



# Christ Church CofE Primary Academy

Respect: Endurance: Friendship



William Street, Fenton, Stoke-on-  
Trent, ST4 2JG

## SEN Information Report



*Learning with God and Each Other to be the Best We Can Be*



# What is the Local Offer?

The local offer enables families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector.

- The local offer aims to:
  - Provide clarity and confidence for parents.
  - Support earlier intervention.
  - Reduce the need for assessment.
  - Identify need and gaps in provision.
  - Provide an evidence base for improving progress and securing better outcomes, at school and local level
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- Please find Stoke on Trent's Local Offer and further information here:  
<http://localoffer.stoke.gov.uk/kb5/stoke/directory/service.page?id=Av2xqa611S4&localofferchannel=0>

# Christ Church CE Primary School's Offer



- At Christ Church CE Primary School we strive to support all children to be the best they can be.
- First Quality teaching is essential for children to reach their potential though some children may need further additional support to help them to achieve their targets.
- Our team is skilled in recognising those children who continue to have difficulties despite First Quality Teaching.
- Assessments are carried out to identify particular areas of need.
- Targeted support is implemented and the impact closely monitored.
- If the above has little impact we will then place the child onto the SEN Register & further support will be put into place.
- Should the support of external agencies/specialist be required to support the child's needs we make multi-agency referrals to a range of professionals.
- Where appropriate we attend Code of Practice Panel Meetings lead by professionals working for Inclusive Learning Services. Any recommendations made at this meeting are then put into place.



# Who are the best people to talk to about my child's difficulties with learning/Special Educational Needs and/or Disability?

- My child's class teacher
- SENCo/Inclusion Leader - Mrs Rebecca Bennett
- Assistant SENCO - Miss Sarah Edwards
  - Principal - Mrs Paula Scattergood
- SEND Local Academy Committee Member Mrs Carol Paxton





# The Class Teacher is responsible for:

- Checking the progress of your child, identifying planning and delivering any additional help your child may need.
- Letting the Inclusion Leader and Assistant SENCO know of any support needs.
- Writing a Pupil Passport, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specifically planned work and resources.
- Following the school's SEND Policy.



# The Inclusion Leader & SENCo Team are responsible for:

Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND).

- Documenting provision for SEND pupils.
- Developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Developing legislation in connection to SEND.
- Involving parents in supporting their child's learning.
- Keeping parents informed about the support their child is getting
- Involving parents in reviewing how their child is doing.



# The Principal is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Principal will give responsibility to the SENCO and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Principal will make sure that the Local Academy Committee is kept up to date about any issues in school relating to SEND.



# The SEND Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Meet termly with the SENCO, to ensure that they are kept up to date with developments in school.





# What are the different types of SEN at Christ Church CE Primary Academy?

- Communication and Interaction
  - ASD
  - SCLN
- Cognition and Learning
  - MLD
  - SpLD
- Social, Emotional and Mental Health (SEMH)
  - ADHD
  - ODD
- Sensory and/or Physical
  - VI
  - HI
  - PI
  - MSI





# How does the setting/school/college know if children/young people need extra help?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to pupils of the same age.' *SEND Code of Practice, 2014.*

- A range of evidence is collected through the usual assessment and monitoring arrangements (see the school's assessment policy). Our school delivers a graduated approach in providing SEN children with support.
- Pupils are only identified as SEN if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching.
- To identify any specific areas your child may need additional support we utilise the following:
  - End of year expectations from Years 1-6; children in the Early Years will be monitored against their Early Years Foundation Stage profiles.
  - Regular monitoring and continual assessment of the child's needs/progress
  - Ongoing communication with parents about their child's progress
  - Carrying out any standardised tests to assess children's learning and identifies areas of need.
  - The views of the class teacher/SENCo about the child's learning
  - Liaison/consultation with and assessments carried out by outside agencies
  - The views of the child.



# How does Christ Church CE Primary Academy identify SEN?

- \* If evidence over time suggests the learner is not making expected or sufficient progress, the class teacher will implement additional support within the classroom.
- \* If the child continues to struggle, after class interventions, the class teacher will refer the pupil to the SENCo and parents will be consulted about placing your child on the special educational needs register. This will enable the pupil to receive more individualised interventions to target specific areas of need.



# How will the school let me know if they have concerns about my child's learning in school?

- Any decision regarding the support your child will receive is made with the advice of school, families and outside agencies. Discussions will take place in which needs are identified and appropriate strategies are suggested.
- If your child is identified as not making progress we will set up a meeting to discuss this with you in more detail and will listen to any concerns you may have and plan any additional support your child may receive.



# How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Principal.
- If you are still not happy you can speak to the school SEND Governor.



# What are the different types of support available for children with SEN at Christ Church Primary Academy?

- Quality First Teaching
- Special Educational Needs (SEN) Support
- Education, Health Care Plans (EHCP)



# Quality First Teaching

The teacher has the highest possible expectations for your child and all pupils in their class.

- All teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct the Teaching Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- All children in school should be getting this as part of excellent classroom, practice when needed.
- Specific group work with in a smaller group of children.



# SEN Support

This means the child has been identified by the SENCO as having special education needs and more specialised support from a professional outside the school. This may be from:

- Local Authority: Inclusion services, Educational Psychologist, ASD outreach services etc.
- Other outside agencies such as the Speech and Language therapy Service, Occupational Therapy service etc.

For your child this would mean:

- Your child will have been identified by the class teacher or SENCO as having special educational needs (or you will have raised your own concerns). It will be felt that your child needs more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward, this will form part of the assess, plan, do and review system.
- You may be asked to give your permission for the school to refer your child to a Code of Practice Panel, who will give advice on the most appropriate next steps.
- With your consent we will then make a specialist referral to Inclusive Learning Services or the Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.





# SEN Support Continued

The educational specialist will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- Specialist equipment or resources
- Group or individual work with outside professional.
- The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.
- Your child will be assessed and from this a support will be shared and reviewed with you.



# Education, Health and Care Plan (EHCP)

- This means your child will have been identified by the class teacher or SENCO as needing a particularly high level of support or small group teaching.
- Usually your child will also need support from professional outside the school.
- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.



# Education, Health and Care Plan (EHCP) continued

- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether your child's needs are complex enough to require a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs.
- If they do not think your child is at this stage, they will ask the school to continue with interventions at the SEN Support level.
- If the LA agrees with school that the pupil's difficulties are severe enough to need more specified support to help them to make good progress, they will write an Education Health and Care Plan (EHCP).



# How does Christ Church CE Primary Academy involve parents in decision making?

- Due to our passion in involving parents, in September 2019, Miss Edwards and Mrs Bennett set up a half termly coffee morning to celebrate the success of the SEN children.
- The coffee mornings is once every half term and it has already resulted in some really positive adjustments to our SEN practices.



# How does Christ Church CE Primary Academy involve parents in decision making?

- Ensuring all parents are made aware of the school's SEN arrangements, including opportunities for meetings between parents and SENCO.
- Listening to, acting upon concerns and issues raised by parents and providing additional advice or support for Parents who may need it via referring parents to Mrs Birks, the Home School Link Worker.
- Involving parents as soon as a concern has been raised by class teachers.
- Sharing the pupil passports with parents either at designated meetings or via the post to ensure they are fully informed of their child's performance.
- Gaining parent views on their child's progress at termly reviews of Passport targets.
- Supporting parents in their understanding of agency advice and support and inviting parents to meetings with professionals when appropriate.
- Provide information about the Parent Partnership to all parents.
- Making parents aware of the support available to improve their own parenting skills to support the work done in school by encouraging them to be part of the 'Triple P - Positive Parenting Programme' or any parental workshops that may be available in school.



# How is Christ Church CE Primary Academy accessible for all pupils?

We are a Dyslexia Friendly School, therefore we use strategies are not only examples of good practice for helping dyslexic pupils to succeed, but are those that can benefit all learners.

- All pupil entrances are at ground level, with classrooms for Year 2, 3, and 4, and Early Years Foundation Stage, having a door which opens directly onto the playground.
- There is a ramp in place at the fire exit on Manor Street, which is occasionally used by children if they go out of school during the day.
- All but two of the classrooms are on the ground floor. In the instance of a pupil with physical difficulties entering Year 5 or Year 6, the class would relocate to a downstairs room.
- A disabled toilet is available

## **We currently have the following equipment to assist our pupils with SEN:**

- Various types of special pencil grips, to aid handwriting
- Ergonomic pencils
- 'Grip It' Scissors
- Spring loaded scissors
- Various coloured overlays for dyslexic readers
- 'Junior Caring Cutlery'
- 'Move 'n' Sit seat wedge
- 'Breezi Chair'
- Various writing slopes
- 'Dycem grip', non-slip material
- ipads



# What is a Pupil Passport?

Provision/action that is additional to or different from that available to all pupils, will be recorded in a Pupil Passport. This is written collaboratively by all the individuals who work with the child, these may include child's class teacher, SENCO, Assistant SENCO, Learning Support Assistants, Teacher Support Assistants, parents and the child themselves.

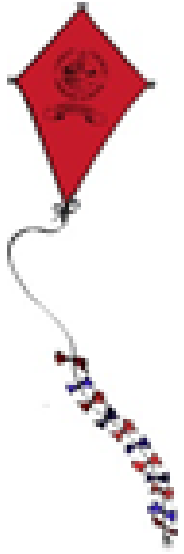
- The pupil passport will set targets for the pupil and will detail:
  - Short term targets set for or by child.
  - Teaching strategies to be used.
  - Provision to be put in place.
  - When the plan is to be reviewed.
  - Success criteria.
  - Pupils will contribute to their passports by explaining how and when they work well, and what aspects of their learning they want to do better with.
  - The pupil passport will be reviewed a minimum of three times per year and outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents and children will also be invited to participate in the target-setting and review process. The school uses a programme of regularly reviewing targets and so new targets may be added or removed before a full review has taken place. This is to ensure that the learner's needs are always met.



# What training have the staff supporting children and young people with SEND had?

- Training needs are identified by the school's Senior Management team; all staff and Governors are encouraged to attend courses.
- The SENCo team also attend training to ensure that information in relation to SEN is regularly updated.
- Both teaching and support staff are trained in various teaching strategies and intervention programmes, this depends on the varying needs of the pupils with SEN.
- A number of support staff are trained in specific interventions. We ensure that individual support is given to new members of staff, particularly newly qualified teachers.
- If your child has a specific need we endeavour to ensure that the practitioner working with your child has received relative training linked to that need.






What  
interventions/support  
does our school  
currently offer?



# Strategies to support literacy difficulties

Individual interventions such as;

- Beat Dyslexia, Nessy, Switch on Literacy, Precision Teaching.
- Small group booster sessions for reading, spelling, writing and phonics
- Differentiated curriculum planning & activities, recognising the different learning styles: kinaesthetic, auditory and visual
- Read Write Inc. phonics and spelling
- Multi-sensory approach to letter formation and spelling
- Pre & Post teaching
- One to one and group support during whole class lessons from a teaching assistant




# Strategies to support maths difficulties

- Individual interventions such as;
  - Plus 1, Power of 2, Precision Teaching
- Numicon
- Small group booster sessions and support during whole class lessons
- Pre & Post teaching
- Differentiated curriculum planning & activities, recognising the different learning styles, kinaesthetic, auditory and visual.



# Strategies to support speech and language difficulties

- Small group language programmes led by teaching assistants such as:
  - Nuffield Early Language intervention, Language for Thinking, Black Sheep press materials, Talk boost and Time to Talk
- The use of word/topic mats
- Pre & Post teaching of vocabulary.
- Teaching assistant support
- Individual visual timetables
- NHS speech & Language Therapy
- Guidance/programmes as recommended by Speech and Language therapist, delivered 1:1 by a teaching assistant.



# Strategies to support social, emotional and mental health difficulties

- Small group programmes led by teaching assistants such as:
  - Emotional Literacy, Circle of Friends, Social Skills and reward times
- Pre & Post teaching
- Reward charts
- Younger Minds support
- Teaching assistant support
- Individual visual timetables
- NHS speech & Language Therapy
- Guidance/programmes as recommended by SEND advisors and EP, delivered 1:1 by a teaching assistant.



# Strategies to support access to the classroom environment

- Visual timetables
- Visual prompts/reminders to encourage independence
- Following 'Our lessons are amazing because we...'
- Silent Signals
- Pre teaching of strategies, concepts and vocabulary
- Use of the 5 B's, Brain, Book, Buddy, Boss.
- Access to multi sensory activities
- Access to laptops and iPads
- Planning for all learning styles; kinaesthetic, visual, auditory
- Positive learning environment



# Interventions we offer

- Racing to English (EAL)
- Speech and Language (SCLN)
- Spellings (MLD/SPLD)
- PT Reading (MLD/SPLD)
- Nessy (SPLD)
- Beat Dyslexia (SPLD)
- Switch on Literacy (reading and writing) (MLD/SPLD)
- Plus 1 (Maths - MLD)
- Power of 2 (Maths - MLD)
- Emotional Literacy (SEMH)
- Circle of Friends (SEMH)
- Younger Minds (SEMH)
- Cool Kids Motor skills (OT)
- Talk Boosts (SLCN)
- Time to talk (SLCN)
- Lego Therapy (SEMH)
- Pre/Post teaching Maths (MLD/SPLD)
- Pre/Post teaching English (MLD/SPLD)



# Intervention from external professionals

- Educational Psychologist
- SEND services
  - Specific learning difficulties, hearing and visual impairments, Autism Spectrum Disorder
- Inspire and Chances
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapist
- Health Professionals
- School Younger MIND counsellor
- Education Welfare Officer





# Admission/transition arrangements for pupils with SEND

Our school has close links with local nursery settings with whom we liaise on a regular. During the summer and autumn terms, we begin transition work for those children transferring to Christ Church. For children joining nursery for the first time, home visits take place to ensure a smooth transition into school.

- Should a child join us mid-year, transition is conducted with the previous school, to ensure we fully understand your child's needs.
- Transition between year groups also occurs at the end of the summer term, providing time for children to adjust to their new classroom and teacher.
- During the summer term of your child's final year at our school, our Assistant SENCO and teachers are in contact with your child's chosen High School. Meetings are arranged to discuss and relay information which will be beneficial to your child's learning on their transfer to high school.
- Visits to your child's chosen high school are encouraged and a personalised transitional package is drawn up to suit individual children going to high school. All SEND records will be automatically transferred to your child's new educational setting.



# Complaints and Further Help

Follow the School's complaints policy.

To contact SEND Services:

- By telephone 01782 232538
- By email SEND@stoke.gov.uk
- By post: SEND Services, Hazel Trees, Duke Street, Fenton, Stoke-on-Trent ST4 3NR

To contact Special Educational Needs and Disability:

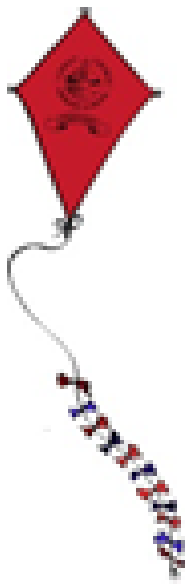
- Tel: 01782 234701
- Email: iass@stoke.gov.uk
- Website: www.sendiass-stoke@co.uk
- Agency support can be located on the Stoke on Trent Local Offer website. The link is detailed below:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>



# Further support

- The Dove Service 01782 683155
- [Aiming Higher Together Parent Carer Forum](http://www.ahtstokeparentforum.com/)  
<http://www.ahtstokeparentforum.com/>
- [CAMHS ASD Team](http://www.camhs.org.uk) 0300 123 0907
- [National Deaf Children's Society](http://www.ndcs.org.uk/about_us/contact_ndcs/index.html)  
[http://www.ndcs.org.uk/about\\_us/contact\\_ndcs/index.html](http://www.ndcs.org.uk/about_us/contact_ndcs/index.html)
- [North Staffordshire Asperger Autism Association](http://www.nsaaa.org.uk/)  
<http://www.nsaaa.org.uk/>
- SEND Information, Advice and Support Service (SENDIASS) formerly Parent Partnership Service) <http://www.sendiass-stoke.co.uk/>
- The Independent Support Process [www.coreassets.com/what-we-do/independent-support-service](http://www.coreassets.com/what-we-do/independent-support-service)
- [Stoke on Trent and North Staffs ASD Support Group](http://www.nsaaa.org.uk/)  
<http://www.nsaaa.org.uk/>



# Thank you

