



Christ Church C.E. Primary School

Special Educational Needs & Disability (SEND) Information Report, which also contains the School's Special Educational Needs and Disability (SEND) Policy

In this policy the term parents also refers to carers. The term SEND refers to Special Educational Needs and Disabilities. The term SENCo refers to Special Educational Needs Co-ordinator and includes an Assistant SENCo too, as we have two qualified SENCos on our staff team.

1. Statement of Intent

Christ Church Primary values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its statutory obligation and equality duty to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between pupils with SEND and pupils without SEND. Encourage and support difference

The school will work with the Local Authority (LA), or equivalent, within the following principles, which underpin this policy:

- The involvement of pupils and their parents in decision-making
- The identification of pupils' needs

- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents over their support
- Successful preparation for adulthood, including independent living and employment

Whilst the area of SEND is governed by legislation which may be referenced briefly, this policy is intended to be a concise, working document which enables:

- All staff to understand the provision made for children with SEND and their roles and responsibilities
- Parents to understand what additional support their child may be given if they suspect their child has a SEND or if a SEND has been identified or if their child has a disability.
- Governors so that they can hold school to account and ensure that our provision for children with SEND is good or outstanding.

This policy has been drafted in line with the provisions of 'The (0-25) Special Educational Needs Code of Practice' which is a statutory piece of legislation enacted under the Children and Families Act 2014. Any information collected about SEND is held in accordance with the principles of the General Data Protection Regulations, as explained in the Privacy Notice given to all parents on entry to the school.

This Code of Practice makes it clear that parents' and children's views and the parent/child/school relationship should be at the heart of any policy documents and that documentation should be simple to read and jargon-free. Parents and pupils from Christ Church Primary School have given their views about our system for supporting SEND and their opinions have helped to form this documentation. Should any parent, governor or other interested party require a copy of any of the legislation, school will be happy to provide a copy.

2. The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND

3. Provision of support for Children with Special Educational Needs and Disabilities should enhance learning through:

- **Early identification of a 'Special Educational Need' and or Disability**

Early identification means that support/provision can be put in place before a large gap opens up between the progress and attainment of a child with SEND and the progress and attainment of a child without an identified SEND.

Our assessment system provides information on progress to parents and teachers on a termly basis. This means that we are able to identify early, if a child is making less progress than their peers and we can assess why this is, including asking whether it is because of a special educational need.

a) What is a Special Educational Need or Disability?

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

b) The importance of early intervention.

The benefits of early identification are widely recognised; identifying needs at the earliest point that a physical, sensory, learning or mental health need presents itself, and then providing good interventions which can improve long term outcomes for the child.

Whilst for many children and young people, their needs can be identified at birth or at an early age, some difficulties only become evident as children grow and develop. It is therefore important that all those who work with children and young people are alert to emerging difficulties and respond early. In particular, parents know their children best, and it is important that all school staff listen and understand when parents express concerns about their child's development. School works on an 'Assess', 'Plan', 'Do' and 'Review' model to help children to make progress and to be ascertain what provision is appropriate. This is set out in an Individual Education Plan (IEP) which can be found at Appendix 3

c) Targeted and appropriate support to enable children with SEND to make expected or good levels of progress.

Children with SEND are a whole school responsibility and all teachers are teachers of children with SEND. The Headteacher is responsible overall for the progress of children in the School. This responsibility is delegated to class teachers who are responsible for the progress of all children in their class, including children with SEND. Specific planning, provision, training and implementation to ensure good provision for children with SEND is carried out by the Special Educational Needs Co-ordinator (SENCo), Rachael Fortune and the Asssistant SENCo (Tracey Cansdale). The SENCo and Assistant SENCo supports class teachers to enable them to provide excellent teaching and outstanding learning opportunities for children with SEND. During the rest of this document the term SENCo relates to either Tracey Cansdale or Rachael Fortune.

Each child who is on the SEND register as having an additional need, has a Person-Centred Plan or Individual Education Plan (PCP or IEP) with details of specific areas which have been identified as needing extra support. Quality first teaching and good differentiation adaptations ensures that children with SEND make expected progress or better. Class teachers are then responsible for ensuring that if specific tasks, such as daily extra reading or a withdrawn extra maths group, are delegated to a teaching assistant (TA), and that this intervention and support is of a high standard. These Plans and their impact are then reviewed each term at the Progress Review Meetings to which parents are invited. New Plans are then drawn up to ensure that support is always targeted and appropriate. Full details of the type of provision that is available can be found in Appendix 1, 'SEND Information Report'.

The Governing Body holds the School accountable in ensuring that children with SEND make progress through the yearly report to Governors. The report is compiled by the SENCo and details the provision made and progress seen. In addition, a link Governor will be involved in regular monitoring of the provision for children with SEND during Link Governor Weeks.

Many of the children who are not progressing as expected, or are falling behind their peers will be supported and have their needs met through: normal teaching and learning strategies, modification to teaching approaches and classroom organisation, or through provision of ancillary equipment and aids. However, there are some children who require support and/or interventions that are additional to or different from those normally provided as part of the differentiated curriculum and they will be given additional help known as 'SEND Support'. A child or young person should be provided with such support following discussion with parents about: the identified needs, the support to be provided, and how improved outcomes can be achieved.

In a small number of cases, planning will identify a need to conduct formal assessments of education, health and care needs, leading to an Education Health and Care (EHC) plan (formerly known as a 'Statement'). A child's parent, a young person or School may request that the LA conduct an education, health and care needs assessment. Should this be relevant to a child, the SENCo will provide a full timetable of the process for parents and other interested parties.

d) A high quality partnership between parents and School so that children's needs are clearly identified and supported both at Home and at School.

Where a child has an identified SEND (see Appendix 1 'SEND Information Report' for the process of identification), School will work closely with parents to support a child's learning and development. In addition to the annual report and usual class consultation evenings where progress is discussed with class teachers, parents will be invited to a termly Progress Review meeting. The knowledge and understanding that parents have about their child is key

information that can help teachers and others to meet their child's needs. The Progress Review meeting might take place in person, via Teams or by telephone, as is mutually convenient for the parent and teacher.

At the Progress Review meeting, the class teacher and sometimes, where appropriate, the SENCo, will discuss with parents the current provision, next steps of learning and progress made by that child. Discussion can take place and if progress has been made, a decision might be taken that the child does not need any further SEND support. If there is a consistent lack of progress, despite SEND support, a decision may be made to seek further support from specialist outside agencies.

If parents feel concerned about their child's progress, they should speak to the class teacher in the first instance. The SENCo will also be happy to make additional meetings to listen to parents' views and concerns. The SENCo is also happy to provide advice to parents to enable them to support their child through home activities. If a parent is unhappy with the approach or advice given then they should speak to the Headteacher. If they remain unhappy about an aspect of provision of SEND, then they should follow the School Complaints Procedure.

4. Children with specific circumstances

a. Looked After Children or Previously Looked After Children (LAC/PLAC)

Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'Looked After' by the LA. The school recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

The school has a designated member of staff for coordinating the support for LAC and PLAC and that is currently the Headteacher, Tracey Cansdale who is also Assistant SENCo and part of the SENCo team.

Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a child being both 'Looked After' and having SEND are fully understood by relevant school staff.

b. English as an Additional Language (EAL)

The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

The school will consider the pupil within the context of their home, culture and community.

Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

5. Involving Pupils and Parents in Decision-Making

Parents of pupils with SEND will be encouraged to share their knowledge of their child; the Headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be formally notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents, and when appropriate, the pupil involved.

Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, plain English and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.

- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCO, will meet with pupils and their parents **three** times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities. These meetings may take place by telephone, virtually on Teams or in person and will be at a mutually agreed time. A record of the discussion will be put on the IEP/PCP. Parents are responsible for ensuring they respond to teachers when they contact them to organise a meeting; where a teacher has been unable to organise a meeting with a parent as they have not responded by the deadline set, this will be noted on the IEP.

6. Joint Commissioning, Planning and Delivery

The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

The school will work closely with local education, health and social care services to ensure pupils get the right support. School will use reasonable endeavours to access support for children, but also acknowledges that some support services are currently overwhelmed by demand and school has no influence over guidelines for referral acceptances into health or social care services or waiting times for health or social care services. Where education services are provided by the LA, such as educational psychologists and specialist provision, school has no influence over criteria for acceptance into such services, the availability of such resources or waiting times.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of SEND provision (Section 25 of the Children and Families Act 2014).

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

7. Funding

The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

8. Local Offer

The school's Governing Board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of SEND; and is well signposted and publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

9. Graduated approach

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

10. Assessment

The school will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, (and ultimately an EHC plan), will start with the desired outcomes and the views of the parents and pupil.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.

- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the pupil's individual needs, not just the primary need.

Where possible, pupils' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

11. Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance. The SEND Link Governor will also be offered training where appropriate.

Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in pupils
- Liaising with the school's SENCO team

- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Safety Intervention techniques delivered through the Crisis Prevention Institute
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

12. Promoting Mental Health and Wellbeing

The school's Social, Emotional and Mental Health (SEMH) Policy ensures that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a pupil requires such services. Where appropriate, the school will support parents in the management and development of their child.

Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can, communicating with parents what support can be given.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.

- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An Independent Healthcare Plan (IHP). All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Education and Health Care plans (EHCP)

The school will fully cooperate with the LA when research about the pupil is being conducted. The school will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA, overseen by the SENCo.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress. The school will meet its duty to provide views on a draft EHC plan within 15 days. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision. If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

All reasonable provisions will be taken by the school to provide a high standard of education.

Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations. The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The school will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan. The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

Reviewing the EHC plan

The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least **two** weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.

- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within **four** weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

Transferring between different phases of education

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

SEND tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
- Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the DfE. The school will fully cooperate with the LA by

providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

Supporting successful preparation for adulthood

The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education. The school will engage with secondary schools, as necessary, to help plan for any transitions.

The school will transfer all relevant information about pupils to any educational setting that they are transferring to.

If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.

Data and record keeping

The school's records will be kept in accordance with the school's Data Protection Policy:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be prepared by the governing board, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Confidentiality Policy at all times.

Resolving disagreements

The school is committed to resolving disagreements between pupils and the school.

In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

The school's Complaints Procedures Policy will be published on the school website.

Publishing information

The school will publish this policy which includes the SEN Information Report on the school website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and review

The policy is reviewed on an **annual** basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff and the Link Governor for SEND are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is **Summer 2025**.

The Agreed Procedure for ensuring the progress of children with SEN in school is set out in Appendix 1 ‘SEN Information Report’ and a flow chart for parents to support understanding of the process of identifying SEND and placing a child on the SEND register is at Appendix 2.

Is this policy working?

- e) Are the children with SEN making expected or good levels of progress?
- f) Are children with SEN being identified early in their school career (EYFS/KS1)?
- g) Is there a positive partnership between Home/School and where appropriate, outside agencies, so that parental involvement is welcomed and their expertise valued?
- h) Are the person-centred plans enabling class teachers and other members of staff to target quality teaching and learning activities so that children with SEN are continually meeting their next steps of learning?
- i) Is our SEN provision judged good or outstanding by OFSTED or the Local Authority moderation process?
- j) Is there evidence that the policy is promoting equal opportunities for SEND as for all pupils?
- k) Is there evidence that children are treating each other equally and aware of

Policy and Information Report reviewed by Standards, Safeguarding and Curriculum Governors on 6th June 2024



Appendix 1: SEND Information Report 2024 - 2025:

What parents can expect if they know or suspect that their child has a special educational need (including a disability).

Under the Children and Families Act 2014, local authorities and schools are required to provide clear information about provision of support.

Shropshire Council provides this information, termed "The Local Offer" at its website <https://www.shropshire.gov.uk/local-offer/> This Appendix sets out a clear pathway of how Christ Church Primary approaches the identification of SEND and the provision that the School makes for children with SEND.

Q1: I think my child might have a special educational need?

The first step is to speak to your child's class teacher about their progress and your concerns. This is an important meeting, so make a time before or after school through the School Office, as the class teacher will be keen to listen to your views and concerns. After this meeting it may be appropriate to meet together with the SENCo Rachael Fortune, or the Assistant SENCo, Tracey Cansdale and the class teacher will advise if this is necessary.

If for any reason, you do not feel able to talk about your concerns to the class teacher, make an appointment with the SENCo.

Q2: How will I or school know if my child has a special educational need?

There are four areas of special educational need and a brief note on identification for each category follows:

a) Communication and interaction

Your child may have difficulty **speaking** and it may be apparent that in comparison to children of the same age that their ability to speak and be understood is lower than the 'average' child. This kind of difficulty is often obvious to both parents and teachers. The Early Years Foundation Stage (EYFS)

measures 'speaking' ability as either 'emerging' or 'expected' and the Acorn Class teacher will speak to you if your child is in the emerging category and there are concerns that speech and language intervention might be necessary. You may also choose to seek the advice and support of your GP and ask for a referral to Speech and Language Services.

There may be other **communication** difficulties which are obvious, such as those relating to hearing issues or they may be picked up by the Year Reception health check. You may notice that at home your child does not always respond to their name, or needs volume levels turned up and this might indicate an issue worth investigating via appointment with your GP.

Interaction issues may become apparent if your child is finding it difficult to build relationships and communicate well with their peers. School staff are well used to helping children with friendship issues and difficulties in this area are a normal and common part of growing up and emotional development. However, some children have specific problems in this area which may become apparent over time and it is important that staff and parents discuss any concerns together, so that a full picture can be built up of the child.

The EYFS measures a child's social development and if your child is at an emerging level, a conversation can take place as to the next steps which will help your child to develop socially. If progress remains slow and your child is continuing to have difficulties, the SENCo may carry out some specific observations to see if there are any indicators that the child needs specialist support. The SENCo will discuss this with you and seek your permission for outside support from a specialist agency. They then send a specialist teacher who would talk with you, the class teacher and SENCo and observe the child to see if there are any specific difficulties apparent. If they suspect that there may be a SEND such as Autistic Spectrum Disorders (ASD) or other interaction and communication difficulties, a referral would be made by school to the appropriate NHS Service depending on the age of your child. For under 5s this might be a referral to the Child Development Centre and for over 5s this would be to the BeeU who provide Child and Adolescent Mental Health services (CAMHS) for our area <https://camhs.mpft.nhs.uk/beeU>

You may also wish to talk to your GP for advice as they can also make a referral to BeeU or to your health visitor for a referral to the Child Development Centre.

b) Cognition and learning

The main tool for identification of cognition and learning difficulties is your child's attainment and progress as measured by class teachers according to the National Curriculum objectives and KS1 and KS2 frameworks. Every term in school, teachers carry out progress checks which enables them to measure the attainment and progress of each child in reading, writing and mathematics. We use standardised tests which show your child's attainment compared to national averages for each term in their year group. If staff have concerns that children are failing to make progress they will talk to parents and if applicable, the SENCo. A lack of progress does not mean that there is a special educational need but it indicates the need to monitor that child. Over time if there is continued lack of progress, a specific learning difference might be considered.

The most common specific learning difference is **dyslexia**. Statistics vary but between 10 to 20% of the general (and thus school) population have dyslexic tendencies to various degrees. Dyslexia can be defined as "a specific learning difference which for any given level of ability may cause unexpected difficulties in the acquisition of certain skills." Parents and teachers may notice difficulties with the acquisition of basic skills such as reading, handwriting, spelling and times tables.

If we suspect a child has dyslexic tendencies we will screen them with a diagnostic computer programme which will measure their auditory sequential memory, visual sequential memory, information processing skills and phonological awareness. This screening will not take place until the child is at least in the second term of Year 1. This is because many of the key characteristics can be present in younger children due to their development and learning stage. This will give an indicator of any difficulties and we will then talk to you about action to enable your child to make progress. We do not refer children for a dyslexia diagnosis itself before giving extra support. If we all agree that it is likely a child has dyslexic tendencies they will be offered support straight away and this can be noted on their records enabling them to have extra time in any assessments. A formal diagnosis is not needed for support to be given. Rachael Fortune is undertaking post-graduate study in supporting children with dyslexia and is able to offer specialist advice in this area.

Some children have general slow acquisition of learning across the board which may eventually be classified as **moderate learning difficulties**. This is generally apparent from a very early stage in their development, and school and home will need to liaise to build up a picture of the child's needs.

c) **Social, emotional and mental health difficulties**

Poor behaviour alone does not mean that a child has a special educational need and reference should be made to the school's behaviour policy for support and advice if the behaviour of your child is causing concern. However some children have specific mental health issues, anger management problems and emotional and social delay which can be classified as a SEND. The school will ask for your observations and advice about behaviour at home, as it is important to build up a picture of the child's wellbeing in all spheres of life, not just school. The SENCo might observe your child in school and carry out some screening checklists. If a potential issue is identified in this area it is likely that support from a specialist agency such as Tuition, Medical Behaviour Support Service (TMBSS) or Reach for Inclusion would be sought.

d) **Sensory and/or physical difficulties**

If a child has a physical **disability** it is likely that they will have an Education, Health and Care (EHC) plan in place when they enter school and school will play a full part in ensuring that the provision set out in the EHC is met. If a disability occurs or becomes apparent during your child's school career, the SENCo will assist you in identifying what provision needs to be in place to ensure that your child can reach their full potential, make progress and be fully included in the life of the school.

You may be concerned that your child has **sensory** issues – perhaps problems with eating or touching certain things. In the first instance talk to your child's class teacher and discuss whether this difficulty is affecting their learning in school. Support may also be sought via the SENCo or the School nurse. After discussion with you, it may be appropriate to refer your child to an Occupational Therapist (OT) for further investigation. You can also ring the OT helpline directly without school's input.

You may be concerned that your child has difficulties with their **co-ordination**, perhaps they are later than average in riding a bike without stabilisers or school might notice that they find handwriting or running more difficult than their peers. Some children have difficulties previously known as **dyspraxia** and now known as Developmental Co-ordination Disorder (DCD) which is an issue with balance, co-ordination and fine and gross motor skills. Again, talk to your child’s class teacher and they will advise if there are issues in this area. The SENCo might carry out an observation using a diagnostic checklist and if difficulties are suspected, after consultation with you, refer your child to an OT.

Q3: What provision will be made for my child?

When a child has been identified as having a SEND, provision will be made for them so that they can achieve their potential, make their next steps of learning and make expected amounts of progress. This provision is planned by the SENCo in consultation with the class teacher. She considers each child’s identified SEND and the action that is needed to provide additional support so that they can still make expected or good progress.

SEN Support

Most children in school who have an identified SEN are at this level of support. The vast majority of support will take place within the classroom, under the direction of the class teacher as this is the place where your child spends most of their time and where we want them to flourish and succeed in all areas of learning. Suggestions as to likely support, interventions and strategies for various common SEN are given, though it is in no way comprehensive. This is to give you an idea of available provision; each child’s needs are considered individually.

Area of SEND	‘Quality first’ teaching – teacher using these strategies all the time	Additional Support In-Class – may be provided by teacher or TA	Out of class activities – may be TA, SENCo, specialist worker
Communication and Social Interaction including: <i>Speech & Language Difficulties;</i>	Teacher will be aware of giving opportunities for extra speaking activities, modelling speaking in full sentences. Paired work with a good peer model. Teacher will use child’s name to give instructions, give small steps of instructions. Use lots of visual	Pre-teach/pre-warn the child when there are going to be changes to routine. Personalised reminders of routines, instructions Classroom aids	Social story work in a small withdrawn group Support from specialist agencies, such as Speech and Language therapists (SALT); Spectra and Severndale. TAs might attend specialist courses run by SALT so that they can do

Area of SEND	'Quality first' teaching – teacher using these strategies all the time	Additional Support In-Class – may be provided by teacher or TA	Out of class activities – may be TA, SENCo, specialist worker
<i>Autistic Spectrum Disorders</i> <i>Hearing Difficulties</i>	clues, visual timetables. Extra time given for completion of tasks.		interventions regularly.
<i>Cognition and Learning Difficulties</i> <i>Dyslexia</i> <i>Moderate learning difficulties</i>	It is essential that dyslexia is tackled as a whole school approach given that between 10 and 20% of the school population will have dyslexic tendencies/preferences: All staff trained in 'dyslexia-friendly' model of working: Visual symbols, over learning of basic skills, training in 'thinking skills' in many different formats – pictures, mind maps, flow charts etc	Use of laptops as preferred method of writing Training in touch typing skills Over learning and practise of basic skills at other points in the school day.	Toe by Toe specialist reading support Nessy Reading support Catch-up phonics sessions Specialist dyslexia support from Miss Fortune
<i>Emotional, Social and Behavioural Difficulties</i>	Positive behavioural management strategies, use of reward charts, behaviour diaries	Support from TA in classroom with behavioural targets Extra Check Ins Structured Lunchtimes and Playtimes to enable positive peer interactions	Learning Mentor time Anger Management sessions Chill Kids No Worries & Seasons of Growth programmes – both courses run by specially trained Teaching Assistant Referral to Play Therapist ELSA (Emotional Learning Support Assistant) sessions from a trained TA who is supervised by Educational Psychology Service EBSA (Emotionally Based School Avoidance) workshops from a specially trained TA

Area of SEND	'Quality first' teaching – teacher using these strategies all the time	Additional Support In-Class – may be provided by teacher or TA	Out of class activities – may be TA, SENCo, specialist worker
			CBT-style sessions Referral to counselling
Sensory and/or Physical Difficulties <i>Disabilities</i> <i>DCD</i>	Adaptations necessary to promote inclusion – classroom set up, physical aids, writing slopes etc. Extra opportunities planned into the school curriculum to practise fine and gross motor skills	Support or extra time given to practical tasks necessary to promote inclusion – getting changed etc. Time out in Cherry Room – sensory room	Cool Kids programme DCD friendly advice about school environment from Spectra support – sensory assessment, Referral to Occupational Therapist Tailored interventions run by TAs on targets identified from OT reports

Q4: How is this provision funded?

The School receives no extra funding for children at this SEN support level. The Governors and Headteacher make a decision each year when setting budgets as to how much to set aside from the general school budget, for the area of SEND. This money is then spent on providing additional materials (such as specialist reading books and equipment) and 'buying in' services. Many services have to be purchased by school, this includes specialist advice from Reach for Inclusion, Spectra, and training for staff on a wide range of SEND topics each year so that they can implement professional advice. These services have to be requested at the beginning of a financial year and it may be that all the sessions have been used or allocated already and there is a wait to the next block of sessions. Sessions are allocated based on need (a triage basis).

The budget always has many demands placed upon it and it may be that the specialist support that you would like your child to receive is beyond our budgetary constraints. However we work hard to ensure that all children receive the help that will enable them to make progress and we will discuss these issues openly with you at the termly SEND review meetings.

Q5: What happens at the Progress Review meetings?

We follow a pupil-centred approach in planning, delivering and reviewing support and interventions and this continues when we review your child's progress. The class teacher, yourselves as parents, the child (where appropriate) and sometimes the SENCo will discuss whether your child is meeting their next steps of learning and the progress that they are making. The next steps of learning are set by the class teacher and are constantly monitored. We will then consider whether the support set out in the action plan is meeting your child's needs. Your views as parent are very important to us and we value your contribution. Your child's views are also really important and we all work hard to make sure that your child can express how they are feeling about their learning and tell us what would help them to succeed. Your views will be recorded on the plan. A record will be kept of this meeting so that everyone is clear what has been discussed and agreed and school are using a range of AI and technological tools to aid the recording of actions so that parents and school know what has been said and agreed at a meeting. This will be discussed with you at each meeting. A new action plan will be created which will set out the expectations of child, home and school in meeting the next steps of learning. This meeting may be in person, by telephone or by email – we will be flexible to enable good communication to happen in a way which suits parents.

Q6: How do school know if children with SEND are making the right amount of progress?

Children throughout Years 1 to 6 have their progress tracked termly, following on from our progress checks when we assess Mathematics, Reading and Writing. We use termly standardised tests which have been nationally piloted meaning we are able to rely on the information they give. These can help build up a picture of a child's progress, so that we can intervene early. The SENCo particularly notes the progress of children with SEND. Once a year the SENCo reports to the Governing Body on whether children with SEN are making expected progress within school. If you would like to see a copy of this report, please contact the SENCo.

Q7: My child has an EHC plan. What impact will this have on their school experience?

Children will normally have an EHC plan in place, before they come to school and school will take a full part in ensuring that the recommendations and provision of the EHC are carried out. In addition to the provision already described at the level of SEN support, school will also implement the EHC plan. An Action Plan, reviewed termly, will be the means of monitoring whether the recommendations of the EHC enable your child to make progress. In addition to the termly Progress Review meeting, there will also be an Annual Review to consider the EHC in detail.

Q8: I would like my child to have an EHC plan. What do I do?

Only a small proportion of children need to have an EHC plan and most of these are identified before compulsory school age. However if you feel that your child has complex SEN that are not being met under SEN support, then please discuss the next steps with the SENCo. Parents or school can request that the Local Authority assess whether a child's needs would best be met by an EHC plan and the SENCo will be happy to give you copies of the guidelines governing this process.

Q9: How will my child be supported when they move schools?

We are aware that moving schools can be more difficult for children with SEN. If a child transfers to us from another school and they have been on the SEN register, we would seek the advice of their previous school in terms of support and interventions that have been given. We would ask to meet with you as parent and ask you about the support you think your child needs to settle in.

At Year 6 we work hard with secondary schools, generally William Brookes School (WBS) to help children with SEND in their transition. For example the SENCo may hold additional meetings with the WBS SEND team and discuss the needs of children on the SEN register. Some of those children may have extra visits to WBS arranged, to help with layout of the building and in the last six weeks of the summer term, a TA may take a weekly transition support group to build confidence and help with the emotional needs of children in a time of change,

Q10: Who will know about my child's SEN

Teachers and teaching assistants working with your child are given copies of your child's person centred plan, so that your child's needs are met. As with all information about children in school, staff have a duty of confidentiality. If there are reasons to inform other school staff, such as lunchtime supervisors about your child's needs, then the SENCo will talk to them (for example it would be relevant for them to know that a child had autism as he/she may need support socially on the playground but it is unlikely that a lunchtime supervisor would need to know about a reading difficulty). If your child is taking part in an After-School Club and you feel that the club staff may need to know about your child's SEN please let us know and the SENCo or **class teacher** will inform them. We are very mindful of ensuring all children have equal access to extended schools opportunities and promote inclusion in all opportunities.

Q11: I am worried my child will be bullied because of their SEND?

Sadly, according to national data, children with SEND are more likely to be the victims of bullying than children who do not have SEND. We are very mindful that this is an increased risk for children with SEND and work hard to ensure that it does not happen. We are proud of the behaviour of the pupils in school and the kind and inclusive way that all ages play together at break times; but we are also aware that as with any family or group of people, issues sometimes occur. Please see our Behaviour Policy for a detailed explanation of our approach to behaviour in general and bullying in particular. If you have any concerns that this may be happening please see your child's class teacher and let them know straight away, so that they can take action. We always welcome phone calls if your child travels by school transport and you do not see the class teacher at the end or beginning of the day.

Q12: I would like to talk to someone outside of school, who do you suggest?

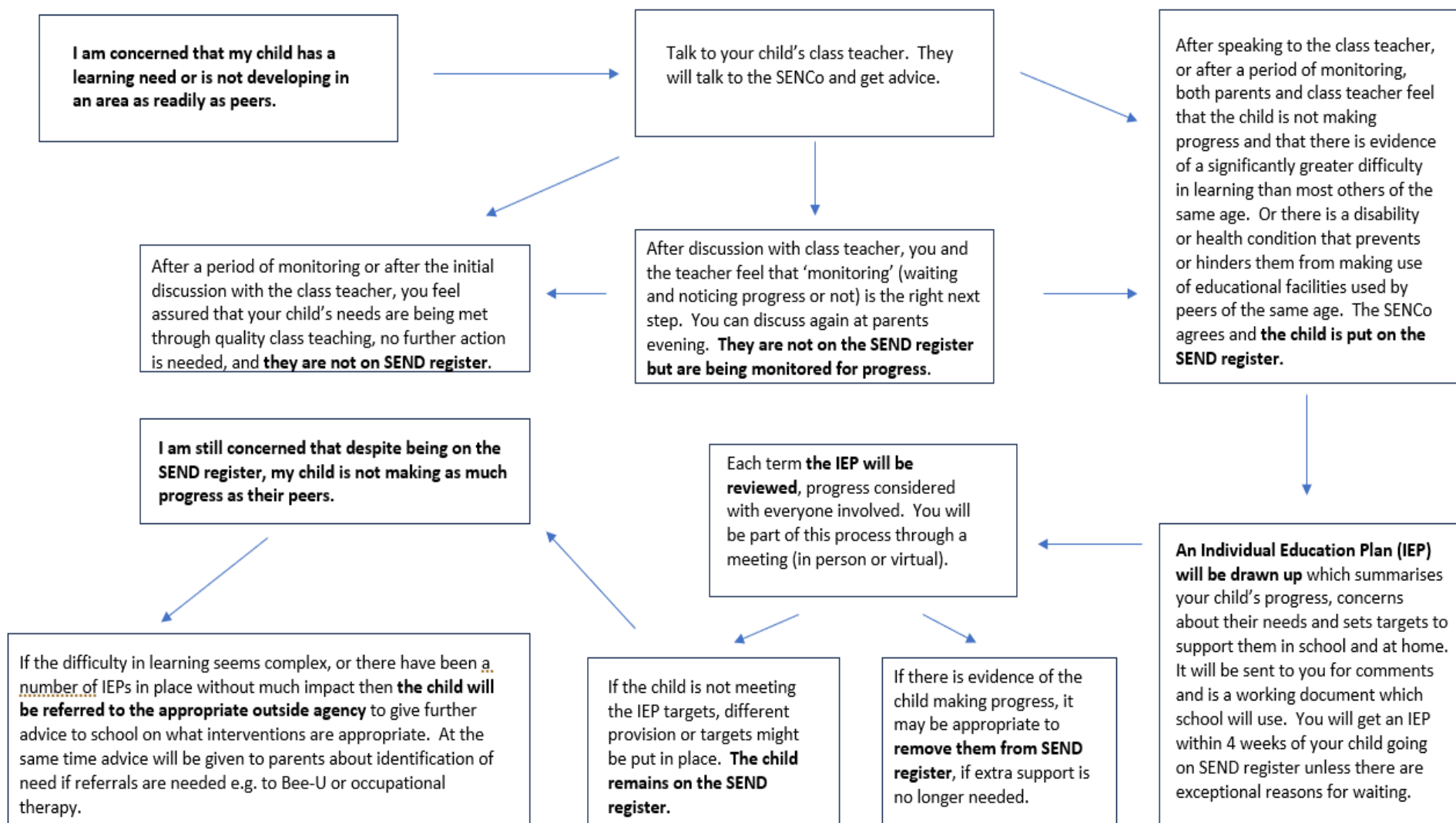
The best people to talk to who are independent of school are the Information Advice Support Service (IASS), formerly Parent Partnership Service, details can be found here: <http://www.cabshropshire.org.uk/shropshire-iass/>

Shropshire Parent and Carer Council (PACC) are also supporting school to set up a Parent Carer Forum in school. Ask at the School Office for details of the next meeting. Their website is also helpful: <http://www.paccshropshire.org.uk/> We hope that this report is helpful but are always willing to answer further questions in person, by telephone (01952 510383) or by email to the SEND box: 3030christchurchsend@inspiretolearn.net


Rachael Fortune & Tracey Cansdale

May 2024

Appendix 2: A Parents' Guide to how school support children with SEND



Appendix 3 – Example of an Individual Education Plan/Person Centred Plan

		Individual Education Plan					
The purpose of this document is to determine strategies to meet the individual needs of XX during the academic year 2024 - 2025.							
Year: X		Class: Maple Y1		Teacher: X		Teaching assistants: X	
Child's view and input into IEP: Yes - x contributed on 20/11/24		<u>What I like?</u> Colouring, drawing animals, learning about pets		<u>What I don't like?</u> New things, changes, being away from mum and dad		<u>What helps me to learn?</u> Having support from Miss F in the morning to colour a special animal picture.	
Teacher/teaching assistant input: Yes -Maple team contributed on 21/11/24		<u>Strengths:</u> Great knowledge of science including animals, enjoys PE, has 1 close friend		<u>Areas of difficulty:</u> Separation from mum or dad in the morning, changes to routine, some sensory needs		<u>Observations on supportive intervention/adaptations:</u> Having a routine activity to come <u>in to</u> school and do which is the same every day helps. Visuals are also working well and a quick check in at the beginning of the day is really helping settle.	
Professional input into IEP: Please highlight		Educational Psychologist	Spectra	Occupational therapist	Speech and language therapist	Physiotherapist	Other: Please specify
Area of SEN: Please highlight		Communication and interaction		Cognition and learning	Social, emotional and mental health (SEMH)	Sensory and/or physical needs	
Overview of child: (class teacher and/or teaching assistant input)		Child X is finding it hard to settle in the mornings and gets highly anxious about school which can result in a lot of conflict with mum and dad prior to coming to school. On arrival there can be tears and refusal to enter. This has always been the case since the child arrived in Reception and has not really changed over time. Mum and dad report that the child shows separation anxiety in other areas apart from school. Child x does find it hard if there are changes to routine such as a supply teacher or a change in the school day and can become extremely withdrawn and refuse to engage in learning activities. Child x can find groups of children overwhelming and likes to be on their own or with only 1 other child.					
Assessment type:		NTS Reading Assessment (termly)		NTS Maths Assessment (termly)		Other assessments or data	

	Autumn	Spring	Summer	Autumn	Spring	Summer	Baseline for the end of the year:
Reception <i>(please comment on assessments carried out in the classroom on reading/maths)</i>	Expected in Reading and Writing ELGs			Expected in Number and Pattern ELGs			Below expected in PSED ELGs
Year 1	102			101			<i>Phonics screening assessment:</i>
Year 2							
Year 3							
Year 4							Times tables results:
Year 5							
Year 6							
Targets							
Targets - At least 1 target should relate to targets which are set in EHCP or found in annual review paperwork. These should also be SMART targets which individuals will be able to achieve. If targets are repeated, please adapt them to make the target more achievable.							
Short term target 1							
Plan - what is the target for the term?							
Child X will come into school and be able to settle to an activity within 5 minutes of separating from mum or day on 3 out of 5 days							
Do - Intervention/Support/Provision				Frequency/duration/grouping/who?			

<ul style="list-style-type: none"> - Activity table set up each day with special animal picture ready for child x to <u>colour</u> - Check in from TA within 5 minutes of arrival to talk about the day and show the visual timetable 	Daily, 1-1 with TA, 5 minutes daily
Review - Impact/Progress	Date of review:
Short term target 2	
Plan - what is the target for the term?	
Child x will be able to play in a group of 3 in a turn taking game supported by an adult on 3 different occasions.	
Do - Intervention/Support/Provision	Frequency/duration/grouping/who?
Weekly structured play group with child x and 2 other children plus TA playing some simple board games.	Weekly, small group with TA, 20 minutes weekly
Review - Impact/Progress	Date of review:
Short term target 3	
Plan - what is the target for the term?	
Child x will use their visual timetable 4 out of 5 days	
Do - Intervention/Support/Provision	Frequency/duration/grouping/who?

