

This report will let parents, carers and young people know how our school will support you, and what you can expect from us. If you would rather discuss this with a member of the team rather than read it, please contact the school and we will be happy to assist.

At Courtlands School we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary.

Key Contacts:

Headteacher – Lee Earnshaw

Deputy Headteacher/SENCo – Caroline Kearney

Assistant SENCo (Speech, Language & Communication) – Siobhan Bunce

Lead SEND Support Assistant – Denise Webber

Pastoral Manager – Kirsty Thistlethwaite

Behaviour Lead – Dene Terry

How does Courtlands know if children need extra help?

Courtlands caters for primary aged children with Moderate Learning Difficulties (MLD), Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs.

Every child attending Courtlands has an Education, Health and Care Plan (EHCP) and an Individual Education Plan (IEP). We know if pupils need additional help if:

- A child asks for help.
- There is a change to the pupil's behaviour and/or communication.
- Concerns are raised by parents/ carers.
- Concerns are raised by teachers.
- Concerns are raised by outside agencies.
- There is lack of progress in any academic or wellbeing area of the curriculum.

What should I do if I think my child may have additional special educational needs?

All the children who attend Courtlands have special educational needs and have an Education Health and Care Plan (EHCP). If a parent thinks that their child has a further additional need or their current needs need reviewing, then they should contact the class teacher in the first instance who is responsible for SEND provision in their class. Following this, a member of the school's SEND team will support if necessary and work as a team to address and support any additional needs that have been identified. This may involve seeking guidance from outside agencies. Any new information received from doctors or other agencies will be shared with relevant staff and added to the individual child's provision.

How will I know how Courtlands supports my child and how well they are doing?

At least once a year an annual review of every child's EHCP takes place where information about progress towards both EHCP outcomes and academic attainment is shared and formally reported to parents/carers and the local authority. Throughout the year, all EHCP outcomes are tracked through an Individual Education Plan (IEP) which includes a map of the provision the child receives to meet the identified needs. Three times a year, formal reviews of the IEP take place and are shared with parents and carers alongside a

report of academic progress. Parents and carers are formally invited to attend a meeting with the class team to discuss the IEP and progress made at each of these three points in the year.

All families are given access to an online App (Tapestry or Seesaw) which allows for daily contact between home and school. Work and photographs of learning are regularly uploaded to share learning experiences with families and there is a direct messaging facility allowing regular direct contact between home and school. In addition to this, staff will phone home with information as necessary and parents and carers are welcome to contact the school at any time to request a call back or meeting with the class team.

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

Our curriculum is specifically designated for children with Moderate Learning Difficulties (MLD), Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs. Teachers plan from children's assessed levels ensuring work closely matches children's ability, learning needs, communication capabilities and emotional wellbeing. Pupil progress meetings are held three times a year between the deputy head and the class teacher. These provide an opportunity to rigorously analyse the progress of the children and are a useful way of highlighting any potential concerns in order for further support to be planned. Please see our curriculum policy for more details.

How will you help me to support my child's learning?

The class teacher can suggest additional ways of supporting your child's learning and will do this via annual reviews, IEP meetings, messages on Seesaw/Tapestry, or by telephone or email. If you would like any additional support we can arrange for one of the team listed above to contact you about needs that can be about specific learning concerns or concerns around access to learning such as mental health, behaviour or communication. In addition to this, we hold regular parent workshops and coffee mornings that provide a forum for advice and ideas to be exchanged. Sometimes these sessions include invited guests with expertise in particular areas of SEND.

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

Given our SEMH designation, the school offers a wide variety of support for pupils who are struggling with their social, emotional and mental health needs. Our curriculum is based on emotional wellbeing and includes lessons that help the children to understand and support their social, emotional and mental health needs. In addition to this, we also offer targeted support through our onsite experts, commissioned therapists and links with external agencies.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Sometimes these agencies are contacted directly or in more complex cases we might use a TAM (Team Around Me) approach if relating to one child's SEND needs within the family, or an EHAT (Early Help Assessment Tool) approach with the whole family's needs at the centre.

The agencies used by the school include:

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- EWO (Educational Welfare officers)
- Hearing and visually impaired specialist support teachers
- Speech & Language Service
- Occupational Therapy

- Child Development Centre (paediatricians, psychologists, therapists and other medical staff)
- School Nurse
- Commissioned Play Therapist
- Social Workers

What specialised training do staff have?

The staff at Courtlands have received training in a wide range of areas including:

- How to support pupils with autistic spectrum conditions.
- How to support pupils with social, emotional and mental health difficulties.
- How to support children with sensory processing difficulties.
- How to support pupils with anxiety.
- How to support pupils with a range of specific strategies/programmes to support individual learning needs, for example TEACCH (a systematic workstation approach), PECS (Picture Exchange Communication System), Precision Instruction, Attention Autism and Intensive Interaction.
- How to keep children safe in education.
- Curriculum specific training relevant to the current cohort of children.
- STORM training for pupils who are at risk of self-harm or suicide.
- Approaches to support those who have suffered trauma including staff trained as Trauma Informed and Mental Health Practitioners.
- PACE (Playfulness, Acceptance, Curiosity & Empathy)
- The use of natural and logical consequences
- CPI Safety Intervention Training for the prevention of physical aggression.
- Trained Mental Health First Aiders
- How to support pupils with speech and language difficulties.
- How to support medical needs e.g. administering medication (including emergency medication such as midazolam or adrenalin) and first aid.

At Courtlands we are committed to continued professional learning and development and training is ongoing and relevant to the needs of our current cohort.

How will my child be included in activities outside the classroom including school trips?

Outdoor activities and school trips are available to all and are designed specifically to be accessible to the whole class. Each activity is considered in line with individual pupil risk assessments.

How accessible is the school environment?

Our building is fully accessible for wheelchair users downstairs and has disabled toilet facilities. Children unable to use the stairs will always be educated within a cohort based on the ground floor and would not be disadvantaged by this. We are happy to discuss individual access requirements.

How will the school prepare and support my child when joining Courtlands or transferring to a new school?

Courtlands School understands the challenges of moving to a new school, particularly those with SEND, therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

Joining Courtlands

- Parents and carers are invited to tour the school.
- Pupils are invited to visit the school as often as necessary, this is typically through a series of visits, initially supported by a member of staff from their outgoing setting.
- New parents are invited to school to meet key staff, find out useful information and meet existing parents.
- Staff liaise closely with the previous educational setting to ensure a detailed handover of information.
- Parents are invited to share information with the school
- Children receive a transition booklet to help them prepare.

Leaving Courtlands

- Children are prepared for an upcoming transition by class staff.
- Staff meet with new schools to hand over information.
- Members of staff from the new school meet with the pupils at Courtlands.
- Children attend transition sessions at their new schools.

How are the school's resources allocated and matched to children's special educational needs?

Each child is allocated funding by their local authority which we then allocate to each child through their individual provision. The funding is used to provide additional support or resources dependant on individual needs. Further support or resources may be allocated to your child following assessments by school staff or outside agencies. For information on how the pupil premium is spent, see the pupil premium report.

How is the decision made about how much support my child will receive?

The Senior Leadership Team will agree the level of support needed based on the funding given by the local authority. This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupils needs. All support is detailed in Education, Health and Care Plans, Individual Education Plans which include individual provision maps. During their school life, if further concerns are identified due to the pupil's lack of progress or wellbeing then other interventions will be arranged and we may seek to request additional funding from the local authority to support this if necessary.

How will I be involved in discussions about and planning for my child's education?

All parents are welcomed and actively encouraged to contribute to their child's education. A child will always make better progress if we all work together to support them.

This may be through:

- discussions with the class teacher about IEP targets
- parents' evenings
- discussions with the headteacher, SENCo or other professionals
- the annual review of the EHCP

We actively encourage parents to use and contribute to their child's profile on Seesaw/Tapestry.

Who can I contact for further information?

If you wish to discuss your child's educational needs please contact one of the following:

- The class teacher

- The Pastoral Manager
- The Lead SEND Support Assistant
- The Behaviour Lead
- The SENCo
- The Headteacher

Appointments can be made with the school office by phoning 01752 776848

Terminology

IEP – Individual Education Plan

MLD – Moderate Learning Difficulties

SENCo – Special Educational Needs Coordinator

EHCP – Education, Health Care Plans

EHAT – Early Help Assessment Tool

TAM – Team Around Me

If you have any further questions, please refer to the other parts of the website, or telephone the school office on 01752 776848

Last updated: June 2021