Courthill Infant School

'Believe, Achieve, Shine'

Special Educational Needs and Disabilities (SEND)
School Information Report: 2026-2027

At Courthill Infant School, we believe that every child is unique and deserves to feel valued, included and successful. We are committed to providing a high-quality, inclusive education that enables all children to achieve their full potential academically, socially and emotionally. Building positive relationships with children and their families is fundamental to everything we do. We recognise that some children may experience barriers to learning and may require additional support at different stages of their education. Through early identification, high-quality teaching, personalised support and strong partnerships with families and outside agencies, we aim to remove these barriers and ensure every child can thrive. We have high expectations for all children and are committed to helping them develop confidence, independence, resilience and a strong sense of belonging within our school community.

This report outlines how we identify, support and review the progress of children with Special Educational Needs and Disabilities (SEND), in accordance with the requirements of the SEND Code of Practice: 0 to 25 years (2015). This report should be read alongside the school's SEND and Inclusion Policy, Equality Information and Objectives, Accessibility Plan and Supporting Pupils with Medical Conditions Policy.

About Our School

Courthill Infant School is a welcoming and inclusive infant school for children in Reception, Year 1 and Year 2. The school has capacity for up to 360 children across twelve mixed-ability, mixed-gender classes. We do not have an attached nursery or specialist provision; however, we are committed to meeting the needs of all learners through inclusive practice, personalised support and collaborative working with families and professionals. Our admissions are processed through the BCP Council (https://www.bcpcouncil.gov.uk/schools-and-learning/school-admissions) and can be viewed within the school website 'admissions' page.

Our Vision for Inclusion

At Courthill Infant School, inclusion is at the heart of everything we do. We strive to create a school environment where all children feel safe, respected and able to participate fully in school life. We celebrate diversity and recognise that every child brings unique strengths, interests and experiences to our community. We believe that all children should have access to a broad, balanced and ambitious curriculum. Through high-quality teaching, appropriate adaptations and targeted support where needed, we ensure that children with SEND can learn alongside their peers and experience success in all areas of school life. We value the views of children and their families and believe that successful outcomes are achieved through strong partnerships between home, school and other professionals.

What Makes SEND Provision at Courthill Infant School Special?

Our approach to SEND is built upon strong relationships, high aspirations and a commitment to ensuring every child feels that they belong.
We achieve this through:

- Early identification of additional needs and prompt intervention.
- High-quality inclusive teaching in every classroom.
- A graduated approach to support using the Assess, Plan, Do, Review cycle.
- Close partnership working with parents and carers.
- Regular opportunities for children to share their views.
- Bespoke support tailored to individual strengths and needs.
- A dedicated SEND team who work collaboratively with class teachers and support staff.
- Strong links with external professionals and specialist services.
- A focus on emotional wellbeing, confidence, independence and readiness for the next stage of education.

The SEND Needs We Support

Children's needs are generally identified within the four broad areas of SEND described in the SEND Code of Practice:

- **Communication and Interaction -** Including speech, language and communication needs and autism.
- **Cognition and Learning -** Including learning difficulties and specific learning difficulties that affect a child's ability to learn.
- **Social, Emotional and Mental Health -** Including difficulties with emotional regulation, social interaction and mental wellbeing.
- **Sensory and/or Physical Needs -** Including hearing impairment, visual impairment, physical disabilities and sensory processing differences.

The support provided will always be based on the individual needs of the child rather than a specific diagnosis.

PART 1: How Does Courthill Support Children with SEND?

At Courthill Infant School, we believe that early identification is key to ensuring children receive the support they need to achieve their full potential. We recognise that every child is unique and that support should be tailored to their individual strengths and needs.

Identifying Special Educational Needs

We may identify that a child requires additional support through:

- Ongoing teacher assessment and observation.
- Discussions with parents or carers.
- Information shared by previous settings or professionals.
- Progress monitoring and attainment data.
- Concerns relating to communication, learning, social, emotional, mental health, sensory or physical development.
- Advice from external agencies and specialists.

How Support is Planned

When concerns are identified, we follow the graduated approach outlined in the SEND Code of Practice: **Assess, Plan, Do, Review**. This process ensures that support is carefully planned, regularly reviewed and adapted to meet the changing needs of the child.

How We Support Children with SEND

Most children with SEND have their needs met through high-quality inclusive teaching within the classroom, alongside additional support where needed. This may include:

- Adaptations to teaching and learning activities.
- Targeted interventions.
- Additional adult support where appropriate.
- Specialist resources and equipment.
- Advice from external professionals.

Support is planned and reviewed collaboratively with parents, school staff and, where appropriate, the child. Individual Support Plans (ISPs) are reviewed regularly to evaluate progress and identify next steps.

For a small number of children with more complex or long-term needs, a request may be made to the Local Authority for an Education, Health and Care Needs Assessment. Where an Education, Health and Care Plan (EHCP) is issued, provision and outcomes are reviewed regularly and formally reviewed annually in partnership with parents, professionals and the Local Authority.

Monitoring Progress

The progress of all children is monitored through:

- Ongoing teacher assessment and observation.
- Termly progress reviews.
- Individual Support Plan reviews.
- SEND review meetings with parents and carers.

- Advice and monitoring from external professionals where appropriate.
- Annual reviews for children with EHCPs.

The effectiveness of support is reviewed regularly to ensure children continue to make progress towards their individual outcomes and develop confidence and independence as learners.

PART 2: Inclusion, Accessibility and Equal Opportunities

At Courthill Infant School, we are committed to creating an inclusive environment where all children feel valued, respected and able to participate fully in school life. We work closely with families and professionals to identify and remove barriers to learning and participation wherever possible.

Supporting Children with Disabilities

We are committed to providing an inclusive environment where children with disabilities can participate fully in all aspects of school life alongside their peers. Reasonable adjustments are made to ensure children can access learning opportunities, school activities and educational visits.

Support may include:

- Adaptations to the learning environment.
- Specialist equipment or resources.
- Adjustments to teaching approaches.
- Additional adult support where appropriate.
- Individual risk assessments and healthcare plans where required.

Accessibility

The school continually reviews and develops its provision to improve access for pupils, parents and visitors with disabilities. This includes:

- Access to the curriculum.
- Access to the physical environment.
- Access to information and communication.

Further details can be found in the school's Accessibility Plan.

Participation in School Life

We believe all children should have the opportunity to participate fully in the life of the school. We strive to ensure that children with SEND and/or disabilities can access:

- Educational visits and enrichment activities.
- Clubs and extra-curricular opportunities.
- School performances and special events.
- Leadership and responsibility opportunities where appropriate.

Additional support is provided where necessary to enable participation and promote a strong sense of belonging within our school community.

Vulnerable Children and Additional Needs

At Courthill Infant School, we recognise that some children may require additional support to help them achieve their full potential and participate fully in school life. This may include children with SEND, looked after and previously looked after children, children in receipt of Pupil Premium funding, young carers, children with medical needs and those experiencing social, emotional or other identified barriers to learning.

We work closely with families and, where appropriate, external agencies to identify needs, remove barriers and ensure support is tailored to the individual child. Support is regularly reviewed to promote positive outcomes, wellbeing, attendance and engagement in learning.

We are committed to ensuring that all children feel safe, valued and included and have equal opportunities to succeed within our school community.

PART 3: Teaching, Learning and Specialist Support

Accessing the Curriculum

At Courthill Infant School, we believe that all children should have access to a broad, balanced and ambitious curriculum. High-quality teaching is the first step in meeting the needs of pupils with SEND, and every teacher is responsible for the progress and development of all children in their class.

Teachers adapt learning to meet individual needs through:

- Differentiated and scaffolded activities.
- Visual supports and visual timetables.
- Adapted language and instructions.
- Flexible grouping arrangements.
- Multi-sensory approaches to learning.
- Additional processing time.
- Pre-teaching and overlearning opportunities where appropriate.
- Reasonable adjustments to the learning environment.

These adaptations help children access learning alongside their peers, participate fully in school life and make progress from their individual starting points.

Targeted SEND Support

In addition to high-quality classroom teaching, some children may require more targeted support. This may be delivered individually, in small groups or through short-term interventions designed to address specific areas of need.
Support may focus on:

- Speech, language and communication.
- Early literacy and reading development.
- Mathematics skills.
- Social interaction and friendship skills.
- Emotional regulation and wellbeing.
- Independence and confidence.
- Sensory and physical development.

Our dedicated SEND Intervention Base provides personalised support for children who require additional help to access learning successfully. Through targeted interventions, adapted provision and specialist strategies, we support children to develop confidence, independence, communication and self-regulation skills whilst remaining fully included as valued members of their class and the wider school community. Support is funded through the school's delegated SEND budget and, where appropriate, additional funding to meet individual needs.

Resources and Specialist Equipment

Where appropriate, children may be supported through the use of specialist resources, equipment or technology to enable them to access learning and participate fully in school life. Reasonable adjustments are made according to individual needs and may include adapted resources, sensory equipment, writing aids, alternative recording methods and other specialist equipment recommended by professionals.

Staff Expertise and Training

We are committed to ensuring that all staff have the skills, knowledge and confidence required to support children with SEND. Staff receive ongoing training and professional development that reflects the needs of the children within our school and current SEND practice.

Areas of training may include:

- Communication and interaction needs.
- Autism.
- Speech and language development.

- Emotional wellbeing and mental health.
- Sensory needs.
- Medical conditions and specific healthcare requirements.

Our staff work closely with the SENDCo, families and external professionals to ensure that support is effective, responsive and tailored to individual needs.

Working with Specialist Services

Where appropriate, we seek advice and support from a range of external professionals, including:

- Educational Psychologists.
- Speech and Language Therapists.
- Occupational Therapists.
- Physiotherapists.
- Community Paediatricians.
- CAMHS.
- Specialist Outreach Services.
- SENDIASS.

We work collaboratively with families and professionals to ensure children receive the support they need to achieve positive outcomes and reach their full potential.

PART 4: Working in Partnership with Parents, Children and Families

Working with Parents and Carers

We believe that parents and carers know their child best and are essential partners in the support process. We work closely with families to ensure that support is tailored to each child's individual strengths, needs and aspirations.
Parents and carers are involved through:

- Regular communication with class teachers and support staff.
- Parents' evenings and consultation meetings.
- SEND review meetings.
- Individual Support Plan reviews.
- Meetings with the SENDCo and external professionals where appropriate.

We encourage parents and carers to share their views and contribute to decisions about the support their child receives.

Listening to Children's Views

We value the views of children and recognise the importance of involving them in decisions about their education and support. Children are encouraged to share their thoughts, wishes and feelings in a way that is appropriate to their age and stage of development.

Children's views may be gathered through:

- Everyday conversations with staff.
- Review meetings and support planning.
- Annual reviews for children with EHCPs.
- School and classroom pupil voice activities.

Children's views help to shape the support they receive and contribute to planning future outcomes.

Preparing for Change and Transition

We recognise that transitions can be challenging for some children and are committed to ensuring that transitions are carefully planned and well supported.

This may include:

- Enhanced transition visits.
- Transition books, photographs and visual supports.

- Meetings with families and professionals.
- Information sharing between settings.
- Individual transition plans where required.

We work closely with nurseries, schools and other professionals to ensure that information is shared effectively, and support is in place to help children feel confident and successful during periods of change.

Children moving to their next school are supported through transition activities, visits and opportunities to become familiar with their new environment and key staff.

Raising Concerns and Making Complaints

We are committed to working openly and collaboratively with families. If you have a concern, we encourage you to follow the stages below so that issues can usually be resolved quickly and effectively.



Information about the school's formal complaints procedure can be found on the school website. Parents and carers can also access independent advice and support through SENDIASS.

PART 5: Further Information, Support and Key Contacts

The Local Offer

Local Authorities are required to publish information about services and support available for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). This information is known as the Local Offer. The Local Offer helps parents, carers and young people understand what support is available across education, health and social care, how services can be accessed and what families can expect from those services. Further information about the BCP Council Local Offer can be found on the Council's website.

Information, Advice and Support

Families may find the following organisations helpful:

- SENDIASS4BCP – Provides free, impartial information, advice and support for children and young people with SEND and their families.
- Dorset Parent Carer Council (DPCC) – Offers information, support and opportunities for parent participation in local SEND developments.
- BCP Family Information Directory (FID) – Provides information about local services, activities and support available for children, young people and families.

Further information about local services can also be accessed through the BCP Council Local Offer.

Related School Policies

This SEND Information Report should be read alongside the following school policies and documents:

- SEND and Inclusion Policy
- Accessibility Plan
- Equality Information and Objectives
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy

These documents are available on the school website.

Key Contacts

- SENDCo: Rachel Gilbey
- Headteacher: Ali Carter
- SEND Governor: Sean Frampton

- Telephone: 01202 747381
- Email: courthill.office@coastalpartnership.co.uk

Appendix

Glossary of Common SEND Terms

Term	Meaning
SEND	Special Educational Needs and Disabilities.
SENDCo	Special Educational Needs and Disabilities Coordinator. The member of staff responsible for coordinating SEND provision within school.
SEND Support	Additional support provided for a child whose needs require provision that is additional to or different from that ordinarily available.
EHCP	Education, Health and Care Plan. A legal document that sets out a child or young person's needs and the support required to meet those needs.
EHCNA	Education, Health and Care Needs Assessment. The process used by the Local Authority to decide whether an EHCP is required.
ISP	Individual Support Plan. A document outlining a child's strengths, needs, outcomes and support arrangements.
APDR	Assess, Plan, Do, Review. The graduated approach used to identify, plan and evaluate support.
ASC	Autism Spectrum Condition.
SEMH	Social, Emotional and Mental Health needs.
SALT	Speech and Language Therapy or Therapist.
OT	Occupational Therapy or Occupational Therapist.
EP	Educational Psychologist.
CAMHS	Child and Adolescent Mental Health Services.
SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service.
Local Offer	Information published by the Local Authority about services and support available for children and young people with SEND and their families.