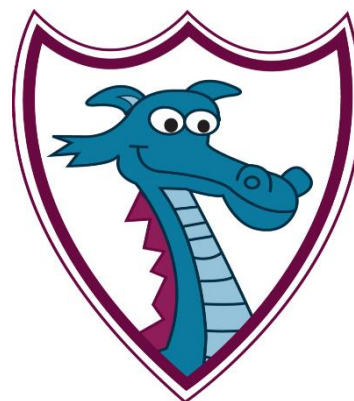


# Corsham Primary School: SEND School Information Report

Updated: June 2024

Review: June 2025



## What is the SEND School Information Report?

Welcome to Corsham Primary School's SEND School Information Report. As part of the Children and Families Bill 2014, all schools have a duty to publish information to show what they can offer to children with Special Educational Needs and/or Disabilities (SEND) and their families.

At Corsham Primary School, we celebrate the fact that all children are different and have diverse learning needs and we make sure we tailor learning opportunities to meet the needs of individual children. Within this report, you will find information about the support and resources that we are proud to offer at Corsham Primary School to support children with Special Educational Needs or Disabilities.

## Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability that requires special educational provision to be made for him or her.

The SEND code of practice states that a child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

## Overview of the School

Corsham Primary School is a large mainstream primary school with 24 classes across two sites (currently 14 at Pound Pill and 10 at Broadwood). We currently have 668 children on roll.

21.3% of pupils have been identified as having a special educational need or disability. 3% of our pupils have an Education, Health and Care Plan (EHCP).

## What kinds of Special Educational Needs or Disabilities does Corsham Primary make provision for?

At Corsham Primary School, we make provision for children with SEN within each of the four categories identified in the SEND Code of Practice:

### • Cognition and Learning

At Corsham Primary School, we are experienced at supporting children with Cognition and Learning Difficulties. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or children with moderate or global learning difficulties. We support children through high quality teaching and the provision of adaptive teaching strategies including additional support, resources or interventions. This

includes planned adaptations and 'in the moment' adaptations in response to aspects of the lesson that children in which children may need additional support. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities, pre-teaching vocabulary and through providing adult support. We also run a number of interventions including Lexia, phonics intervention, precision teaching and Freshstart.

### • **Communication and Interaction**

We have an extensive range of resources which are used to support children's Speech and Language development along with close links with NHS Speech and Language Therapists from HCRG. On each site, we have a dedicated Speech and Language Teaching Assistant (SLTA) who specialises in delivering the Speech and Language plans. They support children who find it difficult to understand spoken language or have difficulties with fluency or forming sounds, words or sentences. Our SLTAs receive training from the Speech and Language Therapists as required.

We also make provision for children with social communication difficulties and Autism. These children may have difficulties with communication, social interaction or imagination and find it harder to make sense of the world. We use the 'Support in Wiltshire; School Strategies' (SWASS) guidance to put in effective strategies to enable them to succeed within their classrooms.

### • **Social, Emotional and Mental Health**

At Corsham Primary School, we believe that children achieve best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Where children face challenges that affect their emotional wellbeing or social development, we are committed to providing the necessary support. Examples include:

- ELSA sessions (Emotional Literacy support sessions in which specially trained Teaching Assistants provide emotional and nurturing support through a range of carefully targeted activities)
- Sand Tray Therapy
- 'Happy self' journals to promote positive thinking
- Social Skills groups
- Nurturing opportunities including Breakfast clubs, gardening clubs, Outdoor Explorers, Pets as Therapy sessions, equine therapy.
- Forest School sessions
- PE mentoring
- Access to specialist support e.g play therapists

We have a pastoral team comprising a Family Support Officer (FSO) and a Family Support Assistant (FSA). They work directly with children and their families to support wider aspects of social, emotional and mental health and to promote wellbeing.

We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) where necessary.

## • Sensory and/or physical

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. If a child is in need of specialist equipment to support their health, learning or participation at our school, we seek advice from the relevant specialist service to source and utilise the necessary equipment. Examples include specialist chairs from the Occupational Therapy service and hearing equipment from the Sensory Impairment Service.

The majority of our facilities and classrooms at both sites are at ground level and are fully accessible to all children and adults. We have one classroom and one library upstairs at Pound Pill. Any mobility or physical difficulties are taken into account when allocating classrooms. Should we have a child who could not access the library adjustments would be made, for example extending and enriching the library area within the child's classroom.

Disabled parking is available in the car parks and permits for parking on site can be obtained.

Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to all children. We hold regular meetings with outside agencies and parents to review the equipment and approaches that are in place.

## Identifying needs

### How will my child's needs be identified?

At Corsham Primary School, the attainment and progress of all children is carefully tracked and monitored throughout the school year. On a daily basis, teachers consider whether individual children are making the expected progress within their lessons. If they are not making sufficient progress or there is a change in their emotional well-being or behaviour, the class teacher will make some alterations or adaptations to their classroom provision.

If no improvement is seen the class teacher will seek the view of the Inclusion Team and the child's parents. If teachers have any concerns, it is most likely that they will approach you informally or discuss it with you at one of our parent consultations. Please contact your child's class teacher if you have any initial concerns of your own. The teacher will share any concerns with our Inclusion Team by completing a 'Flag up' form.

Where concerns have been raised, teachers with the support of the Inclusion Manager, complete the 'GRSS document' (Graduated response to SEND support). This gives guidance regarding procedures and strategies and helps to inform decisions as to whether children should be on the SEN Register. The Class Teacher and/or the Inclusion Manager may carry out some further formal assessments to identify key areas to target and to support the process of evaluating the effectiveness of any interventions that are put into place.

It is at this point a decision will be made as to whether the child has a Special Educational Need or Disability or whether there could be another reason for the under-achievement. If necessary, the child may be added to the SEND Register at the 'SEN support' level so that their progress can be closely monitored and additional support can be put in place as necessary. Parents are always informed at this stage. Our school will then offer the most relevant intervention or support to help the child fulfil their potential.

## Provision

### How will the curriculum be matched to my child's needs?

#### Quality First Teaching

At Corsham Primary School we recognise that meeting the needs of children with SEND is a responsibility shared by everyone in the school. The SEN Code of Practice recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (p14). At Corsham Primary School our priority is to ensure that all children, including children with SEND have access to outstanding lessons which effectively meet the needs of individual children. We ensure that all children with SEND have full access to 'Quality first teaching' in which they are provided with engaging and inspirational learning opportunities within an inclusive setting. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels, providing additional scaffolding where necessary. Teachers use adaptive teaching strategies, planning for individual children alongside group planning and setting new targets in response to learning. Staff adapt teaching to respond to the strengths and needs of all pupils. Examples of adaptations could include additional concrete resources, specialist equipment, reading overlays, changes to seating arrangements, visual timetables etc.

The views of the child will be considered wherever possible so that they feel part of this process. The high expectations and aspirations that we have for all children in the school are extended to children with SEND.

#### Interventions

Alongside quality first teaching within the classroom, we recognise that some children will require educational provision that is 'additional to' or 'different from' the regular provision in order to help them to make progress across the curriculum. This may include individual or small group interventions, support from additional adults, the use of specific resources or adaptations within the classroom.

To achieve this, we engage in a cyclical four-stage graduated approach: 'Assess, Plan, Do and Review':

- Assess: The class teachers, teaching assistants, Inclusion Managers or professionals from external agencies, assess the needs of the individuals.
- Plan: We identify barriers to learning and plan appropriate support and intervention to meet agreed outcomes.
- Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult. Interventions are evidenced based and intended to narrow the gap between your child's attainment and the attainment of their peers.
- Review: We evaluate the impact of the support provided and consider whether changes to the support need to be made.

Examples of current interventions include

- Phonics intervention
- Reading fluency intervention/ paired reading
- Freshstart
- Precision teaching (speed spell/ speed read)
- Speed up/ Fine motor skills intervention
- Pre-teaching Maths
- Lexia (phonics, reading and spelling)
- Inference training (reading comprehension)

- Speech and Language therapy sessions
- ELSA (emotional literacy)
- Nurture support in Breakfast club/ lunchtimes
- Meet and greet sessions
- Sand Tray therapy
- Wellbeing groups
- Social skills interventions
- PE mentoring
- 'I can' time to work on individual targets from their Learning plans

We regularly review the impact of interventions and make adaptations accordingly. This support is recorded and evaluated in the school's Inclusion Provision map.

### **What is the level of support my child will receive?**

- **SEN Support Level**  
The majority of children on the SEND register will have their needs met at the 'SEN Support' level. All children at SEND support level have a Learning Plan detailing their current individual targets and provision. Their teacher, in conjunction with the Inclusion Team, will ensure that they have the appropriate resources and interventions in place to support their learning.
- **My Support Plans**  
A small number of children may require further support. In this case, the school in conjunction with parents and other professionals will write a 'My Support Plan' outlining in detail the child's areas of need. This gives an in-depth look at a child's strengths and areas of difficulty and identifies agreed outcomes to work towards. If this has been in place for a certain amount of time but the school are still struggling to meet a child's needs then we may consider applying to Wiltshire Council for an 'Education and Health Care Plan'.
- **Education, Health and Care Plans (EHCP)**  
The school or parents/carers can request a statutory EHCP assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes. Children who have EHCPs will also have a formal Annual Review meeting to review their progress and current needs. For children with more complex SEN needs, progress is measured against the own individual starting points and targets on their EHCPs and Learning Plans.

Should the teacher or Inclusion Manager have ongoing concerns about children with SEND at any of these levels, they may refer the child (with parental consent) to an outside agency who can support with the identification and assessment of individual needs. Such agencies could include Speech and Language Therapists, Educational Psychologists, Occupational Therapists, the School Nurse, or Wiltshire's Special Educational Needs Support Service (SENSS).

## What kinds of specialist provision is available?

### External agencies

Should the teacher or Inclusion Manager have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs. Such agencies could include:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Educational Psychologists (EP)
- Child and Adolescent Mental Health Service (CAMHS)
- Specialist Special Educational Needs Service (SSENS)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- School nurse
- Paediatricians (including the Autism pathway)
- Emotional Wellbeing Service (HCRG)
- Access to Parenting support services
- Play therapists
- Physiotherapists
- Sensory Impairment service

## How will Corsham Primary ensure my child is fully included?

Corsham Primary School prides itself on providing an inclusive learning environment where all children, including children with SEND are treated equally and have access to the full range of opportunities that we provide.

In line with the Children and Families Act 2014 and SEND code of practice: 0-25 years, staff at Corsham Primary School ensure that children with SEN or disabilities are treated equally and fairly and are fully included in activities throughout the school day.

In accordance with our Accessibility plan (see school website), we endeavour to ensure that we:

- do not to treat disabled pupils less favourably for a reason related to their disability;
- make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- plan to increase access to education for disabled pupils.

Examples include:

- Adaptations to the school building such as ramps, disabled toilets and installation of equipment for hearing impaired children;
- Resources such as the provision of coloured glasses or paper, enlarged text, writing slopes and adapted chairs, accessible playground equipment.
- The provision of adult support such as 'meet and greets' in the morning, additional support at playtimes or lunchtimes or for extra-curricular activities, including school trips
  - Ensuring that our learning environments appropriately reflect the diversity of needs within our school community

Children at Corsham Primary School are not grouped according to ability but instead have opportunities to work with children of all abilities within their classes throughout the year.

## Assessment and Review

### How will my child's progress be assessed and reviewed?

- Teachers monitor and assess progress within lessons on a daily basis and record this Teacher Assessment on their planning and also on our school assessment system 'Insights Tracker'. This informs support in subsequent lessons and/or interventions.
- Formal assessments known as PIRA/ PUMA and GAPs are also carried out twice a year in Year 1, 3, 4 and 5. Children in Year 2 and Year 6 are assessed using the national Statutory Assessment Tests (SATs)
- In addition, for children with SEND, the class teacher or Inclusion Managers may carry out some further assessments to identify key areas to support or to evaluate the effectiveness of any interventions that are put into place. Such assessments could include:
  - The York Assessment of Early Reading Skills
  - The York Assessment of Reading Comprehension
  - The Nelson Group Reading Test
  - GL single word spelling test/ HAST spelling assessment
  - The Wesford (Early screener for Dyslexia)
  - Dyscalculia Assessment
  - Basic Number Screener
  - GL Dyslexia Screener
  - High frequency phonics assessment
  - Assessment from the Class Teacher's Assessment Pack
  - Wellcomm assessment (Speech and Language)
- We review progress against individual targets on Learning plan and EHCPs regularly.
- If we have concerns regarding lack of progress, in consultation with parents, we may refer to an outside agency for further assessments.

## Training and Resources

### How are the school's resources allocated and matched to my child's needs?

- Corsham Primary School ensures that all teaching is matched to the needs of each child, including higher attainers and children with a special educational need.
- Some children may require more focused support at certain times. To achieve this, teachers use their focus tables to provide additional support to individuals or small groups of children.
- Additional adults may also be used to provide support where appropriate.
- Through consultations with teachers, TAs, parents, children and the Senior Leadership Team, the Inclusion Manager makes decisions regarding the most effective allocation of resources in order to most effectively meet the needs of the children with SEN within the school. This includes physical and human resources. Teaching Assistants are allocated carefully according to their skills and experience, with many Teaching Assistants becoming specialised in certain areas such as Speech and Language, Emotional Literacy support or with certain interventions.
- We adopt a flexible approach to the deployment of support staff, according to the needs of the children. Unless children have very specific needs identified within an EHCP, we do not 'attach' Teaching Assistants to individual children as this can prevent them from becoming independent learners or from interacting with their peers. Instead, Teaching Assistants aim to provide enough support and scaffolding to enable children to access their learning with some independence. Equally, TAs may support children without SEND to allow the teacher to spend focussed time with children with SEND.

## **Communication**

### **How are parents of children with SEND involved?**

At Corsham Primary School, we recognise the value of working in collaboration with parents and carers of children with SEND in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parent consultation evenings, open evenings and bi-annual reports.

All children on the SEND register have Learning Plans which outline their individual targets. These plans are written and reviewed three times a year. Parents receive copies of these plans and are encouraged to feedback with comments.

We hope to meet with parents of children with SEND as they join our school, either in Reception or in later years. The Inclusion Manager then regularly meets with many parents of children with SEND to review their progress and to make collaborative decisions about how to meet their needs. For children with Education, Health and Care Plans, parents will be invited to attend their Annual Review meeting in which children's progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed.

We have a variety of other methods of communicating with parents according to the needs of the individual child. This can include phone calls, home-school books or letters home. We hope that you will make contact with either your child's class teacher or the Inclusion Manager at any point in the year if you would like to discuss the provision for your child.

We also have a Family Support Officer and a Family Support Assistant who can provide support for parents or families or signpost outside agencies.

### **How will my child's voice be heard?**

At Corsham Primary School, we value the views and opinions of the children in our care. When supporting children with SEN, we aim to talk to our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small. For children with EHCPs, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views. They also have 'One Page Profiles' to provide the people who work with children with an accurate summary of their interests, strengths and views on one page.

We use a range of practical and visual strategies to support children who find it difficult to express their views with words. Wherever possible, we try to take into account the views, wishes and aspirations of our pupils.

### **Who should I talk to if I have a question or concern?**

- The first point of contact for parents or carers is always your child's own class teacher.
- For any further queries regarding SEND, our Inclusion managers are available to talk to: Mrs Jo Smalley (Pound Pill) and Mrs Jenny Metcalfe (Broadwood). They can be contacted via the school office by telephone or email.
- For any pastoral or family support or advice, our Family Support Officer, Mrs Sophie Challis or Family Support Assistant, Mrs Jacque Bennett will be happy to support. They can also be contacted via the school office by telephone or email.



- The Heads of School are also available to respond to any questions or concerns: Mrs Lindsay Fry (Pound Pill) or Mrs Kerry Parker (Broadwood).

## **Transition**

Change can be challenging for all children, particularly children with SEND. Therefore, at Corsham Primary we have lots of procedures to support the transition of children with SEND as they join our school, move to new classes within the school or transfer to new schools.

### **Joining our school:**

We work closely with preschool settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our Reception teachers visit the children in their preschool setting and the children come into school for story times and a play morning. In order to support children and families of children with SEND, we also hold 'Transition meetings' in the term before the children start school with the Inclusion Manager, Foundation Stage Leader, parents, representatives from the preschool setting and any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school. At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits. All children begin on a part-time basis for the first few weeks in Reception and this can be extended for children with SEND. We liaise closely with parents of children with SEND to help them to decide when their child is ready to come to school on a full-time basis.

If your child with SEND is joining Corsham Primary School part-way through their school journey, we will liaise with your child's previous school to discuss strategies and support that have been effective in the past and also invite you to meet with us. If necessary, we can arrange extra visits to support your child's transition to us.

### **Moving classes:**

We have structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND. All children are given the opportunity to spend a morning with their new class teacher. Where necessary, children with SEND make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and are given photo-books of their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with you and both the previous and new class teacher.

### **Transferring to a new school:**

Moving on to secondary school can be an exciting but daunting time for all children so at Corsham Primary, we ensure that the children are well-prepared for the transition. We have good links with the local Secondary Schools including special schools within the area. For children with EHCPs, the Special Educational Needs Co-ordinator (SENDSCO) from the secondary school will be invited to either the Year 5 transition Annual Review or the Year 6 Annual Review or both. This gives you the opportunity to find out how the school will be able to support your child through the transition and beyond. If your child is at 'SEN Support' but does not have an EHCP, you will be invited to attend a 'Transition meeting' with the SENDSCO from the secondary school during Term 6 of their final year to find out more about the support available. Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary

education. For children with Special Educational Needs and for children who are likely to find the transition more challenging, we also run a 'Moving on Up' Club at the end of Year 6. Within these sessions, the children have the opportunity to ask lots of questions about the school, practise reading timetables and understanding the layout of the school etc. It also involves an extra visit to the secondary school, facilitated by their SENDCO.

If your child with SEND is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to your child's new school. Our Head of School will liaise with the new Head teacher, Inclusion Manager or SENDCO to ensure that they are well informed of your child's individual needs.

## Questions children may ask:

### What is the school like?

Corsham Primary is a large and friendly school. We have two sites, Pound Pill and Broadwood. We have 24 classes in total!

We love our outside areas. At both sites, we have lots of places to play including large playgrounds, trim trails and school fields. We love our outside areas and have pigs at Pound Pill and a fabulous woodland area at Broadwood. We also love growing fruit, vegetables and plants. We have a poly-tunnel, an orchard and a wild woodland area.

We also have a hall at both sites where we eat lunch, go for assemblies and do PE. We have immersive areas where we can watch videos and listen to sounds and pretend we are somewhere new like in space, under the sea or at the beach!

### Are the staff friendly?

We have lots of friendly staff at Corsham Primary School including teachers, teaching assistants, lunchtime playworkers, kitchen staff and office staff. Everyone you meet will be helpful and smiley because we all want our children to enjoy their time at school.

### I may need some help at school, how will you help me?

The adults at Corsham Primary will try very hard to provide you with everything you need to be happy and successful at school. We will listen to you and your parents or carers to find out what helps you and how best to support you. We will try to find out what is important to you and what helps you to learn. We encourage you to also ask for help if you need it.

### What clubs are there?

We have lots of clubs on offer at different times of the year including sports clubs, book clubs and craft clubs. In school, we also have lots of special responsibilities that you could take on including being a member of our school council, eco council, the playground buddies team or our ICT Incredibles team.

### Can I come and visit Corsham Primary School?

Everyone is very welcome to visit our school and we would love to show you round!

