

## SPECIAL EDUCATIONAL NEEDS & DISABILITIES INFORMATION REPORT

**At Christ the Sower Ecumenical Primary School, we believe in ‘loving, learning and growing together’.**

- **We aim to meet the needs of individual children through highly effective teaching and learning and a nurturing environment based on Christian values and ethos.**
- **There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.**
- **We work in a flexible, personalised way to develop effective partnerships with children and their parents/carers, the SENCO, specialist teaching staff and external professionals such as speech and language therapists, occupational therapists and child and adolescent health services (CAMHS) to ensure that the school can meet a broad range of special educational needs.**

We regularly monitor all children’s progress and wellbeing in order to support their learning within a broad curriculum. We aim to foster a culture of lifelong, independent learning and social skills for all children, using a wide range of strategies in order to remove any barriers to children achieving everything they are capable of.

### **1. What kinds of Special Educational Needs are provided for at Christ the Sower Ecumenical Primary School?**

At Christ the Sower Ecumenical Primary School, we offer provision for children with difficulties in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health needs
- Physical and / or Sensory needs

### **2. How does Christ the Sower Ecumenical Primary School know if children need extra help and what should I do if I think my child may have special educational needs?**

Throughout the academic year class teachers undertake a range of different assessments on a termly basis to monitor the progress of all children. Termly pupil progress meetings are held between the Senior Leadership Team, which includes the SENCO, and all class teachers. During these meetings, the progress of children across the school is discussed. There is then a focus on those children who are identified as making less than expected progress and those who have social, emotional or mental health difficulties that are affecting their ability to engage in their learning. Strategies that can be used by the class teacher are suggested and then put into place. Additional support may be put into place on a 1:1 or small group

basis in order to address any specific areas of difficulty. If concerns are raised by class teachers in relation to a child's academic attainment or progress, the SENCo may ask the class teacher to carry out some standardised tests to more specifically identify any areas of concern. Where specific interventions are put into place and monitored by the SENCo following these assessments, a clear baseline is established and the tests can be readministered on a termly basis so that progress and impact of the interventions is clearly monitored. We encourage parents to speak openly with class teachers about their children's needs and value input from parents. If parents are concerned about their child's progress and they have not already discussed this with their child's class teacher we would encourage them to do so.

### **3. How will I know how my child is doing?**

As a school we have an open door policy and encourage parents to talk to us about how their child is progressing. Our SENCo is contactable via the school office by telephone or email. Each term class teachers will either hold a Parents' Evening or issue a written report on every child's progress. This will highlight strengths and areas for improvement across the curriculum. Those children recognised by the school as having a Special Education Need or Disability will be recognised on the school SEND register under the category 'SEND Support'. For SEND Support children, the SENCo will be available to meet with parents once per term to discuss progress and support in place. For children with an Education and Health Care Plan (EHCP) there will also be a formal annual review held in school once per year to review how well the EHCP is meeting the child's needs. This will involve parents, the SENCo, the class teacher and a professional from the health team where appropriate. If targets need to be reviewed earlier, the SENCo will notify the relevant parties and a meeting will be held to amend the targets.

### **4. How will the teaching and learning be matched to my child's needs?**

Quality First Teaching is in place in all classes and ensures that all children have the best chance to access the curriculum. Teachers take account of this by looking carefully at how classrooms and lessons are organised, by careful choice of books and materials, strategic allocation of resources and additional adult help, appropriately levelled questioning and task differentiation.

For children whose needs cannot be met solely through Quality First Teaching, targeted support or personalised provision will be put in place as next levels of support. Adaptations to the classroom environment can be implemented to meet the needs of specific children, specialist items and resources can be purchased for named children and the use of IT to support learning and recording is encouraged.

### **5. How effective is the SEND provision at Christ the Sower Ecumenical Primary School?**

As at July 2018, the number of SEND children at Christ the Sower School is as follows:

Number of children on SEN register: 71 out of 432 = 16% of the school roll

Number of children on SEND Support: 66 out of 432 = 15.3% of the school roll

Number of children with EHCPs: 5 out of 432 = 1.2% of the school roll

Provision Mapping is used in each class. It is a succinct and inclusive way of showing the range of provision available to pupils throughout the school. It is a strategic management approach which provides an 'at a glance' way of showing all the provision that the school makes which is additional to and different from provision which is offered through the school's differentiated curriculum. It is both a means of tracking provision for pupils with additional needs and a tool to describe good inclusive practice. It gives a clear link between provision and pupil progress. Special educational needs is part of the cycle of self-

evaluation, school development planning and target setting. The provision maps describe the provision each class teacher will make each half term for children with special educational needs and disabilities.

Every term, following on from discussions with a range of people, including parents, teachers, year leaders and the Head of School, the SENCo looks closely at the progress of all children on the SEN register. This enables the progress of these children to be monitored closely and provision adjusted where necessary. At the end of every term, the SENCo looks at the data for each year group for the three core subjects, Reading, Writing and Maths, and this data is used to monitor and evaluate the overall effectiveness of our school's SEND provision. This information is then used to inform our planning for the following academic year.

#### **6. How will you help me support my child's learning?**

We operate an open door policy at Christ the Sower School and encourage parents to talk to staff informally or arrange more formal meetings with class teachers as needed to discuss their child's learning. We are keen to support parents in helping children continue their learning at home and share details of any strategies and interventions used in school with parents so that parents can work towards the same goals at home with their child.

#### **7. What support will there be for my child's overall well-being?**

At Christ the Sower we have one Learning Mentor: Mrs Robertson, who works closely with the SENCo, class teachers and teaching assistants to ensure that children feel happy and safe in school, so that they are ready to learn. Mrs Robertson liaises closely with parents and is able to provide 1:1 or small group work to support any additional social, emotional and mental health difficulties. She also monitors children's attendance and can provide support to parents with this. Our children are taught PSHE following the SEAL programme. We aim to teach children to become respectful, resilient and mindful of others' thoughts and feelings through a consistent approach to expectations of behaviour across all year groups in order to prevent bullying. Our School Council consists of members from every class in the school. They meet regularly and work very closely with the Assistant Headteacher to ensure that children's views are listened to and considered through the school year.

#### **8. What arrangements are in place for involving SEND children in their own education?**

We recognise children as important participants in their learning and believe that their opinions matter. Teachers plan for progression and will seek the child's views on the progress made, discuss any specific issues that impact on the child's progress and set new outcomes. We seek the views of any child on the SEND register when we complete their SEND support plan, which is updated annually. We always seek the views of any child with an EHCP. This will be sought through ongoing reviews e.g. observations and before their annual review. It is important they feel that their contribution is valued and people will know what is important to them and for them. This process will be supported by an adult who has worked closely with the child.

#### **9. What specialist services and expertise are available at or accessed by the school?**

The SENCo seeks advice from the Local Authority Specialist Teacher team as required. The SENCo also actively engages with local opportunities to share best practice and keeps up-to-date with current local and national policies to support pupils with SEND. The Local Authority School Nursing Team is able to

support the school with referrals to additional services including Occupational Therapists and Speech and Language Therapists. Our SENCo supports parents with referrals to community paediatricians and is able to provide written evidence for parents to detail any provision that a child is having at school. We welcome visits in school from outside professionals involving observations and discussions about individual children and actively use any strategies suggested to us to improve our provision. The Local Offer is a directory of information that helps families to find and access support. All local authorities are required to have their own local offer as part of the government's SEND reforms. The Local Offer for Milton Keynes can be found on the following website:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

#### **10. What training have the staff supporting children with SEND had or what training is planned?**

Our SENCo is undertaking the Post Graduate National Award for SEN Qualification which will be completed in November 2018. Our class teachers have collectively received training focusing on a range of different areas of SEND and provision, for example dyslexia and Clicker. The SENCo also leads whole school training on specific areas of SEND. Our higher level teaching assistants and teaching assistants have been trained in a range of different 1:1, small group and whole school initiatives that support their day-to-day role. This includes a range of different maths and English interventions, for example Numicon and Read, Write, Inc.

#### **11. How will I be involved in discussions about the planning for my child's education?**

Any children with additional needs will have their progress closely monitored by the SENCo. We welcome parental involvement in any decisions about how to support children in school and aim to keep parents up-to-date with their child's current progress. Our SENCo is available to meet with parents before, during and after school to discuss their child's needs as requested. Parents of children with EHCPs will be invited to a meeting to discuss any changes that need to be made to their child's support if appropriate, before the annual review takes place. Where possible these meetings will involve the parents, SENCo, class teacher and any teaching assistants working in school with the child.

#### **12. How will my child be included in activities outside the classroom, including school trips?**

At Christ the Sower Ecumenical Primary School we aim for all children to be able to access all trips and visits that take place outside the classroom. Reasonable adjustments will be made to enable any pupil attending Christ the Sower School to fully participate in activities outside of the classroom, including school trips. Risk assessments are carried out and where appropriate are discussed with parents to ensure that where possible all children are able to participate in all activities. If it is deemed appropriate that an intensive level of 1:1 support is needed, a parent may be asked to accompany their child during a specific activity.

### 13. How accessible is the school environment?

The school building is fully wheelchair accessible including two lifts to reach the upper level and two ramps to access the higher levels of the school grounds. There are disabled toilets around the building.

### 14. Who can I contact for more information about SEND at Christ the Sower School?

#### The Class Teacher

Relationships are built up between school support staff, teaching staff and parents informally on a day-to-day basis. If any concerns arise about your child's learning or progress, parents are initially encouraged to request a meeting with their child's class teacher. Further meetings can be arranged to discuss strategies and progress as required.

#### SENCo (Special Educational Needs Coordinator): Sarah Ross

Further conversations between the SENCo or the class teacher and parents can be arranged as appropriate to discuss any developing needs. The SENCo is responsible for coordinating any additional support that your child may need.

#### Head of School (Interim): Mr Morley-Smith

The Head of School oversees all areas of the school's provision. If appropriate, the Head of School will be involved in meetings with parents to discuss children's progress and deciding upon how the school can best meet your child's needs.

#### SEND Governor: Mrs Pauline Winn

Our SEND Governor supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014). Please follow the link below to our school website where you will find the following policies and procedures that you may wish to read:

<http://www.ctsmk.org.uk/page/?title=School+Policies&pid=17>

- Special Educational Needs and Disabilities (SEND) Policy
- Restorative Relationships Policy
- Child Protection & Safeguarding Policy
- Physical Intervention and Restraint Policy
- Policy for promoting good mental health and well-being

If you wish to make a complaint about any aspect of the SEND provision at Christ the Sower School, please do so by consulting the procedures detailed in our Complaints Policy. This can be found on our school website by following the link above.

## **15. How will the school prepare and support my child when they join Christ the Sower Ecumenical Primary School, transfer to a new school, or move the next stage of their education?**

### Starting in Foundation

For children that start Christ the Sower School in Foundation, parents and carers are offered the following during the summer term before they begin in September:

- A home visit carried out by members of staff from the Foundation Team.
- A visit to Christ the Sower Ecumenical Primary School to enable their child to spend some time with other children who will be in their class. This forms part of our whole school 'Changeover Morning'.
- For children with any additional needs, the SENCo will contact staff in their current pre-school or nursery as appropriate to have a discussion about their needs and the provision which is in place.
- For children who have an EHC Plan, in addition to the above, there will be an agreed series of transition visits and meetings organised by the SENCo to ensure that arrangements are in place for the child's transition to Christ the Sower School.

### Joining Christ the Sower Ecumenical Primary School at other times

When children join Christ the Sower School in-year, the SENCo always tries to ensure that she liaises with the child's previous school if the child has any additional needs. The SENCo also aims to meet with the child's parents prior to them starting at Christ the Sower if possible. This helps to ensure a smooth transition and helps the school prepare for the child starting at Christ the Sower School. For children who have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENCo to ensure that arrangements are in place for the child's transition into Christ the Sower School. These meetings will involve Christ the Sower School staff, school staff from the pupil's previous setting and parents.

### Moving to secondary school

During the summer term before children move to Secondary School, the SENCo will ensure that transition arrangements are in place for children with additional needs. Meetings may be held with the year 6 teachers and/or SENCo of Christ the Sower School and the SENCo of the child's new school to discuss the child's needs. For those children with an EHC Plan, the SENCos from both schools will discuss some additional transition visits for children as appropriate. Any teaching assistants that support the child at Christ the Sower School will also be involved in this transition process. For those children transferring to other schools, the SENCo will liaise with the SENCo from these schools to organise an individual transition schedule as appropriate to the needs of the pupil.

All written and electronic records will transfer with the child to their new school.

## **16. How are the school's resources allocated and matched to the child's special educational needs?**

The school has an SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children. This money can be used for:

- Providing specialist equipment to support a specific need
- Providing additional intervention programmes to help a child learn and progress
- Providing a teaching assistant to support individuals or small group
- Providing any additional resources to support learning in any area

## **17. Who can I contact for support and advice?**

If you have any concerns regarding your child, please speak to the class teacher in the first instance. They will be happy to arrange an appointment at a mutually convenient time.

You can also contact:

SENCo: Sarah Ross – 01908 867356

SENDIAS – 01908 254518