



"Starting the journey well"

As a Church of England community school, we
believe we can impact God's world for good,
grow in learning, love, wonder and faith and
seek together to flourish in the fullest way possible

SEND Information Report

Review Date: September 2024

Introduction

Christ Church CofE Primary School is committed to meeting the needs of pupils with special needs and disabilities (SEND). We have high expectations of all our pupils and we aim to achieve this through the removal of barriers to learning and participation.

The SEND Code of Practice 0-25 years (January 2015: Section 6.79 p.106) requires that all schools publish a '**Special Educational Needs and Disability (SEND) Information Report**' which provides information and arrangements for identifying, assessing and making provision for pupils with SEND and for the admission of disabled pupils. The expectation is that the needs of pupils with Special Educational Needs and Disabilities are catered for in a mainstream setting wherever possible.

Christ Church is a one form entry school that caters for pupils with and without special educational needs and disability. Presently, the SEND needs in school include pupils with Speech and Language and Communication Needs (SLCN), Developmental Language Disorder (DLD), Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), physical needs and pupils with social, emotional, behavioural needs.

As part of the Children and Families Act 2014 (Section 30), Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for pupils and young people with SEND in the local area. Tower Hamlets' Local Offer can be found on the Tower Hamlets website [Tower Hamlets Local Offer](#). The school's contribution to the Local Offer can be found on the school's website.

The school's SENDCo:
Mrs Denise Dichio
Contact: 0207 247 0792

How do we identify individual special educational learning needs?

- When pupils have identified SEND **before** they start at the school, we work with the people who already know them and use the information already available to identify what their SEND needs will be in our school setting.
- If you tell us you think your child has a special educational need or disability, we will discuss this with you and investigate it further. We will share with you what we find and agree with you what we will do next and what you can do to help your child.
- If our staff think that your child has a special educational need or disability, this may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions for example. We will observe them; we will assess their understanding of what we are doing in school; use tests to pinpoint what is causing difficulty and seek other agencies advice and support.

How do we involve pupils and their parents/carers in identifying and planning for SEND needs?

- Regular meetings are held to discuss your child's needs; we plan and work together so that we are all helping your child in the same way to aid their progress.
- Where appropriate we will write and review SEND targets with pupils and parents/carers – Individual Education Plans (IEPs).
- Where needed we discuss with parents where it may be necessary to consult with outside agencies to receive their more specialised expertise.

How do we adapt the curriculum so that we meet SEND needs?

Being a small school, we recognize the importance of flexibility in managing our resources and staffing. We make careful efforts to allocate resources thoughtfully in order to facilitate support across all phases.

We make the following adaptations to ensure all pupils' needs are met:

- Staff are trained to make learning materials and resources appropriate, ensuring every pupil is able to learn at their ability.
- We use additional schemes/materials/programmes so that we have something at the right level for pupils with SEND. For example, we use intensive interaction, sensory circuits, attention autism ('bucket time'), visual timetables, communication cards/symbols/keyrings, Tacpac, Colourful Semantics, Zones of Regulation, Times Table Rockstars and THEP Phonics, Life Skills and Enrichment skills.
- Differentiating our curriculum to ensure all pupils access work at an appropriate level, for example, by grouping, 1:1 Work, teaching style, content of the lesson, etc.
- A few pupils receive individualized programmes in their core learning but seek to ensure that all pupils have access to the classroom.
- We use recommended aids such as laptops, coloured overlays, pencil grips, writing slopes, radio aids.
- Classrooms use visual timetables for pupils, timers, picture exchange cards, blank style questioning, colourful semantics, and key vocabulary to facilitate comprehension. Many tasks are introduced using concrete and pictorial representations prior to moving onto abstract work.
- Teachers consider seating plans and the accessibility of their teaching materials.
- Teachers use Zones of Regulation to monitor the well-being of the most vulnerable pupils.
- Sensory materials are readily available.

Some of the strategies and interventions used are listed below, many of which have been recommended by professional, particularly speech and language therapy.

<p>Communication and Interaction</p> <p>'Now and Next' boards Visual timetables Communication cards/symbols/keyrings Core Vocabulary boards Play dough and Lego Therapy Attention Autism- Bucket time Intensive interaction</p>	<p>Cognition and Learning</p> <p>THEP Phonics Colourful Semantics Times Table Rock Stars</p>
<p>Social Emotional and Mental Health</p> <p>ELSA Sensory circuits Art Therapy Zones of Regulation</p>	<p>Sensory and Physical</p> <p>Attention Autism- Bucket time Sensory Circuits Sensory play/toys/equipment Tacpac</p>

How do we modify teaching approaches?

- Staff are trained in a variety of approaches which means we are able to adapt to a range of SEND: Developmental Language Disorder (DLD); Autistic Spectrum Disorder (ASD); Speech, Language and Communication needs and Social, Emotional and Mental Health needs.
- We use a number of approaches to teaching that support all pupils and their learning styles. This is evident in the teachers' planning and the delivery of lessons and may take the form of whole class, group or individual teaching.
- Teachers and support staff have received specific training in relation to the use of resources, programmes and strategies to support our pupils e.g., Speech therapy programmes including training for intensive interaction, DLD; attention autism, Tacpac.
- Other agencies support and advice is also used to compliment the planning and delivery of quality first teaching.

How do we assess pupil progress towards the outcomes we have targeted for pupils? How do we review this progress so that pupils stay on track to make at least good progress (including how we involve pupils and their parents/carers)?

- We use the school's attainment data to assess progress. The SENDCo will attend termly pupil progress meetings. These meetings help identify pupils who are not making expected progress and identify strategies/interventions to help.
- We check how well a pupil understands and makes progress through the school's marking system and ongoing assessments.
- Pupils are set targets termly and these are shared with parents (Individual Education Plans (IEPs)).
- Teachers further discuss progress with parents every term or more often if we believe this will help.
- Subject Leaders monitor pupil outcomes and support staff with planning and provision.

The school's arrangements for the admission of disabled pupils

Before a pupil with these needs are admitted to our school, we would do the following:

- Liaise/meet with the SENDCo and staff of the last school and discuss strategies, needs and level of support required.
- Meet with the parents to discuss needs and strategies at home.
- Information will be sought from the relevant professionals and agencies.
- Carry out a risk assessment of the environment to ensure safety for all.
- Liaise with the school nurse to devise an appropriate care plan.
- Staff will be informed of the impending admission.
- We may need to arrange for a gradual integration over a week or two, depending on the needs of the pupil.

What equipment or resources do we use to give extra support?

Examples of what we use:

- workstations;
- visual timetables; picture exchange cards; countdown timers; sensory equipment;
- radio aids for pupils with hearing impairments
- iPads apps for pupils with communication difficulties
- individualised timetables for High Needs Funded pupils and those who need specific targeted support
- sensory circuit equipment and resources

Further information can also be found in the Accessibility Plan

What extra support do we bring in to help us meet SEND (i.e., services; expertise) and how do we work together collaboratively?

Tower Hamlets offer a wide range of services that our school can access. Please click on the following link for an extensive list of these services: [List of Tower Hamlets SEND Services](#)

Some of the services we access are:

- Learning Advisory Service (including the Team for Deaf /partially Hearing Children)
- Phoenix Outreach Service
- Autistic Spectrum Disorder Assessment Service
- Education Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service
- Behaviour and Attendance Support Services
- PCT -School Nurse
- Sensory Service - Hearing Impairment Team
- Beatrice Tate Outreach Team
- Parasports

All of these services offer training for staff in school, and they provide advice, strategies and programmes.

Our school also offers:

- Art Therapy when required.
- Emotional Literacy Support Assistant (ELSA)

Together we review the pupil's progress, set next steps and review these with outside agencies and parents.

How do we support a pupil's overall well-being?

The school prioritises the safe-guarding of all pupils.

- We strive to meet the emotional needs of the pupils through PSHE curriculum and in school ELSA.
- SEND TAs for HNF pupils support pupils in making healthy eating choices at lunch times.
- We follow the school's Behaviour and Anti-Bullying policies to ensure good relationships and reduce incidents of bullying.

Three members of staff are currently Designated Safeguard Leads (DSLs) and also oversee Looked After Children (LAC) pupils in our school and liaise with parent/carers and teachers accordingly.

How do we prepare and support pupils who are transferring to or from a different school?

- We hold transition meetings and liaise with the school's SENDCo to identify the needs of the pupil and to ensure a smooth transition.
- We will arrange prior visits to the school for the pupil to become accustomed to the new building.
- If necessary, we will liaise with other agencies to ensure resources are put in place upon arrival in the new school
- We attend the secondary transfer meetings held by the local authority. In addition, we meet with the head of year 7 from our link secondary schools.

How do we support pupils with SEND taking part in after school activities outside the classroom, including school journeys

- All pupils will attend school journeys that are part of the school curriculum and also have the option to join an afterschool club.
- Risk assessments are carried out and the need for additional support/resources are identified.
- Our school are part of the Tower Hamlets Para sport project.

How are pupils with special educational needs enabled to engage in activities with pupils without SEND?

- All pupils have access to all areas of the premises. They interact in the playground, classes, dining hall and after school clubs.
- Pupils sit in mixed ability groups in most subjects and work collaboratively within their group.

More information about SEND provision can be found on our school website including the following:

- SEND Policy
- SEND School Offer
- Accessibility Plan
- Equality Policy
- Behaviour Policy

If you need to speak to someone about your child's special educational needs, please contact Mrs Dichio, the school's SENDCo.

If you have a complaint about the SEND provision, please follow the school's complaints procedures, a copy of which can be obtained from the school office.