



SEND Information Report

Christ Church CE (c) Primary School

SENCO: Mrs Emily Dunning - contact can be made via the school office - 01543 227 210

SEN link governor: Mr Mark Taylor – contact via the school office – 01543 227 210

At Christ Church, we are committed to providing a fun, stimulating and inclusive curriculum to ensure the best possible progress for all of our pupils. Each pupil at Christ Church is valued and supported, whatever their needs or abilities. We encourage our pupils to be aspirational, to strive for success and to make progress against their previous achievements. Our aim is for every pupil to leave Christ Church as happy, skilled learners, with a desire to continue learning and be successful in life.

What kinds of SEN are provided for at our school?

We utilise the expertise and experience of our staff to secure special educational provision for pupils who require support that is 'additional to and different from' that provided within our differentiated curriculum. Our provision addresses the four areas of need identified in the Code of Practice (September 2014):

- ★ Communication and interaction
- ★ Cognition and learning
- ★ Social, emotional and mental and health
- ★ Sensory/physical needs

We fully comply with the requirements outlined in the Special Needs Code of Practice (2014) and staff have the necessary skills and support in order to meet the needs of all learners. We meet the needs of all pupils through Quality First Teaching, but if a child requires further support we utilise small group/individual targeted interventions to address areas of difficulty. We will always make reasonable adjustments to our practices in order to fully comply with the Equality Act (2010), so that learners are not at a disadvantage due to their particular needs.

The School Offer

The local offer produced by the Local Authority [Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](#) sets out what is normally available in schools to help SEN pupils as well as the options available to support families who need help to care for their child. A set of fourteen questions was developed for schools to reflect the concerns and interests of parents and carers. Christ Church has responded to these questions to enable parents and carers to make decisions about how to best support their child's needs.

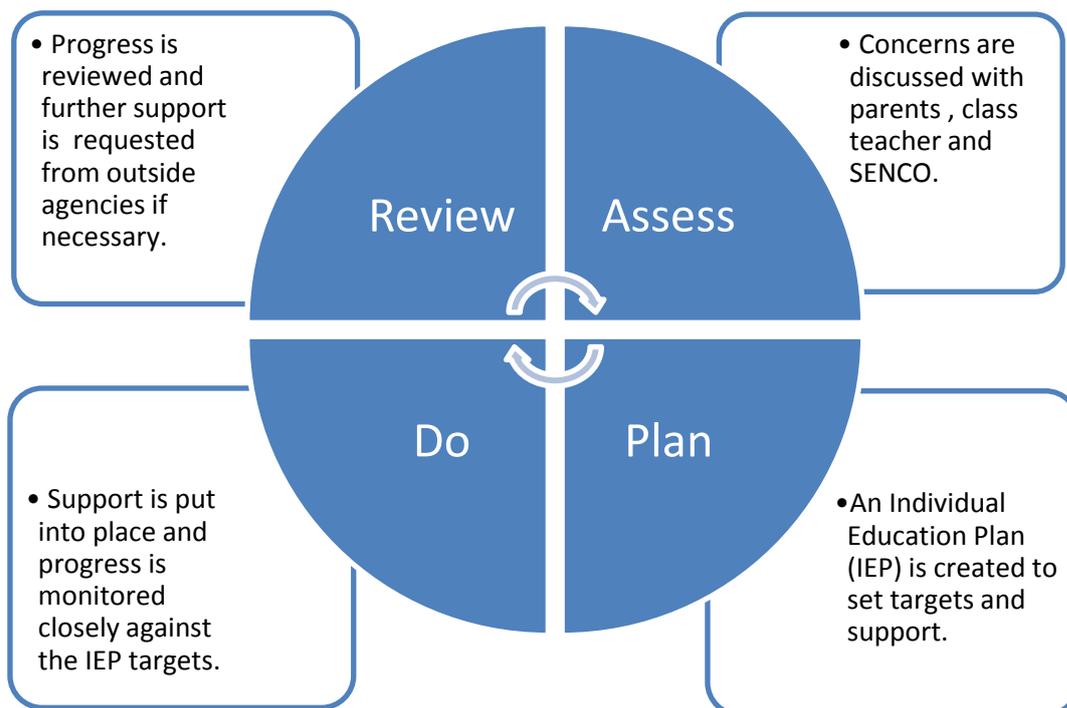
1a. How does Christ Church know if children need extra help?

At Christ Church children are identified as have special educational needs through a variety of ways:

We know when pupils need help:

- ❖ If there is a lack of progress.
- ❖ If children are achieving below age-related expectations at the end of the year.
- ❖ If a concern is raised regarding behaviour, self-esteem, concentration or attitude and extra support is required to help improve this.
- ❖ If concerns are raised by parents/carers, teachers, other settings or the child.
- ❖ If there is a change in the pupil's behaviour or progress.
- ❖ If external agencies raise concerns.
- ❖ If a health diagnosis is received from a paediatrician.

At Christ Church, we know and value all of our pupils. We have rigorous ongoing teacher assessments and termly pupil progress meetings with the leadership team to identify those pupils making less than expected progress. If progress continues to be a concern, despite high quality teaching in the classroom, the teacher will discuss their concerns with the SENCO. A discussion with parents will then be initiated and a four part cycle, known as the graduated approach, begins – Assess, Plan, Do, Review.



The graduated support cycle enables us to develop our understanding of the pupil's needs and what supports them in making good progress. Throughout each cycle, there is a more detailed approach and more specialist expertise can be accessed if required.

Further details can be found in our SEN policy on the school website.

1b. What should I do if I think my child may have special educational needs?

- ❖ The initial point of contact is the **class teacher**. They are usually best placed to discuss your concerns and to identify the next steps in supporting your child.
- ❖ If you require further support, please book an appointment with the **SENCO/Deputy Head, Mrs Emily Dunning (01543 227 210)**. We pride ourselves on listening to and building positive relationships with our parents.

2. How will Christ Church support my child?

- ❖ Quality teaching will ensure the work in class is differentiated to meet your child's needs.
- ❖ Any additional support in class may be given to your child by the class teacher and /or teaching assistant.
- ❖ Your child may be placed in a small intervention group for specific areas of learning e.g. spelling, handwriting, and literacy or numeracy skills. Again this may be given to your child by the class teacher and/or teaching assistant. There are also other members of staff designated to providing intervention under the instruction of the class teacher.
- ❖ The interventions will be reviewed termly and the length of time, duration of the intervention may vary according to the needs of the child.
- ❖ Intervention will be given following the response of assess, plan, do, review.
- ❖ Reviews will inform the effectiveness of the provision and also inform future planning.
- ❖ The interventions given to those pupils with SEN will be recorded on an Individual Education Plan (IEP).
- ❖ Occasionally a pupil may need more expert support from an outside agency such as a Speech and Language Therapist (SALT) or an Occupational Therapist (OT). Should your child require a referral to an outside agency your permission would be sought. A list of the external agencies currently working with the school is detailed in response to question 6 below.

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

- ❖ In order for SEN pupils to access the curriculum the class teacher will differentiate the work. They will take into account the needs of all pupils in their class and will ensure that they have equal access to the curriculum, through differentiation.
- ❖ Teaching assistants (TAs) may be allocated to work with your child in a 1 to 1 situation or a small group to target more specific needs.
- ❖ Targets on your child's Individual Education Plan (IEP) will be set according to the needs of your child. These will be monitored by the class teacher regularly. The SENCO will also monitor this on termly basis.
- ❖ Class teachers will inform you each term of the progress your child is making. If your child has an IEP, a copy will be given to you. We would very much welcome your feedback and comments on the IEP targets, which can be recorded on the sheet.
- ❖ If appropriate specialist equipment may be given to your child e.g. writing slopes, reading overlays, special scissors, pencil grips etc.

4a. How will I know how my child is doing?

- ❖ You will be able to discuss your child's progress at the two parents' evenings held each school year and a further meeting with the class teacher in the summer term during our informal parents' open evening. At these meetings, we share next steps in learning and discuss ways parents and carers can support their child's learning at home. At the end of the half term where no parents' evening is held, you will receive a short interim report to inform you of your child's progress and current targets.
- ❖ At the end of the summer term, your child will receive their annual report, which will detail the progress they have made and their achievement against national age-related expectations. Staff are always available to discuss this report with parents or carers.
- ❖ If your child has an IEP, you will be invited to a review meeting three times a year to discuss their progress and any concerns you may have. This meeting will be with the SENCO and the class teacher where possible.
- ❖ If you have any concerns at any time during the year, you can arrange a meeting with the class teacher after school.
- ❖ Appointments can also be arranged via the school office to speak to the SENCO.

4b. How will you help me to support my child's learning?

- ❖ The class teacher may suggest ways in which you can support your child with their learning at home. This may be reinforcing particular methods used within the curriculum or regular targeted work on reading or maths. We offer workshops during the year to demonstrate new written methods of calculation in maths or to explore the SPAG curriculum, in order for parents to feel fully informed and able to support their children at home.
- ❖ The SENCO may meet with you to discuss how to support your child with learning, emotional and social needs.
- ❖ Outside agencies may also suggest ways you could support your child.
- ❖ You will also be invited to an Inspire Workshop held once a year. This will be an opportunity for you to work with your child within the school environment. You will also be invited to curriculum showcase afternoons, where you will be able to see the work your child has completed relating to their Big Question curriculum.

5a. What support will there be for my child's overall well-being?

- ❖ Members of staff at Christ Church are readily available to discuss issues and concerns with you or your child. These include the class teachers, the SENCO, and the Senior Lunchtime Supervisor (Mrs Burbridge).
- ❖ The SENCO takes responsibility for the welfare of SEN pupils and is available to meet parents to discuss ways in which we might support your children. It is greatly appreciated when parents keep school up-to-date on any current concerns that they or their child may have, as a plan to address these can be put into place.
- ❖ Pastoral time is allocated in whole class sessions when children can discuss issues e.g. circle time. PSHE and our core values underpin the curriculum at Christ Church; pupils are very good at looking out for one another and know that they can speak to any adult in school if they are worried or upset.

- ❖ We run regular Nurture groups at lunchtimes to address social and emotional issues and to provide pupils with support if they have difficulties.

5b. What if my child has medical needs?

- ❖ If your child has medical needs a detailed Care Plan will be made with the SENCO and if necessary the school nurse will be asked to attend.
- ❖ When a pupil requires an inhaler, parents will be required to sign a form to allow the inhaler to be administered.
- ❖ Staff receive Epi-pen training which is regularly updated.
- ❖ A number of key staff have had first aid training. These include Mrs Peers, Mrs Deans, Mrs Brian and Mrs Larkins (office staff) and Mrs Burbridge (senior lunchtime supervisor). Two members of the Early Years team have had Paediatric First Aid training.
- ❖ All teachers have received asthma training.

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

We have established relationships with a range of professionals in health and social care, as well as specialist support services who may be involved in your child's education. You will always be consulted before specialist support is provided for your child. Some of the agencies we work with are listed below:

- ❖ SENSS – Special Educational Needs Support Services
- ❖ Angela Biggs – Independent SEN support advisor
- ❖ EP – Educational Psychologist
- ❖ Child protection advisors at First Response
- ❖ Family support workers
- ❖ School nurse
- ❖ AOT - Autism Outreach Team
- ❖ PASS – Physical & Sensory Services
- ❖ CAMHS – Child & Adolescent Mental Health Service
- ❖ SaLT – Speech and Language Therapist
- ❖ OT – Occupational Therapist
- ❖ Social Services
- ❖ Members of the medical team e.g. paediatricians, GPs
- ❖ Outreach teams from specialised schools
- ❖ BSS - Behaviour Support Services
- ❖ HI - Hearing impairment team
- ❖ VI - Visual impairment team
- ❖ Malachi (family support)

We also have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help secure their progress and engagement with learning. When Looked After Children attend our school, we do our utmost to ensure that they are successful and fulfil their potential. We work alongside the virtual school for Looked After Children, including those from different authorities, attending review meetings with social services, attending PEP or LAC review

meetings and maintaining a PEP for each child, including reviewing progress and tracking our expenditure.

7. What training are the staff supporting children with SEN had or are having?

Training for staff is continually being updated according to the needs of the pupils with SEN. This includes support in differentiation, managing medical needs and reviewing our dyslexia-friendly status. Our Educational Psychologist has trained a number of staff in precision teaching and other small group interventions which support social and emotional needs.

There are also staff with specialist training in:

- Reading support for SEN pupils
- Speech and Language
- Nurture
- Autism
- Dyslexia
- EAL
- Supporting early phonics
- Supporting children with Mental Health difficulties
- Attachment
- The SENCO has completed the required Masters level training for the National SENCO award.

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

- ❖ We are committed to giving all of our pupils every opportunity to reach their potential and try to ensure that there are no barriers to prevent this from happening. Before trips or residential visits, risk assessments are carried out and procedures are put in place to enable all children to participate in all activities.
- ❖ However, if it is deemed that an intensive level of 1:1 support is required, a meeting will be held to discuss how best to ensure the welfare of your child. Further advice may have to be sought to accommodate pupils on visits where pupils are accommodated overnight. Pupils' needs and well-being is paramount and will always inform our decision-making.

9. How accessible is the school environment?

- ❖ Christ Church Primary School is a pathway school so ramps, a lift, a hearing loop and a disabled toilet are in place.
- ❖ The school also has an adjustable table for wheel chairs.
- ❖ There are wide doors in most parts of the building.
- ❖ There is an Access Policy which is updated every two years. This can be obtained from the school office.

10. How will Christ Church prepare and support my child when joining Christ Church or transferring to a new school?

Many strategies are in place to make the transition as smooth as possible, as detailed below.

Children entering Christ Church into Reception:

During the Summer Term prior to your child starting school:

- ❖ You will be invited to an induction meeting after school.
- ❖ You are invited to a 'Stay and Play' session with your child during school hours.
- ❖ You are invited to a 'Meet the Teacher' meeting, after school
- ❖ You and your child are invited to lunch.
- ❖ An information booklet will be given to you.
- ❖ An additional booklet with photographs and more specific details will be made for your child.
- ❖ Additional visits can be arranged for your child to visit the setting.
- ❖ Discussions between the Early Years setting, parents, Mrs Dawson (Head of Early Years) and Mrs Dunning (SENCO) will take place to ensure the difficulties your child has are shared. Outside agencies involved may also attend.

Children transferring to Christ Church from another school

- ❖ Parents and pupils are invited to visit the school.
- ❖ Meetings can be arranged with parents, class teachers and SENCO. Outside agencies and previous support workers can be invited to the meeting if feasible.
- ❖ Discussions between the SENCO of the previous setting will take place and all records are passed on.
- ❖ Any additional visits for you or your child can be arranged.
- ❖ An information booklet with photographs can be made for your child to observe before commencing at Christ Church.
- ❖ Any specialist equipment, provisions or resources may need to be put in place prior to commencement.
- ❖ Pastoral support will be put in place for the first week of admission. This is usually by Mrs Dunning (SENCO) to ensure your child has settled into school and made friends.

Pupils Transferring to Secondary School

- ❖ The SENCO of the receiving school is informed and all records are shared.
- ❖ The SENCO of the secondary school visits your child and class teacher here at Christ Church.
- ❖ Additional visits are made for your child to visit the Secondary School and meet key people. Children are given a map and shown round the school.
- ❖ Homework books are shown and explained together with all the abbreviations.
- ❖ Additional sessions are available for your child to ask questions.
- ❖ Your child attends a two day induction period with his peers.
- ❖ Any additional visits can be arranged.
- ❖ Photographs of the setting and of key people can be taken and put in a booklet for reference.

Pupils Transferring to Other Schools

- ❖ It is recommended that you and your child visit the new school and arrange to spend time there in their new class.
- ❖ Photographs can be taken of the new setting and new teacher for your child to refer to before starting the new school.
- ❖ All SEN records are passed on to the new school. Basic details are passed on the electronic system.
- ❖ Any specialised equipment or resources will need to be in place prior to commencing the new school.

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

- ❖ The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- ❖ The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- ❖ Resources may include deployment of staff depending on individual circumstances.

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

- ❖ These decisions are made in consultation with the class teacher, SENCO and Senior Leadership Team. Decisions are based on the termly tracking of your child's progress and as result of assessments by outside agencies.
- ❖ If further concerns are identified due to lack of progress or well-being, then further intervention may be put in place.

13. How will I be involved in discussions about the planning of my child's needs?

- ❖ Opportunities to discuss the planning of your child's needs with the class teacher at parents' evening or other appointments
- ❖ Opportunities to discuss the planning of your child's needs may be referred to Mrs Dunning (SENCO) or to outside agencies.
- ❖ Parental views are an important part of the review meetings and possible suggestions could be incorporated into your child's Individual Educational Plan (IEP)
- ❖ The views of your child are paramount and will be taken into account when planning the next steps in supporting their learning. Pupils are consulted about their targets, their likes and dislikes in school and ways in which they believe they can be supported to achieve greater progress and personal development.

14. Who can I contact for further information?

- ❖ If you wish to discuss your child's special educational needs or matters relating to behaviour please contact the school office (01543 227 210) to arrange a meeting with Mrs Dunning.

Written by: Emily Dunning – Deputy Head/SENCO

Date: November 2018

Review: November 2018

Approved by Governors: _____

Review: _____