits to the new class will be encouraged.
- Any resources or equipment necessary will be transferred to the new class.
- Parent/guardian meetings will be encouraged.
- We will seek the views of the child to support any questions or concerns they may have.

#### **PART 4:**

##### **SEND DEVELOPMENT AND TRAINING:**

- **STAFF TRAINING:** Staff are trained on a needs led basis in response to the needs of the children already in school, to those children who will be joining school or in response to the SEND or School Development Plan. Staff may also request SEND training in areas of particular interest. Training can be school led or external training can be attended. Courthill staff plan peer coaching and shared professional support to increase the skill base and knowledge across the school. Specialists in school will train staff across the school as required.
- **SEND DEVELOPMENT PLAN**  
We will continue to be focusing on developing our support opportunities whereby different learning styles can be accommodated daily across the school and continue to make our classrooms dyslexia friendly. We will also continue to focus on the development of our Nurture Group and interventions supporting pupils academic, communication and language and social and emotional development across the school.

#### **PART 5:**

##### **OUTSIDE AGENCIES INVOLVED IN SCHOOL:**

BCP Council Educational Psychology Service 01202 126100  
 BCP SEND Statutory Service Team - 01202 128880  
 Outreach Support: Longspee School, Winchelsea School, Montacute School, Linwood and Tregonwell special schools.  
 School Nursing Team  
 CAMHS – Child and Adolescent Mental Health Service: Poole Hospital N H S Trust, Longfleet Road, Poole, BH15 2JB.  
 Social Care: Duty Officer: 01202 123334  
 Education Welfare Officer: 01202 261980  
 SALT (Speech and Language Therapy)  
 We have access to Early Help and advice services who can be contacted directly on 01202 123334 or by email on [childrensfirstresponse@bcpcouncil.gov.uk](mailto:childrensfirstresponse@bcpcouncil.gov.uk).

#### **Part 6:**

##### **ADDITIONAL PARENT/CARER SUPPORT:**

Poole SEND Information, Advice and Support Service (SENDIASS)	This is an independent service offering advice and support for parents and young people in Poole. Tel: 01202 128181 <a href="https://sendiass4bcp.org/">https://sendiass4bcp.org/</a>
Dorset Parent Council	<a href="http://www.dorsetparentcarercouncil.co.uk/">http://www.dorsetparentcarercouncil.co.uk/</a>
Poole Family Information Service: Family information Directory ‘FID’	<a href="https://www.fid.bcpouncil.gov.uk/kb5/poole/fis/home.page">https://www.fid.bcpouncil.gov.uk/kb5/poole/fis/home.page</a>
Child and Adolescent Mental Health Services, Dorset (CAMHS)	<a href="https://camhsdorset.org/">https://camhsdorset.org/</a>

The Listening Ear	A local charity providing counselling to children and young people aged 5-19 across Bournemouth, Christchurch and Poole. <a href="https://www.the-listening-ear.org/">https://www.the-listening-ear.org/</a>
Diverse Abilities	<a href="https://diverseabilities.org.uk/familysupport">https://diverseabilities.org.uk/familysupport</a>
British Dyslexia Association	<a href="https://www.bdadyslexia.org.uk/">https://www.bdadyslexia.org.uk/</a>
National Deaf Children's Society	<a href="https://www.ndcs.org.uk/">https://www.ndcs.org.uk/</a>
ADHD Foundation – The Neurodiversity Charity	Information and support for those with ADHD, Autism, Dyslexia, Dyspraxia, Dyscalculia and Tourette's syndrome. <a href="https://www.adhdfoundation.org.uk/">https://www.adhdfoundation.org.uk/</a>
National Autistic Society	<a href="https://www.autism.org.uk/">https://www.autism.org.uk/</a>
Talking Point (Speech and Language)	<a href="https://ican.org.uk/i-cans-talking-point/">https://ican.org.uk/i-cans-talking-point/</a>