



**Christ Church Federation including:**

**Christ Church (Church of England) Infant School & Nursery and Christ Church (Church of England) Junior School**

**SEND Information Report 2023/2024**

At Christ Church we aim to provide, within a Christian Foundation, the highest standards of education and care. We recognise and celebrate the limitless potential of all our children and seek to maximise their natural enjoyment of and enthusiasm for learning. In order to do this many steps are taken to support our children through their learning journey. Quality teaching is vital. However, for some children either throughout or at any time during their school career they may need additional support to help them achieve their potential.

**1) Assessment, Targets & Review**

Details of how children and young people's special educational needs are identified.	<ul style="list-style-type: none"><li>• All children starting our schools in Nursery/Reception are assessed internally against <i>Development Matters</i>. We use this information to provide starting points for the development of an appropriate curriculum for all our children.</li><li>• When children join us from other schools either at the start of a key stage or mid-year we consult the documentation that is received from the previous school to identify any child who has already been in receipt of SEN support. In this instance the parents/carer of the child will meet with a member of the Senior Leadership team/SENCO to discuss their child's needs and education thus far.</li><li>• Baseline assessments take place for Phonics, Reading and Maths shortly after entry to the schools. This information is then used to ensure the child is</li></ul>
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<p>Details of how parents and carers are informed that their child has special educational needs, including how the school communicates with parents and carers in particular parents and carers whose first language is not English.</p>	<p>placed in appropriate groups and to assist teachers when planning and differentiating lessons.</p> <ul style="list-style-type: none"> <li>• Year 3 teachers meet with Year 2 teachers from Christ Church Infants during the summer term to discuss the needs of pupils who are transferring to Christ Church Juniors.</li> <li>• In addition, the SENDCO (Mrs Place) meets with Y2/3 teachers to discuss the Special Educational Needs of any pupils due to transfer from Infants to Juniors in September.</li> </ul> <ul style="list-style-type: none"> <li>• If assessments show that a child may have a learning difficulty, parents/carers are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required, their child will be placed on the Special Educational Needs and Disability (SEND) register and extra provision is provided. This may be in the form of one-to-one sessions or small group work, as appropriate. Pupil interventions are reviewed regularly, and next steps are planned. Parents/carers will be informed of this at a meeting with the Special Educational Needs and Disability Coordinator (SENDCO) and/or class teacher.</li> <li>• If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them.</li> </ul>
<p>Details of how children and young people’s special educational needs are assessed.</p> <p>Details of how progress is measured and evaluated.</p>	<ul style="list-style-type: none"> <li>• All pupils in the Foundation Stage are assessed against the ‘Development Matters in Early Years Foundation Stage’ criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils work and responses.</li> <li>• KS1&amp;2 (years 1 - 6) pupils are assessed in reading, writing and mathematics on a termly basis. This is an on-going process using outcomes from half-termly assessments and class work to indicate the achievement of pupils in lessons. In addition half termly phonic (RWInc) and screening assessments are carried out at Infants, to ensure children are identified early and given opportunities to ‘catch up’. Analysis of pupil progress is carried out termly and takes the form of a Pupil</li> </ul>

	<p>Progress meeting between the class teacher and members of the Senior Leadership Team.</p> <p>If a pupil is not making expected progress, extra support will be provided through intervention sessions and this will be recorded on the whole school provision maps.</p> <ul style="list-style-type: none"> <li>• In year one, a formal assessment of pupil's phonic ability is made and any pupils not achieving expected levels are re-tested in year 2.</li> <li>• In addition, pupils with SEND are assessed against their Individual Educational Plan (IEP) targets. Targets are reviewed and set on a termly basis and break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. All pupils on the SEND register receive support for their areas of need.</li> </ul>
<p>Details of how children and young people's special educational needs are monitored and reviewed.</p> <p>Details of how often monitoring and reviews take place.</p>	<ul style="list-style-type: none"> <li>• Teachers and TAs plan activities based on their knowledge of the IEP targets for pupils in their class. When a pupil achieves a target independently on a number of occasions, a new target is set.</li> <li>• Review sheets are completed on a termly basis and are shared with parents.</li> </ul>
<p>Details of how children and young people's needs are provided for (level of impact / of support)</p>	<ul style="list-style-type: none"> <li>• Pupil's specific areas of need are supported through interventions on a 1:1 or small group withdrawal basis. Sessions include: Speech and Language, Precision Teaching in Maths and English, Cool Kids/Sensory Circuits, GRASP/Friends for Life (both address social and emotional needs), phonics, Toe by Toe (dyslexia support), and personalised maths and English tuition. The Junior School also employs a school counsellor, Mrs Ghale, who works with children on an individual basis when needed, to support emotional wellbeing and development. A number of Teaching Assistants are WELL Passport Holders, trained to support pupils' Social Emotional and Mental Health needs. Progress and achievement are monitored throughout these interventions. Targets are set prior to intervention and progress and achievement is monitored throughout.</li> <li>• All interventions planned and delivered across the school, are recorded on a 'Provision Map'. Baseline assessments are made prior to starting the intervention</li> </ul>

Details of how parents/carers can be involved and how they can support their child.

Details of training opportunities/learning events provided by the school for parents/carers.

Details of how parents and carers/ children and young people can raise any general concerns they may have.

and an exit assessment is conducted, in order to evaluate a child's progress and the impact of the intervention. This information is then added to the 'Provision Map'.

- Parents/carers are informed of interventions their child is receiving at parents' evening or by letter and during meetings throughout the year.
- During the SEND review meetings with parents/carers, teachers will give a copy of the Termly Parent Meeting Report and Agency Report to parents, which outlines strategies to support their child and will give suggestions of extra activities they can do at home.
- Parents/carers are encouraged to listen to their child read their reading book and to make comments in their child's reading diary. Parents/carers can also help their child learn their weekly spellings and encourage and support their child with their weekly maths and English homework.
- Throughout the year, both schools offer a range of workshops for parent/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home. These include Read Write Inc, E-safety, English, Maths and PE workshops. In addition Learning Together sessions are offered for Parents/carers in all year groups.
- Both schools operate an Open Door Policy. Class teachers are available at the end of the school day. Appointments for further discussion can be made if needed.
- Parents/carers evenings are held on a termly basis.
- TAC/SEND progress meetings take place on a termly basis to discuss targets, reviews and additional support.

	<ul style="list-style-type: none"> <li>Should any additional meetings be necessary, they are arranged individually with the parent/carer of the pupil with SEND. Such meetings may be to update on any changes in provision, to discuss strategies and activities to support their child at home with their targets, to share feedback and recommendations following assessment by a professional and to voice any concerns they may have.</li> </ul>
Names, roles, telephone numbers of key contacts within the school (SENDCO)	<p>All staff can be contacted on the school number:</p> <p>01902 558945 (Infants) 01902 558700 (Juniors)</p> <p>Infant SENDCO: Mrs S Place <a href="mailto:splace@christchurchinfantschool.co.uk">splace@christchurchinfantschool.co.uk</a></p> <p>Junior SENDCO: Mrs S Place <a href="mailto:splace@christchurchjunior.org.uk">splace@christchurchjunior.org.uk</a></p>

## 2) Curriculum Access

Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.	<p>For information regarding the curriculum please visit the school website:</p> <p><a href="http://www.christchurchfederation.co.uk">www.christchurchfederation.co.uk</a></p>
Details of how the curriculum is organised (Policy) and made accessible to all, including organisation of teaching groups.	<ul style="list-style-type: none"> <li>Policies and curriculum information is available on the school website</li> <li>RWInc (Read Write Inc phonics) is taught in small, homogenous ability groups in Key Stage 1.</li> <li>All other areas of the curriculum are taught within the year group and differentiated appropriately</li> </ul>
Details of Governor involvement in terms of curriculum provision, including name of SEND Governor, parent/carer Governor, Link Governor.	<p>SEND Governor: Miss Lianne Whitaker</p>

<p>Details of staff expertise and professional development/training of staff.</p>	<ul style="list-style-type: none"> <li>• SENDCO keeps updated on a regular basis through Network meetings and training. This information is then shared with a member of the Senior Leadership Team and delivered to staff during Staff Meetings.</li> <li>• All new members of staff receive in-house training with regards to SEND Policy and procedures</li> <li>• High functioning autism and masking: Junior teachers and SEND Co.</li> <li>• Read Write Inc Training: all Infant staff</li> <li>• MAKATON: all infant teaching staff</li> <li>• Downs Syndrome Awareness: Nursery, Reception, KS1 staff</li> <li>• ASD Awareness: SENDCOs, Infant &amp; Junior TAs</li> <li>• Cool Kids/Sensory Circuits: Mrs Gahir, Miss Bennett, Mrs Juss, Mrs Kehel, Mrs Morris, Mrs Black, Soccer 2000.</li> <li>• Precision Teaching: Mrs K Smart and Mrs S Elrington.</li> <li>• Dyslexia Awareness: All Infant and Junior Staff</li> <li>• Attachment Trauma: all staff</li> <li>• WELL (Wellbeing and Emotional Literacy) training: All teaching assistants</li> <li>• Emotion Coaching: Teaching staff from both schools</li> <li>• Adverse Childhood Experiences: all staff</li> <li>• AA2 (Autism Awareness Level 2): all Infant Staff</li> <li>•</li> </ul>
<p>Details of the types of special educational needs for which provision is made.</p>	<ul style="list-style-type: none"> <li>• Provisions are made for all pupils in line with their needs in order for them to access the full curriculum. These include mild/moderate/complex and specific learning difficulties, dyslexia, dyscalculia, speech &amp; language difficulties, hearing and visual impairment, physical disabilities, ADHD, Autistic Spectrum Disorder and SEMH.</li> </ul>

### 3) Grouping and Pastoral Care

<p>Details of the school pastoral support system.</p> <p>Details of what support mechanisms are in place and how groups are planned, including what social support is available i.e. mentoring.</p>	<ul style="list-style-type: none"> <li>• Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SLT or SENDCO who will then make appropriate referrals or organise appropriate support.</li> <li>• Teaching assistants are trained WELL (Wellbeing and Emotional Literacy) Leaders. They are able to offer targeted support to individuals and small groups of pupils to help them manage their emotions.</li> <li>• Mrs Su Ghale, our school counsellor works with children on an individual basis when needed, to support their emotional wellbeing and development.</li> <li>• Referrals can also be made at Juniors to MHST (Mental Health Support Team) for emotional well-being support for individuals.</li> <li>• In addition to support given by staff, we encourage peer support e.g. playground friends, buddying systems</li> </ul>
<p>Details of how parents and carers/ children and young people raise any concerns they may have about progress, or request for additional support.</p> <p>Details of opportunities for pupils/students to have a voice.</p>	<ul style="list-style-type: none"> <li>• Class teachers are available to parents/carers on a daily basis, at the end of the school day. Appointments for further discussion will be made if needed.</li> <li>• Parent Questionnaires and Pupil Questionnaires are sent out annually and any issues or suggestions made by parents/carers feed into the School Improvement Plan for the following year.</li> <li>• All pupils on the SEND register are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support. They are then asked to sign their IEP in response to this.</li> <li>• Both schools adopt an open door policy and encourage parents/carers to come into school and speak with the relevant person if they have any concerns or requests. These concerns or requests are then referred on for specialist support or directed to the appropriate member of staff in school.</li> </ul>
<p>Details of the strategies available to support regular attendance, including what support is available.</p>	<ul style="list-style-type: none"> <li>• First day contact is made by phone/text if a child is not in school. If no reason given absence becomes unauthorised.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children with persistent absence who fall below 96% are contacted by the Head Teacher/Office Manager or EWO (including the under 5s).</li> </ul>
<p>Details of the strategies available to support good behaviour, including what support is available.</p>	<ul style="list-style-type: none"> <li>• A copy of the Schools Behaviour Policy and statement of behaviour principles is available on the school website: <a href="http://www.christchurchfederation.co.uk">www.christchurchfederation.co.uk</a></li> </ul>
<p>Details of access activities out of the classroom and support available, including how parents are involved in planning of school trips etc.</p>	<ul style="list-style-type: none"> <li>• The School Curriculum and out of school activities are fully inclusive and accessible to all. Upon enrolling at Christ Church Infant or Junior School, parents/carers are able to discuss a child's individual needs with Mrs Blower (Executive Head Teacher) or the Head of School (Mrs Lunn/ Mrs Nash). Arrangements for pupils with SEND are made as required.</li> <li>• Trips out or visitors in are organised regularly and link with year group topics. All pupils are expected to attend and additional support is organised if needed. Christ Church Juniors organise two residential trips: Dunfield House in Year 4 and a trip to the Pioneer Centre in Year 6. Parents are welcome to book an appointment with Mrs Blower, Mrs Nash, Mrs Place or the teachers leading the residential visit to discuss their child's individual needs.</li> <li>• Parents are also welcome to discuss their child's individual needs and requirements before day trips and to enable their successful inclusion in extra-curricular activities.</li> <li>• Further information regarding accessibility is available in the School Policies section on the school website in the form of the Accessibility Plan.</li> <li>• See the Equality Statement on the school's website.</li> </ul>
<p>Details of the transition procedures and arrangements i.e. moving into school and moving on from school. Plus details of how the school prepares young people for adulthood/ independent living.</p>	<ul style="list-style-type: none"> <li>• Transition meetings for Y2 pupils moving to Christ Church Junior School take place in the Summer Term. These are between Y2 Infant staff and Y3 Junior staff. The SENDCO will also liaise to pass on information regarding pupils with SEND. For pupils with an EHCP or diagnosis of ASD transferring to a specialist establishment, transition visits take place in the Summer Term with pupils accompanied by the SENDCO or another member of staff. In addition, Team Around the Child (TAC)</li> </ul>



	<p>meetings take place between the SENDCO, parents, relevant staff and outside agencies to establish a smooth transition.</p> <ul style="list-style-type: none"> <li>• Transition Books are produced for children with additional needs, in order to ensure a smooth transition</li> <li>• Years 2 and 3 also take part in “Working Together Days” during the summer term, which enables Year 3 staff and Year 2 pupils to get to know one another.</li> <li>• For pupils from other schools in the borough with an EHCP who are joining Christ Church Juniors, transition visits take place in the half term prior to admission, with Mrs Place visiting the pupil in their current setting and meeting with parents and relevant staff to ensure a smooth transition.</li> <li>• Information about Year 6 pupils’ SEND requirements are communicated with the relevant secondary school before transition into Year 7.</li> </ul>
<p>Details of medical and personal care procedures.</p>	<ul style="list-style-type: none"> <li>• Training is delivered with regards to asthma, epilepsy, type 1 diabetes, epi-pen training, visual and hearing impairments and any other medical needs related to the pupils in the school.</li> <li>• Identified staff received Paediatric First Aid Training and/ or First Aid at Work Training.</li> <li>• The majority of our staff have been trained in the use of the defibrillator.</li> <li>• Pupils’ requirements with regards to medical care are kept in the first aid boxes in the school office.</li> <li>• Parents/carers are required to fill out a medical consent form for any medication needed during the school day.</li> <li>• Pupils with ongoing medical needs are listed in the Office on a care plan. The school nurse advises on care plans.</li> <li>• Only designated members of staff are able to administer medicine</li> <li>• Any medication given is recorded.</li> <li>• Support staff will support pupils in the event of ‘personal accident’ e.g. wetting or soiling themselves. Parents/carers will be contacted during the day if required.</li> </ul>



Details of how the schools SEND budget is allocated.	<ul style="list-style-type: none"><li>• Teaching Assistant support and intervention</li><li>• Contracts with Educational Psychologist.</li><li>• School Counsellor</li><li>• Resources</li><li>• Staff training eg: SEND Network Meetings, Cool Kids/Sensory Circuits, Precision teaching, MAKATON, ASD awareness, Social Stories, Emotion Coaching, Attachment Training</li><li>• Additional staffing as appropriate.</li></ul>
Details of travel arrangements to and from school.	NA