



'Be the best you can be in God's beautiful world'

Christ Church C.E. (VC) First School, valuing its name, its roots and its partnership with the local Church, seeks to be a learning community which aims for high standards, and in which Christian values are exemplified and experienced on a daily basis.

Our full mission statement can be found on the school website: www.christchurchfirstschool.org.uk

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Special Educational Needs and Disability (SEND) Information Report

Aims of this SEND Information Report

From September 2014, the SEND Reforms place a statutory requirement on schools to make information available to parents about how the school supports children and young people with SEN.

The aims of our special educational need and disability report and practice at Christ Church First School are:

- To make reasonable adjustments for those with a disability, by ensuring increased access to the curriculum, the environment and to printed information.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress, by embedding the principles in the National Curriculum Inclusion statement, available from:
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views, in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities, by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.’ (Special Educational Needs Code of Practice, 2014)

How does our school know if children need extra help?

At Christ Church First School, we celebrate the fact that every child is unique. We understand that children learn and develop in different ways, and have different strengths and areas for improvement. Teachers and teaching assistants recognise this and use different teaching styles and resources, and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help.

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil’s previous school

- Tracking of attainment outcomes indicate a lack of progress
- There is a change in the child's behaviour
- A pupil asks for help.
- Pupil observation indicates that they have additional needs in one of the four areas:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical

What should I do if I think my child may have special educational needs?

- Christ Church First School encourages positive collaboration between home and school, where all parents/carers are listened to. Your views and aspirations for your child will be central to the assessment and provision that is provided by the school. If you have any concerns then please firstly discuss these with your child's teacher. This may then result in a discussion with the school SENCo who can be contacted through the school office.

How will the school support my child?

- All teachers have the highest possible expectations for your child and all pupils in their class. All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners and is based on building on what your child already knows, can do and can understand.
- All teachers carefully check on your child's progress and will decide if additional support is required to close a gap in their understanding and learning.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that include:
 1. classroom observations by the senior leadership team (SLT) and external verifiers
 2. observations of TA delivered interventions
 3. ongoing assessment of progress made by pupils in specific target groups
 4. sampling a selection of the children's books
 5. scrutiny of planning
 6. teacher meetings with the SENCo
 7. pupil and parent feedback when reviewing target attainment
 8. whole school pupil progress tracking
 9. attendance and behaviour records
- Information on the quality of teaching will be collated in a report to governors and can be shared with parents, upon request from the designated governor
- All pupils have individual curriculum targets for writing and numeracy that are set in line with national outcomes, to ensure ambition and progress. These targets are displayed in pupil books to ensure pupils are aware of their own individual targets, supporting self-assessment. Targets are also discussed with parents at Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class teacher and the SENCo

- Where it is decided that action is required to support increased rates of progress, Parents will be informed, to support the identification of action to improve outcomes, and a graduated approach will be followed (an assess, plan, do and review model). These meetings with parents will be documented, with a parent copy provided for personal records.
- If a review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved, including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo
- SEN support will be recorded on a ‘Special Educational Provision Plan’ that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (This is different to an Education, Health and Care, EHC, plan). Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. Parents have to agree to support for additional external agencies to be involved and for a level of information sharing to take place. Referrals may include:

1. Special Educational Needs Support Service (SENSS), including Early Years SENCo
2. Behaviour Support Service
3. Dyslexia Centres
4. Autism Outreach Team
5. Hearing Impairment team
6. Visual Impairment team
7. Educational Psychologist Service
8. Educational Welfare Officers
9. Physical and disability support service
10. Social Services
11. School Nurse
12. CAMHS (Child & Adolescent Mental Health Service)

Other support services may be liaised with, upon advice from any of the named services.

- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How will the curriculum be matched to my child’s needs?

- Teachers plan using pupils’ achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they may be provided with additional support that includes specialised equipment or resources, ICT and/or additional adult help.
- Children with additional needs are given appropriate support if needed during tests and SATs.
- Staff have regular INSET and relevant training to meet and support the needs of the children in school. This is updated as policy and the needs of the children change.

- Christ Church First School has full Dyslexia Friendly Status. The aim of the British Dyslexia Association (BDA) Dyslexia Friendly Quality Mark is to promote the excellent practice of schools as they carry out their role of supporting and challenging staff to improve accessibility and achievement for more learners.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through Parent's Evenings and annually through a written report. Parents may also find the home-school reading diary a useful tool to use to communicate with their child's class teacher.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENCo. Please contact the school office, who will arrange an appointment for you, at a time convenient for all stakeholders involved.
- We review all children with Special Educational Provision Plans half-termly and involve parents and the learner, where appropriate. We record activities and progress after each session.

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

- Homework is set by the class teacher and is given on a weekly basis to consolidate children's knowledge.
- Reading books are chosen by the children from the school reading scheme and will be changed regularly, when finished, with assistance from the Class Teacher or Teaching Assistant. Older children can also supplement their reading by choosing a library book, from our well stocked and diverse school library.
- Maths games provide further opportunities for children and parents to share learning in a fun and exciting way.
- A meeting is arranged in the Autumn Term for parents/carers to meet their child's new class teacher. Curriculum details and the day to day routines of the class will be discussed, as well as an opportunity being given for any questions to be asked.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning further, for example local learning opportunities.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Social, Emotional (SEAL) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. The topics covered include: New Beginnings, Getting On and Falling Out, Going for Goals, Good to be Me, Relationships and Change.
- Each class agrees a charter at the beginning of the school year, which is signed by all children
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Older pupils offer peer support to peers through leadership roles such as Sports Leaders, Reading Champions, School Council and the Worship Committee.
- We provide a range of afterschool clubs. Most of these are provided by school and are free of charge. Sometimes we are lucky enough to have outside agencies, who hold after-school clubs for us and these may have a charge for the term. All of our after-school clubs are inclusive to all children in school and we will work closely with families to ensure they meet the needs of our children.
- Child have a 1-1 adult mentor, if appropriate

Pupils with medical needs

- The parents of pupils with medical needs will provide school with a detailed Health Care Plan. Following this, it will be discussed with staff, the school nurse, parents and if appropriate, the pupil themselves. From this meeting, action points will be followed up with other agencies, if necessary. All medicine administration procedures adhere to the LA policy and DfE guidelines included within 'Supporting pupils at school with medical conditions' (DfE, 2014).
- If there is a medical emergency, a first aider or appropriately trained adult will administer aid to the child and a member of senior staff will be alerted. The family and, if needed, an ambulance will be called. This is then recorded in the school accident book.

What training do the staff supporting children and young people with SEND undertake?

Staff training and professional development are a necessity to ensuring that the children receive the best possible support and education. In the last two years school staff have received a range of training.

Awareness training has been provided to all staff on areas including:

- How to support pupils with a diagnosis of dyslexia
- How to support pupils with attachment disorder
- How to support pupils with speech, language and communication difficulties

Enhanced training has been provided to some Teaching Assistants on:

- Fischer Family Trust Literacy Intervention

Enhanced training has been provided to the SENCO at:

- Attendance at the termly SENCo Update
- Attendance at the annual SENCo Conference

Specialist training has been provided to the SENCo on:

- The SEN Coordination award

- The school has regular visits from SENSS specialist teachers, the Behaviour Support Team, Autism Outreach Services and Educational Psychologists, who provide advice to support the success and progress of individual pupils
- Governors continue to receive training for their direct area

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

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- Children are supervised at all times during play, break times and during PE. This may be on a one to one basis if this best supports the child's individual needs.
- Policies, including behaviour and SEN, are available.

How accessible is the school environment?

- A ramps enables access to the mobile classrooms
- There is access round the side of the building into the school, with permission
- A disabled toilet ensures accessibility for visitors with a disability

- All our policies are available upon request and some are on our school website. This information can be adapted if needed.
- We label resources appropriately to support children's independence and have visual timetables in all classrooms. We liaise with specialist teachers and support staff to ensure we have access to specialist equipment, if necessary.

The school has made, and will continue to make, reasonable adjustments when appropriate, in relation to our own school environment. Our Accessibility Plan is available via the school website.

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

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- A planned programme of visits is provided in the summer term for pupils starting in September, including a chance to share lunch with their parents/carers.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo/ Class Teacher meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school

- We have support for children and families at all points of transition – from Reception to Year 1, KS1 to KS2 and Year 4 to Middle School.
- The transition programme in place for pupils in Y4 provides a number of opportunities for pupils to meet staff in the current and new school. These opportunities are further enhanced for pupils with SEN and vulnerable children, including 'Ambassador Visits' to support pastoral care.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx>
- For pupils transferring to the local Middle School, the SENCos of both schools may meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred quickly, once they have been enrolled at another school.

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

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. The Headteacher, SLT and the SENCo discuss all the information they have about SEN in the school, including:

- the children getting extra support already

- the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.
- They then decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed. In addition, pupils with the most complex needs may apply for Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities, including:

- In-class 1-1 support from teaching assistants
- Small group support from teaching assistants
- Bought in support from external agencies
- Provision of specialist CPD relating to SEND for staff
- Planning time for staff to ensure the curriculum is accessible by all
- Designated time with the class teacher, to share successes and achievements

How is the decision made about how much support my child will receive?

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher and parents/carers. For pupils with a statement of educational needs/ Education, Health or Care plan, this decision will be reached when the plan is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- discussions with the class teacher, SENCO or SLT member
- parents evenings

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's Class Teacher
- The SENCo
- The Headteacher

Support services for parents of pupils with SEN include:

- **Parent Partnership** <http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on spps@staffordshire.gov.uk.
- **Parent In The Know** newsletters <http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>
- **SPAN**
www.span-info.co.uk

To find out more about the Staffordshire County Council Local Offer or how you can get involved please contact their SEND Team by emailing: senddp@staffordshire.gov.uk or visiting <https://www.staffordshiremarketplace.co.uk/>.