



Christ Church CE VC Primary School

“Together we learn - Together we grow - Together we flourish”

Some seeds fell on good earth and produced a harvest beyond wildest dreams.

Matthew 13:8

Christ Church Primary School Special Educational Needs and Disability (SEND) Information Report 2022-2023

This document gives an overview of our procedures and of the resources available for supporting pupils with Special Educational Needs at Christ Church Primary School.

Definition of SEND:

A pupil has SEN where their learning difficulties or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. At compulsory school age, this means that he or she has greater difficulty in learning than the majority of others of the same age or has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(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*

General Information/Frequently Asked Questions:

How does the school know if children need extra help?

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.

At Christ Church, we follow the local authority guidance as set out in the Wiltshire Graduated Response to SEND support. This document follows the Assess-Plan-Do review cycle as set out in the SEND code of Practice 2014.

[Wiltshire Graduated Response to SEND support](#)

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 SENDCo 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

Both the class teacher and SENDCo will review all support and interventions and their impact in line with the agreed review date.

Levels of SEN Support at Christ Church

Class Level Concern

Class teacher identifies a concern and parents will be informed. The class teacher will complete a Wiltshire Graduated Response to SEND document and may discuss concerns with the SENDCo. The teacher may plan short-term interventions with an aim to bring the child back in line with age related expectations. The assess, plan, do, review model is started at this stage.



SEN Support

If pupils despite intervention at class level concern do not make expected progress then the school in discussion with parents will move the child to SEN Support. At this level pupils will receive more targeted support and this could be small group intervention or 1-1 support.

All pupils at this will be monitored with:

- A Pupil Passport which provides an overview of need and any support strategies/interventions that are in place.
- A Target Sheet with SMART (Small, Measurable, Achievable, Realistic, Targets) targets that are reviewed at regular intervals throughout the year by the class teacher and SENDCo and next steps are planned.



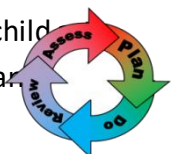
If the child has more complex needs and outside agency involvement then they will move to:

- A 'My Support Plan' outlining areas of need, outcomes for the year and any specialist support that may be required. The school SENDCo will write this document in collaboration with the class teacher, parents and any outside agencies that may be involved.

EHCP

If the pupil despite targeted support and outside agency involvement does not make progress then the school may apply to the local authority for an Educational Health Care Plan (referred to as a My Plan in Wiltshire). The My Plan details strengths and interests of the pupil as well as their needs and challenges. The My Plan is the means by which specialist educational support is assessed, planned and captured. The Plan will detail planned outcomes for the child and what provision is needed to meet these outcomes.

'My Plans' are reviewed annually and all those involved in meeting the needs of the child invited to attend. Pupil views will also be considered and this may be through attending pupil or through questionnaires whichever is most appropriate.



For more information about 'My Plans' refer to the [Wiltshire Council Local Offer](#)

What should I do if I am concerned that my child needs extra help or may have special educational needs?

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 SENDCo 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.

How will the school support my child?

The class teacher is responsible for:

- Providing 'Quality first teaching' to all which is differentiated for individual pupils.
- Monitoring progress and development of children in their class including where pupils have support from teaching assistants or specialist staff.
- Following the schools procedures for the identification and assessment of pupils with SEND.
- Keeping up to date record of the child's needs and provision
- Working with the child on a daily basis to plan and manage interventions
- Liaising closely with the SENDCo regarding individual pupil needs, provision and progress
- Working closely with parents/carers to ensure they are fully engaged in all decision making for children with SEND.

The SENDCo is responsible for:

- 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 previous, next or alternative providers of education including early years to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Advising on the deployment of the schools delegated budget and other resources to meet pupil's needs effectively.
- Contributing to the continued professional development of staff
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Head Teacher is responsible for:

- Day to day management of all aspects of the school, including the SEN provision, safeguarding and welfare
- Safeguarding Lead
- Keeping the governing body well informed about SEN in the school
- Working closely with the SENDCo regarding all aspects of SEN.
- 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.

- 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.

The SEND governor is responsible for:

- Meeting 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.
- Developing a clear understanding of the types of need across the school
- Ensuring that pupils with SEND have the opportunity to participate as fully as possible in all aspects of school life.
- Monitoring and subsequently reviewing the school's SEND policy in partnership with the school SENDCo
- Working with the Head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

What support will there be for my families overall wellbeing?

The school monitors pupil's well-being carefully and plans to support pupils and their families in the best interest of each child. 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 both 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.

Please see our parent information leaflets on our school website for further details of what we can offer.

What specialist support and services are accessed by the school to support my child?

Once the school has identified the needs of children with SEND then the SENDCo in partnership with class teacher and parents will make decision about what specialist service and support is needed. We are always keen to work in partnership with specialist services to provide the best possible support package for the child.

School Provision
<ul style="list-style-type: none"> • A range of Math's and English small group interventions delivered by TA's and designated teachers • Speech and Language Programmes taught by our speech and language trained TA. • Emotional Literacy Support sessions with our qualified ELSA TA. • Morning Meet and Greets to help settle children in the morning • Quiet spaces for children to have time to relax and calm themselves • Individualised programmes of support for Reading, Writing and Math's taught 1-1. • On site Child and family support worker who is available to work with parents and children
Local Authority
<ul style="list-style-type: none"> • Educational Psychology • Sensory Impairment Team –Physical and Medical • Behaviour Support Service • Education Welfare Service • Ethnic Minority and Traveller Achievement Service (EMTAS) • Specialist SEN Service (SSENS) –A team of specialist advisory teachers.
Health Provision
<ul style="list-style-type: none"> • Children and Community Nursing • School Nurse • Child and Adolescent Mental Health Service (CAMHs) 0-18yrs. • Occupational Therapy • Physiotherapy • Speech and Language Therapy • Community Paediatrician • Children's Community Audiology Service • Wiltshire Autism Assessment Service (WAAS)

What Training is provided for staff supporting SEND?

We aim to keep all staff up to date with relevant training and developments in relation to pupils with SEND. The SENDCo regularly evaluates the provision and in discussion with staff will identify any particular professional development needs that are required. Staff that attend external training will have the opportunity to feedback to staff.

How will my child be included in activities outside the school classroom including school trips?

We endeavour to make all activities accessible to all. Children with SEND will be able to attend any school club, trip or residential allocated to their specific year group. If there are extra arrangements that need to be made you can arrange to meet with the class teacher, SENDCO or club leader to ensure safety and inclusivity for your child.

How accessible is the school environment?

We are committed to providing an environment that enables full curriculum access to all pupils and one 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, which is available on our school website.

How are the schools resources allocated and matched to children with SEND?

School funding is used to purchase pencils to pensions. From the money allocated by the Local Authority, money is allocated to support SEND. Specific SEND comes from a high needs funding stream. The Head Teacher in consultation with the senior management team and school governors discuss all information they have about SEND in the school and decide what resources/training and support is needed. 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.

How are parents involved in the school?

At Christ Church 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. Parents are fully involved in the identification and decision making process with regard to SEND. We aim to work in partnership with parents when completing My Support Plans and EHCP's and parents are encouraged to add their comments to the termly target sheets.

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 a My Support Plan will have review meetings throughout the year to review outcomes and provision. The class teacher, parents, SENDCO and any outside agencies will be invited to attend.

Children who have an Education Health Care Plan (My Plan /Statement) will have annual review meetings. This is where 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.

If my child has additional medical needs, physical or social needs how will the school support them?

At Christ Church, we recognise that pupils with medical conditions may need additional support so that they may have full access to education including school trips and physical education. Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010.

If a child requires a detailed Health Care Plan this will be compiled in collaboration with the relevant health care professionals and parents. If specific training is needed then this will be coordinated by our Child and Family Support worker who will ensure all staff are informed of any medical conditions.

What are the admissions arrangements for children with SEND at Christ Church?

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire Policy. We strive to be a fully inclusive school. All children will be treated according to their needs. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met.

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.

[Wiltshire Council admissions policy](#)

How will the school support my child when joining the school and when transferring to a new class or school?

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 SENDCo 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.

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.

How does the school evaluate the effectiveness of provision made?

The school evaluates the effectiveness of provision by:

- Monitoring pupil progress using our online tracking system INSIGHT.
- Regularly reviewing Primary Needs target sheets and Pupil Passports
- Informal feedback from staff
- Reviewing Intervention at regular intervals to ensure progress is being made.
- Teacher discussion with SENDCo
- Classroom observations by SENDCo and Senior Leadership Team
- Yearly reviews of EHCP' and regular reviews of My Support Plans throughout the year.
- Advice from external support agencies if relevant.

Where can I get further information about services for my child?

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 click on the link below.

www.wiltshirelocaloffer.org.uk

Wiltshire Parent Carer Council WPC

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 click on the link below.

[Wiltshire Parent Carer Council WPC](http://www.wiltshireparentcarercouncil.org.uk)

School Contacts:

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

Abigail Smith –Child and Family Support – Familysupportworker@christchurch.wilts.sch.uk

Helen Rutt – Acting Head Teacher Head@christchurch.wilts.sch.uk

Simon Hayhoe -Chair of Governors 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.

What steps should I take if I am concerned about the schools SEND provision?

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 SENDCo and/or Head teacher. If the matter remains unresolved, the school's complaints procedure should be followed which is available on the school website.

Please click on the links below to see useful documents referred to in this document.

[Wiltshire Graduated Response to SEND Support](#)

[Wiltshire My Plan \(EHCP\)](#)

[Wiltshire My Support Plan](#)

