



SEND Information Report **Christ Church CE (c) Primary School**

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Name of Assistant Head Teacher for Inclusion and SENCO: Lorna Pennock - contact can be made via the school office - 01543 227 210
SEN link governor: Rev. Jan Waterfield– contact via the school office – 01543 227 210
Pupil Premium, LAC , Mind and Malachi: Julie Pilmore– contact made 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 areas 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 scaffolded 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 support?

At Christ Church, children can be identified as needing extra support in a variety of ways. Class teachers and senior leaders have ongoing discussions about the progress of all pupils to ensure that all children's learning needs are met. We have rigorous ongoing teacher assessments and termly pupil progress



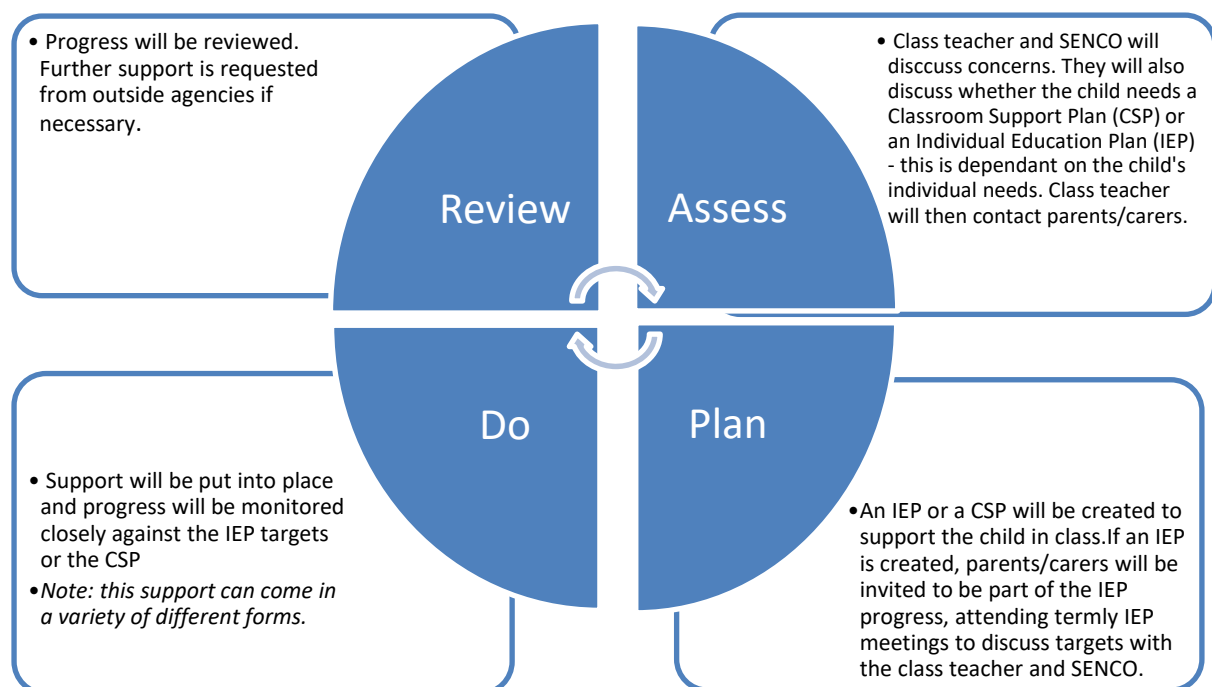
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meetings with the leadership team to identify those pupils making less than expected progress. If progress continues to be a concern, despite high quality teaching in the classroom, adapted and scaffolded to meet the needs of individual pupils, the class teacher will raise concerns during pupil progress meetings or in a meeting with a senior leader. A discussion will be had about what additional intervention can be put into place to support the child. Once agreed, this additional support will be provided through small group intervention. The intervention will be monitored and changed where necessary, on a half termly basis. However, we know that some children have more individual or specific learning needs and so therefore require further support which is ongoing.

At Christ Church, we use a variety of ways to identify whether or not a child may be identified as having special educational needs. **We will take into consideration:**

- If there is a lack of progress despite clear adaptation and scaffolding of the learning within the lessons.
- If children are achieving below age-related expectations at the end of the year.
- If a concern is raised regarding behaviours, self-esteem, concentration or attitude and extra support is required to help improve this.
- If there is a change in the pupil's behaviours or progress.
- If external agencies raise concerns.
- If a health diagnosis is received from a paediatrician

In the case of one or more of the above, the class teacher will have a discussion with the SENCO about next steps going forward. A discussion with parents/carers and the class teachers will then be initiated and a four-part cycle, known as the graduated approach, begins – Assess, Plan, Do, Review.





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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 is required.

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

What are Individual Education Plans and Classroom Support Plans?

At Christ Church, if we identify that a child needs extra help for an ongoing period of time, we document the support that they receive. This can be documented in two different ways:

1. A Classroom Support Plan

Classroom Support Plans (CSP) are used when a child has a specific learning need/s which require specific classroom adaptations. These adaptations allow them to make progress in line with year group expectations e.g. they have a dyslexia diagnosis and therefore they require specialist equipment or support in the classroom to be successful such as a coloured overlay, pencil grips, hearing loop. The CSP's are reviewed across the year, with changes being made where necessary by the class teacher/SENCO. These changes will be communicated to parents/carers where necessary.

2. An Individual Education Plan

Individual Education Plans (IEP) are put into place when a child's progress continues to be a concern. These children require learning to be broken down into smaller steps as they are not meeting year group expectations in an area of the curriculum, despite high quality first classroom teaching. These are put into place in consultation with class teachers, the SENCO and parents/carers. Individual Education Plans are written during termly IEP meetings which are held with class teachers, the SENCO and parents/carers present. During these meetings, up to 3 targets are set and reviewed to support the child in their learning.

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 best placed to discuss your concerns and to identify the next steps in supporting your child as they know your child the best in school.
- If you require further support after speaking with your child's class teacher, the class teacher will have a discussion with the SENCOs, Amy Stafford and Lorna Pennock. A further meeting with parents/carers and class teachers may then be had. We pride ourselves on listening to and building positive relationships with our parents/carers. Once this has taken place, school will then decide what appropriate next steps need to be taken.

2. How will Christ Church support my child?

- High quality teaching will ensure the work in class is adapted to meet your child's needs.
- Any additional support in class may be from your child's class teacher, teaching assistant or intervention teacher/tutor.
- Your child may be placed in a small intervention group for specific areas of learning e.g. spelling, handwriting, and English or maths. Again, this may be led by your child's class teacher, a teaching assistant or intervention teacher/tutor.



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- The interventions will be reviewed half termly though the duration of the intervention may vary according to the needs of the child.

For children with IEPs:

- Intervention for children who have IEPs, will be decided upon through discussions with class teachers and the SENCO, and following the response of assess, plan, do, review.
- IEP reviews will inform the effectiveness of the provision and also inform future planning.
- Occasionally a pupil may need more specialist 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.

For children with CSPs:

- Intervention or specific resources needed for children who have CSPs, will be decided upon through discussions with class teachers and SENCO.
- CSPs' will be monitored throughout the year and changes made if necessary.

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

- In order for SEN pupils or pupils with more learning needs to access the curriculum, the class teacher will adapt the work and put things into place to scaffold the learning e.g. specific learning resources for the child to use. Class teachers will consider the needs of all pupils in their class and will ensure that they have equal access to the curriculum.
- If appropriate, specialist equipment may be given to your child e.g. reading overlays, special scissors, pencil grips etc.

3b. What are IEP meetings and how do these work?

- IEP meetings are held every term with your child's class teacher, parents/carers and the SENCO/s.
- Your child's learning and progress will be discussed during the meeting.
- Your child will have up to 3 targets to work towards over the term. These are set by your child's class teacher, according to their learning needs.
- The targets on your child's Individual Education Plan (IEP) will be monitored by the class teacher regularly. Our SENCOs will also monitor this on a termly basis and one of them will be present during the IEP meetings.
- During the IEP meeting, there will be an opportunity for you to give your views on your child's progress towards their target. This is recorded on the IEP.
- The final copy of the IEP will be sent to parents/carers after the meeting for their records.

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

- Alongside the three IEP meetings over the year, you will also be able to discuss your child's progress at the two Parents' Evenings held in the autumn and spring term. At these meetings, class teachers share next steps in learning and discuss ways parents and carers can support their child's learning at home. The Assistant Head Teacher for Inclusion will also be available during



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Parents' Evening, if you wish to discuss any concerns or you have any questions regarding your child's progress. There is also an informal parents' open evening in the summer term.

- In addition to this, progress reports are sent home in the autumn and spring term (in half terms where there isn't a Parents' Evening) to inform you of your child's progress and current targets, and an end of year report is sent home in July. At the end of the summer term, your child will receive their end of year report, which will detail the progress they have made and their achievement against national age-related expectations. Your child's class teacher is always available to discuss this report with parents/carers.
- If you have any concerns at any time during the year, you can arrange a meeting with your child's class teacher.

4b. How do I know whether my child requires an Education Health Care Plan (EHCP) as their learning needs, even with appropriate intervention, are not being met and they are not making progress?

- If an EHCP is necessary, the SENCO will create an application following consultation with the pupil, class teacher, parents/carers and external agencies. The process for this application is set out in the Code of Practice (chapter 9).
- There are a set of thresholds which schools use as guidance when making EHCP applications. These thresholds are not set by school. School will use these thresholds to guide discussions with parents/carers about EHCP application requests. School can offer advice to parents/carers as to whether they believe a child's needs qualify for these thresholds, supporting this with internal assessments where needed.
- Parents/carers also have the right to apply for an EHCP themselves, if they wish to do so. To find out more information about EHCPs and if your child might qualify, please use the following link [Staffordshire Connects | Threshold criteria](#)

4c. 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.
- Outside agencies may also suggest ways you could support your child.

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.
- Class teachers take responsibility for all pupils including the welfare of SEN pupils and are available to meet parents/carers to discuss ways in which we might support. It is greatly appreciated when parents/carers 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. class worship, 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.



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- We run regular nurture groups at lunchtimes and other times during the week, to address social and emotional issues and to provide pupils with support.
- Malachi (family support service) are available on request to work with pupils who require additional emotional support. Please contact Mrs Pilmore if you require further information.

5b. What if my child has medical needs?

- If your child has specific medical needs, a detailed Care Plan will be created.
- When a pupil requires an inhaler, parents/carers will be required to sign a form to allow the inhaler to be administered.
- Staff receive Epi-pen training which is regularly updated.
- All teaching staff have had first aid training. Some staff have also had Paediatric First Aid training. These include Mrs Deans, Mrs Brian, Mrs Larkins and Mrs Griffin (office staff), Mrs Burbridge (senior lunchtime supervisor) and two members of the Early Years team, Mrs Gough and Miss Pope.
- All teachers have received asthma training and Epi-Pen 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
- Independent SEN support advisor
- EP – Educational Psychologist
- Child protection advisors at First Response
- Family support workers
- AOT - Autism Outreach Team
- CAMHS – Child & Adolescent Mental Health Service
- SaLT – Speech and Language Therapist
- OT – Occupational Therapist
- Children's 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)
- Action for Children

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



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PEP for each child, including reviewing progress and tracking our expenditure. Mrs Pilmore leads the PEP meetings in school.

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

Training for staff is updated according to the needs of the pupils with SEN. This includes support in adapting the learning and scaffolding. Courses are used to develop a greater understanding of different learning difficulties and managing medical needs. Across the school, staff have received training in:

- Reading support for SEN pupils
- Speech and Language
- Nurture
- Autism
- Specific Learning Needs
- Supporting phonics
- Supporting children with Mental Health difficulties
- Attachment
- Our school meets the requirement for the SENCO completing 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:



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- 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 book a phone call with a member of the EYFS team.
- An information booklet will be given to you.
- Additional visits can be arranged for your child to visit the setting if they have a specific learning need.
- Further discussions between the Early Years setting, parent/carers, our Reception staff, our SENCOs and other leaders in school can be arranged if necessary to ensure the difficulties your child has, are shared. Outside agencies involved may also attend.

Children transferring to Christ Church from another school

- Parents/carers and pupils are invited to visit the school.
- Meetings can be arranged with parents/carers and class teachers. 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 specialist equipment, provisions or resources may need to be put in place prior to commencing.
- Pastoral support will be put in place for the first week of admission 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 may visit your child and class teacher at Christ Church.
- Additional visits are made for your child to visit the secondary school and meet key people. During this visit, children are given a map and shown round the school.
- Additional sessions are available for your child to ask questions.
- Your child attends a two-day induction period with their peers.

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 via the electronic system.
- Any specialised equipment or resources will need to be in place prior to commencing the new school.

Pupils transitioning into a new year group

- Your child's current class teacher will meet with your child's new class teacher to exchange information about all the children in the class.



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- For pupils on the Special Needs Register or with a CSP, your child's current class teacher will create an SEN passport, detailing specific information about your child and how the new teacher can effectively support them in their new year group. This will then be shared with their new class teacher.
- Summary SEN passports and care plans are easily accessible in every classroom to inform any staff working with vulnerable pupils.

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. Children on the SEN register are not entitled to a specific amount of funding nor a specific amount of support. School will look closely at what support individual children require and allocate this where possible.
- 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 school in consultation with the class teacher, SENCO and Senior Leadership Team. Decisions are based on the termly tracking of your child's progress and can also be a result of assessments carried out 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 such as IEPs.
- Parental views are an important part of the review meetings and possible suggestions could be incorporated into your child's Individual Educational Plan (IEP) or Classroom Support Plan, where appropriate.
- The views of your child are paramount and will be considered 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 an initial meeting with your child's class teacher.