



Christ Church CE VC Primary School

Special Educational Needs and Disability (SEND) Information Report

Christ Church Primary School

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. We believe in an Inclusive approach to education valuing difference and individuality and support children of all abilities setting high expectations for all our pupils whatever their prior attainment. Early identification of SEND is essential to our approach so that we can implement appropriate support for our pupils so that all learners have access to a balanced and broad curriculum in order for them to reach their full potential. 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 first teaching is essential; however, for some children there are occasions when further additional support may be needed to help them achieve their target.

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

Special Educational Needs Co-ordinator (SENCO)

The SENCO at Christ Church is Nicola Waylen. She is responsible for coordinating the provision of special educational needs throughout the school. Nicola holds the National Award for SEN Co-ordination and is a qualified teacher.

Contact Details:

Miss Nicola Waylen

Tel: 01225 863444

Email: senco@christchurch.wilts.sch.uk

The 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.
- Overseeing and maintaining specific resources for SEND
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Informing staff who are new to the school of the schools policies and procedures with regard to SEND.
- Ensure that records of all pupils with SEND are kept up to date.
- Liaising with next 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 with the Head Teacher, Deputy Head and Child and Family Support Worker to ensure a joined up approach to meeting the needs of all pupils.
- Contributing to the continued professional development of staff
- Reporting provision to the designated SEND School Governor.

How do the school identify SEND?

A child or young person has SEN where their 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. (*SEND Code of Practice 2014*)

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*

At Christchurch we value the importance of early identification. We assess each child's current level of attainment on entry in order that they build upon the pattern of learning and experience already established during their pre-school years. If the child already has identified Special Educational needs then the information will be transferred to the school during transition meetings prior to starting school.

All teachers are responsible for and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff. Quality first teaching and clear differentiation is the first step in responding to pupils who have or may have SEND. Class Teachers, SENCO, Phase Leaders and the Senior Management Team monitor the impact of interventions on academic progress and emotional wellbeing so adjustments to provision can be made or further assessment carried out if necessary.

Children will only be identified as SEND once we have considered all the information gathered from within the school regarding pupil progress alongside national data and expectations of progress. This will also include discussions with the pupil if appropriate and their parents and this may result in the decision to place the child on our school SEND Register.

At Christ Church we follow the local guidance, as set out in the Wiltshire Graduated Response to SEND Support Document to help us identify Plan and review provision of children with SEND. The document follows the Assess – Plan – Do – Review cycle as set out in the Code of Practice 2014.

Assess

Assessments will be used to identify a child's needs and reviewed regularly to ensure provision is matched to the needs of the child.

Plan

Parents/carers and school staff will meet discuss and select the Support and Intervention appropriate to meet the agreed outcomes identified by all. A review date will be agreed with parents and carers.

DO

The class teacher and support staff will be responsible for working with the child on a daily basis. The SENCO will continue to monitor progress and liaise with the class teacher to offer support and advice on possible further assessment and implementation of support.

Review

All support and interventions and their impact will be reviewed by both the class teacher and SENCO in line with the agreed review date.

What does being on the SEND register mean for my child?

This means that your child will have a Primary Needs profile outlining their primary need along with any additional strategies that may be required. This plan will be developed through discussions with class teacher, parents, pupil and SENCO. The plan will be reviewed regularly throughout the year and discussed at parents consultations.

My Support Plans and Educational Health Care Plans

If a pupil had complex needs with multi agency involvement then they may require a My Support Plan. The plan will highlight strengths as well of areas of need and any special provision that may be required. It will be reviewed three times per year and amended to reflect the changing needs of the pupil. If however after several review cycles the pupil has not made expected progress and may need more specialist involvement or support then school or parents may consider requesting an Educational Health Care needs assessment from the local authority.

What is an Educational Health Care Plan (EHCP)?

An EHCP plan will provide a full description of the child or young person's special educational needs, establish outcomes across education, health and social care and specify the provision needed to meet the outcomes. The plan has to be reviewed annually by the Local Authority in collaboration with parents and school.

For a full copy of a 'My Support Plan' and a further EHCP guidance go to www.wiltshirelocaloffer.org.uk

Transition:

Induction for all Early Years children will start in the summer term before their September start. In the summer term prior to starting the foundation teachers will carry out Pre-school visits to meet the children and discuss any specific needs with Pre-school staff. A school visit will also be offered prior to your child starting school and if necessary the school will liaise with other agencies at this time. 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 an Educational Health Care Plan 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.

Admissions

Our admissions policy is the agreed Wiltshire Policy. We aim to be a fully inclusive school strongly supporting the principles of inclusion by ensuring that all children in the school – whatever their ability or disability, race, gender, or religion – are offered the same opportunities. If a child with an Educational Health Care plans applies for a place or is transferring from another school every effort will be made in collaboration with the local authority to ensure their needs can be met. For further details regarding admissions please see the Christ Church admissions page on our website.

[Christchurch Admissions](#)

Additional Support for Special Educational Needs and Well-being.

Any additional support that may be required will initially be offered through quality first teaching and clear differentiation. Additional support may be offered through small group intervention or more specialist one to one support from our Inclusion Hub. Within the hub we are able to offer 1-1 support for cognition and Learning, Emotional Literacy Support, Speech and Language and Welfare. Please see our range of parent's information leaflets for further details of what we can offer.

[Child and Family Support Worker Leaflet 1](#)

[Child and Family Support Worker Leaflet 2](#)

[Inclusion Hub](#)

[Emotional Literacy Support](#)

[Special Educational Needs](#)

What is pupil Premium and how does this relate to SEND?

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. We are required to report how the money has been used for the last school year along with how we intend to use it during the current school year. Further details of how pupil premium is spent at Christ Church is available on our school website.

[Pupil Premium](#)

Accessibility:

We are committed to providing an environment that enables full curriculum access to all pupils and that values and includes all pupils, staff, parents and visitors. We are happy to make

reasonable adjustments to accommodate individual needs where practical. We have ramps and disabled toilets in the keys stage 1 and 2 buildings and in the year 6 building.

Please read our school Accessibility Plan for more information.

[Accessibility Plan](#)

Roles and Responsibilities

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

The governing body has statutory responsibilities for SEND provision. Currently the SEND governor is Sue Smith Airey. SEND provision is a shared responsibility and all members of the governing body should have a good general knowledge of SEND throughout the school.

The governor must:

- Develop a close relationship with the school's SENCO
- Meet with the SENCO on a regular basis to gain information about provision made for pupils with SEND and monitor the implementation of the SEND information report.
- Have a clear understanding of the types of need across the school
- Ensure that pupils with SEND have the opportunity to participate as fully as possible in all aspects of school life.
- Be involved in monitoring and subsequently reviewing the school's SEND policy.
- Work with the Head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrange
- Ensure that funds are allocated each year within the school budget specifically to cater for SEND pupils and to support the implementation of the SEND policy.

Child Protection

The designated teacher with responsibility for child protection and safeguarding is Head Teacher Mr Neil Baker. Deputy Safeguarding Leads are Mrs Helen Rutt and Mrs Abigail Smith. The Safeguarding governor is Rev. Anne Keating.

School Contacts:

School Contacts:

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

Helen Rutt – 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 Laid - admin@christchurch.wilts.sch.uk

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

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

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)

Local Authority Provision for children and young people with Special Educational Needs

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

Complaints Procedure

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.

[Complaints Procedure](#)

