



Curnow School SEN Information Report

This SEN information report will be updated annually to reflect changes and plans within our school; our School Offer can provide the reader with additional information in relation to Curnow School. This report outlines the current provision within Curnow which is part of the Special Partnership Trust and can be found on our web site.

➤ What are the kinds of special educational needs for which provision is made at Curnow School?

Curnow is a maintained day special school for children aged 2 – 19 years. All children who attend Curnow will be provided with an appropriately paced and differentiated curriculum.

At Curnow, pupil's identified needs will be complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEN Code of Practice. Pupils may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition pupils may have sensory or physical difficulties.

More detail on our commitment to high quality educational provision for all our children is detailed in our School Offer and curriculum policies published on the schools web site.

➤ What are the school's policies for the identification and assessment of pupils/students attending the school?

All pupils/students will have an Education Health and Care Plan (EHCP) in accordance to the code of practice.

Information on the admissions process to our school can be found on our website.

➤ What is the provision for pupils/students at Curnow School and how is it evaluated?

All pupils/students attending Curnow School have an EHC Plan; this is a legal document. Outcomes determined within these inform provision for all learners at Curnow; each year there is an Annual Review which evaluates the effectiveness of the school in meeting the long term outcomes identified within EHC Plans for all learners, these reviews are held with parents/carers and supporting agencies if/as appropriate, all paperwork associated with review meetings are submitted to the Local Authority.

Ethos, Values and Aims

Curnow School is committed to providing all learners with an outstanding educational experience which realises/recognises each pupil's potential. We achieve this through a well organised learning environment that is challenging, stimulating and based on pupil aspirations, fun and enjoyment.

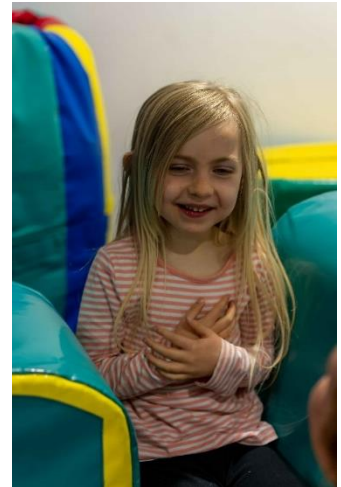
Our vision:

An Exceptional, Nurturing Environment with the Highest Ambitions for Learning.

Our Value Statements:

For our **pupils** we will –

- Continue to adapt our practice in line with your views and what is important to you, valuing your contribution to your learning.
- Always have the highest expectations for you and work to remove barriers to ensure that you reach your fullest potential.
- Celebrate your achievements, big and small, every day and in every way.
- Keep you safe, develop your resilience and nurture your individuality.



For our **parents** we will –

- Communicate openly and honestly to ensure that we can be the best possible support to you and your family.
- Work in partnership to achieve joint goals and celebrate successes.
- Share our knowledge and resources with you to enhance learning opportunities in every setting.
- Always value your expertise and opinions to enrich your child's journey through the school.



For our **staff** we will –

- Always prioritise staff wellbeing in a supportive working environment whilst increasing staff awareness of the importance of their health and wellbeing.
- Provide opportunities for you to develop your own knowledge through training and experiences.
- Always promote inclusion, acceptance and zero tolerance to discrimination.
- Create a positive workplace culture, where staff feel engaged and enthusiastic about coming to work.



Within the **curriculum** we will –

- Value the importance of a fun and creative curriculum and it's role in supporting engagement and wellbeing.
- Provide a personalised curriculum journey which shapes opportunities for life beyond Curnow.
- Continually develop our knowledge and practice to enable us to deliver outstanding results for our learners.
- Work with families and carers to ensure learning is transferred beyond school to the home and community setting.



Within the **environment** we will –

- Always provide a safe and supportive environment that is designed to meet both learning and wellbeing needs.
- Provide the highest quality learning spaces which constantly promote independence and communication.
- Maintain outstanding learning environments which do not fail to excite and engage all learners.
- Provide safe, welcoming and age appropriate learning environments which are flexible to the needs of our pupils.



How do we achieve this?

Curnow works collaboratively with parents/carers to determine their wishes for their child's education through the development of structured conversations/progress meetings to agree outcomes which help inform provision identified within their child's Education Health and Care Plan (EHCP).

Curnow School seeks the views and aspirations of our learners identifying outcomes through our Curnow Promise outlining ways we ensure sure views are listened to and more importantly, implemented. We additionally seek the views of learners, this is organised through our well-established School Council; it is the responsibility of the School Council to report back on their findings to the Local Governing Body.

It is imperative we work collaboratively with members of multi-agency teams to ensure pupil's well-being needs are met; through the identification of personalised learning pathways we are able to address the recommendations of such teams throughout each pupil's school day.

At Curnow we look at each pupil individually, planning personalised learning pathways based upon profiles of need (Learning2Learn or Ready2Learn rationale and aims). Using such profiles, we are able to set realistic/challenging targets to meet the intellectual, social, spiritual, moral, cultural, physical, emotional and therapeutic needs of each pupil as well as incorporating agreed outcomes identified at pupils' annual review. Through this child centred approach we can ensure that the work/outcomes agreed by the team are delivered in a meaningful and informed way which acknowledges the special contribution and expertise made.

➤ All staff have a responsibility to meet the needs of all the pupils/students at Curnow School

The school's Leadership and middle leadership Teams details are on the website, outlining roles and responsibilities of each. The school contact details are also on the website where you will be able to access the Head Teacher, Leadership team or your class teacher.

Staffing levels are enhanced to ensure that pupils are usually taught in classes of up to 11 with a teacher and a minimum of 3 teaching assistants to meet the needs of the class group. Staffing levels are determined by each pupil's band of need which has been established by the Local Authority.

The school receives advice from a range of health professionals in order to meet the needs of the pupils as assessed by the appropriate professionals involved. Curnow works closely with our health and social care colleagues to implement the revised SEN Code of Practice. We work closely with families and our learners to discuss/agree long term outcomes to inform the EHC Plan, monitoring the implementation of these throughout the school year.

➤ **What training do staff have in relation to the needs of pupils/students at Curnow School?**

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core training programme related to their work within our school; it is the role of the Deputy Head Teacher to manage the on-going training needs of all members of the team at Curnow School.

➤ **How will equipment and facilities be provided to support pupils/students at Curnow School?**

Currently Curnow School is housed over two sites (Lower and Upper); the school ensures both sites are fit for purpose providing an equity of provision for all learners - this is achieved through detailed plans which maximises opportunities for learners to access specialist resources when required (e.g. – water skills pool).

Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed biannually.

All parents and families are welcome to visit the school prior to their child or young person attending the school; such visits can be arranged through our Family Liaison worker who acts as conduit for information required; details of the Family Liaison worker roles/responsibilities and contact details can be found on the school's web-site.

➤ **What are the arrangements for consulting parents of children/young people at Curnow School and involving them in the education of their child?**

At Curnow parents/carers are fully included in the process of working with their children/young adults; this is achieved through:

- Initial visits to school
- Introductory meetings
- Daily home/school book (Day2Day) for information exchanges and key messages
- Termly progress meetings to discuss progress including the design of short term targets
- One formal meeting (Annual review of statement/EHC Plan) which includes a review of Individual Safety Plans and individual Health Care Plans (provided by Health professionals) as appropriate
- Annual Review meeting and report
- Friends of Curnow School (Curnow School Association)
- Parent workshops and training
- Coffee mornings
- Parental Representation on the Governing Body
- Parent involvement in changes in school through informal and formal consultations
- Whole School celebrations (e.g. – Record of Achievement day)
- CIC/ePEP meetings for our children in care

- **What are the arrangements for consulting young people at Curnow School and involving them in, their education?**

All children and young people in our school are treated with dignity and respect. There is full personalisation of the curriculum for each pupil/student established through Personal Learning Routes/Pathways (Learning2Learn and Ready2Learn) in order to access and experience success through-out their school life.

The School Council involves students who contribute to and decide on aspects of school life relating to their peers needs and to work on planned developments identified through our School Improvement Plan reporting all developments and outcomes to the Local Governing Body.

The assessment and annual review process of EHC Plans includes pupils views (My views) which outline the choices/aspirations expressed by each pupil/student. Such views are recognised through our Curnow Promise; outcomes of these are implemented into each pupil's school offer.

- **What are the arrangements made by the Local Governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision at Curnow School?**

The process for all complaints is made available via our school web-site; this policy is updated each year.

- **How does the Local Governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Curnow and in supporting their families?**

Curnow has a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the School, others have different lines of management.

Classroom staff are employed directly by the Special Partnership Trust. This includes teachers, teaching assistants and lunchtime supervisors. Administration staff are also school employees.

Other professionals who work at/visit the school work are employed by a range of agencies; some of these staff are based within the school via our health hub, others have office bases elsewhere and work in school on particular days or as necessary.

School Nurses, Speech and Language Therapists, Occupational Therapists and Physiotherapists are employees of Cornwall's Health providers; all such professionals who work within school offer training for staff, advising them on their work with children and young people. The school meets on a regular basis with social care and health care managers to ensure relevant information, national guidance in relation to health/well-being is discussed/cascaded in an informed way.

The Visual /Hearing Impairment advisory teachers and Educational Psychologists are employed by the Local Authority; they provide staff training and advice on individual children's needs in accordance to their core/statutory offer.

Transport to school is organized by the Local Authority not the school. Transport staff are employed by the transport companies; transport is requested by the school who outline pupil need via the Transport Request Form (TRF) outlining risk assessments which may be required.

There are social workers for children/young people with disabilities who are Local Authority Employees and are based within the Children/Adult Specialist Services. The school meets on a regular basis with social care managers to ensure relevant information, national guidance in relation to social care is discussed/cascaded in an informed way.

If you have a query relating to any of these areas it is best to contact the professionals directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way; the school is able to provide contact details for social care/health colleagues.

➤ **What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?**

All transitions are well planned as children and students move from class to class and between Lower/Upper school. Parents/carers always have the opportunity to meet the new teacher of their child and class staff and are provided with key information at the end of the Summer Term (class information – teacher, teaching team, peers – names and photos). Pupils moving from Key Stage 2 to Key Stage 3 are provided with a transition passport which contains essential information the receiving teacher/teaching team will need; through detailed discussion between previous/current class teacher and visits by pupils who will move class we aim to achieve a successful and smooth transition.

Parents of pupils who are new to the school are provided with information via our Family Liaison worker this will include a tour of the school; the Family Liaison worker acts as a conduit providing/receiving information between the home/school to ensure a successful transition. Where possible, the class teacher who will receive new learners to their class will visit the current provider before a child transfers alongside the school nurse if/as appropriate to the health needs of the child.

Students are supported in contributing to/planning for their transition from school to adult life via the 'My views'/aspirations document completed at Annual Review. Staff from Careers South West (who attend all Year 14 reviews) and the Family Liaison worker works with Post school providers to help them to get to know each learner and provide them/their families with essential information if this is deemed relevant; if it is not deemed relevant the Post 16 leads address all actions outlined within the students final EHCP review held in the Autumn Term. The school publishes a 'Passport to Success' /'employability passport' for each learner which details information (e.g. – accreditation

pathways/student aspirations) to ensure there is a continuation of educational route taken allowing students to continue to make progress.

➤ **Where is the information on the Local Authority local offer published?**

There is further detail on our website on our own school offer for SEND and this links to the Local Offer on the Cornwall Council website.

November 2021