



Christ Church Primary School Special Educational Needs and Disability (SEND) Information Report/Policy

At Christ Church through our ethos of aspire, celebrate and learn we all work together to provide a stimulating and purposeful learning environment. We pursue excellence through a well-resourced environment and an enthusiastic, committed staff. Above all we believe that in order to achieve the best for your child, it is essential that we work closely in partnership with you and your children to support them throughout their time at Christ Church. Quality teaching is essential; however, for some children there are occasions when further additional support may be needed to help them achieve their target.

Definition of SEND:

A pupil has SEN where there learning difficulties or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Special Educational needs and disability provision can be considered under four broad areas:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Mental and Emotional Health*
- *Sensory and or Physical*

This document details our schools local offer and outlines information regarding Special Educational Needs at Christ Church Primary School.

General Information/Frequently Asked Questions:

What should I do if I think my child has Special Educational Needs or Disability?

If you have any concerns regarding any aspect of your child's development, please speak initially to your child's class teacher. Further discussions with the school SENCO and/or a senior leader in school may then be arranged, depending on the nature of the concern. If you have a concern related to a medical, health issue or would like some general parenting advice, then you may also wish to speak to our child and family support worker. Depending on the nature of a concern, referrals to other agencies may be made to identify the best way forward to support your child.



What is the school ethos/approach to SEN and Disability?

All staff at Christchurch believe in the importance of valuing difference and individuality fully supporting an inclusive approach to education. We believe in supporting children of all ability levels setting high expectations for every pupil whatever their prior attainment. We aim to have a fully inclusive curriculum, with pupils supported and challenged to achieve highly and make good progress in all areas. Pupil progress is tracked very carefully on entry and throughout the school. Early identification of any problem helps to ensure that appropriate support and interventions are put in place, so that all learners are able to access education at an appropriate level.

How will I know how my child is doing at school?

The school views parents as partners in their child's education. We aim to involve parents in their child's learning wherever possible. Parents are invited to attend parent meetings in the autumn, spring and summer terms, where targets are shared and progress is discussed. Parents receive a detailed report on their child's progress in the spring term and they can request to discuss this further if they wish to do so. Those children who have Special Educational Needs will have a 'My Support Plan' outlining specific needs and support along with short term targets which will be discussed with parents at the scheduled parents meetings or a separate meeting may be arranged. Children who have an Education Health Care Plan (In Wiltshire this is known as a 'My Plan') will have both an Annual and Mid-term person centred review meetings. At these meetings parents, other professionals, school staff and the child will be involved in discussions about reviewing progress and participate in the identification of new targets and actions as well as long term goals.

How do school involve children and young people in their education and in the decision making process?

On a day to day basis children respond to assessments and are part of the plans for their learning. For all children with SEND they are involved in setting their own targets for development, where this is appropriate. Children are involved when My Plans/My Support plans are reviewed and their ideas and aims are taken into consideration when any new plans are written. The school encourages pupils to share any concerns they have and to discuss any wishes they have to support their development and learning.



How will Christ Church School know if my child has SEN?

The school will assess each child's current level of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already had identified Special Educational Needs then this information will be transferred to the school during transition meetings prior to the official start date.

The school uses a graduated approach of Assess/Plan/Do and Review cycle to monitor the progress of individual children and identify any areas where a child is not progressing satisfactorily. If concerns are identified the teacher may implement appropriate small group interventions, adapt teaching techniques or they may seek advice from the school SENCO to consider what else might be done to further support the child. The school will use the Wiltshire Indicators and Provision document (WIPD) to track progress and set new targets which will be reviewed after a minimum of two terms.

If, despite intervention, the child continues to make less than expected progress and requires help over and above that which is normally available within the particular class or subject then at this point the child may be considered as 'SEN Support'. At this level more targeted support may be required such as 1-1 interventions with SEN learning support assistants. After a minimum of two terms progress will be reviewed using the Assess/Plan/Do/Review cycle and the next steps will be planned using the Wiltshire Indicators and provision document.

If after continual monitoring and reviews at 'SEN Support' the child continues to make less than expected progress then with agreement both school and parents can request an Educational Health Care Assessment (EHCP). At this point the school will contact the local Council who will provide a lead SEN worker to work with both the school and parents to advise and support the application process. The application must detail information about the child's progress over time and will also need evidence based documentation in relation to the child's SEND and any action taken to deal with those needs, including any resources or special arrangements put in place. This evidence may include Wiltshire's Indicators and Provision document, a number of reviewed 'MY Support Plans', reports from outside agencies such as educational psychologist, medical professionals, paediatricians or specialist teachers. The views of both parent/carers and the child will also be included in the application process.

The local Authority will then consider if the child's Special Educational Needs or Disability call for Special provision that cannot be reasonably provided within the resources normally available to mainstream schools. If this is the case then after a consultation period with parents the Local Authority will issue the child with an Education Health Care plan which will outline the child's needs along with short term targets. At Christ Church Educational Health Care Plans (EHCP) will be reviewed twice a year. This will happen through a person centred review meeting where targets will be reviewed and a new plan implemented.



What Information will a My Support Plan Include?

My Support Plans will include both the child's and parent's views about what is working and what is not working. It will highlight strengths and areas of need giving a balanced view of the child. Any reports from other professionals relevant to the child's needs will be documented along with next steps. A 'One Page Profile' completed by the child will be included giving an overview of the child's likes dislikes, who is best to support them, what is important to them along with their hopes and dreams for the future. For a full copy of a 'My Support Plan' go to:

www.wiltshirelocaloffer.org.uk (Guidance/useful documents)

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

The school monitors pupil's well-being carefully and plans to support pupils and their families in the best interest of each child. We have an inclusion team which meet every fortnight to discuss the needs of any child which may have been raised as a concern by staff members, parents or the child themselves. A plan of support is then discussed and fed back to all concerned.

Inclusion Team: Neil Baker (Head Teacher), Helen Rutt (Interim Deputy Head), Abigail Smith (Child and Family Support Worker) and Nicola Waylen (SENCO).

Abigail Smith is our child and family support worker who works with both children and parents to give advice and support. This may involve working with parents and children. Depending on the nature of a concern, referrals to other agencies may be made to identify the best way forward to support your child.

How will Christ Church allocate resources to support my child's needs?

School funding is used to purchase pencils to pensions. From the money allocated by the Local Authority money is allocated to support SEN. Specific SEN comes from a high needs funding stream. The senior management team discuss all information they have about SEN in the school and decide what resources/training and support is needed. SEN funding is usually allocated to employ staff as well as buy resources and equipment. Allocation is based on balancing individual needs alongside economies of scale. Some resources and needs can be pooled whilst others will be on an individual basis. Decisions on allocation are usually made at the Inclusion team meeting or at the pupil review meetings.



What is Pupil Premium and how does this relate to SEN?

The Pupil Premium is a source of additional funding which is passed straight to schools with the aim of addressing the current underlying inequalities between children eligible for free school meals and their peers. It is for schools to decide how to use it as the Government believes that schools are best placed to do so. We are required to report how it has been used for the last school year and how we intend to use it during the current school year. At Christ Church funding is not seen as an individual pupil purse. After detailed analysis of the children who are entitled to receive pupil premium funding is then distributed according to need and principles of best value. Further details of how pupil premium is spent at Christ Church is available on our school website:

www.christchurch.wilts.sch.uk/school/pupil-premium

How does Christ Church School support pupils with SEN during transition?

Induction for all Early Years children will start in the summer term before their September start. Parents are invited to an initial induction information meeting in the May before their children start school. In the summer term prior to starting the foundation teachers will carry out Nursery/Pre-school visits to meet the children and discuss any specific needs with the Nursery/Pre-school staff. In September there is a gradual transition into full-time school. In the first week of term the foundation staff will carry out home visits to discuss any specific requirements or additional needs with parents. All foundation children start in week two. Each parent is given an induction pack which will outline specific starting dates and times for that academic year. Please see induction pack for specific timetable. (Available from the school office)

When children move between year groups the whole school has a transition day when all children spend the day with their new teacher. All information regarding both progress and any additional needs are passed on to the new teacher. Additional transition meetings may be arranged by the SENCO if required. All year six pupils move to their secondary school on transition day and additional visits can be arranged if required. All children with EHCP will have a transition meeting both in years 5 and 6 as part of the annual review process. Secondary staff are invited to attend both these meetings to discuss transfer arrangements.



What is the role of the school governing body with regard to SEND?

The school Governing Body has a responsibility to ensure that the SEND policy and procedures are adhered to. They are responsible for reporting to parents/carers on the implementation of the policy. They must have regard for the Code of Practice when carrying out their duties towards all pupils with Special Educational Needs. The school has a named Governor responsible for SEND who has detailed and specific responsibilities. These are to challenge and support around its principles and implementation.

What is the role of the Head Teacher with regard to SEND?

The Head Teacher's responsibilities include:

- the day to day management of all aspects of the school, including the SEN provision, safeguarding and welfare
- Designated DSL
- keeping the Governing body well informed about SEN in the school
- working closely with the SENCo and Inclusion Team
- ensuring that parents/carers are informed if SEN provision has been made for their child
- ensuring that the school has clear and flexible strategies for working with parents/carers, and ensuring that these strategies encourage involvement in their child's education.



What is the role of the Class Teacher with regard to SEND?

The Class Teacher's responsibilities include:

- To be aware of the schools procedures for the identification and assessment of pupils with SEND.
- To monitor and review the child's progress and make initial assessments of the child's needs, liaising with others concerned.
- To keep an up to date record of child's needs and provision.
- To work with the child on a daily basis to plan and manage interventions.
- To liaise closely with the SENCo
- To work in partnership with Learning Support Assistants (LSA) to support children.

What is the role of the SENCO at Christ Church?

As outlines in the SEND code of practice 2014 the SENCO must be a qualified teacher working at the school and must have achieved the National Award in Special Educational Needs Co-ordination within three years of appointment. The key responsibilities of the SENCO include:

- Overseeing the day to day operation of the schools SEND Information Report
- Supporting Teachers in monitoring and co-ordinating provision for children with SEND
- Advising on a graduated approach to providing SEND support
- Liaising with parents of pupils with SEND as required in conjunction with the class teacher and Child and Family Support Worker
- Overseeing and maintaining specific resources for SEND
- Liaising with external agencies including the LA's support and educational psychology service, health and social care and voluntary bodies.
- Informing staff who are new to the school of the schools policies and procedures with regard to SEND.
- Ensure that the school keeps the records of all pupils with SEND up to date.
- Liaising with additional or alternative providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Attending Inclusion Team meetings.



How Accessible is Christ Church School and are there any specialist facilities?

As a school we are happy to discuss individual access requirements. Facilities that we have at present are:

- Ramps to both Key Stage 1 building, Key Stage 2 building and year six block
- 1 disabled toilet in the KS1 building, 1 in the KS2 building and 1 in year six block
- Wide doors in some parts of the building

Specialist Facilities Include:

- Inclusion Team
- Learning lodge - 1-1 support room with SEND trained LSA's
- Emotional Literacy/Nurture room (Trained ELSA LSA Support)



What are the Admission Arrangements for children with SEND at Christ Church School?

Our admissions policy is the agreed Wiltshire Policy. Whilst every effort is made to make a place available for your child in our school, there is a limit on the number of children we can take. Each year group has two classes with a maximum of 30 in each class, a figure that is set by the LA and agreed with the Governors and Head Teacher. If the number of children wanting a place is below the set figure, all will be admitted. There may, however, come a point when there are too many children of that year group for them all to be given a place. If this should happen the LA will give priority to children according to their own admissions criteria, which is detailed below:

- ‘Vulnerable Children’ which includes ‘Looked after Children’, children from families registered with the National Asylum Support Service and children with a severe medical condition.
- In-area siblings (including step, half and foster siblings) where an older sibling is on roll at the school already and not in their final year at the school as well as living within the designated area at the same address as the older sibling.
- Other in area children – those children who live within the designated area of the school but do not have siblings at the school.
- Children who live outside the school’s designated area but have an older sibling at the school, who lives at the same address.
- Any other child for whom none of the above criteria apply

If, having considered your case carefully, the LA is unable to offer your child a place at Christ Church, you have the right to appeal.

If a child is transferring into the school with a statement, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.



School Contacts:

Neil Baker –Head Teacher/DSL – admin@christchurch.wilts.sch.uk

Claire Hann-Perkins – Deputy Head - admin@christchurch.wilts.sch.uk

Nicola Waylen – SENCO - senco@christchurch.wilts.sch.uk

Abigail Smith –Child and Family Support Worker – abigail.smith@christchurch.wilts.sch.uk

Chair of Governors – Ms Amy Laird admin@christchurch.wilts.sch.uk

SEND Governor – Sue Smith Airey admin@christchurch.wilts.sch.uk

Safeguarding Governor – Revd. Anne Keating admin@christchurch.wilts.sch.uk

Lead SEND Workers Wiltshire County Council – Elizabeth Miller/ Karen McColden

If you wish to make an appointment with any of the above please phone the school office on 01225 863444.

School Nursing Team – 01225 711431 (Trowbridge Hospital)



Where can I find out about information about Local Authority provision for children and young people with SEN?

Wiltshire County Councils Local Offer

The Local Offer provides information and guidance on services for children and young people, aged 0-25, with Special Educational Needs and/or Disabilities (SEND). This website contains information about education, health, social care, preparing for adulthood and leisure. For more Information contact:

www.wiltshirelocaloffer.org.uk

Wiltshire Parent Carer Council

An independent, voluntary organisation which is managed and run by parent carers, for parent carers. They provide a consultation and participation service which enables parents to have a voice about services and support their children and families use. For more information contact:

www.wiltshireparentcarercouncil.co.uk

01225 764647 or admin@wiltspcc.co.uk

How should complaints regarding SEN provision be made and how will they be dealt with?

If parents/carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCo and/or Head teacher. If the matter remains unresolved the school's Complaints Procedure should be followed which is available on the school website.



Needs Specific Information: Summary of Provision at Christ Church Primary School

<u>How does Christ Church School.....</u>	<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health</u>	<u>Sensory and/or Physical</u>
<p>Identify Needs</p>	<p>Information from parents, pre-school.</p> <p>Monitoring of related areas in EYFS</p> <p>Formative teacher assessment within class</p> <p>Summative assessment</p> <p>Baseline assessments on entry to school</p> <p>Classroom Observation</p> <p>Rag Sheets</p> <p>Boxhall Profile</p> <p>Wiltshire Indicators and Provision document.</p>	<p>Information from parents, pre-school or Health Visitor.</p> <p>Information from Speech and Language therapist following referrals in or out of school.</p> <p>Observation of social skills</p> <p>Classroom Observation</p> <p>Rag Sheets</p>	<p>Information from parents or child/young person</p> <p>Monitoring of related areas in EYFS</p> <p>Observation in class, playtimes and lunchtimes</p> <p>Behaviour logs, changes in attitude etc.</p> <p>Boxhall Profile</p> <p>Rag Sheets</p> <p>Parent drop in sessions</p> <p>Referrals from Social Care</p> <p>Thrive Assessments through Behaviour Support.</p>	<p>Information from parents/school nurse</p> <p>Age related checks e.g. vision/hearing</p> <p>Observation in P.E and playtime</p> <p>Occupational Therapists and Physio Therapist following referrals in and out of school.</p>
<p>Assess whether a child/young person has SEN</p>	<p>Discussion with parent/class teacher and SENCO</p> <p>Diagnostic test linked to specific areas of needs e.g. Vernon spelling, Salford spelling</p> <p>Wiltshire’s indicators and provision document (WIPD)</p> <p>Assessment by external agencies</p>	<p>Discussion with parent/class teacher and SENCO</p> <p>Assessment from Speech and Language Therapist.</p> <p>Wiltshire’s indicators and provision document (WIPD)</p>	<p>Discussion with parent/class teacher and SENCO</p> <p>External Agency Assessments</p> <p>Wiltshire’s indicators and provision document (WIPD)</p> <p>Boxhall Profile</p> <p>School Nurse Clinics</p>	<p>Discussion with parent/class teacher and SENCO</p> <p>Additional support or advice needed to assist pupil to access full curriculum in school</p> <p>Wiltshire’s indicators and provision document (WIPD)</p>



<u>How does Christ Church School.....</u>	<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health</u>	<u>Sensory and/or Physical</u>
Provide and Support SEN throughout the school	<p>Quality Teaching</p> <p>Nurture Groups</p> <p>Small group interventions e.g. sound discovery, number stars</p> <p>1-1 support from SEN Learning Support Assistants</p> <p>Specialised Resources e.g. Toe by Toe, Word Wasp, Nussy, Read Write Inc.</p> <p>Specialist Teacher Assessments as a result of referral to Wiltshire</p> <p>Educational Psychologist Assessments as a result of referral to Wiltshire.</p>	<p>Small group intervention e.g. Narrative Therapy</p> <p>1-1 speech and language sessions with Speech and Language trained Learning Support Assistant (Following program set by Speech and Language Therapist</p>	<p>Nurture Groups</p> <p>Emotional Literacy Support (1-1 with child and 1-1 support sessions for parent)</p> <p>Small group interventions e.g. Calm Kids, Circle of Friends, Alert, Lego Therapy</p> <p>Behaviour Support Service 1-1 sessions</p> <p>Outdoor Learning based around the principles of Forest School.</p> <p>CAF Assessment</p> <p>Access to Health Trainer from Wiltshire Council.</p>	<p>Occupational Therapy programmes and reviews from school and parental referrals</p> <p>Physiotherapist programmes and reviews from school and parental referrals</p> <p>Physical Impairment Specialist teacher support</p> <p>Use of Sensory play/support to promote and encourage development.</p>



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<p>Evaluate the effectiveness of the provision made</p>	<p>Progressed continually tracked by class teacher and shared with Deputy Head/SENCO each term.</p> <p>Pupil progress meetings with parents (Including EHCP and Individual Support Plan reviews)</p> <p>Interventions monitored by class teacher and SENCO pre and post intervention scores.</p> <p>Wiltshire Indicators and Provision document.</p> <p>Discussion at parent meetings.</p> <p>Review sessions from Specialist Teacher to monitor progress.</p> <p>Inclusion Team meetings</p>	<p>Speech and Language target sheets monitored and reviewed at end of each half term.</p> <p>Regular visits from Speech and Language therapist to review specific children</p> <p>Inclusion Team meetings</p>	<p>Targets are reviewed and updated regularly.</p> <p>Children discussed at fortnightly meeting by inclusion Team</p> <p>Post Intervention Boxhall Profile</p> <p>Discussions with parents about progress and next steps</p>	<p>Regular visits from external agencies or specialist teachers to monitor progress</p> <p>Inclusion Team meetings.</p>



<u>How does Christ Church School.....</u>	<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health</u>	<u>Sensory and/or Physical</u>
Adapt the curriculum and school environment for pupils	<p>Differentiated curriculum planning, activates, delivery and outcomes</p> <p>In class target LSA support</p> <p>Visual timetables</p> <p>Writing frames</p> <p>Task boards</p> <p>Access to ICT (iPad)</p> <p>Small group or 1-1 additional support for core subjects</p> <p>Advice from external agencies</p> <p>The use of coloured overlays for reading</p> <p>Choice of paper colour and line size for writing</p> <p>Word banks</p> <p>Individual work station</p> <p>Knowledge and awareness of additional processing time for some children</p>	<p>Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, increased visual aids, modelling etc.</p> <p>Visual timetables</p> <p>Use of symbols</p> <p>Clear structured class and school routines</p> <p>Awareness of a need to warn pupils of changes</p> <p>Advice from external agencies</p>	<p>Whole school behaviour policy</p> <p>Whole school rewards and sanctions policy</p> <p>Lunchtime clubs</p> <p>Circle Time/Class and whole school collective worship</p> <p>PSHE focus work</p> <p>SEAL activities</p> <p>Individual pupil and family support through child and family support worker</p> <p>Emotional Literacy (ELSA) both 1-1 and in class</p>	<p>Staff awareness of implications of physical disability</p> <p>Loop system in halls and use of radio aids</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Brain gym/Euthymic exercises</p> <p>Specialist programmes of support set by external Specialists e.g. Occupational Therapist.</p> <p>Advice from Specialist Teacher</p>



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Ensure the inclusion of pupils with SEN in activities outside of the classroom	All children have access to and participate in an inclusive and enriching curriculum inside and outside the classroom. Any additional needs or considerations are included in a risk assessment. Additional equipment or staffing will be offered where necessary.			
What Specialist skills do school staff have?	Learning support Assistants (LSA) trained to deliver specific interventions SENCO (National SENCO Award)	Learning support Assistants trained to deliver specific interventions LSA specifically trained in Speech and Language Programmes of support (ELKLAN level 3)	Two Learning Support Assistants trained to deliver specific interventions e.g. Calm kids, ELSA, Circle of Friends Child and Family Support worker (Qualified Nurse) to work with both children and families to support needs and offer advice. Mental Health First Aid Certificate	Two Learning Support Assistants trained to deliver specific interventions e.g. Calm kids, ELSA, Circle of Friends
What external Specialist Services are accessed by school to meet the needs and support their families?	SEND Team Wiltshire Council – Educational Psychologists, Specialists SEN teachers CAF Lead SEND Workers - Wiltshire County Council	Speech and Language Therapy Service SEND Team Wiltshire Council – Social Communication Team	Behaviour Support Service – Wiltshire Council Forest School – Wiltshire Council School Nurse Social Care Team Educational Welfare Officers Ethnic minority and Traveller service CAMHs CAF	Occupational Therapy Paediatric specialists Physiotherapists Visual Impairment Service Hearing Impairment Service

Christ Church Primary School Provision Pyramid:



Outside professionals can be involved at any stage of the pyramid.

