



Christ Church CE Primary School

'Train up a child in the way he should go and when he is old, he will not depart from it.' Proverbs 22:6

Christ Church C.E. Primary School - Local Offer

**SENCO – Mrs E.Mills
01922 710080**

As a church school, Christ Church CE Primary School is committed to SEND.

'We value all children as unique 'Children of God' and welcome them into our safe, loving and supportive Christ Church family. We endeavour to use nurture to encourage individuals to flourish and aspire to reach their God given potential. We rejoice in our rich diversity and our broad, balanced curriculum provides opportunities for all to achieve excellence, open minds and inspire dreams both now and the future'.

What can Christ Church C.E Primary School offer you?

- As a fully inclusive school, Christ Church ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, physical ability or educational need.

'The school is effective in ensuring that all groups have an equal opportunity to learn and that none are discriminated against' – OFSTED April 2013

- As a Church of England school we have a core set of values, **endurance, thankfulness, peace, love, friendship and forgiveness**, which impact on all areas of school including SEND provision.
- Teaching staff that provide quality first teaching.
- Teaching staff with up to date training to meet the needs of all pupils.
- A team of designated SENTA's (Special Educational Needs Teaching Assistants).

' Disabled pupils or those with special educational needs make good progress because they are well supported by Teaching Assistants in lessons and small groups' – OFSTED April 2013

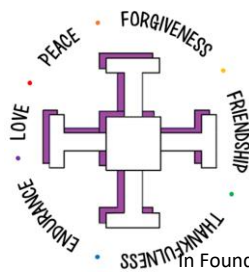
- In the classroom we cater for all children using a variety of teaching styles and a range of visual, auditory hands on equipment to support learning. We make reasonable adjustments where necessary to cater for specific individuals.
- Christ Church is also a 'Forest School', this is a fantastic provision and allows for an alternative approach to learning.
- We run a Nurture Group in the forest (Treetops Nurture) to support children with social, emotional and communication needs.
- We also have an additional lower KS 2 Literacy and Numeracy set every morning. This group is staffed by the SENCO and 1 HLTA and 2 TA's. This group is for children who are struggling to access the Key Stage 2 curriculum within the class setting.

The Christ Church Learning Journey

- At Christ Church we believe every child is equal, valued and unique. We will respond to individuals in ways which take into account their varied life experiences and particular needs.
- Some children will start school already having a special need identified by Health Professionals, if this is the case we will work closely with the people and professionals who already know them and use the information already available to plan appropriate support strategies to ensure a smooth start to their Christ Church Learning Journey.
- If you think your child has a special educational need we will discuss this with you and share and discuss strategies we able to provide at school. Sometimes we will seek advice from more specialised services such as Educational Psychology, Advisory Teachers, Behaviour Support services, Occupational Therapy or Speech and Language Therapy.
- We always share our findings with you and the next steps we need to take.

How do we identify children with Special Educational Needs?

Achieving excellence, opening minds, inspiring dreams, creating futures



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In Foundation Stage we track and measure progress against Early Years Foundation Stage ages and stages of child development.

In Key 1 and Key Stage 2 we track and measure progress against National Curriculum Learning Objectives. For children working below National Curriculum we use P scales, school tracking system, Boxall Profile and IEP's

Children are identified as having Special Educational Needs when they are not making the same progress as their peers or achieving certain milestones. This may be for a variety of reasons – concentration problems, sight or hearing issues, behavioural difficulties, physical development, fine motor development – the list is long!

So

1. We talk together to share our concerns and share information
2. **ASSESS.** Observations and assessments will take place so that we get a clearer picture of the child's needs. We will share this information with parents and decide on any further action.
3. **PLAN and DO.** Specific targets/interventions will be set and will be delivered over an agreed amount of time.
4. **REVIEW.** These will then be reviewed and the **IMPACT** measured.
5. **SEN register.** Termly targets are set to support individual specific needs in order to support their learning. These targets are set and reviewed with parents and the child.
6. **External Agency Support.** This may be Health services, Hearing or Vision Impairment Services, Speech and Language Therapy, Occupational Therapy, Educational Psychologist or Family support workers. They can offer help, advice and assessments to make targets more specific to the child's needs. Parents are consulted with fully included in all decision making.

How additional Funding works

Schools receive funding for all pupils with Special Educational Needs and we are able to provide what pupils need from this (including equipment). The Local Authority will top up funding for pupils with a high level of need.

If a child's **Education, Health and Care Plan** identifies something that is significantly different to what is usually available, there will be additional funding available. Parents will have a say in how this is used. You will be told by the Local Authority if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

Where children can get extra support

- We listen to what the children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice. **School council** have an active part in school life.
- Children know who to talk to if they are worried or have any concerns they want to share. Our **REFLECTION ROOM** is always available to children. Our **CARE, GUIDANCE and SUPPORT MANAGER** works with specific children and their families. Our **open door** policy means that children and parents can talk to Head Teacher at all times.
- We have a high level of staffing at unstructured times such as lunchtime to ensure children are well supervised and well supported. **Lunchtime supervisors** have received training on 'happy lunchtimes'.
- We have a **buddy system** that promotes peer to peer support.
- Christ Church always welcomes parents into school and encourages them to discuss any issues however small they feel they are. A problem shared is a problem halved. A problem identified is a problem solved.

How we support pupils in their Transition into our school and when they leave us

We know that some children find any kind of change upsetting. That is why we try to prepare them for every eventuality, especially when they are moving classes. These are some of the things we do!

On entry to Nursery or Reception

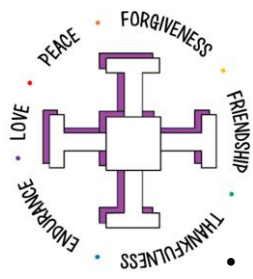
- Home visits are arranged to meet with parent and child in comfort of their own home.
- Parent and child visit school. Extra transition visits can be arranged.
- Transition meetings are arranged between existing Nursery settings and Christ Church to discuss specific needs of individuals and transition plans are put into place.
- Policies and Information Booklets about Induction arrangements are given to parents.

Moving up to the next year group in our school

- New staff visit their class
- Whole school 'meet your new teacher' mornings
- SENCO produces a 'Passport to Year...' this includes photographs of new classroom, teacher, Teaching Assistant, Playground, cloakroom, toilet etc.
- Meetings arranged in Summer Term between SENCO, new class teacher and external agencies to ensure children's needs are met and class teachers are prepared.

Moving to Secondary School

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- Children with SEND will receive extra **INDUCTION** visits to their chosen Secondary School. This will be arranged in a **TRANSITION MEETING** where strategies, interventions and targets can be shared between home, school and child.
- SENCO produces a 'Passport to' booklet. This explains the child's needs, likes, strengths and areas where support is needed, types of support that helps or doesn't help and any external agencies involved.

Where parents/carers can get extra support

- **Information Advice and Support Services(SENDA), or IASS (SENDA)** can offer advice and support to parents of pupils with SEND. Their telephone number is **01922650330**
- The SENCO and Guidance and Support Manager can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child.
- Our school operates an **open door policy**. Your Child's **class teacher** is your first point of contact, in addition the SENCO and Guidance and Support Manager are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the Head Teacher at any time.
- If your concern is with the Local Authority, follow a similar path. The Head Teacher will log and track your complaint.
- The **Local Authority** has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone **01922 686200**.