

## Special Education Need and Disability (SEND) Information Report 2024 - 2025

### Introduction

Welcome to the Special Educational Need and Disability (SEND) information report for Courthouse Green Primary. We are a fully inclusive mainstream school and we strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. This report gives you information regarding the ways in which we ensure we support all of our pupils with Special Educational Needs and Disability (SEND), in order that they can reach their full potential. Provision may change and develop over time.

### What is the Local Offer?

Following the Children's and Families Act (2014) the 'Special Educational Need and Disability Code of Practice: 0-25 Years' became effective from September 2014. From this date the local authority and schools are required to publish information about services they expect to be available to support children with SEND and their families. This is called the Local Offer.

The purpose of the Local offer is to provide transparency and choice for families. It is important that families understand and have knowledge of a range of services in the local area so that they are able to make informed choices and decisions regarding their children. Coventry City Council's Local offer can be found at:

<http://www.coventry.gov.uk/sendlocaloffer>

### About Our School

Courthouse Green Primary is a mainstream school with over 700 pupils on roll. Approximately 38% of our children are on the SEND register. We have high aspirations for all our children and believe no child should be left behind. We are determined to ensure that all our children are given every chance to reach their full potential and therefore we enable children to access additional support in order to do this. Some SEND children may require help throughout their time in school, whilst others may need a little extra support for a short time. Children are identified as having SEND when they have more of a difficulty in learning than the majority of children the same age and/or have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age in school.

Our Special Educational Needs Coordinator is Mr. Lee.

Miss Sarginson is our Assistant SENCo and supports children across school.

The governor responsible for Special Educational Needs is **Mrs Angie Pagett**

We provide for children with a wide range of special educational needs and disabilities, including:

**Cognition and learning needs:** this includes children who have learning difficulties and specific difficulties such as Dyslexia and Dyspraxia.

**Communication and language:** this includes children who have speech and language difficulties and children with social communication difficulties, including Autistic Spectrum Condition (ASC)

**Social, emotional or mental health needs:** this includes children who have THRIVE plans

**Sensory or physical difficulties:** this includes children who have visual or hearing impairment or a physical disability that affects their learning.

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Support is also provided for:

- Children with English as an Additional Language,
- Children who are Looked After (LAC),
- Traveller children,
- Refugee and asylum seekers,
- Minority ethnic and faith groups,
- Children with medical needs,
- Young carers,
- Children at risk of exclusion,
- Children from families under stress.

### How do I communicate with the school about my child's needs?

We aim to work closely with parents and carers so that they can share their knowledge and expertise about their child in order for them to reach their full potential. Parents and carers are always welcome in school in order to discuss progress, provision or concerns at a mutually agreed time. Your first step should be to talk with your child's class teacher as they work with your child on a daily basis. You can also meet with the Assistant Head teacher (Inclusion) Mr Lee who is also the SENCo or Miss Sarginson who is our Assistant SENCo.

Please contact the school or email the school office to arrange a mutually convenient time. [cgadmin@triumphtrust.co.uk](mailto:cgadmin@triumphtrust.co.uk)

### How does the school identify children with SEND?

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability or diagnosis which prevents or hinders them from making progress academically, socially or emotionally.

Our class teachers closely monitor the progress made by all the children and ask advice from the SENCo as soon as they have concerns about any pupil. Activities are planned such as small group work or interventions to help your child. If your child does not make good progress the SENCo and class teacher will meet with parents/carers. Together we will agree which additional SEND support will be put in place which may involve advice and/or assessment from an external specialist service and is documented in a My Support Plan.

The range of agencies and support services school works with include, but are not limited to:

Educational Psychology	Child and Adolescent Mental Health
Clinical Psychology	School Nurse
Speech and Language Therapy	Sensory Support Service
Occupational Therapy/Physiotherapy	NHS services
Complex Communication Team (Autism service)	Children and Families First
Integrated Primary Mental Health	Voluntary Organisations.

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### How will my child be supported? How do we adapt the curriculum and learning environment?

We offer a broad and balanced curriculum for all children, including those with SEND. The level of support your child receives will depend on their needs, which may change over time. Many children will have their additional needs met through very high quality, specially targeted classroom teaching, also known as quality first teaching. This provides a classroom environment where:

- All staff will have the highest possible expectations for your child and all pupils in the class.
- All teaching is based on building on what your child already knows, can do and can understand and will accelerate progress.
- Groupings are well considered and match the needs of the child.
- Resources are well prepared, planned and accessible for all.
- All children are fully involved in learning
- Additional adults are deployed effectively in order to reinforce and extend skills appropriately

Some children may require additional support through small group work in order to address specific gaps that have been identified in a child's learning and will be closely monitored to ensure that they are resulting in good progress. These groups may be run by a teacher, a learning support assistant or external specialist and take place either in the classroom or in a space outside the classroom. We are very privileged to have a team of SEN support assistants and a Pastoral Team who support children with specific needs.

Some children have needs that require additional adult support. This may be in order to:

- Deliver a specialist programme of support, for example a speech and language intervention.
- Access parts of the curriculum.
- Take part in individual programmes to improve maths or literacy.
- Support your child with a medical or physical need.
- Support your child with managing a social or emotional need.
- Pastoral interventions e.g. Thrive and Protective Behaviours,
- All children having access to supportive technology through the use of IPADs,
- Use of skilled staff from our Enhanced Resource Base in mainstream to support those children with Autism,
- Support and advice from various outside agencies and specialist teachers.

### Education, Health and Care plans (EHCP)

For those children whose needs are severe, lifelong or complex, the school or you can request that the Local Authority conduct a statutory assessment of your child's needs. The Local Authority will collate information from all agencies involved with your child and decide whether an Education, Health and Care plan is appropriate in order to best support your child's needs. You can find out more about this through the Coventry City Council Local Offer.

<http://www.coventry.gov.uk/sendlocaloffer>

There is more information about the school curriculum on our website at

[Courthouse Green - Curriculum](#)

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### What happens if my child needs specialist equipment or other facilities?

The Local Authority and/or NHS provide specialist equipment such as wheelchairs /standing frames etc. when prescribed by a relevant health specialist. The school may also provide SEND equipment where appropriate in consultation with specialist agency advice.

There is disabled access to our school with disabled parking very close to the main doors. The main door is automatically activated as you approach and all areas of the school corridors and classrooms are wide enough to allow wheelchairs to safely use the space. We have a 1st floor which can be accessed by means of a passenger lift. Children are accompanied by a member of school staff when using the lift. We write Personal Emergency Evacuation Plans (PEEPs) to ensure that in an emergency children are evacuated safely.

Our school is safe and welcoming to the whole community and more information can be found in our SEND Policy on our website

[Courthouse Green - Special Educational Needs](#)

### How will my child access activities outside of the curriculum?

Courthouse Green is a fully inclusive school and we ensure that all of our children and staff work in harmony with each other regardless of their ability. This is modelled to our children by all members of staff who work at Courthouse Green. Throughout our Personal, Social and Health education lessons (PSHE) we promote acceptance of others and celebrate difference and diversity. Our assembly themes also promote inclusivity, difference, diversity, acceptance, tolerance and respect. We also have many awareness days and weeks e.g. Autism Awareness week.

All children attend enrichment activities such as visitors to school, school trips, residential trips and 11b411 experiences. All children are encouraged to attend after school clubs ran by school staff and sports coaches. We make every effort to ensure that all children are included in activities and trips following risk assessments where needed and in accordance to the duties under the equalities act 2010. We make adjustments and provide the necessary support to ensure that this is successful. We will talk to you about what works best for your child.

Our school has a range of extra-curricular activities available details of which are sent home throughout the year. You can find out more on our website at

[Courthouse Green - After School and Lunchtime Clubs](#)

### How will I know if SEND provision is effective?

Teachers track children's progress by using the schools progress measures. Data is analysed and interventions organised accordingly. In addition, for children with SEND, we use individual My School Support Plans in order to assess whether the support that has been in place has made an impact and to decide what support is needed. We evaluate this progress against age-related expectations (ARE). This progress is reported to and discussed with you at the termly SEND target review meetings held with your child's teacher, you and your child and in the mini reports and end of year report you receive. If we or you have concerns about your child's progress we will arrange to meet with you to discuss these in addition to these meetings.

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Parents can bring family members or friends to review meetings or contact SEND information, Advice and Support Service for advice and support

[SEND Information, Advice and Support Service \(IASS\) – Coventry City Council](#)

The SENCo evaluates how successful interventions have been and monitors data for children with SEND closely. The governing body reviews provision and progress for SEND children annually.

### How does Courthouse Green support children's well-being?

All children have the opportunity to share their views through the school council representatives, working groups and with adults in their classroom. Children are regularly involved in self-assessment. Children reflect on their own practice and identify next steps and personal targets. School regularly considers pupil views and uses this to support the children in their learning.

We ensure we discuss current topics within our local area, the UK and the world through our weekly CGNN (Courthouse Green National News) class assemblies. We follow the Personal, Social, Health, Citizenship Education curriculum with all our pupils. PSHCE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. More information can be found here

[Courthouse Green - Curriculum](#)

For children with specific social, mental or emotional health difficulties we have access to Learning Mentors and work with Educational Psychologists, (EPS), Child and Adolescent Mental Health Service (CAMHS), Mental Health in Schools Team (MHST) and other agencies.

We are a THRIVE school. Thrive is a way of supporting children in with their social, emotional and mental health development. For those children who are finding learning within a mainstream class difficult due to their social, mental or emotional health difficulties we have a THRIVE provision that is based upon providing intensive THRIVE support alongside academic learning. We will always meet with you to discuss your child accessing our THRIVE provision. The group uses THRIVE assessments to identify children's needs and review their progress.

We take bullying very seriously. Awareness of cyber bullying is provided through PSHCE (Personal, Social, Health and Citizenship Education). We have clear procedures and recording methods in place to deal with incidents of bullying.

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### What expertise and training do our staff have to support children with SEND?

All of our teaching staff and teaching assistants have completed all relevant training to be in their post. The courses that they study will often include modules in SEND. The school has a school improvement plan that includes identified training needs for all staff to improve the teaching and learning of children, including those with SEND.

In addition to this, we provide additional SEND training through our INSET days, staff meetings and by attending courses ran by external agencies/providers. The SENCo and teacher work closely with specialists from external support services who may provide advice or direct support as appropriate. Many members of staff also work closely with other schools and settings to share good practice to learn from one another. All staff are encouraged to attend courses ran by Coventry SEND services.

### Who do I contact for more information?

If you would like more information or you are concerned about your child having a special need please contact Claire Jones (AHT) or Edward Kimberly (SENCo) on 024 7668 8022 or email the school office [cgadmin@triumphtrust.co.uk](mailto:cgadmin@triumphtrust.co.uk)

If you have a complaint about SEND provision or practice and would like more information about raising this please use the link below.

[Complaints Policy and Procedure March 22.pdf \(courthousegreen.org\)](#)

If you would like impartial advice from Coventry SEND information, Advice and Support Service contact:

[SEND Information, Advice and Support Service \(IASS\) – Coventry City Council](#)

If you would like to know about the opportunities for children with SEND and their families, support groups or information about SEND contact:

[Coventry SEND Local Offer | Let's Talk Coventry](#)

[1Voice](#)

If you would like more information about Coventry's local offer [Coventry's Special Educational Needs and Disability \(SEND\) Local Offer – Coventry City Council](#)

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