

## Christ Church C.E. (VC) Primary School SEN information report

### Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

## Christ Church C.E.(VC) Primary School SEN information report

Date Nov 2018

Christ Church School SEND Policy [available here](#)

Governors should describe:

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
<b>1 What kinds of SEN are provided for in your school?</b>	
At Christ Church C.E.(VC) Primary School we pride ourselves on providing an inclusive environment that welcomes all learners regardless of their needs. We aim to support the development of happy and confident children who achieve their full potential academically alongside building on skills for life. We have experience of supporting children with a wide range of SEND, including pupils with EHCPs or children that are looked after that have SEND. We continue to actively seek and develop strategies in response to the individual needs of children.	Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.
<b>2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?</b>	
Our SEND Policy is in line with the <a href="#">SEND Code of Practice 2014</a> and can be viewed on our <a href="#">website</a> . All children are assessed regularly to ensure that they are making at least expected progress. Some children can be identified as needing additional support and/or adaptations in order to achieve their potential. The class teacher meets regularly with the SENCO to discuss strategies to support these children. If the gap persists or begins to widen there may be a discussion with parents/carers about the possibility of putting the child on the SEN register. Further assessments will be made and these will include the views of parents and children. Children who are identified at SEN Support have an Individual Provision Map which describes: <ul style="list-style-type: none"><li>• details of the support strategies being used in class</li></ul>	The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:- <ul style="list-style-type: none"><li>• details of any strategies being used to support your child in class;</li><li>• details of any extra support or interventions for your child</li><li>• your child's learning targets and their long-term desired outcomes</li><li>• the next date when your child's progress will be reviewed.</li></ul> Most pupils will benefit from SEN support, but some pupils who need

<ul style="list-style-type: none"> <li>• details of any additional support or interventions</li> <li>• individual long-term outcomes with key milestones/steps towards reaching these outcomes</li> <li>• the next date when the child’s progress will be reviewed</li> </ul> <p>Reviews include parents/carers, children, class teachers and may include the SENCO however class teachers are available to discuss your child’s progress with you at any time.</p> <p>In some cases, further advice may be sought from external services. This will always be in consultation with parents and carers.</p> <p>From time to time children may not make progress despite receiving additional support in school and from external services. In consultation with parents and other agencies, the school may decide to request a statutory assessment in order to provide further support. Following assessment, the local authority may decide to put an Education Health Care Plan (EHCP) in place.</p> <p>Meetings can be requested with the class teacher at any time.</p> <p>Other key contacts:  Mrs Diane Cooper, Headteacher <a href="mailto:headteacher@christchurch.n-yorks.sch.uk">headteacher@christchurch.n-yorks.sch.uk</a>  Mrs Karen Baines, Inclusion Leader/SENCO <a href="mailto:kbaines@christchurch.n-yorks.sch.uk">kbaines@christchurch.n-yorks.sch.uk</a>  Dr Kate Ward, Governor <a href="mailto:kward@christchurch.n-yorks.sch.uk">kward@christchurch.n-yorks.sch.uk</a></p> <p>Alternatively, you can contact the school by telephone on 01756 793030. If the person you wish to speak to is not available, they will call you back as soon as they can.</p>	<p>high levels of support, or who have complex needs will need to be referred for an education, health and care plan.</p>
<p><b>3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child’s education?</b></p>	
<p>We believe that regular contact with parents and carers is really important. School communicates with parents/carers in a number of ways:</p> <ul style="list-style-type: none"> <li>• ‘Open door’ ethos. Parents and carers are encouraged to talk to the class teacher who is always happy to discuss any difficulties of concerns as they arise. If the class teacher is not immediately available they will arrange a mutually convenient time to have a discussion, either face to face or by telephone.</li> <li>• Parent forums. Mrs Cooper is always available to discuss individual concerns. In addition, she runs termly parent forums where parents are invited to come along and share their general views. The dates of these are promoted on the school website and in newsletters.</li> <li>• Parent/Teacher consultation evenings. Consultation evenings take place in Autumn and Spring term. Longer meetings can be requested for children with SEND.</li> </ul>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child’s needs is essential to support the school in making the best provision for them. This should also take account of your and your child’s hopes, personal goals and interests.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> <li>• regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes</li> <li>• more regular meetings to update you on your child’s progress and</li> </ul>

<ul style="list-style-type: none"> <li>• Home/school link books. These are checked in school every day.</li> <li>• Parent View. Newsletters, information, dates and consultations are sent by Parent View. 'Christ Church News' is uploaded regularly and dates for the diary are included in this newsletter. Paper copies can be sent to parents/carers who do not have access to email.</li> <li>• 'Curriculum news' can be found on the class pages of the website. This contains information about what your child will be learning in the coming term, and how you can help them at home. Information, including diary dates can also be found on the website.</li> </ul>	<p>whether the support is working</p> <ul style="list-style-type: none"> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>
<p><b>4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?</b></p>	
<p>Pupil voice is a vital part of shaping provision at our school and is obtained in a variety of ways:</p> <ul style="list-style-type: none"> <li>• All pupils with SEND support are included in discussions about their learning and encouraged to contribute to personalised target setting and provision planning. This involves giving their views on what they are good at, what they find difficult, what they would like to improve on and what helps their learning. For some children talking mats and visuals are used to support this process. Their views are included on their personalised provision maps which are updated each term.</li> <li>• School Council and Children's Groups. Children with SEND are included in Children's Groups, including Health and Safety Group, Global Group, Healthy Schools Group and Collective Worship Committee and Digital Leaders. Representatives from these groups are members of the School Council. Children's Groups, including the School Council meet regularly and take an active role in school life and decision making.</li> <li>• A group of children, including children with SEND are trained Digital Leaders in school and they support their peers with topics such as e-safety.</li> <li>• Children's focus groups, including those with SEND are currently working with leaders to gain the Healthy Schools Award, which includes PSHE, Healthy Eating, Active Lifestyles and Emotional Wellbeing. Children are helping to identify gaps in provision and helping us to ensure</li> </ul>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
<p><b>5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review</b></p>	
<p>All pupils, including those with SEND, should make at least expected progress each year. Pupil progress from their individual starting points and</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be</p>

<p>attainment against National Curriculum standards is monitored closely in regular inclusion and pupil progress meetings between the class teacher, headteacher and SENCO.</p> <p>Progress towards individual targets on personal provision maps are evaluated and updated every term and shared with pupils and parents. Progress is also shared at the two parent consultation evenings and in a written report at the end of the academic year, however parents may arrange to come into school at other times to discuss the progress their child is making.</p> <p>Some children, despite making progress, may require further support in order to make expected progress according to their individual starting points. They may take part in evidence-based interventions where progress is monitored and measured, or require more personalised provision under advice from external services.</p> <p>Some children on SEN Support may have a One Page Profile alongside their Individual Provision Map which records individual strengths and needs, documents the impact of the interventions and records details of other agencies that are working with the child. These are updated on an on-going basis and can be used to communicate detailed information about provision and progress to external services and when a child transitions to a new class or new school.</p>	<p>monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum.</p> <p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>
<p><b>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</b></p>	
<p>Our transition policy outlines the support available to children for all transitions including moving schools and moving between classes/phases.</p> <p>Starting school: Transition reviews take place with pre-school settings and parents in the months before children are due to start school. The EYFS teacher and/or the SENCO will visit the pre-school setting and transition sessions will be arranged for children to visit school.</p> <p>Transition within school: Class teachers hold transition meetings to discuss the needs of all children and a transition morning will be arranged for children to spend time in their new class. Some children will have a One Page Profile that will outline any specific provision that is required in order to support the child with their learning and aid a smooth transition. A few children will have a transition action plan that outlines additional actions such as extra class visits or transition books. These are shared with parents and children.</p> <p>Transition to secondary school: The Y6 teacher/SENCO work closely with parents, children and staff from secondary schools. Individual Provision</p>	<p>Your SENCO should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.</p>

<p>Maps and One Page Profiles are shared with the SENCO from the secondary school. Transition visits will be arranged for children to visit their new school. Some children with SEND will benefit from an enhanced transition plan which may include additional visits and these will be arranged in conjunction with parents and staff from both schools.</p>	
<p><b>7. What is your School's approach to teaching children and young people with SEN?</b></p>	
<p>All staff at Christ Church School are committed to providing quality first teaching so that every child can make at least good progress with their learning.</p> <p>Our teaching and learning is challenging, addresses different abilities and learning styles and is supported by high quality resources. Further information about curriculum provision is available on the school website.</p> <p>Christ Church School has a large number of skilled teaching assistants who support both individual and groups of children throughout school.</p> <p>In the classroom, they may be placed with individuals or groups with SEND to offer additional support. They may also be placed with other groups of children to allow the class teacher to work closely with children with additional needs on a regular basis.</p> <p>Although, from time to time, children may need a high level of individual support, our aim is always to help children to be more independent in lessons.</p> <p>At Christ Church School we are able to offer a wide variety of interventions to support the needs of children. These include structured, evidence-based programmes for English, maths and speaking and listening as well as highly personalised 1:1 interventions developed with the support of external services.</p> <p>Interventions are carefully monitored and reviewed regularly in order to ensure that they have impacted on children's learning.</p> <p>Many interventions are delivered by well-trained teaching assistants, all of whom will have received in-house training as well as training and support provided by a number of different agencies.</p> <p>All interventions are recorded on a whole school intervention map each term.</p> <p>The class teacher, or our SENCO/Inclusion Leader, Mrs Baines will be happy to discuss in more detail any of the interventions that your child is involved in, including information about the interventions and intended learning outcomes, when it will be delivered and for how long, and how they will be monitored to make sure they are helping your child to make accelerated progress.</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons</p> <p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> <li>• what interventions your child is receiving and what are the intended learning outcomes;</li> <li>• when during the week any interventions will be delivered and for how many weeks;</li> <li>• who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>
<p><b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b></p>	

<p>Our curriculum and learning environment are carefully considered to ensure that they are as inclusive as possible, for example, all classrooms have consistent visuals to support learning and behaviour. All children are encouraged to learn in a variety of visual, auditory and kinaesthetic ways throughout the school. Teachers maintain high expectations that all children can do well and put adaptations in place to ensure this potential can be reached.</p> <p>Some children will require further personalised adaptations and strategies in order to reach their potential. Individual Provision Maps outline these adaptations and strategies which may include alternative methods of recording or additional resources such as task boards. Some children with additional sensory needs may benefit from adaptations such as agreed seating arrangements, ear defenders, overlays, or larger print. Personalised adaptations are specific to individual children and are regularly review with children and parents.</p> <p>Some children may require further adjustments, depending on their need, such as a health care plan and/or an individual risk assessment.</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
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**9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?**

<p>We organise whole-school, generic training for teachers and teaching assistants as part of staff meetings and inset days.</p> <p>Some children benefit from pre-teaching of vocabulary, skills or knowledge to support them to access and make progress in whole class lessons more independently.</p> <p>Many of our staff are also trained in evidence based interventions, such as Reading Intervention, Literacy Catch-Up, Narrative, Success@Arithmetic and Numbers Count.</p> <p>Staff that run intervention groups have regular opportunities to observe each other when running groups. More experienced staff act as mentors for newly trained staff.</p> <p>The SENCO oversees the range of expertise and intervention training to ensure we can meet the needs of children with SEN and seek further training or advice if gaps emerge.</p> <p>All staff work regularly with support services such as the Educational Psychologist, Speech and Language Therapist and EMS staff in order to support individual children more effectively.</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>
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**10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?**

Quality first teaching is regularly evaluated by the Senior Leadership Team to ensure the provision is suited to meet the needs of all learners, promotes independence and resilience, and is challenging and engaging so that all children can reach their potential, including those with SEND.

Progress of children with SEND is monitored through regular inclusion and pupil progress meetings, analysis of school data, teacher reports on progress of SEN pupils and intervention records.

Progress of all pupils is shared with parents at consultation evenings and in reports.

All children with SEND have identified targets on their personal provision maps and these are evaluated and shared with children and parents each term. Children are regularly consulted about their learning and the strategies that help them.

Interventions are carefully monitored by measuring progress over the course of the intervention. This can be in the form of ratio gains, progress towards objectives and teacher and pupil feedback.

The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc.

During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a ‘learning conversation’.

The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.

Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.

**11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?**

At Christ Church School we want all children to experience ‘Life in all its fullness’.

We have a comprehensive programme of trips and outdoor activities that build towards residential in years 5 and 6. Pupils with SEND take part in all school trips, including the residential trips. Parents are encouraged to discuss any concerns or additional requirements with school. Risk assessments ensure that all reasonable adjustments have been made to ensure children can access trips safely.

Pupils with SEND are equally represented in the school council and Children’s Groups (see section 4).

We run a programme of after school clubs which are all available to children with SEND.

Children with SEND have opportunities to take part in regular sporting events and competitions with other schools in our local area.

The school’s policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.



**12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.**

Our Church School Vision, 'Life in all its Fullness' (John 10:10) is at the centre of everything that we do. We come together as a school every day in collective worship where our church school values of trust, wisdom, koinonia, endurance and hope are reflected upon. These values are then embedded throughout the curriculum and in our interactions with children. All staff have had level 1 training with Compass Buzz, a mental health organisation that works with schools across Yorkshire. 2 members of staff have also completed levels 2 and 3 training which enables them to give further pastoral support. The SENCO has completed the Mental Health First Aid Certificate and Emotional Literacy Support training. We also work with a number of supportive services, including the Educational Psychologist and specialist teachers that can give us advice and signpost us to further resources to support individual pupils. We recognise that children with SEND can be vulnerable to social, emotional and mental health difficulties and bullying and we monitor this carefully. All pupils, including those with SEND take part in the bi-annual 'Growing Up In North Yorkshire Survey' which helps us to understand the challenges that our young people are facing. Our PSHE curriculum tackles issues such as relationships (both on and offline), physical and mental health, keeping safe and bullying. Children learn to identify trusted adults, both in and out of school, that they feel comfortable talking to. We also work with organisations such as the NSPCC to deliver these important messages. The Healthy Schools award process (see section 4) further involves and supports all children, including those with SEND who take an active role. Children and parents are encouraged to talk to the class teacher, SENCO or Headteacher if they have any concerns and worries.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

**13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

Sometimes it will be helpful for school to request some additional support from an outside agency. This is requested with the informed consent of parents or carers. Christ Church School has established excellent working relationships with professionals from the following agencies:

- The Educational Psychologist

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's

<ul style="list-style-type: none"> <li>• Healthy Child Team</li> <li>• Educational Social Worker</li> <li>• Sensory, Physical and Medical Teaching Team</li> <li>• Speech and Language Therapist</li> <li>• Occupational Therapists</li> <li>• Paediatrician</li> <li>• EMS schools: Speech, Language and Communication Cognition and Learning Behavioural, Social and Emotional Difficulties</li> </ul> <p>Professionals from the above agencies regularly support staff and children and parents in school.</p>	<p>needs you will be informed and asked to give your consent.</p>
<p><b>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</b></p>	
<p>Any concerns about the provision made for your child in school regarding SEND should be brought to the attention of the class teacher or SENCO in the first instance. You may also contact the headteacher to make an appointment.</p> <p>Mrs Diane Cooper, Headteacher <a href="mailto:headteacher@christchurch.n-yorks.sch.uk">headteacher@christchurch.n-yorks.sch.uk</a></p> <p>Mrs Karen Baines, Inclusion Leader/SENCO <a href="mailto:kbaines@christchurch.n-yorks.sch.uk">kbaines@christchurch.n-yorks.sch.uk</a></p> <p>We encourage parents to make us aware of concerns as soon as they arise so that they can be addressed quickly.</p> <p>If do not feel that the issues have been resolved, then you may follow our formal complaints procedure as outlined in the Complaints procedure policy.</p> <p>The designated governor for SEN is Dr Kate Ward <a href="mailto:kward@christchurch.n-yorks.sch.uk">kward@christchurch.n-yorks.sch.uk</a></p>	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>