SEND (Special Educational Needs and Disability) Information Report September 2026

Courtney Primary School

Working together to develop lifelong learners with a strong sense of self who are active participants in their communities.

This version dated	Summary of changes	Next review date

Reviewed By: Kristy Barter (SENCo)

This document provides answers to a variety of questions parents might have regarding what support the school can provide for their child. If you have a question that is not answered, or require further information, please contact our Special Educational Needs and Disabilities Coordinator (SENCo). This person in school is **Miss Kristy Barter.** She can be contacted on 01454 866670 or via email on senco@courtneyps.org.uk

You can also contact the Headteacher **Miss Georgina Scott** via the school office.

There is also a SEND governor, *Jacqueline Laver,* who supports the SENCo and staff to meet your child's needs.

Overview of the School

- Courtney Primary School is a slightly smaller than average primary school, with 7 single aged classes.
- We have 24% of the school population on the SEND register. This is above the national picture at 18.5%.
- 21% of pupils are identified as School Support.
- 3% of pupils have an Education and Health Care Plan (EHCP).
- We are housed in a modern building (built in 2010) which is one level. All areas, including the outside areas, are accessible to children with gross motor and physical difficulties.

Special Educational Needs and Disability- A definition.

Within classes children often need some extra support and/ or challenge to consolidate their learning and to enable them to access the curriculum at an appropriate level. Teachers use their professional judgement to effectively plan and provide for each individual child. This could be:

- Providing slightly different tasks for a child
- Adapting teaching and learning styles to meet the needs of the children
- Providing special resources for them to access the task

We always do this but sometimes this is not enough and a child may need additional help on top of this.

What are Special Educational Needs and Disabilities?
The definition from the SEND Code of Practice (2014) is the following:

A child …. has a learning difficulty or disability if he or she:

- *Has 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 schools*

Children's needs may be categorised into four broad areas; these include;

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health**
4. **Sensory and/or Physical**

1) How does the school know if my child needs extra help?
Teachers and parents may notice that:

- The child is anxious, reluctant to come into school
- There may be changes in the child's behaviour
- The child may find it difficult to concentrate and engage with tasks
- The child's academic progress may be slower than their peers
- The child's attainment may be below the expectation of their age group
- The child may have a known condition that hinders their learning
- The child may have a known medical or physical disability
- The child may be demonstrating key behaviours that indicate a difficulty
- They may have missed early milestones in their development

The SENCo, teachers and teaching assistants meet other adults and share information about children starting school in the Reception year. The SENCo and teachers will talk to previous settings to find out about your child. Parents and carers know their child best and we will talk and listen to any worries that you may have. Sometimes additional information is passed on to school by other agencies, such as doctors, where that information could help the child at school.

We will approach parents if concerned and it may be that we place your child on the school's SEND register. This is a recognition that your child needs more support in one or more of the four areas of special needs.

2) What should I do if I am worried?
Speak to your child's class teacher who will listen to your concerns and discuss with you how your child can be supported.

3) How will school staff support my child?
Staff will work closely with you and your child to put into place a personalised plan to help your child at school. This plan is known as a Support Plan.

4) How is this plan communicated effectively throughout the school?
The plan is shared with all the adults working with your child.

You will be invited to meet with the adults working with your child to review their progress and update the plan three times a year.

5) How will the curriculum be matched to my child's needs?
All teachers are teachers of children with special educational needs and therefore will deliver quality teaching to ensure that your child makes progress. This includes adaptation, where tasks are matched to the ability of the child. This includes all children, regardless of the type of need.

In addition to the adaptation within each class, we will ensure that all aspects of learning are carefully matched to the child and their needs. Below is a list of some of the ways that needs will be addressed. These will be matched to the emerging needs of the child:

- Adapting the learning environment (i.e. the classroom) so that it is accessible to all children
- Use of visual prompts, such as visual timetables and task planners
- Small group work with a teacher or teaching assistant
- Individual support in and out of class, when appropriate, for children requiring more focused support
- Use of specific learning programmes from outside agencies (e.g. a speech and language programme)
- Modified resources (e.g. large print text or individual texts rather than reading from the board)
- Specific intervention programmes to address gaps in the learning that the child is experiencing

These may include the following:

Communication and Interaction	C&D Speech & Language (Assessments, Ind & Group support) Attention Autism (Bucket Time) Lego Club/Therapy Colourful Semantics (embedded in daily practice) Progression Tools Early Years Autism Education Trust (AET) training NHS SALT training & C&D SALT training Neurodiversity Audit, PINS Project resources and training Makaton
Cognition and Learning	Precision Teaching Pre-teaching (key vocabulary and concepts) Touch Type (BBC Dance Mat) Colourful Semantics Unlocking Letters and Sounds Dyslexia Portfolio Assessments Widgit Online (Pedagogy Policy)
Social, Emotional and Mental Health	Socially Speaking Circle of Friends Starving the Anxiety/Anger Gremlin Play Therapy Family Link Worker – group and individual emotional literacy Mental Health Practitioner – Individual CBT programmes Early Help – Family support through Compass Team North Star Outreach
Sensory and/or Physical	Handwriting programmes Sensory Room Sensory Circuits Fine and Gross Motor skill sessions Smart Moves Programmes devised following assessment by an Occupational or Physio Therapist. Neurodiversity Environmental audits

How do you as the parent or carer, and we as the school know how the child is doing?
As a school, we will:

- Carry out regular observations of your child to see how they are getting on
- Check that your child is making good progress within any individual work and in any group that they take part in.
- Scrutinise books and carry out lesson observations to ensure that the needs of all children are met and that the quality of teaching and learning is high
- Assess their learning and progress regularly throughout the year
- Share information with you as a parent or carer, including successes and next steps
- Work closely as a school team to support your child and review their progress together
- Listen to your child and respond to their ideas and any concerns they may have
- Listen and share comments and advice from other professionals working with your child (e.g. from a speech and language therapist, occupational therapist or educational psychologist)
- Host Support Plan meetings three times per term with parent/carers to discuss the progress your child is making.

As a parent:

- You will be invited to discuss your child's progress with their teacher at parent evenings (twice a year) and Support Plan meetings (three times per year).
- You will be involved in the writing and reviewing of their individual support plans.

Where possible children play an active part in target setting and reviewing their progress.

7) How will the school help you to support your child's learning?
Throughout the year there are opportunities for parents to be involved in their child's learning. These may include:

- Regular informal conversations e.g. on the playground
- Parent's evenings
- Curriculum meetings
- Specific learning workshops e.g. phonics, mathematical calculations
- Open mornings/afternoons
- Opportunities to share in your child's successes
- Home learning
- Parent workshops

In addition to this, on individual support plans, there are suggestions for ways that you can support your child at home, linked to your child's specific needs.

8) What support will there be for my child's overall wellbeing?

This is a menu of some of the ways that we support children's wellbeing in school:

- Listening to the children's concerns and worries (worry boxes in all classes)
- Weekly class circle times and PSHE (Personal, Social, Health Education) lessons.
- Lunchtime provision to support the development of social skills
- Social skills groups and interventions to develop emotional literacy (Family Link Worker)
- Staff trained to meet medical needs such as administering medicines where needed e.g. diabetes or allergy. Parents may come into school to give medicines
- Keeping medical records and emergency contacts up to date
- Following child protection procedures including having named members of staff responsible for dealing with concerns and regular whole staff training for child protection
- Meetings with parents to discuss any concerns
- Play Therapy
- Mental Health practitioner supporting children and parents/carers
- School nurse
- South Gloucestershire Parent and Carer forums and coffee morning/afternoons.
- Access to Family Link Worker for nurture support

9) What specialist services and expertise are available at the school and how do you all work together?

Schools have access to a range of services and professionals who can support your child.

These include:

Educational

- Educational Psychologist
- Education Welfare Officer
- Hospital/home teaching service
- Inclusion Support Service
- Independent Speech and Language Therapy
- NHS Link Speech Therapist
- Non-Local Authority services such as NASEN (National Association for Special Educational Needs) etc.

Medical

- Community child health services (SIRONA)
- Child and adolescent mental health service (CAMHs)
- Community paediatrician
- Occupational therapy and physiotherapy service
- School nurse
- NHS Speech and language therapy service

In addition to these services, schools can access social services if there are additional concerns.

10) What training has the staff supporting children with SEND had or are they having?

Staff are kept up to date with relevant training related to specific needs of individuals in school and general strategies for different types of special needs, such as Autism. SENCos share their knowledge with relevant staff. There are also opportunities for other professionals to come into school to train staff where needed or staff to access training online.

Examples include:

- Whole staff training on Autism led by an Inclusion Support Adviser
- Training from the school nurse on managing epilepsy in the classroom
- Annual SEND conferences are attended by the SENCO.
- Termly SENCO Cluster meetings attended by SENCO.
- Termly SEND Briefings hosted by the Local Authority attended by the SENCO.
- SENCos work closely with Occupational Therapists, Educational Psychologists and other SENCos across the local authority.
- Individual staff have received additional training related to pupils in their care (Attention Autism, Colourful Semantics).
- Whole staff training on Emotion Coaching led by an Educational Psychologist
- Whole staff training on PACE (Playfulness, Acceptance, Curiosity, Empathy) led by Educational Psychologist
- Whole staff training on Mediated Learning led by an Educational Psychologist.
- Whole staff training on Makaton delivered by a Makaton trainer.
- Training and support is shared between staff regularly.

11) How will my child be included in activities outside the classroom, including school visits?

The school believes that every child should be fully included in the curriculum and any possible adaptations will be made to cater for this. Where children have very individual needs the support they are given depends on their level of need.

Through discussion with parents, actions that may be put into place could be:

- Key adult support
- Pre-visits to new locations
- Specialised equipment accessed where available
- Risk assessments will be carried out to ensure the safety of all children
- Re-integration timetables

12) How accessible is the school environment?

The school is fully wheelchair accessible and has an accesible toilet and changing facilities. A range of specialist equipment is already available in school. If further equipment is needed for an individual, enquiries will be made by school as to how this can be procured.

13) How will the school prepare and support my child to join school or in their transfer to a new setting?

The SENCo will oversee transition from one setting to another in discussion with the new setting, parents and the class teacher and any teaching assistants.

This will include:

- Meetings with Early Years settings/previous schools/secondary schools to discuss the needs of your child.
- Opportunities for staff to see the child in their previous setting in order to observe the strategies and support already in place
- Opportunities for your child to visit the school and become familiar with the new environment
- Use of photos and social stories to familiarise your child with their new school and adults who will be working with them
- 1:1 meetings between home and school
- Story time and stay and play for children entering EYFS
- Team Around the Family (TAF) meetings with external professionals such as Educational Psychologists, where needed, to support transition stages.

14) How are the school's resources allocated and matched to the children's Special Educational Needs?

Each South Gloucestershire Local Authority school is required to invest a minimum of 3.6% of its school budget to support children with SEND within the school system. This money may go towards purchasing material resources/specialist equipment, employing teaching assistants and training for all staff.

If your child has special needs that cannot be met within this budget then the school may ask for an assessment of your child for an 'Education and Health Care Plan,' so their special needs are safeguarded and in some cases that they are supported with additional funds.

15) How is the decision made about what type and how much support my child will receive?

The school will use their professional judgement in consultation with parents, other staff members, and outside agencies to judge the level of support needed. The time allocated will vary according to the individual need of the child. Pupils with an Education and Health Care Plan (EHCP) will have a number of outcomes that they are working towards and the school is legally obliged to provide enough support to meet these outcomes. Pupils with EHCP's will have an Annual Review in which their outcomes and provision are reviewed.

16) Who can I contact for further information?

If parents/carers would like to discuss their child, they should speak to their child's teacher in the first instance. They may also contact the SENCo via the school office or via: senco@courtneyps.org.uk .

You can find a link to South Gloucestershire council's Local Offer at: www.southglos.gov.uk/localoffer

Within the Local Authority, other organisations are available to support parents of children with Special Educational Needs, such as:

www.sendandyou.org.uk	This is a charity that provides advice and support for parents/carers of pupils with SEND in Bristol, North Somerset and South Glos.
https://www.sglospc.org.uk/	This is a group of South Glos parents whose children have SEND. They offer coffee mornings, support, advice, parent workshops and information events.

Other organisations you may wish to look at are:

www.netmums.com	Netmums offer friendly support and advice covering a range of different areas. This is not just for Mums but Dads too. On the website you can access tips on expert parenting, recipes, places to take your child and much more.
www.nasen.org	NASEN is the **National Association for Special Educational** needs and offers development and support for those who work with SEN pupils.
www.mencap.org	Mencap is the voice of Learning Disabilities. They value and support people with a learning disability as well as their families and carers.
www.autism.org.uk	This is the leading UK charity that supports families and people with Autism.
www.barnardos.org.uk	This is one of the UK's leading charities that works with families and schools to support vulnerable children. Their vital services include: counselling, fostering and adoption, vocational training and disability inclusion groups.