Christ Church CE

Primary School &

Early Years Unit

SEND Information Report

Christ Church CE Primary School is a Christian community founded on the core values of Friendship, Thankfulness, Peace, Trust, Forgiveness, Compassion and Hope.

Date Adopted:	February 2025
Governing Body:	Christ Church CE Primary School
Review Date:	February 2026
Chair:	Mr David Brand
Headteacher:	Miss Lynsey Gregory

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood.

If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website https://www.christchurchce.co.uk/send/

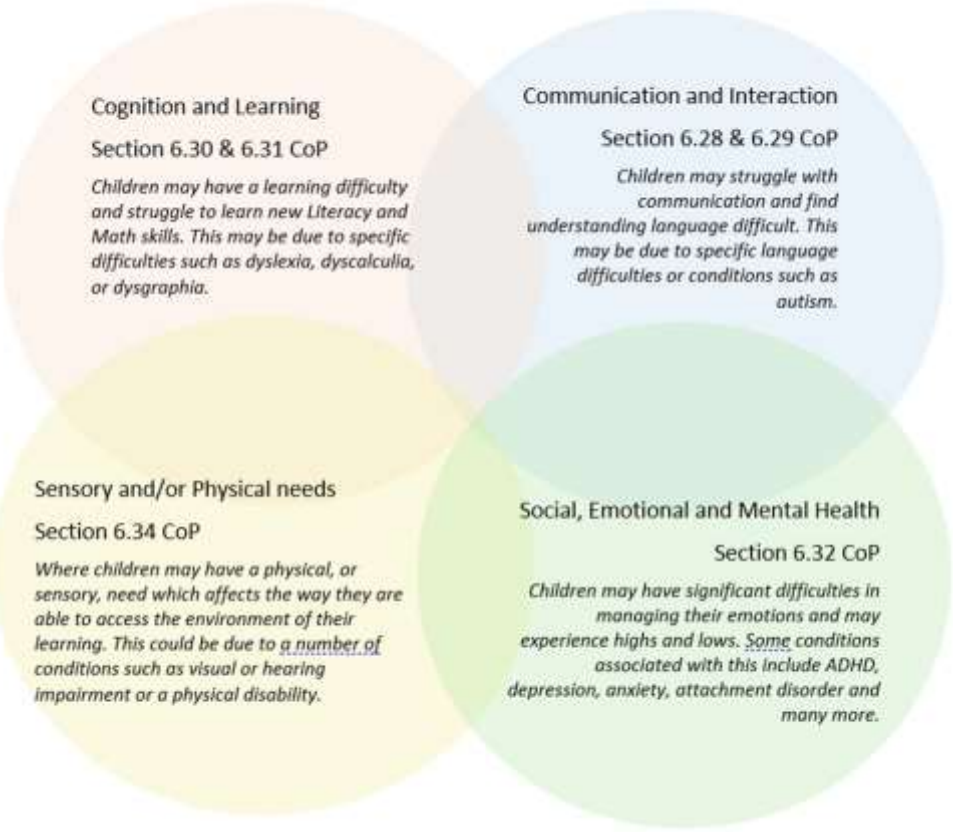
Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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What kinds of SEN does the school provide for?

Our school currently provides additional and/or different provision for a range of needs, including:



Area of need	**Condition**
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Frequently, pupils have needs across categories and school's priority is to gain a good understanding of how the pupil learns to ensure provision is appropriate, rather than focusing on the category of need.

Which staff will support my child and what training have they had?

At Christ Church, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Key Staff: (Please note that this list is not exhaustive)

Mrs Hall (EYFS and KS1 SENCO)
Mrs Size (KS2 SENCO).
Ms Harvey (pastoral manager)
Mrs Butler (pastoral assistant).

Any concerns can be raised with any member of this team via the school office telephone number 0151 922 2136.

Training

All of our teachers and TAs receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. This training includes:

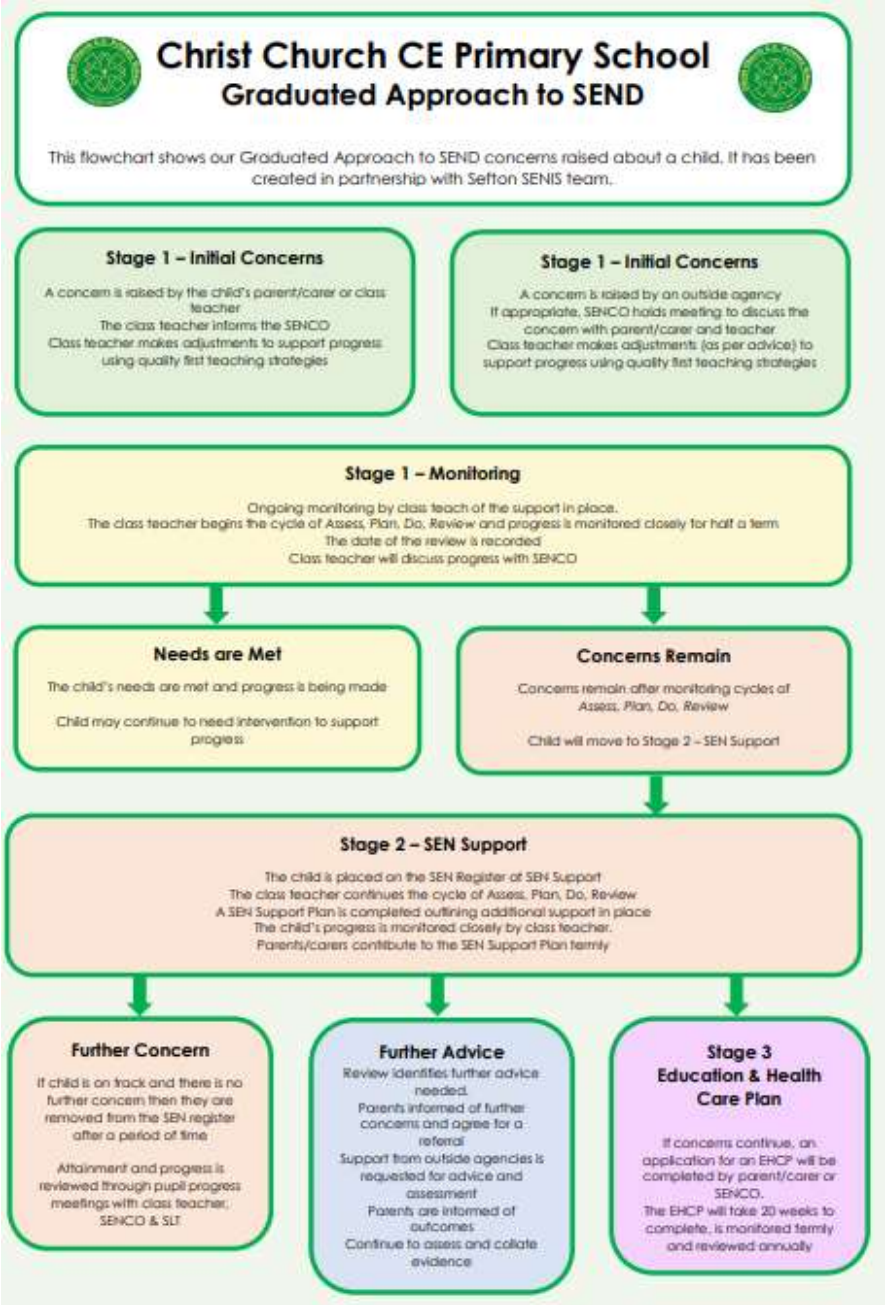
- Adaptive teaching training
- Training from Sefton AET team
- Complex needs team workstation training
- Positive handling strategies
- How to identify and support children with speech and language difficulties.
- Read Write Inc. Phonics
- Epipen, Asthma, Epilepsy and Diabetes training.
- Providing high quality Provision for SEND children
- Writing and managing SEND Support Plans.
- Assessing Reading using Reading Records
- Elklan Speech and Language Support for 0-3s
- How to support children on the autistic spectrum
- NPQSENCO
- Assessing and Teaching Social Skills
- Social Stories
- Safeguarding.
- Support and advice from the Visual Impairment Team.
- Wellcomm speech and language programme
- ELSA support
- PINS Project

- Attachment and Trauma

How does Christ Church CE Primary School identify children who have SEND?

At Christ Church we follow the graduated approach to work alongside parents/carers and other professionals when identifying SEN needs. A copy of our graduated coach can be found below and on our website here.

For additional information, please refer to Disability Accessibility Plan provided on the school website https://www.christchurchce.co.uk/send/



How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN. The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support and will inform you of this decision. If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

How will the school measure my child's progress?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The assessment will be reviewed termly by both class teacher and SENCO.

How will the school involve and consult me in supporting my child?

All parents are encouraged to involved in and contribute to their child's education. This may be through:

- discussions with the class teacher at the end of each day, if you wish to raise a concern
- during SEND parent meetings and parents' evenings
- during discussions with Mrs Hall or Mrs Size and / or other professionals
- parents are encouraged to comment on and contribute to their child's SEND Support Plan using their Edukey login
- review meetings with SENDCO and the class teacher if your child has higher needs funding or an Education Health Care Plan. Inclusion in meetings both school meetings and meetings with external agencies.

How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child; ideas and materials for supporting learning at home are discussed with parents / carers and distributed on request.
- SENDCO may offer advice and support and strategies to use at home or signpost parents to other agencies that can help.
- Share advice from outside agencies as to how you may support your child at home.
- Parents /carers' evenings provide regular opportunities to discuss concerns and progress. Parents /carers are able to make other appointments on request.
- Regular communication between home and school will ensure that concerns are promptly acted on.

How will my child be involved throughout the process of identification and support of SEND?

At Christ Church CE Primary School, we respect the views of all the children in our care. All pupils who have a SEND Support Plan are able to contribute to the writing of the plan and record their views at the Review stage. Their targets will be clearly recorded as part of this process. They will have regular feedback on their progress and next steps targets to ensure they understand what they are successful at and what they can do next to improve.

How will the school adapt it's teaching to support my child?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated to meet the needs of individual pupils. Where necessary, high quality teaching will be supplemented by intervention support provided by teachers, TAs or external agencies.

Where a child is identified as having a special need, an individual SEND Support Plan will be drawn up with targets set according to area of need. The class teacher will set work to meet these targets and will monitor progress weekly. SEND Support Plans will be discussed with parents at Parents' Evenings and a copy will be available. The SENDCO monitors all SEND support plans to ensure all pupils needs are being met.

If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

Where face to face teaching is not possible, alternatives will be provided through differentiated paper work packs and digital alternatives such as Purple Mash , The Oak Academy, Reading Eggs websites to provide learning activities bespoke to the child's ability and needs. Support for access to technology will allocated in accordance with the Government guidance.

How will the school evaluate that the support in place is helping my child?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after each half term or termly depending on their frequency.
- Using pupil questionnaires/ conferences.
- Monitoring by the SENDCO .
- Using SEND Support Plans and B- Squared assessment to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan
- Collaborating with our LEA Inclusion Consultant and Early Years Inclusion Consultant, in order to review the termly progress of any child in receipt of higher needs funding.

How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. Additional resources may also be purchased through additional funding designated through the PEP process for LAC children, as part of an application for Higher Needs Funding, identified within an individual Health Care Plan or as stated within an EHCP.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

How does school enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

School evaluates all activities to ensure they are accessible to all pupils. Where necessary, adaptations will be made or additional staff allocated to ensure this is possible.

Risk assessments are carried out and procedures are put in place to enable all children to participate. However, occasionally an intensive level of 1 to 1 support is required and in such cases a parent or carer may be asked to accompany their child during the activity.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Robin Wood.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

How does the school support children with medical needs?

The Governors at Christ Church CE Primary School use the ***Supporting Pupils at school with a medical condition policy*** to make arrangements to support children at school with medical conditions.

- If a child has a significant medical need then a detailed health care plan is compiled with support from the school nurse, and in consultation with parents/carers
- Staff receive regular training, eg. Epipen, diabetic & asthma training according to current needs of pupils
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- Designated staff have Paediatric first aid training and specialist training on specific conditions e.g. epilepsy or diabetes etc.

How will school prepare and support my child when joining Christ Church CE Primary School or transferring to a new school?

Robust transition procedures are in place which will include:

- discussions with parents/carers, previous settings, other professionals.
- visits may be made to the home or previous setting to observe the child and get to know them in a familiar environment.
- information will be shared and joint planning, where appropriate, will take place.

Similar arrangements are made for children as they transition from Christ Church to their next school; including meetings between the SENDCO and Pastoral managers from both schools in order to share information and enhanced transition arrangements for any children with significant needs.

What is the school's approach for teaching pupils with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.
High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated to meet the needs of individual pupils. Where necessary, high quality teaching will be supplemented by relevant adaptations.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need

- Scaffolding lesson materials

Where face to face teaching is not possible, alternatives will be provided through differentiated paper work packs and digital alternatives such as Purple Mash , The Oak Academy, Reading Eggs. Support for access to technology will allocated in accordance with the Government guidance.

What support will there be for my child's social and emotional development?

The school offers a wide variety of pastoral support for children who are encountering emotional difficulties.
These include:

- A listening culture where all staff will listen to pupils and discuss any concerns they may have.
- A Pastoral Team, consisting of Miss Harvey, Pastoral Manager and Mrs Butler, Lead Learning Mentor who are available to offer support to vulnerable pupils and their families.
- Lunchtime arrangements are available for those who find lunchtimes a challenge
- Social Communication support from class-based teaching assistants in order to help your child integrate with his/her peers more effectively.
- The school follows a strict procedure against bullying of any sort and this can be referenced in the school's Anti-bullying Policy.
- Support from our trained ELSA (emotional literacy support) assistant
- Support from Sefton Inclusion Consultant; support from Sefton Educational Psychologists and we may if needed make referrals to a range of different external services.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- The whole school is single storey with the exception of the second storey to one external building.
- Ramps into school;
- One toilet for disabled users
- Defibrillator and bleed kit available on site
- Wide doors at the front of the building;
- We ensure that the learning environment is fully accessible and inclusive for all learners.

Further details can be accessed in our Disability Access Plan featured on our website.

How does school work closely with other agencies?

The school regularly seeks advice and support from other professional to support pupils with SEND. These referrals will be made via the SENDCO, or the School Nurse. Social Services and the Education Welfare Service will be contacted through the Pastoral Manager; Ms S Harvey (our Designated Lead for Child Protection) or the Headteacher if any staff have concerns about a child. All concerns are logged on the school CPOMs system.

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Early Help
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Psychologist
- Sefton LEA Complex Needs Team
- Sefton LEA Social Communication Team
- OT (Occupational therapy)
- SALT (Speech and Language Therapy)
- Physiotherapy
- School Nurse
- Social Care Team
- SENDIS (Sefton Special Educational Needs Inclusion Service)
- Venus/ Parenting 2000
- SWACA
- Family Wellbeing centres
- The Visual impairment Team
- ASD and ADHD Nurses
- The Star Centre- mental health and wellbeing
- ADDvanced Solutions.

What is the school's complaints procedure?

If a parent/carer has a complaint or query about their child's SEND provision they can in the first instance talk to the class teacher. They may also wish to make an appointment with the SENDCO. If they are still concerned they can make an appointment to see Miss Gregory, the Headteacher. If matters are still not resolved, they will be signposted to the formal procedures for complaint. The school complaints policy, which is available on the website, sets out the steps in making a complaint in more detail.

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Sefton LEA's Local Offer. Sefton publishes information about the local offer on their website:

https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0

Our local special educational needs and disabilities information, advice and support (SENDIAS) services can be found here:

https://www.seftondirectory.com/kb5/sefton/directory/service.page?id=wBXaryM_SUo

Links to local and national sources of support can be found on our website here

Monitoring arrangements

This policy and information report will be reviewed by Mrs J Size or Mrs L Hall **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages