



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

Special Educational Needs and Disability (SEND)

Information Report

Date ratified: September 2024

Ratified by: Governing Body

Review date: September 2025



At Christ Church through our ethos of together we learn, together we grow, together we flourish, 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 targets.

This document details our school's local offer and outlines information regarding Special Educational Needs at Christ Church Primary School. This document will be updated annually or as soon as possible after any changes.

Special Educational Needs and Disability Co-ordinator (SENCO)

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

Contact Details:

Mrs Jenny Rodeck

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 policy and 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 members of the inclusion team 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 of need:

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

At Christ Church, 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. Teachers will make adaptations to their teaching, the learning provided and the resources available in order to tailor the curriculum to the needs of children in their class, including those with SEND. In every year group, Christ Church offers each child access to a broad and balanced curriculum regardless of their needs. Curriculum activities are adapted where needed so the curriculum is accessible for all.

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. If a SEN has been identified, Class Teachers, the SENCO, Phase Leaders and the Senior Management Team will 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.

At Christ Church, we use a graduated response of 'Assess Plan Do Review (APDR)' cycles as set out in the Code of Practice 2014.

Assess

Assessments will be used to identify a child's needs. These assessments may include; teacher assessment, formal class assessments, individual age assessments or observations. These assessments will inform the next steps in planning provision to support a child moving forwards. During this period, class teachers and where appropriate, the SENCO, will consult with pupils and their parents/carers to discuss concerns and educational needs.

Plan

Parents/carers and school staff will meet to discuss the identified needs and create a plan for moving forward. Appropriate intervention and support will be planned and outlined in a pupil passport or learning plan which will be shared with parents (a small number of children will have their support and interventions outlined in a My Support Plan). A review date will be shared with parents and carers. At this point, if necessary, external agencies may be referred to in order to support a child effectively. These agencies would be consulted with by the SENCO.

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. Evaluation of the effectiveness of provisions will be monitored by the class teachers and SENCO who will closely oversee interventions to ensure impact. Adaptations will be made to interventions if impact is not being made.

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. Interventions will be monitored regularly and formally reviewed 3 x a year at set points.

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

This means that your child will have a Learning Plan, My Support Plan or Education, Health and Care Plan (EHCP) outlining specific targets and provisions. This plan will be developed through discussions with class teacher, parents, pupil and SENCO. The plan will be reviewed 3 x a year and discussed at parents consultations.

My Support Plans and Educational Health Care Plans

If a pupil has complex needs with multi agency involvement then they may require a My Support Plan. The plan will highlight strengths as well as 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 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

[Wiltshire Local Offer - Local Offer](#)

Transition:

Induction for all Early Years children will start in the summer term before their September start. In the summer term, prior to starting in 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. All staff receive regular training on SEND needs in order to ensure everyone working with children understands the importance of inclusivity and treats all children equally regardless of SEND needs. 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. Where a child has a physical disability, all efforts will be made to accommodate needs and adaptations before the child starts school. For further details, regarding admissions please see the Christ Church admissions policy.

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 curriculum adaptations. Additional support may be offered through small group intervention or more specialist one to one support from our Inclusion Hub and classroom support staff. Within the hub, we are able to offer 1-1 support for cognition and Learning, Emotional Literacy Support and Speech and Language. Please see our leaflets for further details on Emotional Literacy Support and Special Educational Needs.

Our emotional literacy support assistants are able to provide provision which supports pupils with SEND with their emotional, mental and social development, including extra pastoral support arrangements for listening to the views of pupils with SEND. Class teachers and the SENCO also regularly gather the views of SEND children when planning and evaluating provisions.

To further support the needs of SEND pupils, staff receive regular training from the SENCO as well as from outside agencies including; Wiltshire Behaviour Support and the Wiltshire Specialist SEN team. The SENCO is in regular contact with these outside agencies to ensure staff are always up to date with SEND information.

Enhanced provision

For a very small number of children displaying high levels of social, emotional, mental, health needs, our Nest enhanced provision may be appropriate. This provision is for children who need an alternative curriculum offer outside the classroom. This would be for varying amounts of time depending on the child's needs. Children attending The Nest as part of an enhanced provision offer will have targets set and specific areas to work on. These will always be discussed with parents and be reviewed regularly.

The Nest room may also be used for short periods of time to support children who need a safe space to regulate. This is outside the enhanced provision offer.

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.

Accessibility

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 Key Stage 1 and 2 buildings and in the Baker Building.

Where a child with SEND requires more support to engage in physical activities at school including; sports days, PE lessons or school trips, adaptations will be put in place to ensure they are able to be included. Support from external agencies will be sought as required. Any specialist equipment will be provided by school where funding allows.

Children will also be supported through access arrangements to ensure they are able to take part in formal assessments. This may include extra time, breaks, the use of technology or an adult scribing for them.

Please read our school Accessibility Plan for more information.

[Accessibility-Plan-2023.pdf \(christchurch.wilts.sch.uk\)](https://christchurch.wilts.sch.uk/Accessibility-Plan-2023.pdf)

Bullying

At Christ Church, we do not tolerate harassment or bullying of children with SEN or disabilities. We believe that all children have a fundamental right to non-discriminative education, free from bias and

disadvantage. At Christ Church, we will make every effort to eliminate all forms of discrimination and inequality.

Please refer to the school's Anti-Bullying Policy for further information. This can be found on the school website.

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 Ashleigh Bush. 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 and policy – see the school website for the SEND policy
- 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 arrangements
- 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 Headteacher Mrs Sue Tudge, Deputy Safeguarding Leads are Mrs Stacey Farrell and Miss Jay Palmer. The Safeguarding governor is Margaret Thompson.

Mrs Susan Giles is safeguarding lead for looked after children and will provide dedicated support for children and families where a child with SEND is looked after by the local authority.

School Contacts:

Sue Tudge – Headteacher/DSL - head@christchurch.wilts.sch.uk

Stacey Farrell – Assistant Head – admin@christchurch.wilts.sch.uk

Jenny Rodeck – SENCO - SENCO@christchurch.wilts.sch.uk

Chair of Governors – Graham Adams - chair@christchurch.wilts.sch.uk

SEND Governor – Ashleigh Bush admin@christchurch.wilts.sch.uk

Safeguarding Governor – Margaret Thompson – 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)

If you have any concerns about the SEND provision your child is receiving please contact Jenny Rodeck, SENCO or Sue Tudge, Headteacher.

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). Christ Church contributes to the local offer by providing all children, including those with SEND, with the ordinary available provisions (OPAL) outlined by the local authority as well as making adaptations to the broad and balanced curriculum where necessary for some pupils. This website contains information about education, health, social care, preparing for adulthood and leisure. For more Information contact:

Wiltshire Local Offer - Local Offer

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:

[Contact us - WPCC \(wiltshireparentcarercouncil.co.uk\)](http://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.

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs (SEMH).
- **Adaptations** – when teachers adapt how they teach in response to a pupil's needs

- **EHPC**– an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **Graduated response** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages