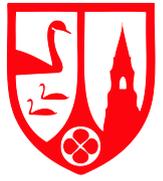




# CHRIST CHURCH C OF E (VA) PRIMARY SCHOOL AND NURSERY



## SEN Information Report

Children at Christ Church School are all closely monitored. The school has policies in place to ensure the graduated response to the identification and assessment of children falling behind age appropriate expectations.

### **1. How does Christ Church School know if my child needs extra help?**

The attainment and progress of all pupils is monitored frequently and consistently. Individual children's needs are identified by the school in different ways.

#### **We know when pupils need help if:**

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made in accordance with age related expectations usually identified through pupil progress meetings during the year
- There is a change in the pupil's behaviour or progress.
- Concerns are raised by external agencies (e.g. GP or school nurse)
- Information is provided from the previous setting (e.g. nursery)
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#### **What should I do if I think my child may have special educational needs?**

If you, as a parent, have concerns regarding your child then you should:

- Make an appointment to see the class teacher. Where appropriate the concern will then be shared with Special Educational Needs and Disabilities Co-ordinator (SENDCO). Further discussions may then take place between all relevant parties to determine the best way forward for your child.
- Come to the monthly drop in surgery with the SENDCO to discuss any issues and concerns to have about your child.

### **2. How will the school staff support my child?**

- Quality first teaching - providing high quality education on a daily basis for all children which includes adapting and differentiating the curriculum accordingly. It is the teacher's responsibility to provide for children with SEND in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs.
- Appropriate specialist equipment may be given to your child e.g. writing slopes, pencil grips, coloured overlays.
- Small group or one to one support from Learning Support Assistants - targeted interventions (e.g. following specialist advice such as when a child is on a speech and language programme.) Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching.
- The SENDCO provides advice, monitoring, and links with outside agencies. There is a school governor for SEND who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.
- All pupils are encouraged to take part in all areas of school life including events and visits off site arranged by the school.
- Specialist outside support where appropriate.



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- Close links with parents/carers.

### 3. How will I know how my child is doing?

High expectations of each child in their class coupled with skilled differentiation usually ensures that children are making at least expected progress and frequently higher than expected progress. However some children still require additional support in spite of this. Where a child requires additional support parents are informed and targeted intervention is put in place. This support is monitored closely by both class teacher and SENDCo and modified six weekly. Most interventions take place over 1 or 2 terms and progress is reported back to parents at parent consultations or more regularly if needed.

We support and involve parents in their child's learning both formally and informally. This may include:

- Open door policy where the teachers make themselves available after school for discussions face to face or on the telephone.
- Meeting with parents to discuss PSPs (Personal Support Plan) where appropriate.
- Parents consultations twice a year to fully discuss the needs of the child with the class teacher
- Target setting
- Annual reports
- Annual review meetings (where applicable)
- Support from SENDCO - Additional appointments can be made with the class teacher or the SENDCO via the school office.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

### 4. How will my child's needs be identified and the learning and development provision match their needs?

The method of identifying and allocating provision follows a graduated approach:

#### **Quality First Teaching**

Teaching and learning will be differentiated accordingly to suit the needs of individual children. This may include additional general support by the teacher or Learning Support Assistants in class. This will include regular assessments and evaluations of learning.

#### **Careful Planning**

Each child's education will be planned for by the class teacher as part of quality first teaching.

#### **Discussion with Children**

Regular meetings and discussion with children where appropriate. This may include behaviour plans, creation of pupil passports to aid transition, PSP target setting and review.

#### **Additional Need**

If a child's needs relate to more specific areas of learning then the child may be included in an intervention group. This may be led by the class teacher, learning support assistant or Key Stage leader. The length of time the intervention is run for varies according to need but will be monitored



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regularly. Interventions will be reviewed by the SENDCO to establish the effectiveness of the provision and to inform future planning.

## **Higher Needs**

If a pupil has higher level needs this may result in them being identified as requiring a PSP. The formulation of PSP will involve the teacher(s), parents/carers, child and where applicable other relevant professionals. This process will identify targets for the child and how they may be achieved.

## **Complex Needs**

If a pupil's needs are more complex a formal assessment for an educational, health and care plan may be undertaken.

A child may move between the levels of support, depending on their individual need.

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

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

The whole school follows a structured PSHE curriculum.

Whole school approach towards Values education through class lessons, assemblies and Family Forum discussion time.

All children given the opportunity to share and express their ideas, feelings and opinions in a secure environment.

Members of staff are available for pupils who wish to discuss issues and concerns.

Where it is deemed appropriate parents will be invited in to school to discuss concerns and plan for further support.

Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as counselling, CAMHS, the school nurse and the school family support worker.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. Individual health care plans are written for children with medical conditions and shared with all staff that work with the child including lunch time staff. There is a designated school nurse who works together with parents and staff to meet a child's health needs.

## **6. What training have the staff, supporting children with SEND had or are having?**

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues. Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children in their class.

All staff are trained in Safeguarding and most are also First Aid trained. There are two designated staff (DSPs) for safeguarding concerns (Mrs Vaughan and Mrs Devine).



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## **7. What specialist services and expertise are available at or accessed by the school?**

The SENDCo provides advice within the school. The school works closely with a variety of outside agencies to support the needs of children, please refer to the Local Offer for a comprehensive list such as the school has a Speech Therapist, Counsellor and school nurse to whom they can directly refer to.

## **8. How will the school help me to support my child in their learning?**

Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need. Children are set homework regularly each week (see homework policy) so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary.

The SENDCO may meet with you to discuss strategies on how to support your child with their specific needs.

Curriculum guides are displayed on the school website so that parents are informed which topics will be covered and a meeting is held for all parents at the beginning of each year. Parents are invited in to meet their child's new teacher informally after school and are invited to a class assembly twice a year, one of which will include a Join Me Learn session. In the Foundation Stage informative sessions for parents are held on all aspects of their child's education and continue throughout the key stages with phonics training for parents in KS1 and e safety training for parents in KS2. The Family Support Worker has access to a wide range of support from local agencies and services and is able to signpost parents effectively. Parent Forums are also held.

If outside agencies for example the Educational Psychologist have been involved suggestions and programmes of study are normally provided by them that can be used at home.

Parent Teacher and Child Consultations (PTCC) take place in the autumn and spring term and allow for discussion regarding ways to support your child.

If it is deemed appropriate by the class teacher for your child to have an PSP, then this discussion with parents will involve ways in which you can support your child at home.

## **9. How will my child and I be involved in making decisions about my child's education?**

At Christ Church School we believe in a child-centred approach. When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account, this may be through:

- Informal discussion with staff
- Teacher and child meetings
- Teacher and parent meetings
- Review meetings, including outside agencies where appropriate
- PSPs
- Pupil behaviour plans
- Working parents are able to telephone to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss.
- Parents are represented on the school governing body.
- There is also a very active PSA in school.



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

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. The aim is that all children with SEND are included on all school trips and when appropriate additional staff are deployed. Parents are consulted to ensure full participation and active engagement of all children. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

## 11. How accessible is the school environment?

All Hertfordshire schools comply with Equality Act 2010 and will make reasonable adjustments. Please refer to the school accessibility plan and equality scheme for more information.

## 12. Who can I contact for further information? Key Contacts:

- Headteacher - Mrs Vaughan 01920 462158
- SENDCO - Mrs Whitmore (acting)
- SEND Governor - Mrs Elizabeth Lincoln

## 13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school:

- The SENDCO will undertake a pre-visit where appropriate.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENDCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition planning meeting will take place with the new teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.

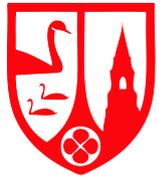
In Year 6:

The SENDCO will discuss the specific needs of your child with the SENDCO of the child's secondary school. Children participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Each child has the opportunity to take part in Crucial Crew (protective behaviour).

## 14. How will the school's resources be allocated and matched to children's special educational needs?



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- The school budget, received from Hertfordshire LA, includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.
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- The money is used to provide additional support or resources dependent on individual needs
- Resources may include deployment of staff depending upon individual circumstance.
- Exceptional Needs Funding, where appropriate, may be applied for in order to support the needs of individuals

### **15. How is the decision made about how much support my child will receive?**

Support is determined through consultation with parents, teaching and support staff, and relevant external agencies.

- The level of support will be constantly reviewed in order to identify when and where additional support may be needed
- Regular review meeting with professionals that may include the child where appropriate.
- Careful monitoring of support to ensure development of the child's independence.

### **16. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

Information about the Hertfordshire Local authority offer can be found at:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>