



Special Educational Needs and Disability Report **2019-2020**



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 SENDCO, specialist teaching staff and external professionals such as speech and language therapists, occupational therapists and child and adolescent mental 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 for all children, using a wide range of strategies so that every child is able to realise their full potential.

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 including ASD and ADHD
- 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 SENDCO, and all class teachers. During these meetings, the progress of children across the school is discussed. There is a focus on those children who are identified as making less than expected progress and then strategies are identified that can be used by the class teacher are suggested. Additional support may be on a 1:1 or small group basis in order to address any specific areas of difficulty

and this is recorded on an individual provision map. If concerns are raised by class teachers in relation to a child's academic attainment or progress, the SENDCo 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 SENDCo, a clear baseline is established and assessments can be undertaken on a termly basis so that progress and impact of the interventions is clearly monitored. Parents/carers are always informed. We encourage parents/carers to speak openly with class teachers about their children's needs and value input from parents/carers. If parents/carers 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. The effectiveness of SEND provision is reported to the Interim Academy Committee at least termly.

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

As a school we have an open door policy and encourage parents/carers to talk to us about how their child is progressing. Our SENDCo 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 as 'SEND Support'. For SEND Support children the point of contact should be the class teacher but the SENDCo is always available if parents/carers wish to meet with her directly. For children with an Education and Health Care Plan (EHCP) there will 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/carers, the SENDCo, the class teacher and specialist professionals where appropriate. If targets need to be reviewed earlier, the SENDCo will notify the relevant parties and a meeting will be held accordingly. Parents/carers of children with an EHCP are always welcome to make an appointment with the SENDCo at any point in the year.

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 possible access to 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. Teachers plan lessons that suit the range of learning styles and which enables children with SEND to access learning alongside their peers.

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. The school has a range of personalised intervention programmes, and an increasing number with a sound research base. Interventions cover all aspects of need and children follow the interventions for a 12 week period followed by review. Adaptations to the classroom environment are made to meet the needs of specific children, specialist items and resources are purchased for children according to need and specialist advice and the use of IT to support learning and recording are also part of learning plans for SEND children.

We have a number of additional rooms that enable teachers to plan for small group work and to set up personalised learning environments for pupils who sometimes require greater adaptations and adjustments.

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

As of July 2019, the number of SEND children at Christ the Sower School is as follows:

Number of children on SEN register: 39 out of 350 = 11% of the school roll

Number of children on SEND Support: 33 out of 350 = 9% of the school roll

Number of children with EHCPs: 6 out of 350 = 1.7% of the school roll

Provision Mapping is used in each class. 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 Need 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/carers, teachers, year leaders and the Headteacher, the SENDCo 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 SENDCo monitors the data for each year group in the three core areas, Reading, Writing and Maths, and this data is used to inform evaluation of the overall effectiveness of our school's SEND provision. Work scrutiny exercises are also carried out across a range of curriculum subjects and SEND pupil discussions take place.

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/carers to talk to staff informally with class teachers to discuss their child's learning, especially where there is a concern. 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 so that parents/carers 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 a Learning Mentor, Mrs Robertson, who works closely with the SENDCo, class teachers and teaching assistants to ensure that children feel happy and safe in school. 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. 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. Bullying is not acceptable in the school towards any child but especially not towards those children with SEND.

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 with SEND when we complete their SEND support plan, which is updated termly. 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 SENDCo seeks advice from the Local Authority Specialist Teacher teams as required. The SENDCo 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 SENDCo 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 SENDCo is an experienced SEN practitioner with over 25 years of experience in the world of SEND. Our class teachers have collectively received training focusing on a range of different areas of SEND and provision, for example Dyslexia. The SENDCo also leads whole school training on specific areas of SEND and this year there are planned sessions around behaviour management, anxiety management and sensory awareness. 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 SENDCo. We welcome parental involvement in any decisions about how to support children in school and aim to keep parents/carers up-to-date with their child's current progress. Our SENDCo is available to meet with parents before, during and after school to discuss their child's needs as requested. Parents/carers 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/carers, SENDCo, class teacher and any teaching assistants working in school with the child.

Each child will have an individual provision map which will show parents/carers what is being done in school to support their child. This is reviewed every 12 weeks and shared with parents/carers so they have an accurate view on what is working well and how much progress their child is making. Parents/carers and children will be invited to contribute to the IPM and to record their thoughts.

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 for individual SEND pupils may be carried out and are discussed with parents/carers to ensure that where possible all children are able to participate in all activities.

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 and a shower for pupils who have additional medical needs that necessitate this facility.

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/carers 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.

SENDCo (Special Educational Needs Coordinator): Mrs Martin

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

Headteacher: Mrs Quirk

The Headteacher oversees all areas of the school's provision. If appropriate, the Headteacher 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.

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
- Child Protection & Safeguarding Policy
- Physical Intervention and Restraint Policy

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/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 SENDCo 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 SENDCo 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 SENDCo always tries to ensure that she liaises with the child's previous school if the child has any additional needs. The SENDCo also aims to meet with the child's parents/carers prior to them starting at Christ the Sower if possible. This helps to ensure a smooth transition. For children who have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENDCo 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 SENDCo will ensure that transition arrangements are in place for children with additional needs. Meetings may be held with the year 6 teachers and/or SENDCo of Christ the Sower School and the SENDCo of the child's new school to discuss the child's needs. For those children with an EHC Plan, the SENDCos 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 SENDCo will liaise with the SENDCo 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

Children with an EHCP have a budget allowance that is in addition to the whole school budget.

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:

SENDCo: Mrs Martin – 01908 867356

SENDIAS – 01908 254518