Christ Church C.E. Primary School

Special Educational Needs and/or Disability Information Report

2026-2027

Introduction

At Christ Church CE Primary, our SEND provision is rooted in our Christian ethos of Preparing, Sowing and Growing. We prepare every child by recognising their unique strengths and needs, ensuring they have the foundations required to thrive. We sow seeds of confidence, curiosity and resilience through high-quality teaching, personalised support and strong partnerships with families and specialists. We grow together as a community where every child is valued, included and encouraged to flourish academically, socially and spiritually. Our commitment to inclusive practice ensures that pupils with SEND are nurtured, challenged and supported so they can become the very best version of themselves.

Who is involved in supporting children with SEND? Who can I talk to in school about my child?

SENDCo (Special Educational Needs coordinator) – Miss Rachael Fortune

Responsible for**:**

- Collaborating with the governing body and Head of School, as part of the school leadership team, to determine the strategic development of the SEND policy and provision in the school.
- Overseeing the day-to-day operation of the school's SEND policy.
- Working with the Head of School and the governors to ensure the school meets its statutory duties for pupils with SEND.
- Coordinating the early and accurate identification of pupils with SEND.
- Leading the implementation of the graduated approach (assess-plan-do-review).
- Providing guidance on appropriate strategies, resources and reasonable adjustments.
- Liaising with parents of children with SEND.
- Ensuring parents are involved in decisions about their child's SEND support.
- Providing advice, training and support to staff to improve understanding of SEND needs.
- Promoting a culture of collaboration and inclusion across the school.
- Coordinating involvement with external professionals such as educational psychologists, health services, social care and specialist teachers.
- Ensuring effective communication between the school and outside agencies.
- Leading on referrals for additional support or where assessment is appropriate.
- Advising on the deployment of the school's SEND budget and resources.
- Ensuring interventions and support are cost-effective and evidence-based.
- Overseeing the use of additional funding for pupils with Educational, Health and Care Plans (EHCPs).
- Coordinating the process for statutory assessment requests.
- Ensuring the school meets its duties for pupils with EHCOs, including organising and chairing annual reviews.
- Ensuring provision outlined in EHCPs is delivered and monitored.
- Keeping up to date with local and national developments in SEND practice and legislation.
- Ensuring the school's SEND information report is accurate and updated annually.

Head of School – Mrs Emma Clarke

Responsible for:

- Provide overall leadership for an inclusive school culture where pupils with SEND are valued and supported.

- Ensure that the school meets its statutory duties under the Children and Families Act 2010 and the SEND Code of Practice.
- Ensure that the SEND policy and the SEND Information Report are implemented effectively across the school.
- Work with the SENCO and ensure they have the appropriate time and resources needed to fulfil their role.
- Ensure the SENCO is a qualified teacher and has (or is completing) the National Award for SEN Coordination.
- Support the SENCO in coordinating provision for pupils with SEND and in liaising with external agencies.
- Ensure that high quality teaching is the foundation of SEND provision across the school.
- Oversee systems for identifying pupils with SEND and ensure early, accurate identification.
- Monitor the progress and attainment of pupils with SEND and ensure interventions are effective.
- Promote strong, collaborative relationships with parents and carers of pupils with SEND.
- Ensure pupils with SEND are involved in decisions about their support and provision.
- Ensure that those teachers and working with SEND pupils are aware of their needs and have arrangements in place to meet those.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.

Class teachers – Mrs Amy Martin, Mr William Brotherton, Mrs Lindsay Douch and Miss Grace Nolan

Responsible for:

- Deliver high-quality, adapted teaching that meets the needs of all pupils, including those with SEND.
- Take primary responsibility for the progress and development of pupils with SEND in their class, even when additional adults are involved.
- Implement reasonable adjustments to remove barriers to learning.
- Identify pupils who may have emerging SEND needs and raise concerns promptly with the SENCO.
- Contribute to assessments and provide evidence for the graduated approach (assess-plan-do-review).
- Monitor and record pupil progress, noting any changes in need or response to intervention.
- Work with the SENCO to plan and deliver targeted support and interventions.
- Create Individual Education Plans (IEPs) for pupils with SEND and review these termly, involving parents, pupils and any relevant staff.
- Implement strategies and support outlined in pupils' individual education plans and/or EHCPs.
- Maintain regular communication with the SENCO regarding pupils needs, progress and corns.
- Involve pupils in setting and reviewing their own targets where appropriate.
- Participate in meetings, reviews and multi-agency discussions.
- Engage in training and professional development related to SEND.
- Stay informed about the needs of pupils in their class.

Teaching assistants

Responsible for:

- Working with the class teacher to provide support in the classroom for children with SEND.
- Deliver intervention programmes inside or outside of the classroom as directed by the class teacher.
- Supporting pupils by using adaptive methods and manipulatives inside the classroom to overcome barriers to learning.
- Be involved in supporting every aspect of the graduated response (assess-plan-do-review) in conjunction with the class teacher.
- Assess the progress of pupils regularly within intervention programmes and in the classroom and report back to the class teacher.

SEND governor – Mrs Stephanie Bentley

Responsible for:

- Ensuring the Local Offer is up to date.
- Ensuring that the appropriate provision is made for children with SEND.
- Reporting to governors on the effectiveness of the SEND provision in school.
- Supporting the SENDCo and working together.

How does the school communicate with parents/carers and carers with SEND?

- Termly SEND meetings with the class teacher (and the SENDCo where appropriate) are held to celebrate success, review progress, and set new targets. These meetings take place during parental consultation time, with additional time allocated where needed to discuss SEND needs in more depth.
- If a child has an EHCP, one of these termly meetings will be the Annual Review, involving parents/carers, the SENDCo, and any relevant professionals.
- Looked After Children (CLA) receive regular PEP meetings to celebrate achievements and review targets in line with their Personal Care Plans (PCPs).
- Parents/carers are welcome to request additional meetings with the class teacher or SENDCo at any time if they wish to discuss their child's learning or wellbeing.
- Staff may hold informal meetings or check-ins with parents/carers to share updates or discuss emerging concerns.
- Class teachers will contact parents/carers if they have concerns about a child's progress or to inform them about any intervention programme their child is taking part in.
- Parents/carers are informed if the school wishes to involve outside agencies, and the SENDCo or specialist teacher will share the findings and recommendations from any assessments.
- We use pupil-centred planning, with objectives set collaboratively by the child, teacher, and parents/carers.
- The school offers parent workshops, such as reading, phonics, and maths sessions, to help families support learning at home.
- We hold SEND coffee mornings/afternoons to provide informal opportunities for parents/carers to meet staff, ask questions, and connect with other families.
- Parents/carers receive annual written reports summarising progress, achievements, and next steps.

How do we monitor progress made by pupils?

- Teachers are responsible for monitoring the progress of all pupils in their class. This is done through the Assess–Plan–Do–Review cycle, marking, day-to-day assessments, observations, questioning, and regular formal assessments.
- Teachers record pupil progress on the school's tracking system each term, ensuring progress is monitored consistently over time.
- Teachers meet regularly with the SENDCo to discuss the progress and next steps for pupils with EHCPs and those receiving SEND Support.
- Teachers review the progress pupils with SEND make towards their individual targets, adjusting support and interventions as needed.
- Pupils on the SEND register may also be assessed or reviewed by external agencies, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, or the Sensory Inclusion Service.
- All monitoring feeds directly into future planning, teaching approaches, intervention design, and the ongoing Assess–Plan–Do–Review cycle.
- Standardised assessments may be used to provide additional information about a pupil's strengths and areas of difficulty.
- The impact of interventions is monitored to ensure they are helping pupils make progress. Interventions are adapted or changed if they are not having the intended effect.
- Parents/carers are kept informed about progress through meetings, reviews, and regular communication.
- Progress is measured from each pupil's individual starting point, not solely against age-related expectations.

What should a parent/carer do if they are concerned about their child's progress?

- As a school, we believe it is important to support children as soon as any additional needs are identified — we understand the importance of early

intervention.

- The first step is to speak to your child's class teacher about their progress and any concerns you may have. This is an important conversation, and at Christ Church CE Primary School we are always keen to listen.
- You may raise concerns during termly parent consultation meetings, or you can arrange a meeting with the class teacher via the school office or the admin email address.
- Concerns can then be shared with the SENDCo, either directly by parents/carers or through the class teacher.
- If, for any reason, you feel unable to discuss your concerns with the class teacher, you are welcome to make an appointment directly with the SENDCo, Miss Rachael Fortune.

What if my child is still not making the progress we would expect?

- If your child is not making the expected progress, the SENDCo may decide to refer to external agencies who can provide further assessment and recommendations. These may include Educational Psychologists, Speech and Language Therapists, Occupational Therapists, or other specialist services.
- At this stage, your child may receive SEND Support, which will be recorded in an Individual Education Plan (IEP). This is written by the class teacher in collaboration with parents/carers and, where appropriate, the pupil. IEPs are reviewed termly to monitor progress and adjust targets.
- If concerns continue despite targeted support, the school may consider applying for additional help through the Graduated Support Pathway.
- If further evidence suggests that your child may require support beyond what the school can provide from its own resources, the school may request a Statutory Assessment. This involves a range of assessments, often including an Educational Psychologist, to determine whether your child would benefit from an Education, Health and Care Plan (EHCP).
- If the Local Authority agrees that your child needs additional support, an EHCP may be issued. This document outlines your child's needs, the provision required to meet those needs, and the long-term outcomes they are working towards. It provides the school and other professionals with clear guidance and ensures your child receives the support they need.

How will my child's EHCP be reviewed and monitored?

- If your child has an EHCP, it is reviewed every year during an Annual Review meeting involving parents/carers, the school, and any other professionals who support your child.
- The purpose of the meeting is to review the progress your child is making towards their long-term outcomes and to decide whether any amendments are needed to the plan.
- Your views are an essential part of the review process and are recorded as part of the meeting.
- Sometimes an emergency (or interim) review is required. This can be arranged at any point during the year if the school or parents/carers feel that something significant is impacting your child's needs or provision.

How do we involve pupils with SEND in their own learning journey?

- Pupils help create their One Page Profile with support from teachers or teaching assistants. This includes their likes, dislikes, strengths, and the strategies that help them learn best.
- Where appropriate, pupils are fully involved in the Assess–Plan–Do–Review cycle. Class teachers and pupils discuss and set targets together so pupils understand their next steps.
- Teachers and teaching assistants regularly discuss progress with pupils and review how they are working towards their targets.
- Pupils meet with their teacher and parents/carers to set new targets and reflect on their progress.
- Pupils use self-review strategies to share their understanding, confidence, and any areas where they feel they need more support.
- If a pupil has an EHCP, they are involved in the Annual Review where appropriate. They always contribute their views and may attend part of the meeting to share work or talk about their progress.

- Staff use child-friendly questionnaires or "pupil voice" sheets to gather pupils' views about their learning and wellbeing.
- Pupils are given opportunities to choose resources or strategies that help them learn (e.g., selecting a writing scaffold, sensory tool, or preferred seating arrangement).

How do we adapt our curriculum and learning environment include pupils with SEND?

- Lessons are carefully planned so that every child receives work that is appropriately adapted to their stage of learning, or the support needed to access the curriculum.
- Staff use visuals, symbols and gestures to support communication and understanding.
- Pupils are given additional processing time during discussions and questioning.
- Visual timetables, now/next boards and checklists are used to support understanding, independence and routine.
- Pictorial or written prompts and scaffolds are provided during tasks to support learning.
- Manipulatives and models are used to support understanding (e.g. part–whole models, counters in maths, phoneme mats in English).
- Multisensory approaches are used to support engagement and deepen understanding.
- Tasks are broken into manageable steps by teachers and teaching assistants.
- Teaching assistants provide pre-learning and over-learning opportunities focused on vocabulary, texts, knowledge or key skills.
- Pupils may receive adult support to complete tasks set by the teacher.
- Pupils may receive additional targeted support, individually or in small groups, to help them meet their targets.
- All areas of the school are accessible for pupils with mobility difficulties, with adaptations made where needed.
- Pupils with sensory impairments may have a trained adult to support them with specialist equipment.
- The school receives advice from external agencies to support pupils with SEND and implements recommended strategies.
- Assistive technology is used where appropriate, such as laptops, iPads, speech-to-text tools, reading pens or coloured overlays.
- Quiet or low-stimulus spaces are available for pupils who need sensory regulation or a calm environment.
- Flexible seating options are available, such as wobble cushions, standing desks or alternative workspaces.
- Homework expectations may be adapted where appropriate to ensure accessibility and reduce anxiety.
- Staff receive regular training on SEND strategies, specific conditions and inclusive practice.
- Personalised timetables may be used for pupils who need a more structured or reduced-anxiety approach.
- Risk assessments or care plans are created for pupils with medical or physical needs.
- Pupils are supported during transitions, including between year groups, key stages or when moving to secondary school.

How do we support pupils at times of transitions?

- Pupils with SEND receive additional support when moving from one class to another. This includes extra time with their new class teacher and teaching assistant. The current TA and pupil may also create a photobook of key adults and important areas of the school, which pupils can take home to share with parents/carers over the summer.
- Teachers liaise closely with each other to share information about every child. For pupils on the SEND register, their Assess–Plan–Do–Review cycle and individual targets are shared to ensure continuity of support.
- When a child is moving to secondary school, the SENDCos from both schools work together to ensure a smooth transition. This may include additional visits to the new school. If a child has a 1:1 teaching assistant, the TA will share relevant advice and information with staff at the receiving school.
- If a pupil requires specialist provision, the SENDCo supports parents/carers throughout the process, arranging visits, attending meetings, and ensuring families are fully involved in decision-making.
- In some cases, it may be appropriate to create a Pupil Passport to pass on to the new school, summarising key information about the child's needs, strengths

and strategies that support them.

Christ Church's provision for pupils with SEND:

Communication and Interaction		
Speech, language and communication needs		
How we identify need, assess and review progress	*How do we adapt teaching to ensure access to the curriculum*	*How do we provide further support and intervention for identified needs*
• Teachers and staff closely monitor children's speech, language and communication (SLC) development. Where concerns arise, staff will observe and identify children who are not working within age-related expectations in this area. • Children may be assessed using Talk Boost or similar SLC assessments internally. These provide staff with detailed information to help plan appropriate next steps. • Any concerns are always discussed with parents/carers at the earliest opportunity. • The school SENCo will be informed and may carry out additional observations within the setting. • If appropriate, a referral may be made to the NHS Speech and Language Therapy (SALT) service for further assessment. • When assessing a child, SALT may explore a range of areas including: • attention and concentration • listening skills • receptive language (understanding) • auditory memory • sequencing • understanding of abstract language and concepts • vocabulary and naming	• We are an ELSEC-friendly setting as of July 2025, which means we have been recognised for creating an environment that supports children with speech, language and communication needs. This includes using ELSEC-recommended strategies, adapting classroom practice, and ensuring staff are trained to promote positive communication, emotional safety and inclusive interactions. • We use a whole-class Concept Cat approach throughout Nursery and EYFS to support vocabulary development and early language skills. • Staff receive training from the Speech and Language Therapy (SALT) Service, and we use the Local Offer to access further training when needed. • We follow advice and recommendations from external agencies, including SALT, Educational Psychologists, and specialist advisory teachers. • We purchase and use specialist resources, such as language games, vocabulary packs, and communication tools, to support children with speech and language needs. • We provide pre-tutoring of key vocabulary to help children access new learning with confidence.	• We provide trained teaching assistants to deliver targeted intervention programmes such as TalkBoost, which also acts as an assessment tool. • We refer children to the NHS Speech and Language Therapy (SALT) service for specialist assessment, support and advice. • Trained teaching assistants deliver specific programmes on a 1:1 basis or in small groups, depending on the child's needs. Specialist programmes recommended by SALT or external agencies (e.g., narrative therapy, vocabulary programmes). • Private speech and language practitioners may work in school when requested by parents/carers. • We provide regular feedback to parents/carers and offer practical suggestions for supporting communication at home. • Individualised communication plans created with input from SALT, outlining strategies, targets and recommended approaches for staff. • Graduated approach (Assess–Plan–Do–Review) used consistently to ensure interventions are targeted and effective and then reviewed with teachers and

• word retrieval • word order and sentence structure • SALT may offer a series of therapy sessions to address identified needs. • Where appropriate, SALT will provide school with resources, programmes, or strategies to support the child's progress in class. • SALT may review a child's progress over time where there are ongoing concerns. • Any speech and language difficulty that impacts on reading, writing, or wider learning will be monitored through the school's internal tracking systems. • For children with an Education, Health and Care Plan (EHCP), progress is reviewed annually through an Annual Review meeting involving the SENCo, parents/carers, and any relevant outside agencies.	• We use a wide range of visual supports, including pictures, symbols, visual timetables, now/next boards, and Makaton gestures. • We break information into short, manageable chunks, adapting language as necessary to ensure understanding. • We provide repeated instructions and check for understanding in a supportive, non-pressured way. • We allow extra processing time so children can think, respond, and participate at their own pace. • Adults consistently model language • Use of small-group or quiet space teaching to reduce distractions or support focused learning. • Scaffold tasks. • Use of technology, such as communication apps, voice recorders or interactive visuals. • Peer-supported learning such as talk partners or structured turn-taking. • Environmental adjustments such as reducing background noise, using visual displays or creating communication friendly spaces.	parent/carers. • Collaboration with other professionals, such as Educational Psychologists, Early Help, or specialist advisory teachers when communication needs impact wider learning or emotional wellbeing.
Autistic Spectrum Disorder		
How we identify need, assess and review progress	*How do we adapt teaching to ensure access to the curriculum*	*How do we provide further support and intervention for identified needs*
• Any adults working with a child who have concerns relating to possible ASD will discuss concerns with the SENDCo. • It may be that the class teacher, teaching assistants and other staff working with the child will keep careful, tracking of the child and record observations over a period of time (usually 8-12 weeks). • Staff may use screening tools or checklists such as social communication checklists or sensory profiles to help identify patterns of	• Creating predictable routines and using clear visual timetables to reduce anxiety and support transitions. • Breaking tasks into small, manageable steps with clear, concrete instructions. • Using visual supports, such as now/next boards, symbols, checklists, and visual prompts. • Providing a low-arousal, communication-friendly environment, including quiet spaces and reduced sensory	• Individual support plans with ASD-specific targets, strategies and outcomes, reviewed regularly with parents/carers. • 1:1 or small-group interventions focusing on social communication, emotional regulation, or understanding social situations. • Social stories and comic strip conversations to support understanding of routines, expectations and changes. • Sensory support plans, developed with staff or external professionals, to help pupils

need. • School may gather information from any previous settings to build a fuller picture. • Concerns about behaviour will be shared with parent/carers and they will also be encouraged to share any concerns they have at home. • If concerns continue or are significantly impacting on the individual's day to say, a referral may be made using an EHAF (Early Help Assessment Form) and/or a referral to CAHMS for an assessment. • CAHMS will have an initial meeting with parent/carers and school and this may lead to a diagnosis of ASD. • Sometimes, parents seek a private assessment.	distractions. • Using clear, literal language and avoiding idioms or ambiguous instructions. • Pre-teaching vocabulary and concepts to help pupils feel prepared and confident. • Allowing additional processing time and reducing pressure to respond immediately. • Offering alternative ways to communicate, such as visuals, gestures, writing, or technology. • Supporting emotional regulation through predictable routines, calm spaces, and co-regulation strategies. • Adapted questioning and checking understanding in a supportive, non-pressured way. • Providing sensory adjustments, such as ear defenders, movement breaks, or adapted seating. • Modelling social communication, turn-taking and problem-solving in a clear, explicit way. • Using special interests to motivate learning and build engagement.	manage sensory needs. • Targeted emotional regulation programmes, such as Zones of Regulation or similar approaches. • Regular check-ins with a key adult to support wellbeing, transitions and emotional safety. • Referrals to external agencies, such as CAMHS, Educational Psychology, Autism Outreach and/or Occupational Therapy. • Collaboration with private clinicians where families choose to seek private ASD assessments or therapy. • Use of specialist programmes recommended by professionals (e.g., social communication groups, Lego-based therapy, sensory circuits). • Regular multi-agency meetings to review progress and adjust support. • Providing resources and strategies for home, ensuring consistency between school and family routines. • Considering an EHCP assessment where needs are significant, long-term, and require additional provision beyond SEN Support.
Cognition and Learning		
General/moderate learning difficulties		
How we identify need, assess and review progress	*How do we adapt teaching to ensure access to the curriculum*	*How do we provide further support and intervention for identified needs*
• Teachers identify children who are not working within age-related expectations or who are making slower progress than their peers. • Any concerns are discussed with parents/carers at the earliest opportunity to gather information and share observations from home. • The SENDCo is informed and, where appropriate, will observe the child in their	• Pupils may work in a small group with an adult. • Pupils are given work that is carefully adapted to meet their needs. • Scaffolds and supports are used to help pupils access learning. • Pupils are encouraged to use resources such as word banks, number lines and manipulatives to support their learning. • Learning is broken into smaller, manageable	• Daily reading with an adult either in a small group or individually. • Extra phonics work (e.g., Bug Club) in a small group or 1:1. • Spelling intervention programmes such as Spelling Shed or Nessy. • 1:1 or small-group additional maths sessions to pre-tutor or over-learn key skills. • Touch typing to support writing and recording.

classroom or learning environment to gain a clearer understanding of their needs. • A range of classroom assessments, observations and standardised tests are used to identify specific areas of difficulty, such as reading, writing, maths, memory, processing or problem-solving. • School tracking systems are used to monitor progress over time and identify patterns of underachievement or inconsistent progress. • If appropriate, a referral may be made to an external agency, such as the Educational Psychology Service, Learning Support Advisory Teachers, or other specialist services. • These agencies may carry out further assessments, identify next steps, and provide advice on how best to support the pupil in school. • Staff may gather work samples, reading ages or curriculum based assessments t build a detailed picture of strengths and needs. • The SENCo may carry out cognitive or learning-based screening tools to support identification. • Where a child has an Education, Health and Care Plan (EHCP), their progress is reviewed annually at an Annual Review meeting involving the SENDCo, parents/carers, and any relevant outside agencies.	steps with clear, structured instructions. • Key vocabulary and concepts are pre-taught to help pupils feel prepared and confident. • Additional processing time is provided, and instructions may be repeated or rephrased where needed. • Scaffolded tasks are used, such as writing frames, sentence starters, number lines and manipulatives. • Adults model thinking out loud to demonstrate strategies and problem-solving. • A supportive, low-pressure environment is created to build confidence and celebrate small steps of progress.	• Precision teaching to build fluency in key skills. • Reading comprehension groups focusing on inference, vocabulary and understanding. • Handwriting or fine-motor programmes such as Write from the Start or Dough Disco. • Times tables or number facts fluency. • Working memory activities • Following advice from outside agencies. • Purchasing resources to support children's learning needs. • Providing additional adult support in the classroom. • Regular feedback to parents/carers and offering suggestions for how they can help at home. • Regular feedback to parents/carers and offering suggestions for how they can help at home.
Specific Learning Difficulties e.g. Dyslexia, Dyscalculia		
How we identify need, assess and review progress	*How do we adapt teaching to ensure access to the curriculum*	*How do we provide further support and intervention for identified needs*
• Teachers identify children who are not working within age-related expectations and recognise where there may be a mismatch between general ability and the ability to record ideas (e.g., strong verbal skills but weak writing or spelling).	• Learning is broken into small, manageable steps with clear, structured instructions. • Multi-sensory teaching approaches are used, including visual, auditory and kinaesthetic activities. • Visual supports such as word banks,	• Daily reading with an adult, either individually or in a small group. • Extra phonics work (e.g., Bug Club) delivered in small groups or 1:1. • Spelling intervention programmes, such as Spelling Shed or Nessy.

• Any concerns are discussed with parents/carers at the earliest opportunity. • The SENDCo is informed and, where appropriate, will read with the child, assess writing, and explore areas of difficulty. • Nessy, a dyslexia screening tool, may be used by the SENDCo to gather further evidence of possible dyslexic traits. • A range of class assessments, observations and standardised tests are used to identify children who are not making expected progress. • School tracking systems help monitor progress over time and identify patterns of difficulty. • National assessments, such as Year 1 Phonics Screening, and SATs in Year 2 and Year 6, may highlight areas of concern. • Where appropriate, the school may seek advice from external agencies, such as the Educational Psychology Service or Learning Support Advisory Teachers. • If a child has an Education, Health and Care Plan (EHCP), their progress is reviewed annually by the SENDCo, parents/carers and any relevant outside agencies.	diagrams, number lines, and modelled examples are used to aid understanding. • Pre-teaching of vocabulary and concepts helps pupils feel prepared and confident. • Additional processing time is provided, and instructions may be repeated or rephrased. • Scaffolded tasks are used, such as writing frames, sentence starters, manipulatives, and worked examples. • Alternative methods of recording are offered, such as typing, voice-to-text, drawing, or using symbols. • Coloured overlays, reading rulers or adapted fonts may be used to support reading fluency. • Use of technology, such as reading apps, dictation tools, or maths learning platforms, supports access to learning. • Adults model thinking aloud to demonstrate strategies for problem-solving and comprehension. • A supportive, low-pressure environment is created to build confidence and celebrate small steps of progress.	• 1:1 or small-group maths interventions to pre-teach or over-learn key skills (for dyscalculia-type needs). • Touch typing sessions to support writing and recording. • Precision teaching to build fluency in key skills such as number facts or spellings. • Memory and processing interventions, such as sequencing activities or working-memory games. • Use of specialist resources, such as manipulatives, reading overlays, or dyslexia-friendly books. • Following advice from external agencies, such as Educational Psychologists or specialist teachers. • Additional adult support in the classroom to help pupils access learning and stay on task. • Regular feedback to parents/carers, including strategies and resources to support learning at home. • Individual Support Plans with clear, achievable targets reviewed regularly through the Assess–Plan–Do–Review cycle. • Considering an EHCP assessment where needs are significant, long-term, and require provision beyond SEN Support.
Social, Emotional and Mental Health Difficulties		
How we identify need, assess and review progress	*How do we adapt teaching to ensure access to the curriculum*	*How do we provide further support and intervention for identified needs*
• If adults working with a child have any concerns relating to their emotional or mental health, they will discuss these with the SENDCo. • The child will be monitored and observed by the SENDCo, class teacher and/or teaching assistant to build a clear picture of their needs.	• We create a calm, predictable classroom environment with clear routines to reduce anxiety. • Adults use consistent language, expectations and boundaries to support emotional safety. • Tasks are broken into smaller steps to reduce overwhelm and build confidence.	• 1:1 or small-group emotional support, such as nurture groups or wellbeing sessions. • Zones of Regulation or similar emotional regulation programmes. • Lego-based therapy, social skills groups or friendship groups to support relationships. • Regular check-ins with a key adult to support emotional wellbeing and transitions.

• Concerns about a child's wellbeing will be shared with parents/carers at the earliest opportunity. • Families may be offered School Early Help to support emerging needs. • If concerns continue, a referral may be made by the Parent Support Advisor (PSA) using an EHAF (Early Help Assessment Form). • Where appropriate, this may lead to a referral to CAMHS (Child and Adolescent Mental Health Service) or the School Nurse for further assessment and support. • CAMHS or the School Nurse will meet with school and parents/carers to discuss concerns and agree next steps. • Parents can also raise concerns or request assessments by visiting their GP. • Pupils' progress is regularly reviewed through internal tracking data, teacher assessments, and national assessments such as SATs and the Year 1 Phonics Screening. • Where a child has an EHCP, their progress is reviewed annually with parents/carers and relevant professionals.	• Visual timetables, now/next boards and clear instructions help pupils understand what to expect. • Movement breaks, sensory tools or quiet spaces may be offered to support regulation. • Staff use emotionally-attuned approaches, such as co-regulation, modelling calm behaviour and using restorative conversations. • Work may be differentiated to reduce frustration and support success. • Pupils may be seated in a place that supports focus and reduces distractions. • Adults use positive reinforcement, praise and encouragement to build self-esteem. • Check-ins with a trusted adult help pupils feel safe and ready to learn. • Staff use trauma-informed and attachment-aware practices where appropriate; all staff are Attachment and Trauma Level 2 trained as of May 2026.	• Behaviour support plans or Individual Support Plans with clear strategies and targets. • Referrals to external agencies, such as CAMHS, School Nurse, Educational Psychology or Early Help. • Implementing recommendations from external professionals to ensure consistent support. • Support during unstructured times, such as lunch or playtime, where difficulties may be more evident. • Use of sensory circuits or regulation activities to support readiness to learn. • Movement breaks. • Additional adult support in class to help pupils manage emotions and stay engaged. • Regular communication with parents/carers, including strategies to support emotional wellbeing at home. • Considering an EHCP assessment where needs are significant, long-term and require provision beyond SEN Support.
Sensory and/or physical		
Hearing impairment		
How we identify need, assess and review progress	*How do we adapt teaching to ensure access to the curriculum*	*How do we provide further support and intervention for identified needs*
• Many children with a hearing impairment will have had their condition identified prior to starting school. • If an adult working with a child suspects an undiagnosed hearing difficulty, the class teacher will speak to parents/carers and encourage them to arrange a medical hearing test. • This may lead to support such as hearing aids, or may simply make staff aware of temporary hearing difficulties (e.g., glue ear).	• All adults working with the pupil are made aware of their hearing needs and take steps to promote inclusion. • Children may be seated near the front of the class or in a position that best supports their hearing. • Adults speak clearly and naturally, without over-emphasising words or slowing speech. • Adults ensure the pupil can see their face when speaking to support lip-reading and	• Children are seated in a position that supports their hearing and reduces background noise or classroom "traffic". • Where possible, we take positive steps to improve acoustic conditions, such as reducing echo or background noise. • Children with hearing aids are supported in the management of their equipment; as they grow older, they are encouraged and trained to manage this independently.

• If a medical diagnosis is made by an ENT consultant, a referral may be made to the Sensory Impairment Service (SIS). • This may lead to support from a Teacher of the Deaf (TOD), who will assess needs and provide specialist advice. • A child with a hearing impairment may also require further assessment in areas such as receptive and expressive language, vocabulary, or literacy. • Progress is assessed and reviewed in the same way as for other children on the SEND register, and by the TOD if they are involved. • Parents/carers are always welcome to raise any concerns with their child's class teacher or the SENDCo.	visual cues. • When asking a question, adults will say the pupil's name first to gain their attention. • Pre-tutoring of vocabulary may be used to introduce new words before a topic begins. • Key vocabulary may be provided in written form to support understanding. • The curriculum may be differentiated in consultation with the Teacher of the Deaf. • Staff follow all recommendations from the TOD, including communication strategies, seating plans, and resource use.	• Targeted interventions may be used to develop receptive and expressive language, vocabulary, and communication skills. • Staff work closely with the Teacher of the Deaf and follow all specialist advice. • Additional adult support may be provided to help pupils access learning and understand instructions. • Specialist resources may be purchased to support hearing needs, such as radio aids, visual supports, or adapted technology. • Regular communication with parents/carers ensures consistency between home and school. • Where needs are significant or long-term, the school may consider whether an EHCP assessment is appropriate.
Visual impairment		
How we identify need, assess and review progress	*How do we adapt teaching to ensure access to the curriculum*	*How do we provide further support and intervention for identified needs*
• During visits or meetings with pre-school providers, we gather information about any previous involvement with outside agencies or any concerns raised by parents/carers. • Staff observe children in class, at playtimes and lunchtimes to identify any difficulties with vision, such as bumping into objects, holding books very close, or struggling to track print. • Reception-age children receive a routine sight test in school. • If staff have concerns about a child's vision, parents/carers are contacted and encouraged to arrange an eye test. • Pupil progress is tracked carefully, and a Learning Support Advisory Teacher (LSAT) referral may be made if appropriate. • Staff monitor the child's ability to track print, follow text, and engage with visual materials.	• Children who wear glasses are supported to understand when and how to use them effectively. • Pupils are seated in an appropriate position in the classroom, such as near the front or where lighting is best. • Work may be provided on coloured paper if recommended by outside agencies. • Coloured overlays may be used to support reading, following professional advice. • Text may be enlarged, bolded or adapted to ensure it is accessible. • Visual clutter is reduced and resources are presented in a clear, high-contrast format. • Adults ensure that instructions are given verbally as well as visually. • The classroom environment is organised to ensure safe movement, with clear pathways and minimal obstacles.	• School seeks advice and support from outside agencies, such as the Sensory Inclusion Service (SIS) or specialist teachers for visual impairment. • The environment may be adapted, for example through improved lighting, reduced glare, or high-contrast markings. • Specialist equipment may be provided, such as magnifiers, large-print books, or adapted technology. • Pupils may receive additional adult support to help them access visual materials or navigate the environment safely. • Staff may provide pre-teaching of visual information or vocabulary to support understanding. • Interventions may focus on developing visual tracking, fine-motor skills, or confidence in using assistive tools.

• Where a diagnosis is made, school may liaise with the Sensory Inclusion Service (SIS) for specialist advice. • Parents/carers are always welcome to raise concerns with the class teacher or SENDCo.	• Staff follow all recommendations from the Sensory Inclusion Service or other specialists.	• Regular communication with parents/carers ensures consistency between home and school. • Where needs are significant or long-term, school may consider whether an EHCP assessment is appropriate.
Physical Disability		
How we identify need, assess and review progress	*How do we adapt teaching to ensure access to the curriculum*	*How do we provide further support and intervention for identified needs*
• A professional diagnosis of a physical need will be made by a consultant, GP, physiotherapist or occupational therapist. • If a teacher has concerns about a child's physical development (e.g., coordination, mobility, fine-motor or gross-motor skills), they will discuss these concerns with parents/carers and the SENDCo. • Staff observe the child in a range of situations (classroom, PE, playtimes) to identify any barriers to participation or independence. • School may request advice from external professionals such as Physiotherapy, Occupational Therapy, or Learning Support Advisory Teachers. • Progress is monitored through school tracking, teacher assessments and reviews of any programmes set by external agencies. • Where a child has an EHCP, progress is reviewed annually with parents/carers and relevant professionals. • Parents/carers are always welcome to raise concerns with the class teacher or SENDCo.	Adaptations are made on the basis of the nature of the difficulty, but may include the following: • Adapted PE lessons, using smaller equipment, alternative activities, or adjusted levels of challenge. • Ensuring the classroom layout allows safe and easy movement around the space. • Using assistive technology to support recording of work (e.g., laptops, tablets, dictation tools). • Breaking activities into smaller steps to support independence and reduce physical strain. • Following risk assessments to ensure pathways are clear for wheelchair users or pupils with mobility needs in classrooms, corridors and playgrounds. • Following all advice and recommendations from medical professionals, including physiotherapy or occupational therapy programmes. • Providing adapted seating, writing tools or specialist equipment where needed. • Allowing additional time for transitions, tasks or movement around school. • Ensuring pupils can participate fully in all lessons, with adjustments made to tasks, resources or expectations where appropriate.	• Programmes may be drawn up by external agencies such as Physiotherapy, Occupational Therapy, or specialist teachers. • Cool Kids or similar programmes may be used to improve coordination, balance and core strength. • Fine-motor and pre-writing activities (e.g., threading, cutting, sticking, dough work) may be used to build hand strength and control. • Pencil grips, adapted scissors or specialist writing tools are available if required. • Pupils may be given regular breaks during physical activities to avoid fatigue. • Clicker 8, Microsoft Word – Dictate, or other assistive technology may be used instead of handwriting longer pieces of work. • Wobble cushions or adapted seating may be used to support posture, focus and comfort. • Where a child has missed lessons due to medical appointments or ongoing treatment, an adult will ensure they are able to catch up with missed learning. • Additional adult support may be provided to help with mobility, organisation, transitions or personal care (where appropriate). • School may consider an EHCP assessment where needs are significant, long-term and require provision beyond SEN Support.

If you have any questions, concerns or complaints about our provision for pupils with Special Educational Needs
Please don't hesitate to contact the school if you wish to talk to or make an appointment with; Rachael Fortune – SEND@christchurch.shropshire.sch.uk The SEND Local Offer is a single place for information, services and resources for children and young people aged 0-25 years old with special education needs and/or disabilities, their families and the practitioners that support them. Information on Shropshire's SEND local offer is available on https://shropshire.gov.uk/the-send-local-offer/

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Rachael Fortune