

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

SEN Information Report 2024-2025

Welcome to our SEND Information Report. Here you will find answers to many frequently asked questions relating to what we offer children in our school who have a special educational need or disability (SEND). It is reviewed annually with school staff, governors and families.

The SEND Code of Practice: 0-25 years, states that "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: □ Has a significantly greater difficulty in learning than the majority of other others of the same age, or □ Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

When Ofsted visited Christ Church (July 2023), they evaluated that: 'Leaders of special educational needs and/or disabilities (SEND) work with a wide range of external services to support pupils well. They have clear and established systems in place to identify pupils' additional needs accurately. Leaders engage parents in the target-setting and review process alongside their children. Appropriate support is put in place swiftly. For example, staff use appropriate targets and bespoke resources to meet pupils' needs effectively. This helps pupils with SEND to access learning alongside their peers and make good progress.'

1. How does the 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)

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 the Special Educational Needs Co-ordinator (SENCo). Further discussions may then take place between all relevant parties to determine the best way forward for your child.

2. How will school staff support my child?

The class teacher is responsible for all the children in their class including those with SEND. Learning is carefully planned and differentiated to cater for children with differing abilities. It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis. We have a number of interventions in place to support children with a variety of needs including speech and language, social emotional and mental health needs and specific learning difficulties. The SENCo may suggest the involvement of an outside specialist. Parents will be fully involved at every stage of the process. As a school we place great emphasis upon effective, regular training, learning from educational research and best practice. We know that the most important factor for all children, including those with SEND, is high quality teaching

and learning.

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 SENCo. 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 (Pupil Support Plan) where appropriate.
- Parent consultations twice a year to fully discuss the needs of the child with their class teacher.
- Target setting
- Annual reports
- Annual review meetings (where applicable)
- Support from SENCo - additional appointments can be made with the class teacher or the SENCo 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 the learning and development provision be matched to my child's 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, 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 regularly. Interventions will be reviewed by the SENCo 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 a 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 wellbeing?

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 and the Zones of Regulation programme.
- Whole school approach towards Christian values through class lessons, assemblies and Family Forum discussion time.
- All children are given the opportunity to share and express their ideas and concerns.
- Where it is deemed appropriate, parents will be invited into school to discuss concerns and plan for further support. In school we run a number of interventions to support pupil wellbeing.

When and if additional interventions are needed, our senior mental health lead is Liz Sinclair (SENCo) and she, along with other members of staff trained in mental health first aid, Drawing and Talking therapy or as an Emotional Literacy Support Assistant, can offer support.

We continue to work closely with and seek advice from a range of professional services and external agencies, including NHS, Rivers Education Support Centre, Educational Support for Medical Absence (ESMA) and other outreach agencies and SEND specialist Advice and Support from the Local Authority.

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.

6. What training have the staff, supporting children with SEN 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 SEN 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. The SENCo provides regular SEND updates and has close links with a local SEND cluster.

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 five designated people (DSPs) for safeguarding concerns (Mr. Getley, Mrs. Devine, Mrs. Sinclair, Mrs. Whitmore and Mrs. Croft).

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

Expertise and advice are shared within the school and facilitated by the SENCo. 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.

8. How will you help me to support my child's 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 SENCo 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 parents at the beginning of each year. Parents are invited to meet their child's new teacher informally after school and are invited to a class assembly twice a year. 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 various workshops and training available throughout the year.

If outside agencies for example the Speech and Language Therapist 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 a 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 and 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 (Individual Risk Reduction Plans)
- Annual review of needs for those children with an EHCP
- Working parents are able to telephone to arrange a teacher to call them back or email via the school office if there is a particular issue they wish to discuss. Or message their class teacher through Class Dojo.
- Parents are represented on the governing body
- There is also a very active PSA in school

10. How will my child be involved 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 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 can deal with them in a sensitive and appropriate manner.

11. How accessible is the school environment?

The school tries to ensure that the site is accessible to all. We have ramps for access to certain areas of the school and there are disabled toilet facilities. Key markings feature visibly around the school for visually impaired students, parents or visitors and relevant policies are on our website.

12. Who can I contact for further information?

In the first instance always contact your child's class teacher.

Key contacts:

- Head teacher - Mr. Getley 01920 462158
- SENCo - Mrs. Sinclair - senco@christchurch.herts.sch.uk
- SEN Governor - Mrs. Jacqueline Matthews

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 SEN and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school:

The SENCo and/or class teacher will undertake a pre-visit where appropriate.

- Your child will be able to visit the school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCo 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 SENCo 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 addition, in Year 6:

The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. Children participate in focused learning relating to aspects of the transition, to support their understanding of the changes ahead.

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

The budget for SEN is decided by the Head teacher and Governing body. Within the budgetary constraints, support is allocated according to the level of need. In exceptional circumstances additional funding can be applied for (Local Higher Needs Funding) for individual children. For children with an EHCP, these are moderated and banded as part of Hertfordshire's SEND model.

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 meetings 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 about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care plans. The Hertfordshire Local Offer can be accessed on the following link: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Reviewed September 2024