

SEND Information Report July 2025

Name of SENDCo: Mr Ben Williams

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Names of SEND Governor Representative: Kerrie Chavner

Name of SEND Administrator: Rebecca Box – SEND@curledgestreet.tsat.uk

At Curledge Street Academy we believe in ensuring that all children are supported to achieve their very best. This is achieved through a whole school approach to teaching and learning, targeted resources and swift identification of needs.

Whole School Approach to Teaching and Learning:

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND
- An inclusive, adapted and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life
- A whole school approach as identified in the Teaching and Learning Policy

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children that require support to catch up through regular assessment and pupil progress meetings
- Identifying children requiring SEND Support and initiating the “assess, plan, do, review” cycle
- Involving outside agencies including the Educational Psychologist for specific assessment and intervention
- Consideration of application for an Education, Health and Care Plan
- Ensuring all children identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need
- Ensuring Individual Learning and Support Plans are written and regularly reviewed for all children requiring SEND Support, or with an Education, Health and Care Plan

How we identify children that need additional or different provision:

- Class teacher or Phase Leader refers to SENDCo
- Ongoing curriculum assessments
- Tracking progress using data reviewed at regular pupil progress meetings
- Meeting with parents and families
- Assessments and observations completed by the SENDCo
- Further assessments by specialists, including those from external agencies

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We take a holistic approach to all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listen to the views of children and their parents:

We believe in a partnership approach, working with all children and families to ensure that children achieve their potential and are safe, well cared for and happy at school. The following table sets out the way in which the school works with families and children to ensure that their needs and aspirations are captured, understood and reflected in the schools provision.

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions Daily reflection	All staff	Daily
Informal meetings	Class teachers/ SENDCo/ pastoral team	As required for individuals
Parents' Evenings	Class teachers	Termly
Home-School Book	Class teachers	As required for individuals
Assess, Plan, Do, Review meetings (including Individual Learning and Support Plan and/ or Annual Review of the Education, Health and Care Plan meetings)	Class teachers, support staff/ SENDCo	Termly/ Annually
Pupil conferencing	Class teachers	As required for individuals
Parent groups	Well-being/ pastoral team	Weekly (episodic intervention)
SEND Parent forum	SENDCo / SEND staff	Half Termly

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established by Ben Williams (SENDCo) in partnership with the child, their parents, the class teacher and teaching assistants. Please see our SEND Policy for further details.

This year, provision made for children on our Record of Need has included:

Communication and Interaction:

Speech and language support programmes designed by a speech and language therapist and delivered by a specialised teaching assistant.

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Focussed intervention groups such as Talk Boost, Lego Therapy and Colourful Sentences.

A total communication approach that includes Makaton signing, role play, the use of visual prompts and now and next timetables, small group work and partner talk.

Advice from the Speech and Language Therapy Service, Educational Psychology Service and the ASD outreach Service at Mayfield School.

An Attention Autism approach using the programme of attention buckets delivered by a trained member of staff.

Cognition and Learning:

Focussed interventions such as Precision Teaching and Fresh Start, Read Write Inc., small group work for reading, maths and writing, Accelerated Reader and Talk for Writing.

Additional support in and out of the classroom e.g. pre and post teaching, small group support and 1:1 support.

Advice from the Educational Psychology Service and the Learning Support Outreach Service at Mayfield School.

Social, Emotional and Mental Health:

Support from well-being advocates, daily check-ins with familiar trusted adults, enhanced transition plans and Behaviour Profiles for vulnerable children.

Collaboration with the Mental Health Support Team in schools, the Educational Psychology Service and the Mayfield Chestnut Outreach Service.

Targeted social and emotional development interventions, such as nurture provision, Drawing and Talking, Thera-play, mindfulness and ELSA.

Alternative provision for targeted pupils finding school challenging.

Sensory and/or Physical Needs:

Resources provided to meet sensory needs, such as fidget toys, learning breaks, ear defenders, wobble stools, weighted toys and blankets, calm boxes, safe spaces, including sensory room and sensory tents.

Advice from the Educational Psychology, Occupational Therapist, Physiotherapist, audiology service and the paediatricians.

Targeted interventions to support gross and fine motor skills, such as Speed Up.

Resources to support fine motor skills, such as pencil grips and writing slopes.

Sensory Circuits each morning to invited individuals.

Monitoring Provision and measure Impact for Children with SEND:

We monitor the quality of this provision by: learning walks, drop-ins, snap shots, formal observations, book scrutiny, monitoring of Individual Learning Support Plans, pupil and parent conferencing and our parent SEND forum.

We measure the impact of this provision by: analysing attainment and progress data at pupil progress meetings, analysing data from targeted interventions through pre and post assessment, reviewing

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Individual Learning and Support Plans, Behaviour Profiles and Annual Reviews, looking at progress in books, regular reviews with the Educational Psychologist and the Speech and Language Therapist, parental dialogue, conversations between staff, drop-ins and individual risk assessments reviews.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- Class based learning support assistants
- Key adult support in class for individual children or small groups
- Higher Level Teaching Assistants
- Pastoral support staff
- Wellbeing Advocates
- Nurture practitioners
- Draw and Talk practitioner
- Speech and Language Teaching Assistant
- Emotional Literacy Support Assistant
- Attachment Lead

We monitor the quality and impact of this support by formal observations, drop-ins, annual Continuous Professional Development reviews, performance management, professional dialogue, data analysis, monitoring of interventions and pupil progress meetings.

Distribution of Funds for SEND:

This year, the SEND funding was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- SEND teaching and learning resources
- Training
- Outreach services
- External Alternative Provision
- Nurture provision
- Play Therapy

Continuing Development of Staff Skills in relation to SEND:

Training this year has included:

Makaton

Lego Therapy (specific teaching assistants)

Total Communication training (communication working group)

Precision teaching (specific teaching assistants)

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Ongoing Individual Learning and Support Plan support and training including termly ILSP workshops (All teachers and support staff)

Support children through a Graduated Response (class teachers led by SENDCo)

ILSP training on SMART targets (all staff led by SENDCo)

Emotional Literacy Support Assistant (pastoral support staff)

Training to support children with diabetes (a group of teaching assistants)

Training to support children who require an EpiPen (a group of teachers / teaching assistants)

Supporting children who need an inhaler (all staff)

Training for all Early Years staff and those in The Reef on Speech and Language

Intensive interaction training from Speech and Language Service for all Early Years staff

The Headteacher monitors the impact of this training in partnership with SLT, middle managers and subject leaders.

Partnerships with other schools and how we manage transitions:

We work with the schools across the Trust and more widely with schools in the area in the following ways:

- Visits to feeder nursery schools
- Transition meetings with nursery staff
- Phone conversations with previous school for transitional pupils
- Liaison with external support agencies including education, health and social care
- Transition meetings with specialist provision staff and SENDCo
- Transition meetings with secondary school staff and SENDCo
- Secondary SENDCos invited to attend Annual Review meetings for pupils with Education Health Care Plans in year 6
- Transitions arrangements including, school visits, observations, 1:1 meet the teacher sessions

We ensure that the transition between year groups is smooth by providing sessions in the new class, meeting the teacher and support staff. For children with SEND and emotional needs, we also build in further opportunities to spend time visiting the learning environment and building relationships with the new teacher and support staff.

Parents are included in this process through regular involvement and parent-teacher discussions, Annual Reviews and Individual Learning and Support Plan Reviews. When children start working alongside new key adults, parents are invited to meet with the SENDCo and key adult/s to discuss their needs and provision.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. This is outlined in our School Development Plan.

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Number of Children on Roll with SEND:

In July 2025, there were **370** children on roll from Reception to Year 6. **112** children are on the Record of Need (Reception to Year 6) **(30%)**.

In July 2025, there were **86** children who attended Nursery. **7** children are on the Record of Need **(8%)**.

91 children on roll from Reception to Year 6 receive SEN Support and **20** children have an Education, Health and Care Plan.

7 children in the Nursery receive SEN Support.

Our complaints procedure:

Anyone wishing to make a complaint about SEND support and provision should follow the complaints procedure which can be found on the school website. <https://curledgestreetacademy.org.uk/policies/>

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Rachel Dimeck. The Deputy Designated Safeguarding Leads are: Charlotte Lane, Keira Hayden, Ben Williams, Tim Sandercombe and Kerry Pierce.

The Designated Teacher for Children Looked After in our school is Ben Williams.

The Local Authority's Offer can be found at: <https://torbayfamilyhub.org.uk/local-offer/>

The School Development Plan can be found on our website.

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children with SEND, can be viewed from the link on our website.

Our SEND Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.