



## Court de Wyck Church School

### Special Educational Needs (SEN) Information Report 2025-26

At Court de Wyck Church School we are committed to providing a broad, balanced, inspiring and relevant curriculum that is adapted appropriately to the developmental needs of our learners. Our aim is to ensure that all children achieve the very best that they can at school and in life.

There are four broad areas of additional needs as described in the Special Educational Needs Code of Practice;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We endeavour to ensure that all pupils are happy and secure, and we foster effective partnerships with parents and carers that will encourage and support children's progress.

#### **What are Special Educational Needs and Disabilities (SEND)?**

Special Educational Needs (SEND) is the term used to refer to children who have a difficulty or disability that makes learning and accessing the curriculum harder for them than for other children of the same age. Children are identified as requiring Special Educational Needs Support when their individual learning requires the school to provide special educational provision. This extra support may be required for much of their time in school and could even last the entirety of their educational career. 'Special Educational Needs' could mean that a child has difficulties within a range of areas such as:

- All of the work in school or some of the work in school (Reading, writing, or number work)
- Memory and Attention
- Delayed speech, expressing themselves, or understanding what others are saying
- Low self-esteem, emotional resilience, presenting as withdrawn, or lacking in motivation

- Behaving appropriately in school and relating to others
- Sensory or physical needs which may affect them in school. This may include hearing impairment, visual impairment, both separately or combined, and may include medical or physical problems that make it more challenging for the child to access learning in school

Our Special Educational Needs and Disability (SEND) profile for the start of the academic year **2025-26**, shows that **29.17%** of children on role have been identified as requiring Special Educational Needs (SEN) support.

### **How does the school know if children need extra help?**

All children at Court de Wyck Church School are monitored closely by their class teachers who are responsible for the progress of each child in the class. This is done through **Quality First Teaching**, which includes on-going observations and assessments to support teachers to decide where the learners are in their learning, what they need to know next and how to get there. Pupil Progress Meetings (held regularly between teachers and the Leadership Team) formally review progress and provision for individual children as well as celebrating what has worked well or contributed to good progress. However, a few learners may still fall behind for lots of reasons. They may have been absent from school for a long period of time, they may have attended lots of different schools and not had a consistent opportunity to learn, English may not be their first language, or they may be worried about events taking place in their personal life that distract them from their learning. Often these may only be short term needs and school can help most children overcome their barriers to learning swiftly through Targeted Provision (support for children who may need additional help, activities or resources that are specifically designed to meet their needs) which may include:

- Additional support delivered by the Class teacher or **Teaching Assistant (TA)**, within classroom sessions
- Additional use of support materials and resources to promote learning
- Specific group intervention or individual intervention sessions with Teaching Assistants or the Class Teacher

We have developed a graduated response to identifying and supporting children with needs. Initially it is the responsibility of the class teacher to ensure needs are being met within the classroom. If the class teacher feels the child still isn't making the expected progress, they will discuss this with parents and will initiate some intervention work. They will also be discussed with the **Special Educational Needs and Disabilities Coordinator (SENDCo)**, Mrs Fear if needed.

For some children, it will not be possible to overcome barriers to learning through quality first teaching or targeted intervention. These children will need specialist

support and will be identified by the class teacher as **SEN Support**. Parents will be asked to:

- Meet with the Class Teacher to discuss your child's progress and help plan possible ways forward
- Observations and assessments may be carried out and if necessary, a referral could be made to external agencies such as Speech and Language, an Educational Psychologist, Community Paediatrician, Occupational Therapist or School Nurse. This will be done with your consent, to offer both parents and school additional advice to be able to better understand and support your child's particular needs.

All except a small number of pupils' needs will be met at SEND Support. Some pupils have a higher level of need, and it may be necessary for the school, in consultation with the child, parents/carers and any external agencies already involved, to consider whether to initiate a request to the Local Authority for an **Education, Health and Care Plan (EHCP)**.

### **How will the school support my child?**

Working together is an important part of supporting any child to make good progress with their learning. The class teacher is responsible for your child's education and will plan and provide more individualised work for your child if needed or adapt class tasks to enable your child to access the learning. There may be a Teaching Assistant (TA) working with your child, either individually or as part of a group within classroom sessions. Some children may be identified by the class teacher as needing more specialist support (SEN Support) and will be set specific targets. You will be asked to meet with your child's class teacher to help plan possible ways forward and discuss any interventions/ planned support sessions for your child. Our SENDCo coordinates the support and progress of any child on our SEND support list. This means that they are involved in overseeing their learning.

### **How will the curriculum and learning environment be matched to my child's needs?**

All work within the class is pitched at an appropriate level through quality first teaching including observation, marking and assessment to inform future planning. The curriculum for children with additional needs is adapted to their level of need using a range of different strategies to support their learning. These may include for example visual timetables, signs or symbols, personalised phonic word mats or writing frames, pre-teaching of specific vocabulary or positive behaviour reward systems. Children may work with a buddy, in small groups with adult support, be withdrawn from class to work on specific targets to support their learning or work on a personalised curriculum 1:1 with an adult.

Visual timetables, clear labelling, easily accessible apparatus/equipment, our Hive room (a calm withdrawal space to support regulation, thinking space and sensory support), and Forest school sessions are available to the children to help promote independence and respond to differing needs. Our school **Learning Mentor** is also a trained **ELSA (Emotional Literacy Support Assistant)** and can offer sessions to support children's emotional and social development.

Where SEN Support is needed a **One Page Pupil Learning Profile** will be created with your child. This shares what your child enjoys and feels they are good at, as well as areas they find challenging and what they feel helps them to learn best.

### **How will I know how my child is doing?**

Parents are consulted in the first instance through discussions with their child's class teacher. There are Parent's Evenings in the Autumn and Spring terms, and end of year reports are sent home in the Summer term with an opportunity to discuss further if required. If you are a parent of a child with SEN, you will be kept regularly informed of your child's progress through meeting your child's teacher to agree and share your child's **Individual Learning Plan (ILP)**. This will identify clear targets for your child to make progress towards and will be reviewed termly to help them review and share their progress. Informal discussions with the SENDCo may also take place. If your child is in receipt of an Educational Health and Care Plan (EHCP) they will also have a yearly **EHCP Annual Review** meeting to inform and plan for next steps. Children's views will also be sought through regular teacher conferencing, pupil voice and during ILP reviews.

### **How are the school's resources allocated and matched to children's SEN needs?**

We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the annual funds available. This amount varies from year to year and is allocated annually when setting the school's budget. This money funds staffing and resources to support children with SEN needs throughout the school and is allocated on a needs basis.

On top of this there may be additional funding from North Somerset Council to support a specific provision or resource that may be identified in a high needs EHCP. The school can apply to the local authority for additional funding to support the delivery of this and if successful, this can sometimes help provide additional support or resources to meet the stated provision.

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

At Court de Wyck we aim to develop children's emotional and social wellbeing through a nurturing approach to develop children's self-esteem, motivation and self-confidence. In addition to the high-quality provision from the class teacher and TAs, we also have a Learning Mentor trained as an **ELSA (Emotional Literacy Support Assistant)** who is also available to offer a range of pastoral support. Sessions can help support children with expressing their feelings and managing emotions and may take place either individually or with a small group depending on the needs of the child. The support may be in the form of art or Lego therapy, social skills games, friendship groups, or a block of regular 1:1 sessions with the child. We also have a Forest School After School Club and targeted intervention groups, and additional Sports Coach sessions.

Specific support plans will be put into place for children experiencing difficulties with behaviour and those needing medical support.

We are also fortunate to have an **Education Mental Health Practitioner (EMHP)** working with us one day a week to support children and their families with a range of mental health concerns such as mild-moderate anxiety and low mood. By using low intensity Cognitive Behaviour Therapy (CBT) interventions this can help children and parents learn techniques to challenge unhelpful thoughts or behaviours. A lunchtime drop in hub also runs once a week for children to come and chat informally whilst enjoying a range of activities such as mindfulness colouring, construction and board games.

### **What are the specialist services that the school can access?**

When a child has a specific need, parents are consulted and the school can make a referral to access a range of external specialist support services. These include;

- Advisory Support Teachers
- Speech and Language Therapists
- Community Paediatricians
- Occupational Therapists
- Physiotherapists
- School Health Nursing Team
- Educational Psychologists
- The Sensory Support Service

We can also access advice for physical impairments and medical conditions, including hearing and vision support. The school will explain the process of referrals to the parents, and they are invited to meet with the specialist support services to discuss their child and the suggested support.

### **What training is provided for support staff who work with children with SEN?**

All **Teaching Assistants** who work with individuals or groups of children on interventions will have received training and support to deliver the sessions. These sessions are overseen by the class teacher and SENDCo to monitor the progress of the children. On-going training and updates are delivered through regular staff meetings and INSET training to address specific needs as part of our strategic training programme. Individual teachers and support staff may also attend training courses run by outside agencies that are relevant to the needs of specific children in their class. The SENDCo regularly attends both North Somerset and the Bath and Wells Multi Academy Trust SENDCo Meetings and EP (Educational Psychologist) training sessions to share good practice, as well as North Somerset Schools Mental Health Network Meetings and provides relevant feedback and training to all school staff.

### **How accessible is the school environment?**

The school site is wheelchair accessible and there is a wheelchair accessible toilet. All children have the right to access class trips and After School Clubs wherever it is safe for them to do so. Where necessary the school will meet with parents and carers to discuss individual needs prior to any visit or activity, such as alternative travel arrangements or alternative arrangements for the administration of medicines.

### **How will the school support my child's transitions to a new setting?**

We recognise that transitions can be difficult for any child and seek to ensure that all transitions are as smooth and supportive as possible. Each year all children visit their new class teacher in their new classroom and additional visits can be planned for children where necessary. Some children may have a 'My New Class Booklet' containing photos of the staff, coat pegs and toilets for example, which are created personally for them. Class teachers and support staff also meet to discuss the children's needs.

When you apply for a place for your child at Court de Wyck Church School, we encourage you to share your concerns about your child's needs and pass on information about any specialist support or agencies already working with you.

#### *Children starting in Reception:*

- Our Reception class teachers generally carry out pre-school and nursery visits in the summer term to meet the children in a familiar setting. They will speak with you, your child and their key workers to gain as much information about your child as possible.
- All families will be invited to a new parents meeting to gather information.

- If your child has already been identified as having Special Educational Needs then you will be invited to attend a School Entry Planning Meeting with pre-school staff, school staff, including the SENDCo and any external professionals involved in supporting your child. Through discussion an action plan is devised to show how all concerned can help make the transition to school as smooth as possible. For children with medical needs, this will include identifying staff training needs to ensure your child's needs are fully met.
- The **North Somerset Link Programme** supports children with additional needs and is instigated by the pre-school settings. This enables additional meetings with school staff to gather information and plan for individual needs.
- All children will be invited to attend transition visits to ensure they are familiar with the class teachers and setting in advance. Additional visits to school in the summer term can be planned if needed.

#### *Transfer to Secondary School:*

- Pupils in Year 6 participate in transition sessions preparing them for the changes they are about to experience.
- Secondary staff may also come to visit the children at school for an introductory session.
- Year 6 children with additional needs are discussed with the SENDCo at the receiving Secondary School once places have been allocated. Additional visits can be organised by the Secondary School to meet with pupils.
- If your child has complex needs an Annual Review Meeting will happen in the summer term and a representative from the Secondary School will be invited to attend.

#### **Who are the best people to talk to if I am worried?**

The first person to speak to is your child's class teacher. Please make an appointment to speak with them at a convenient time. They will have a good knowledge of your child and should be able to signpost you to further support if necessary.

Your child's **Class Teacher** is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be focus work, additional support in class or being heard read every day).
- Sharing and reviewing targets and progress with you and your child.
- Ensuring that all staff working with your child are supported to deliver the planned work for your child, so they can achieve the best possible progress. This may involve the use of additional adults and specially planned work and resources.

- Ensuring that the school's Special Educational Needs Policy is followed in their classroom for all the pupils they teach with any SEND.
- Liaising with the school Special Educational Needs and Disabilities Coordinator (SENDCo), Learning Mentor and the Senior Leadership Team.

If you are still concerned, you can make an appointment to meet the SENDCo Claire Fear. She can offer support and advice and may be contacted through the School Office on 01934 833070 or by email at [enquiries@cdw.bwmat.org](mailto:enquiries@cdw.bwmat.org) Her working days are all day Monday and Tuesday and Wednesday mornings.

The **SENDCo** holds responsibility for:

- Developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Liaising with outside agencies and other people who may be coming into school to help support your child's learning.
- Updating the school's support register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Working with outside agencies and providing support and signposting for teachers, support staff and parents to ensure that children with SEND in the school achieve the best progress possible.

If you feel matters are still not resolved, you can make an appointment with the Headteacher to discuss your concerns further.

Our **SEND Governor** is Mr Ben Hewett, a former parent and local Headteacher. He is responsible for liaising with the SENDCo to ensure the provision for SEND is of a high quality.

### **Where is the authority's local offer published?**

The local authority local offer is published on the North Somerset Council Website.

You can also view our SEND and Accessibility Policies on our school website:  
<https://www.courtdewyck.co.uk>

This report was written in line with the Code of Practice, 2014. Staff, Governors and Parents were consulted, and the report will be reviewed and updated annually.

Date of report: January 2026

Date of review: January 2027

Claire Fear, SENDCo

## Glossary of Terms

### **A Parent and Carers Guide to language and terms used in the Special Educational Needs and Disability Information Report**

<b>Adapted / Differentiated Curriculum</b>	All children make progress at different rates and have different ways in which they learn best. Teachers take account of this when planning their lessons, organising the classroom and choosing resources. They are then able to choose from the range of available approaches and resources to select which best fits the learning styles of a particular child or group of children. Wherever possible, children have an element of choice over the level of challenge in an activity. This helps them to be encouraged to take increasing responsibility for their own learning.
<b>Annual Review</b>	A review of a Statement of Special Educational Needs or an Education Health Care Plan which an education authority must undertake at least every 12 months.
<b>Education, Health and Care Plan (EHCP)</b>	An EHC Plan is a legal document describing a young person's needs, the provision to meet those needs and the most suitable educational placement. The Plan is very much person centred, focusing on the needs and aspirations of the child. EHC Plans will continue into further education and training, and for some young people up to the age of 25. If a child/young person has a health or social care need only, they will not get an Education, Health & Care Plan unless these needs impact on their education.
<b>ELSA (Emotional Literacy Support Assistant)</b>	ELSA's are teaching assistants trained to provide emotional and social skills support to children based around understanding feelings.
<b>Education Mental Health Practitioner (EMHP)</b>	An Education Mental Health Practitioner is employed by The Mental Health Support Team (MHST) and helps the school to develop ways to look after the mental health of its students, staff, parents and carers. Our EMHPs do this by supporting the school to understand what you need, providing staff training and offering lessons on well-being. Our EMHPs are also trained to give 1-1 support to students on anxiety, low mood and other struggles with wellbeing.
<b>Educational Psychologist (EP)</b>	Educational psychologists help children or young people who may be experiencing problems that hinder their successful learning and participation in school and other activities. These problems can include a range of emotional and social problems or learning based difficulties.

<b>Individual Learning Plan (ILP)</b>	<p>This is a working document that sets out the current support and targets that have been put in place to support a child's SEN needs. It forms part of the assess-plan-do-review process and is regularly revisited and reviewed with the child, parents and class teacher to ensure that progress is being made towards specific personalised targets. Once a target has been achieved new targets are set and the process continues until it may be felt that specific support is no longer required.</p>
<b>Learning Mentor</b>	<p>A learning mentor works with individual pupils or small groups to help with things like:</p> <ul style="list-style-type: none"> <li>○ low confidence or self-esteem</li> <li>○ friendship difficulties</li> <li>○ behaviour that is affecting learning</li> <li>○ worries, family changes or difficult home circumstances</li> </ul> <p>They focus on what is stopping the child from learning well and help remove or reduce those barriers.</p>
<b>North Somerset Link Programme</b>	<p>Additional support for children with specific needs to help in the transition from Nursery/Pre-school into primary school.</p>
<b>Pupil Learning Profile (My One Page Profile)</b>	<p>An A4 page that outlines and celebrates a child's likes, strengths, needs, triggers, hopes for the future and what they feel will help them to be successful in achieving these.</p>
<b>Quality First Teaching</b>	<p>Quality First Teaching is a recommended approach to teaching and learning regardless of a child's needs. This approach enables our children and young people with SEN to engage in the activities of the school alongside pupils who do not have SEN.</p> <p>Examples of Quality First Teaching key characteristics are:</p> <ul style="list-style-type: none"> <li>○ High levels of interaction for all pupils with all teaching staff having the highest possible expectations</li> <li>○ That all teaching is based on building on what your child already knows, can do, can understand and what they need to learn next</li> <li>○ Different ways of teaching (for example, practical activities and visual supports) are in place so that your child is fully involved in learning in class</li> <li>○ Specific strategies and interventions are in place to support your child</li> <li>○ An expectation that pupils will accept responsibility for their own learning and work independently</li> <li>○ Regular use of encouragement and authentic praise to engage and motivate pupils</li> </ul>

<b>Special Educational Needs and Disabilities Coordinator (SENDCo)</b>	<p>All schools have a SENDCo and they are responsible for special educational needs within the school. They work with other teachers, parents/carers and outside agencies to make sure that pupils with additional needs get the right support and help they need at school.</p>
<b>SEN Support</b>	<p>When a child or young person has been identified as having a special educational need, schools should take action to remove barriers to learning and put effective special educational provision in place called SEN Support. This SEN Support should take the form of a four-part cycle (Assess/Plan/Do/Review) through which earlier decisions and actions are revisited, refined and revised to gain a growing understanding of the child's needs and what will help support the child in making good progress.</p>
<b>Teaching Assistant (TA) / Higher Level Teaching Assistant (HTLA)</b>	<p>Teaching Assistants work in classes to support the children's learning. A Higher-Level Teaching Assistant has gone on to do further study and is able to take more responsibility for children's learning than a TA. They may take a whole class on occasions or be responsible for planning aspects of children's learning.</p>