

**Christ Church**  
**Church of England Primary School**

## **Special Educational Needs and Disabilities (SEND) Information Report**

Christ Church CofE Primary School is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally.

The SEND Information Report shows our implementation of the governing body's policy for pupils with SEND. We publish the report on our school website (<https://www.christchurchprimary.org.uk/web>) and ensure it is updated annually or in a timely manner post any updated changes throughout the year.

In addition, our SEND Information Report lets you understand how we support pupils with SEND.

We consult with pupils and their families on our SEND Information Report by:

- Requesting feedback through parent questionnaire on an annual basis
- Asking for parental feedback and survey response at SEND review meetings
- Asking our pupils to feedback as part of their SEND review meetings

In addition to our SEND Information Report, related school policies available on our website include:

- Discipline and Behaviour Policy
- Child Protection Policy
- Managing Medication Policy
- SEND Policy

### **Identification of SEND at Christ Church Primary School**

As a parent you have a vital role in supporting your child's school life; home and school working together has been proved to be crucial to success. At Christ Church we believe it is the prime responsibility of all teachers, as well as teaching staff, support staff, Inclusion Leader, Speech and Language Leader, Headteacher, Governors and parents to ensure all our children are making sufficient progress.

Children may be identified as having a Special Educational Need through a variety of ways including:

- Response to day-to-day classroom work and routines
- Concerns raised by parents/carers
- Concerns raised by staff
- Analysis of data

- Pupil progress meetings
- Senior Leadership Team (SLT) meetings
- Standardised screening and assessment tests
- Liaison with external agencies
- Observations in class, around the school/playground
- Liaison with previous setting

We rigorously assess and monitor the development of all children from their individual starting points to ensure they are making appropriate and expected progress. In instances where a child does not make expected progress, they may benefit from a differentiated curriculum and where appropriate, a targeted support approach. Intervention strategies are reviewed at least termly and provided the measures used have achieved the targeted impact, they cease and monitoring will continue. In instances where the intervention strategy has not been effective, an alternative intervention may be introduced. In instances where intervention strategies do not achieve the desired impact, a referral may be made to one or more external agencies for guidance and support in constructing individualised learning programmes for the child.

The other people / agencies and teams providing services to children with a SEND in school include:

- The Language and Communication Team
- Statutory Assessment and Review Service
- Child and Adolescent Mental Health Services (CAMHS)
- Sensory impairment team
- Speech and Language Team (SALT)
- Speech Therapy Team
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Educational Psychologists
- Physiotherapists
- Dyslexia Team
- Occupational Therapists
- School Nurses
- Dietician
- Silverdale Outreach Team
- Special Educational Needs and Disabilities Information Advice Support

### Service (SENDIASS) **Child's Voice**

Children identified with SEND are involved and supported in their education through:

- Continuous discussion with individual children about their personal provision plans, learning and how they are feeling
- Creation of Personal Provision Plans (PPP's) where children have a chance to voice their views
  - Discussion with the children before reviews meetings about their likes and dislikes, what they see as their strengths and areas for development, if appropriate, which is recorded as a pupil passport
- 1:1 discussion at their instigation or that of staff

## Supporting your Child

At Christ Church, support is offered in a graduated approach, taking the form of a four-part cycle, assess – plan – do – review. We recognise that high quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. This Quality First Teaching for your child means:

- High expectations for your child and all pupils in a class
- All teaching is based on the underpinnings of what your child already knows to progress learning to the next steps
- Having a thorough understanding of what your child can do and what they understand
- Various styles of teaching are adopted so that your child's learning needs are met
- Specific strategies may be in place to support your child to learn
- This differentiation may involve modifying learning objectives, teaching styles and access strategies

If following appropriate teacher assessments a child does not make satisfactory progress, (as outlined in the SEND Code of Practice (2015),) the class teacher, in liaison with the Inclusion Leader, will invite the child's parents to an early identification of support meeting.

We will let families know about any concerns about a pupil's learning by:

- Meeting with parents/carers when a child is first admitted to school regarding any existing needs or concerns
- Initiating an early support meeting to highlight the areas of concern when a child is not progressing in line with the SEND Code of Practice suggested definitions
- Review meetings with families, school staff and multi-agency professionals involved in meeting the needs of the child

When a pupil is identified as having SEND, we support their development and progress by:

- Planning short term targets to work on at home and school

Reviewing progress regularly and consulting parents

- In agreement with parents, liaising with other professionals to gain assessments /advice on the most appropriate support for a child
- Ensuring appropriate support either in class / 1:1 / small groups, engaging where possible and appropriate to the needs of the child
- Creating a PPP to map the child's needs and the support to be offered to them
- Identification of resources to support pupils
- Planned intervention in basic skills in literacy / numeracy / social skills
- 1:1 or group intervention in school with a teaching assistant or teacher
- Tracking pupil achievement and progress during intervention via an online tracking system
- Involvement from our Care, Guidance and Support Leader if required
- Involvement / advice from outside agencies
- Robust transition support and planning

## **SEND Support**

The SEND Code of Practice (2015) suggests SEND support means that your child has been identified as needing some extra support above that as identified through Quality First Teaching and receiving input from an external agency. There are three stages of SEND identified at King Edward. Children at SEND support have work differentiated to meet their needs. Children at SEND support plus are supported by or have the involvement of at least one another agency e.g. Speech and Language. Children who need further more intensive support may have an EHC in place.

## **Educational Health Care Plan (EHCP)**

The SEND Code of Practice (2015) suggests an EHCP may be issued for specified individual support. Your child will have been identified as needing a high level of individualised or small group support. Usually your child will also require specialist support from an external agency/agencies. For your child this would mean:

- A request to the Local Authority to carry out a statutory assessment of your child's needs; this will set out the amount of support that will be provided for your child
- After the Local Authority receive the request they will decide whether your child's needs warrant a statutory assessment
- If this is agreed they will ask you and all professionals involved to submit a report or information outlining your child's needs
- After the Local Authority receive this information they will decide whether your child's needs are complex enough to warrant additional support and funding to make a good level of progress
- If this is agreed they will write an EHCP (if this is not agreed they will ask school to continue to support your child at SEND support level)
- The EHCP will outline the desired outcomes from the support which is being put in place and which has been discussed through a school review and from paperwork and reports sent to the Local Authority as part of the assessment process
- The EHCP will have short and long term targets which will link with the school's termly PPP / targets for your child

## Areas of Need

We recognise that children with SEND may fall into one of the following categories which is noted as the child's primary area of need. We acknowledge that, more often than not, children with SEND may have a number of difficulties from two or more areas of need. We always strive to meet the needs of the whole child as outlined below.

Area of Need	Support Available in School
<p>Communication and Interaction Needs:</p> <ul style="list-style-type: none"><li>• Autistic Spectrum Disorders</li><li>• Speech, Language and Communication Needs</li><li>• Social communication difficulties</li></ul>	<ul style="list-style-type: none"><li>• Visual timetables</li><li>• Areas of low distraction</li><li>• Support / supervision at unstructured times of the day</li><li>• Social skills programme / support including strategies to enhance self-esteem</li><li>• Small group work to improve skills</li><li>• ICT to support learning where appropriate</li><li>• Strategies / programmes to support speech and language development</li><li>• Strategies to reduce anxiety / promote emotional wellbeing</li><li>• Access to Speech and Language Therapy Support Assistants</li><li>• Where appropriate we will use support and advice from other partners to meet the needs of pupils</li><li>• Planning, assessment and review</li><li>• Regularly work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil</li><li>• Teaching resources are routinely evaluated and modified to ensure they are accessible to all pupils</li><li>• Differentiated curriculum and resources</li><li>• The Inclusion Leader completes any necessary training in order to offer advice and guidance to staff about the needs of pupils</li><li>• All staff are entitled to access available necessary training in relation to best meet the needs of any pupil under their care</li></ul>

<p>Cognition and Learning Needs:</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties</li> <li>• Specific Learning Difficulties such as dyslexia, dyscalculia, dyspraxia</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to promote/develop literacy and numeracy</li> <li>• Provision to support access to the curriculum and to develop independent learning</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas e.g. reading skills groups etc</li> <li>• ICT reduce barriers to learning where possible</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to <ul style="list-style-type: none"> <li>• Planning, assessment and review</li> </ul> </li> <li>• Access to teaching and learning for pupils with SEND is monitored through the school's self-evaluation process <ul style="list-style-type: none"> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils</li> </ul> </li> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil</li> <li>• Differentiated curriculum and resources</li> </ul>
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	<ul style="list-style-type: none"> <li>• The SENDCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils</li> <li>• All staff are entitled to access available necessary training in relation to best meet the needs of any pupil under their care</li> </ul>
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<p>Social, Emotional and Mental Health:</p> <ul style="list-style-type: none"> <li>• Behaviour needs</li> <li>• Social needs</li> <li>• Mental health needs</li> <li>• Emotional health and wellbeing</li> <li>• Including (but not exclusive to): anxiety, depression, attention deficit disorder, attention deficit hyperactivity disorder, attachment disorder</li> </ul>	<ul style="list-style-type: none"> <li>• The school ethos values all pupils</li> <li>• Behaviour management systems encourage pupils to make positive decisions about behavioural choices</li> <li>• The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions <ul style="list-style-type: none"> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities</li> </ul> </li> <li>• The school provides effective pastoral care for all pupils</li> <li>• Our school Care, Guidance and Support Leader works sensitively one to one and in small groups with children who present as having SEMH needs</li> <li>• The school supports a zero tolerance on bullying</li> <li>• RSE sessions equip our children on the prevention of bullying, the various forms this can take and strategies on how to combat bullying</li> <li>• Support and advice is sought from outside agencies to support pupils, where appropriate <ul style="list-style-type: none"> <li>• Small group programmes are used to improve social skills and help them deal more effectively with stressful situations</li> <li>• Outdoor learning is used to offer a different approach to the curriculum</li> </ul> </li> <li>• The Inclusion Leader completes any necessary training in order to offer advice and guidance to staff about the needs of pupils</li> <li>• Information and support is available within school for behavioural, emotional and social needs <ul style="list-style-type: none"> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil, when appropriate</li> </ul> </li> <li>• All staff are entitled to access available necessary training in relation to best meet the needs of any pupil under their care</li> <li>• Staff have specific areas of expertise to support in times of crisis e.g. a member of staff and resources to support families with bereavement</li> </ul>
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<p>Sensory and Physical Needs:</p> <p>Hearing</p> <p>Visual</p>	<ul style="list-style-type: none"> <li>• Support and advice is sought from outside agencies to support pupils, where appropriate</li> <li>• ICT to increase access to the curriculum</li> <li>• Support to access the curriculum and to develop independent learning</li> <li>• Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs</li> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil</li> <li>• Access to medical interventions</li> </ul>
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	<ul style="list-style-type: none"> <li>• Access to programmes to support Occupational Therapy / Physiotherapy <ul style="list-style-type: none"> <li>• Support with personal care if and when needed</li> </ul> </li> <li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning <ul style="list-style-type: none"> <li>• Staff understand and apply the medicine administration policy</li> <li>• The SENDCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils</li> <li>• All staff are entitled to access available necessary training in relation to best meet the needs of any pupil under their care</li> <li>• The school has disabled toilets / facilities</li> </ul> </li> </ul>
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## Transition

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stage of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are leaving the school:

- Extra transition visits to the new setting where appropriate (both accompanied and unaccompanied by a member of our support staff)
  - Transfer information sheets
  - Transition booklets / transition aids e.g. photo books / videos when required
  - Meetings with prospective school teacher
  - Multi-agency meetings including parents / pupils and staff from both schools
  - Bespoke transition arrangements for individual children and families



- Headteacher and Early Years Foundation Stage (EYFS) leader proactively create bespoke transition arrangements for children moving into EYFS with additional needs or vulnerabilities e.g. attend SEND meetings, TAC meetings, additional visits for the child and family, observations of the child in their current setting
- New settings invited to participate in SEND reviews in the year prior to a transition to a new setting
  - New setting staff invited to meet, observe and/or work with the young person transferring to their setting
  - New setting staff invited to meet with the current staff working with the young person transferring to their setting and assessment information / pupil learning shared
- Continued involvement by the Inclusion Leader and Care, Guidance and Support Leader where beneficial during the first year for children in a new setting e.g. attending meetings
- Transfer of records, paper and electronic (Edukey/CPOMS) and records signed for to ensure safe delivery

## **Funding**

The schools Delegated SEND Funding ensures provision to provide appropriate support for pupils with SEND. We aim to support pupils initially through targeted early intervention. Funding is used to facilitate:

- Quality First Teaching
- Whole school inclusive practice
- Resources to support specific learning needs or disabilities
- Inclusion Leader role and Care, Guidance and Support Leader
- Specialist staff such as Literacy Learning Support Assistants
- Liaison with costed external agencies such as Educational Psychology
- Resources to support differentiation including IT
- Staff training (CPD)
- TA support of individual learners or group support

Individual learners may receive additional funding to address specific learning needs funded through an EHCP.

As a fully inclusive school, children with SEND including those under the care of the Local Authority will have access to the level of support they require. We recognise and will report back on the use of the additional funding these children receive.

## **Staff Training**

All staff have completed and will continue to receive ongoing training in SEND. A number of staff have additional knowledge, skills and experience in specific areas of SEND. These include:

- Dyslexia and Dyscalculia
- Working memory and processing
- Downs syndrome
- Autism Spectrum Disorder
- Attachment issues

- ADHD
- Speech and Language
- Makaton
- Physical difficulties
- Cystic fibrosis
- English as an Additional Language

Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.

### **Raising Concerns**

If you have any concerns about your child's SEND, their progress or the support you receive, we would ask that in the first instance, you come into school and discuss matters further with your child's class teacher and/or the SENDCO.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

### **Further Information**

For further information, support or advice parents can contact the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). Tel No: (0191) 6438317 / 6438313

For information on North Tyneside's Local Offer see our school website.