

Special Educational Needs (SEN) information report

Courtlands School



SEND Information Report

Approved by: IAB **Date:** 4/2/26

Last reviewed on: November 2025

Next review due by: October 2026

Contents

Contents	2
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	3
3. How will the school measure my child's progress?	6
4. How will I be involved in decisions made about my child's education?.....	7
5. How will my child be involved in decisions made about their education?	7
6. How will the school adapt its teaching for my child?	7
7. How will the school evaluate whether the support in place is helping my child?	9
8. How will the school resources be secured for my child?.....	10
9. How will the school make sure my child is included in activities?	10
10. How does the school support pupils with disabilities?.....	10
11. How will the school support my child's mental health, and emotional and social development?	10
12. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?.....	10
13. What support is in place for looked-after and previously looked-after children with SEN?.....	11
14. What should I do if I have a complaint about my child's SEN support?	12
15. What support is available for me and my family?	12
16. Glossary.....	13

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

You can ask a member of staff to make a copy or send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Moderate Learning Difficulties (MLD)
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO



Our SENCO is Vicky McCoy.

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Mobile: 07718477706

Email: vicky.mccoy@transformingfutures.org.uk

She is a qualified teacher with 22 year's teaching experience. BEd English with Education, Trauma and Mental Health Informed Practitioner, Emotional Literacy Support Assistant, MA in Inclusion and SEND. She achieved the National Award in Special Educational Needs Coordination in 2024.

She is also Assistant Head of School at Courtlands.

The SENCO works to ensure that the holistic needs of each child are met with effective and ongoing monitoring and tracking of holistic progression and attainment. It is Courtland Schools duty of care to identify the holistic needs of all pupils, working in collaboration with commissioned therapists to address and meet the EHCP outcomes for every child.

There are two Pathway Leads for each Pathway. These roles are teachers with additional responsibilities and report into the SENCO. The roles are responsible for leading on planning and monitoring quality assurance within their Pathway.

The majority of pupils at Courtlands School have a Communication and Interaction need.

Link SEND Governor

David Furze is a member of our Interim Academy Board (IAB). He has regular meetings with the SENDCo and reports to the board. He can be contacted on david.furze@transformingfutures.org.uk

Pupil and Family Support Team or PFST

The Pupil & Family Support Team are a highly skilled and proactive resource dedicated to providing early support to both families and individual children. Weekly Pupil Panel meetings with the SENDCo and DSL ensure that safeguarding and supporting our children underpin everything we do and preventing potential issues. The team actively engages with parents, encouraging their involvement in school life through initiatives such as coffee mornings. They also assist with form filling and guide parents to relevant external agencies when needed.

For pupils, the team provides tailored support, including behaviour management, role-modelling positive play during break times, and running targeted clubs and interventions. Staff are trained in de-escalation and specialist supportive strategies for students with Social, Emotional and Mental Health needs e.g. PACE (Playfulness, Acceptance, Curiosity, Empathy), PRRR (Protect, Relate, Regulate, Repair), limit setting language, emotional attunement, therapeutic rapport.

PFST can deliver ELSA, Lego Therapy, Girls Club, Sand Tray, Drawing and Talking, Filial Play and pastoral. PFST also hold parent coffee mornings monthly.



Pupil and Family Support Coordinator

Gemma Glanville

gemma.glanville@transformingfutures.org.uk

Working days: Monday, Tuesday, Wednesday



Pupil and Family Support Coordinator

Jennifer Boore

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Working days: Wednesday, Thursday, Friday



Pupil and Family Support Worker

Alex Wasmuht

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Working days: Monday, Tuesday, Wednesday, Thursday, Friday

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of TAs, including 12 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, TAs have been trained in Intensive Interaction, ELKLAN, Emotion Coaching.

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), Precision Instruction, Makaton, Attention Autism, ELKLAN, Emotion Coaching and Intensive Interaction.
- How to keep children safe in education.
- 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)
- CPI Safety Intervention Training for the prevention and de-escalation 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.
- Curriculum specific training relevant to the current cohort of children.

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

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Music Therapist:
- › GPs or paediatricians
- › School nurse
- › Child and adolescent mental health services (CAMHS)
- › Social services and other local authority (LA)-provided support services
- › Voluntary sector organisations such as Barnados, Jeremiah's Journey,
- › James Cook runs a Child Development Centre clinic on site each half term for parents/carers to attend CDC appointments at Courtlands.
- › Speech & Language Therapist: Our Total Communication approach is supplemented with advice and support from our HCPC registered Speech and Language Therapist. This may be through discrete sessions delivered by the SALT or a programme of class based interventions delivered by the class team.

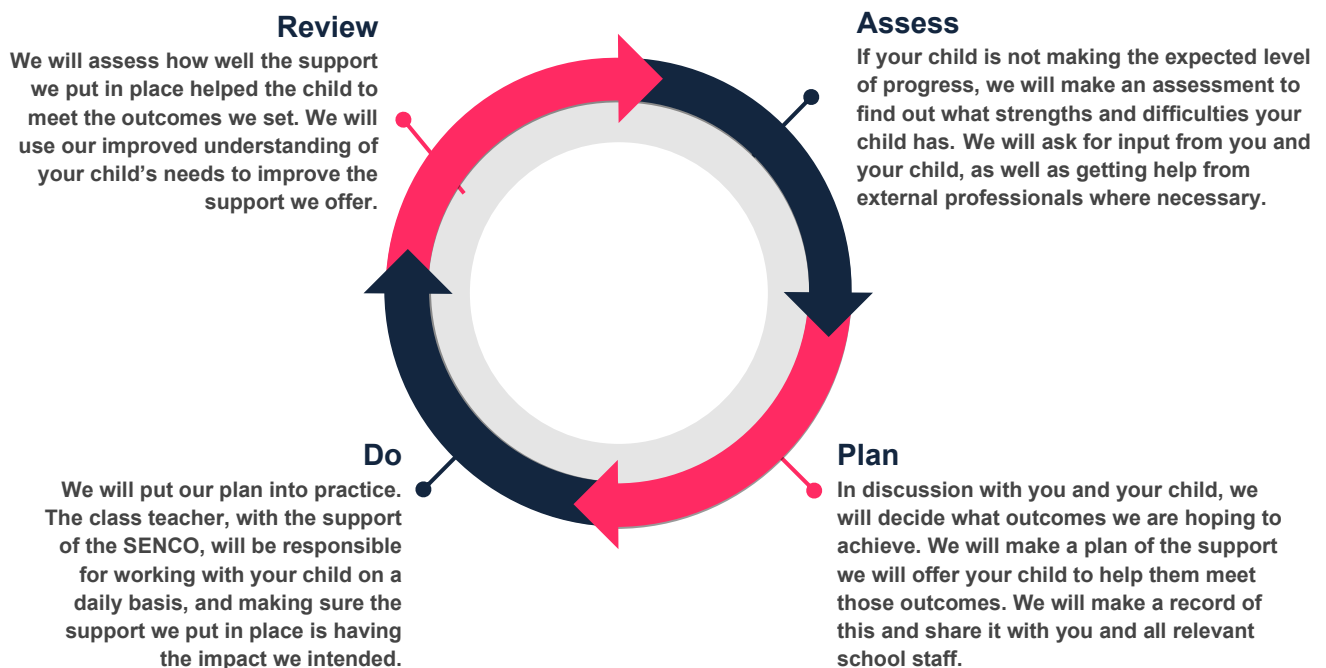
- › Occupational Therapist: provides both individual and group sessions, offering essential support for transitions, daily living skills, mealtimes, and recreational activities. Following a referral process aligned with EHCP needs, the therapist conducts school-based sensory assessments to develop tailored sensory diets, recommend appropriate sensory breaks, and equip staff with a deeper understanding of each child's unique sensory profile. Additionally, the Occupational Therapist plays a vital role in designing and optimizing the physical environment at Courtlands, ensuring it meets the diverse needs of all students.
- › Educational Psychology plays a vital role in shaping our curriculum and supporting the holistic development of our pupils. The Educational Psychologist works collaboratively across the school, providing targeted input for individual children, small groups, and whole-class settings. Their expertise informs curriculum planning, differentiation strategies, and approaches to emotional wellbeing and learning.

The SENCO maintains regular contact with the Educational Psychologist to review pupils on the caseload, discuss emerging needs, and coordinate support. Outcomes from these consultations are shared with class teams to ensure consistent, informed practice. In addition, the Educational Psychologist contributes to staff development by delivering training sessions that enhance understanding of learning profiles, behaviour support, and inclusive pedagogy. This partnership ensures that our curriculum remains responsive, evidence-informed, and aligned with the needs of our learners.

3. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

4. How will I be involved in decisions made about 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 personalised targets
- parents' evenings held termly
- discussions with the headteacher, SENCo or other professionals
- the annual review of the EHCP

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

Courtlands uses Evidence for Learning app to collect evidence for children's Personalised Learning Goals (linked to the EHCP) and this is shared with parents/ carers through the online app. All families are given access to an online App Work and photographs of learning are regularly uploaded to share learning experiences with families. Progress is measured and shared with parents and discussed at the yearly Annual Review meeting or parents meetings termly.

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.

5. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them:

- › Using a dual coded questionnaire (picture supported text)
- › Asking them to draw or take photos
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Pupil Council has a child representative from every class. Voted for by the class.

The whole school communication friendly environment and timetable is set up to maximise and value opportunities to develop communication in a variety of forms: non-verbal, speech, signing, dual coding, body language etc. We aim for our pupils to form connections, ensure successful interactions and communicate needs.

6. How will the school adapt its teaching for my child?

All pupils attending Courtlands School have an Educational & Health Care Plan (EHCP). Most pupils are working below or significantly below age related expectations with a range of social, emotional, and mental health (SEMH) issues and mild (MLD) to severe learning disabilities (SLD).

The curriculum is differentiated to accommodate for this, and we teach "stage not age." This means that teaching groups often comprise of mixed age groups, with a wide range of abilities from ages 4 – 11.

In deciding on the curriculum at Courtlands School, we ask three questions;

1. Why are we teaching what we're teaching?
2. What might we expect pupils to be able to do and be by the time they leave our school?
3. How might our curriculum enable this?

The curriculum is created with an understanding that the individual needs of the pupils, requires a broad and holistic approach. Our aim is for every pupil to reach his/her fullest potential, to become an independent and thriving member of society.

The SEN Code of practice states 'professionals across education should support children and young people with special educational needs to prepare for adult life, and help them to go on to achieve the best outcomes in employment, independent living, health and community participation.' In order to achieve this, we must provide a pupil-centred curriculum based around their needs, interests and aspirations as early as possible within their education. In practical terms, this means that at Courtlands School, we focus on developing skills that will enhance theirs and their families lives rather than focussing on lessons on Shakespeare for example.

The Equals curriculum has been adapted into our teaching approach, providing a framework from which it is combined with EHCP outcomes to form a holistic learning pathway for each pupil.

At Courtlands School, pupils are placed in either Pathway 1 or Pathway 2, with their allocation determined by an evaluation of various assessments and key factors eg;

- Baseline speech and language formal language assessment **CELF-5 UK** (Clinical Evaluation of Language Fundamentals- Fifth UK Edition)
- Baseline Sandwell Early Numeracy Test
- The age and dynamics of a particular class

Each pathway has a unique overarching pedagogical approach designed to address the collective needs of the pupils within that pathway. This approach is further personalized to a greater extent to cater to the specific needs of individual students.

There are a number of principles which are common to both of the Pathways, namely, a recognition that:

1. The pupil is always at the centre of the curriculum.
2. The curriculum is underpinned by a **Total Communication and Learning Through Play** approach.
3. The curriculum is designed to be holistic, and learning is not compartmentalised.
4. It is impossible for the National Curriculum to fulfil the educational needs of children with mild to severe learning difficulties.
5. Pathway groupings are formed by taking into consideration the key stage of the pupils and the dynamics of individuals within the group.

Each Pathway has defined curriculum areas that are closely matched to the developmental needs of the learners accessing that Pathway. This in some cases enables pupils to develop the appropriate baseline level of knowledge, understanding and the skills required to access the next Pathway and to prepare them for the next stage of their life and education.

Pathway 1

All pupils in Pathway 1 are working **significantly below age-related expectations** across all areas of development. They require highly specialized teaching and learning experiences to reach their full potential. Pupils may have additional sensory or communication needs and are still 'learning how to learn.' They require a tailored curriculum that prioritises life skills.

Evidence suggests that learners with severe learning disabilities (SLD) beyond the age of 8 or 9 do not thrive within the confines of the National Curriculum. As a result, Courtlands School has chosen to explore

alternative approaches that better meet their needs. The structured, subject-specific nature of the National Curriculum excludes many students on this pathway, as their significant learning needs mean they are not neurotypical or conventionally developing learners.

In the recommendations of the Rochford Review, it states that schools have the freedom to adopt a curriculum that best supports their pupils. The review specifically states that schools can determine the most appropriate curriculum for pupils who are not engaged in subject-specific learning. Courtlands School has chosen to follow the advice of the Rochford Review. In practice, this means that Pathway 1 pupils do not receive subject specific learning in English and Maths, however, opportunities to practice functional literacy and numeracy are provided eg. pouring big and small jugs of liquid.

Pupils in Pathway 1 may only make small steps of progress, remain at the same level, or may even regress in their learning. The curriculum across Pathway 1 is designed with this in mind, ensuring that learning is reinforced and applied across different contexts to promote skill transfer.

In addition to education support, Pathway 1 pupils will often need support with personal care and behaviour management. Many benefit from sensory stimulation and a curriculum broken down into small, manageable steps. Their attainments typically remain within the early P-scale range (P1–P6) throughout their school careers.

Pathway 1 is predominately underpinned by the **Total Communication Approach** scheme of work. There are four key curriculum focuses of **Independence, The World About Us, Physical Wellbeing, Outdoor Schooling** with access to a range of creative opportunities alongside this.

Pathway 2

In Pathway 2, the majority of the pupils have either a moderate to mild learning disability. They will be working **significantly below age related expectations**. There are some pupils in Pathway 2 who's main need is SEMH, although these are a minority of pupils. These pupils tend to be working **at or just below age related expectations**.

Generally, pupils in Pathway 2, demonstrate that they are ready to learn with some pupils showing curiosity to acquire new knowledge. Although, these pupils will be able to access learning in a more formal teaching environment, developing life skills and independence is still a large focus. One key difference between the Pathway 1 and Pathway 2, is that pupils in Pathway 2 are moving towards learning English and Maths via subject specific lessons as opposed to Pathway 1, where it is embedded throughout the delivery.

Pupils in Pathway 2 who are working closer to age related expectations, receive English and Foundation Subjects via the Oak National Academy curriculum and Maths is delivered via "White Rose Maths". Both of these curriculums are aligned with the National Curriculum.

The curriculum at Pathway 2, builds on the four key areas in Pathway 1 with additional focus on; **Art, Music, Structured Play & Dance, Drama, Relationships & Sex Education. Skills such as number, reading and writing are taught through an active learning approach.**

7. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their Personalised Learning Goals each term
- Reviewing the impact of interventions after half a term
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

8. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If resource costs are beyond the funding Banding provided by the Local Authority, an Interim Review of the EHCP will be held and a Banding Review request will be submitted by the SENCo as part of this process.

9. How will the school make sure my child is included in activities?

All of our extra-curricular activities and school visits are available to all our pupils. Travel training is built into our curriculum to support children develop their skills and independence when out in the community.

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in Sports day, half termly events celebration events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

10. How does the school support pupils with disabilities?

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.

11. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- › Courtlands has a pupil council
- › A weekly Pupil Panel (PFST, SENCo, DSL) discusses concerns raised and directs additional support time for pupils who need check ins, monitoring or interventions.
- › We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through our PSHE curriculum.

12. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Joining Courtlands

Children join Courtlands within any year group. To support transition from their previous setting:

- › SENCO visits child in current setting
- › SENCo meets child's current SENCo
- › SENCo meets child at home during a home visit
- › 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.

Between years

To help pupils with SEN be prepared for a new school year we:

- › Ask both teachers to meet to discuss the child's EHCP and provision.
- › Create social stories with photos of staff and new classrooms.
- › Schedule visits to our new classroom with our new teacher before the summer holidays.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. Our SENCO will support visits to the receiving school and will meet with the SENCO of the receiving school to discuss the EHCP and ensure a smooth transition.

Transition to Secondary school

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children moving to their school. Children will have an enhanced transition.

Pupils will be prepared for the transition by:

- › Children are prepared for an upcoming transition by class staff.
- › Staff meet with new schools to hand over information.
- › Sharing social stories around the process
- › Learning how to be ready for sessions (picture prompts for resources)
- › Members of staff from the new school meet with the pupils at Courtlands.
- › Children attend transition sessions at their new schools.
- › Visiting the secondary school with staff from Courtlands
- › Information is shared with receiving school using online School Transition Portal

13. What support is in place for looked-after and previously looked-after children with SEN?

Designated Teacher: Vicky McCoy

Vicky.mccoy@transformingfutures.org.uk

Vicky McCoy, our SENCO, makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

14. What should I do if I have a complaint about my child's SEN support?

Complaints Policy can be found here.

[Courtlands School - Policies](#)

Complaints about SEN provision in our school should be made to the SENDCo/ Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[SEND complaints and mediation - Plymouth Online Directory](#)

<https://www.plymouthonlinedirectory.com/article/3995/SEND-complaints-and-mediation>

15. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Plymouth local offer. Plymouth Local Authority publishes information about the local offer on their website:

Plymouth GATI (Graduated Approach To Inclusion) [Plymouth GATI Home - Plymouth GATI](#)
<https://plymouthgati.co.uk/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Plymouth Information Advice and Support for SEND [Plymouth Information Advice and Support for SEND. - Supplying you with information, advice and support](#) <https://www.plymouthias.org.uk/>

Local charities that offer information and support to families of children with SEN are listed:

[Plymouth GATI Home - Plymouth GATI](#)

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

16. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages