



## Corinthian Community Primary School

### Special Educational Needs Information Report

September 2025

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### Our Approach as a School:

High, quality first teaching and additional interventions are defined through our person-centred planning approach, across the school, contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning all provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs or disability (SEND).

**Assess:** assessment is a regular ongoing 'formal' and 'informal' process undertaken by all who are involved with the child including; the child themselves, their parents/

carers, teachers, support staff and outside agencies as appropriate. Assessment is undertaken to ascertain 'where' the child is now in their learning journey and what needs to be provided to enable them to achieve the next steps in their learning.

**Plan:** Based on assessment outcomes, teachers plan a differentiated curriculum to meet the needs of individual and/or groups of children. This, at times may include planning alongside outside agencies that may be supporting individual and/or groups of children.

**Do:** 'Quality First Teaching' is the starting point for all children, delivered by skilled and dedicated staff. Alongside this and as part of the 'differentiation' process children may be identified to participate in small 'focused provision' or intervention groups. These activities/ tasks may be delivered by; the class teacher, teaching support assistants, outreach support workers or specialist providers.

**Review:** Provision for all children is 'outcomes' based and therefore measurable, either in a quantitative or qualitative way. Review may include, as appropriate, the child's class teacher, along with other key staff, the child and child's family. Outcomes of the review process will determine 'next steps'.

Class teachers and Learning Mentors work closely with the school SENDCo and regular progress meetings are held and documented. Any outside agency that is working regularly with a child, liaises with the child's teacher Learning Mentor, SENDCO and parents/ carers.

### **Special Educational Needs:**

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Children and young people's special educational needs or disability are generally thought of in the following four broad areas of need and support:

#### **1. Communication and interaction** -Examples of provision include:

- 'Quality First Teaching', using children's interests as a vehicle for planning appropriate tasks and activities.
- Access to an outdoor curriculum
- Whole class/small group/individual groupings, tasks and activities
- Visual timetable/visual prompts
- Sand timers to support transitions
- Use of social stories/cartoon strips
- Lego Based Play Therapy
- WELCOMM intervention
- Attention Autism
- Appropriate ICT software/programmes
- Support from outside agencies as appropriate e.g. SENISS, BIT Team, Together Trust etc
- Now and next boards
- Access to a sensory curriculum
- Sensory aids e.g. weighted blanket, chair bands etc
- Provision of quiet spaces/sensory room

- Regular reviews which include children themselves and their parent/carers
- Sing-a-long signing
- Blank Level Questioning
- Time to Talk

**2. Cognition and learning** -Examples of provision include:

- Quality First Teaching, offering a differentiated and tailored curriculum
- Withdrawal intervention sessions to target basic English and Maths skills
- Focused phonics groups
- Access to quality ICT software/programmes e.g. Dyslexia Gold, RWI
- Robust assessment procedures, including regular reviews of individual and groups of children. Including the child and their parent/carers
- Access to outreach services as appropriate e.g. SENISS
- Early identification and screening programmes

**3. Social, emotional and mental health difficulties** -Examples of provision include:

- Quality First Teaching
- Consistent routines
- Consistent staff/ key people
- Well-being and mindfulness sessions
- Visual timetables/cues
- Sensory aids e.g. weighted blankets, fidget toys, chair bands etc.
- Access to outdoor provision
- Playground buddies
- Support from outside agencies as appropriate e.g. CAMHs, YPAS, MHST, SENISS, Together Trust etc
- Access to a quiet place
- Oakleaf Bereavement & Bobby Colleran Counselling

**4. Sensory and/or physical needs** -Examples of provision include:

- Quality First Teaching
- Intervention for gross and fine motor skills
- Write from the start programme
- Pegs to paper intervention
- Occupational therapy and Physiotherapy guidance e.g. daily exercises
- Specific staff training e.g. epi-pen
- Resources such as writing slopes, wobble cushions, pencil grips etc.
- Assessment and intervention through The Together Trust.

**In September 2025 there were 107 children on the SEND register (32% of the school population); 73 children receiving SEN Support (22% of the school**

population) and 34 children (10% of the school population) with an Education, Health Care Plan (EHCP). There are 19 children, accessing the enhanced resource provision, included in this data.

We have internal processes for monitoring the effectiveness of provision and assessment of need. These include: learning walks, observations, pupil progress meetings, formal and informal assessments and data analysis.

### Admission of pupils with disabilities

Our core school values underpin our approach to admissions, including those pupils with additional needs. We recognise each child as unique and valued, whether they have additional needs or not.

All children are welcomed into our school. Arrangements may include: extra visits to the current settings of pupils; liaising with parents and extra visits to school if needed. Reasonable adjustments to the school building and curriculum are made in advance of new pupil admissions.

We constantly monitor to ensure that children with disabilities are given the same experiences as other children. Instances of discrimination or inequality would be taken seriously and addressed accordingly.

All parts of our school are accessible. The school building is single storey throughout and, where necessary, ramps are in place to allow access.

Admission to the enhanced resource provision, is done through the local council and SEND Team.

### Co-producing with children, young people and their parents/carers

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Involving parents and learners in dialogue is central to our approach. We do this through:

Action/ Event	Who's Involved	Frequency
Parents Evening	Class teacher, parents/ carers	Once a term
Pupil Support Plan Meetings	Class teacher, SENDCO, parents/carers and pupil	Once a term
SEND Parents- meet the teacher	Class Teacher	Annually (first term)
EYFS & KS1 Welcome Meetings	Relevant staff, Headteacher, SENDCo, parents/carers	Annually
Early Help Assessment Tool (EHAT) meetings/reviews	Child, parent/carer, class teacher, Learning mentor, SENDCo, outside agencies	As required
Education Health and Care (EHC) plan reviews	Child, parent/carer, class teacher, Learning mentor, SENDCo, outside	As required

	agencies, LA representative	
Parent/career workshops/courses	Outside agencies, SENDCo, parents/carers	At various times throughout the year
Signposting to Drop in sessions e.g. ASD	Outside agencies, SENDCo, parents/carers	At various times throughout the year

## **Staff Development and Qualifications**

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We are committed to developing the ongoing expertise of our staff. All teaching staff have appropriate teaching qualifications and are educated to degree level. All teaching assistants have the relevant qualifications or are working towards them. The Governors, Headteacher and Senior Leadership Team are committed to the ongoing professional development of all staff. The school SENDCOs, Teaching and Support staff attend regular and current training related to all aspects of SEND. Including; SEND Briefings, CAMHs training, ADHD Foundation training, lego play based therapy workshops, Bucket time training, Paediatric First Aid training, Down's Syndrome Training etc.

## **Staff deployment**

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Considerable thought, planning and preparation goes into utilising our LSAs to ensure all children achieve the best outcomes; this includes helping them to gain independence and preparing them for adulthood from the earliest possible age. LSAs are deployed throughout the school from Nursery to Year 6 and offer support in the following ways, as appropriate: 1:1; 1:2; in-class small group support; specific intervention groups. This is in addition to the support given to children by their class teacher.

## **School External Partnerships and Transition Plans**

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The school works closely with a range of external partners. These include the East 3 Consortium, Stonecroft Children's Centre and neighbouring partnership networks.

There are rigorous procedures and strategies in place to support children at each stage of transition and at each phase of their education, including when children transfer to us from other schools/ settings and when children leave us to join other settings. Our approach involves the SENDCO transition forum, Nursery to school transition event, visits to nursery settings, contact with schools/settings and meetings with parents/carers.

We believe this has benefited our children and their families in the following ways: parents/carers have been able to meet with the EP to discuss concerns they have about their child as well as receiving advice and guidance from outreach workers, such as those from SENISS (Special Educational Needs Inclusion Support Service), ADHD Foundation (support a range of needs), Together Trust (support a range of

needs) , and Seedlings (drama/Art/Play therapy). This has enabled the parents/carers to gain a greater understanding of their child's needs and how they can best be supported. SLT and Occupational Therapists (OT) have shared follow-up work that can be practised both at home and in school to continue the work done during their sessions. Physiotherapists come into school to deliver their programme of support for some children, meaning that parents/carers are not inconvenienced by having to take their child to an appointment and the children do not miss too much of the school day. Outside agencies have attended EHAT meetings ensuring that all those working with a child are able to meet to discuss provision, progress and future development.

## **Complaints**

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Under Section 23 of the Education Reform Act parents/carers have the right of complaint to the Governing Body if they believe that the Governors have not carried out their duties and responsibilities in respect of the National Curriculum, Religious Education and Collective Worship.

Our aim is to provide an open and welcoming environment where every child is happy and secure, but should you have any cause for concern or complaint please inform us immediately so that we can address the problem as soon as possible.

The school has a formal complaints procedure but in most cases an approach to the Class Teacher or the Head Teacher should soon resolve the matter. If this fails, please follow the complaints procedure, available on the school website.

## **2025 Data**

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In KS2 15% of children on SEND register and 0% of children with an EHCP, attained the expected level in Reading, 15% of children on SEND register and 0% of children with an EHCP, attained the expected level in Writing. 25% of children on SEND register and 14% of children with an EHCP received the expected level in GPS. In maths, 5% of children on SEND register and 0% of children with an EHCP, attained the expected level in Maths.

## **What Has Worked Well This Year:**

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- Working closely with and sharing 'best practice' with our consortia colleagues/schools
- Working closely with children's families
- School Family Link worker focusing on improving attendance
- Close working relationships with outreach providers
- Targeted training and support for staff
- Liaisons with similar ERP provisions to strengthen knowledge and understanding.

- SEND parent workshops/ events

## **Further development**

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Our strategic plans for developing and enhancing SEND provision in our school include ensuring the SEND Code of Practice is effectively embedded and lived out; the audit and purchasing of resources to continue to support those children with SEND; further development of the role of the LSA to, more precisely, target support to pupil need; continuing to signpost parents to virtual events that help parents support their children's needs.

Building-upon the links already developed, the school will continue to work closely with the SEND consortium, of which our school is a part, by sharing resources and good practice, commissioning services, such as Educational Psychology and Together Trust and working together to ensure that the needs of the children are met within our schools.

In preparing this report, we have included staff, parents/carers and children through, for example, training sessions for staff and feedback from staff and parents/carers after Pupil Profile, EP, EHAT, TAF, EHCP meetings.

### **Relevant school policies underpinning this SEN Information Report include:**

SEND Policy, Teaching & Learning Policy, Marking and Feedback Policy, Equal Opportunities Policy, Behaviour for Learning Policy, Accessibility Policy.

### **Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2015

**Date presented to, and approved by, the Governing Body:** Autumn 2025