



## **Special Educational Needs Information Report**

### **Christ Church C of E Primary School**

#### **Statement of Intent:**

Christ Church C of E Primary School is a fully inclusive mainstream school which strives to ensure that all pupils achieve their full potential personally, socially, emotionally, physically and educationally. Quality first teaching is applied throughout the whole curriculum, using a range of different teaching strategies, resources, activities and intervention programmes as appropriate.

At Christ Church C of E Primary School we support a number of pupils with special educational and healthcare needs.

The following information will explain how we make provision for pupils who need special educational needs support. However, we consider the requirements of each pupil on an individual basis, proactively seeking the best provision for each case.

#### ***Identification of SEN and Consultation with Families and Pupils***

When pupils are identified as requiring special educational needs support, either by their families, school staff or other professionals, the class teacher will arrange a meeting with the pupil's parents and the Special Educational Needs Coordinator. During this meeting we will discuss how we might best meet the needs of the pupil, what support is available within school in addition to high quality classroom teaching, and whether any external agencies, such as speech and language therapy or dyslexia screening, are required.

The parent will be asked to sign a consent form to acknowledge that they are aware their child is receiving special educational needs support. Parents are also asked to contribute their views to the development of an individual SEND support plan for their child and will have the opportunity to record what they feel is important now and in the future and what outcomes they would like to see achieved.

Children's views also matter to us! SEND pupils are asked about their strengths, the areas they would like to develop and how they like to be supported. These views are also recorded in their SEND support plan.

### ***Approaches to teaching children with SEND***

Teachers set high expectations for every pupil, including those with SEND.

Teaching is differentiated and personalised to meet the individual needs of the children.

A child with special educational needs may be supported in a number of ways:

- Whole class teaching by the class teacher with appropriate strategies in place.
- Small group work within the classroom supported by a teaching assistant or the class teacher.
- Supported on an individual basis within the classroom with a teaching assistant.
- Sometimes pupils are withdrawn 1:1 or as part of a small group for targeted, time limited intervention in order to meet a specific need. We are careful in the planning of such activities to minimise the time spent out of class and consideration is given to which lessons are 'missed'.
- Provide specialist equipment or modified resources where necessary.
- Use visual support and hands on resources/apparatus where necessary.
- Delivery of specifically tailored support strategies and programmes, e.g. individualised dyslexia programme, or programmes / strategies recommended by educational psychologist, occupational therapist or physiotherapist.

Please see the table below for further examples of support available.

### ***Types of SEN, and support offered by Christ Church C of E Primary School***

Christ Church C of E Primary School aims to provide support for children recognised within the 4 main areas of SEN needs:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory and or physical skills

<b><i>Type of Special Educational Need</i></b>	<b><i>Support offered at Christ Church C of E Primary School</i></b>
<b>Communication &amp; Interaction</b>  Autism Spectrum Disorders (ASD)  Speech, Language and	<ul style="list-style-type: none"> <li>• We use visual timetables to support some pupils.</li> <li>• One to one support to write Social Stories is provided by the school SENCO.</li> <li>• 'Box time' is available as appropriate for pupils who need time out.</li> <li>• 'This is me...' memory books can be used to</li> </ul>

<p>Communication Needs</p>	<p>improve self esteem and build on positive memories.</p> <ul style="list-style-type: none"> <li>• Programmes such as The Incredible Five Point Scale can be used to assist pupils in understanding social interactions and controlling emotional responses.</li> <li>• We work closely with the local authority Language and Communication team.</li> <li>• We deliver programmes such as Talk Boost.</li> <li>• Additional provision can be made for transitions, e.g. moving up to the next class, and additional visits to high school can be arranged during Year Six.</li> <li>• We offer additional support during break and lunch time when appropriate.</li> <li>• Areas of low distraction.</li> <li>• Additional resources such as ear defenders, desk privacy screens etc.</li> </ul>
<p><b>Cognition and Learning Needs</b></p> <p>Moderate Learning Difficulties (MLD)</p> <p>Specific Learning Difficulties ( SpLD)</p>	<ul style="list-style-type: none"> <li>• We access the expertise and advice of external specialist services to ensure the needs of children are clearly identified.</li> <li>• We provide individual and small group additional support sessions to focus particularly on Maths and English skills.</li> <li>• Programmes such as Numicon and 1stClass@Number are available and will be chosen according to need.</li> <li>• Dyslexia friendly resources such as reading rulers and coloured overlays can be provided for pupils to use at school and home and we also deliver specific dyslexia intervention programmes.</li> </ul>
<p><b>Social, Emotional and Mental Health Needs</b></p> <p>Mental Health Condition</p> <p>Social Difficulties</p> <p>Emotional Difficulties</p>	<ul style="list-style-type: none"> <li>• A growth mindset approach alongside a whole school behaviour management system is used by all staff, including an Assembly of Celebration each Friday.</li> <li>• We create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe.</li> <li>• Social stories are used as required.</li> <li>• Following discussion and agreement from parents, pupils can be referred to the school nurse or to Child &amp; Adolescent Mental Health Service (CAMHS) for further assessment and support.</li> <li>• 1:1 support from psychotherapists is available within school.</li> <li>• Drawing and Talking Therapy</li> <li>• Effective pastoral care from a named adult as appropriate to support vulnerable pupils.</li> <li>• School Council focus upon Buddy Stop and</li> </ul>

	Anti-bullying work. <ul style="list-style-type: none"> <li>• Interventions such as Building Block Therapy and 'Hand of Options' are used.</li> <li>• Support can be available from Silverdale outreach.</li> </ul>
<b>Sensory and Physical Needs</b>  Hearing/Visual Impairment  Physical Disabilities  Multi- Sensory Impairment  Medical Needs	<ul style="list-style-type: none"> <li>• We provide support and practical aids where appropriate to ensure pupils can access the curriculum.</li> <li>• We run intervention sessions to improve pupil skills, e.g. gross and fine motor skills</li> <li>• We use ICT to enhance pupil's access to the curriculum as appropriate.</li> <li>• When required, staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child.</li> <li>• We arrange advice and training from School Health to support our pupils with physical needs.</li> <li>• The school site and majority of the school building is fully accessible for wheelchair use, including a disabled toilet facility.</li> </ul>

### **Staff Training**

In order to maintain and develop the quality of teaching and provision, all staff are encouraged to undertake training and development in many areas including SEND. Staff are regularly encouraged to look at courses on the North Tyneside CPD website and to express an interest in those they wish to attend. Discussions are carried out as part of performance management where staff can suggest any training needs. The SENCO / Intervention Coordinator / Headteacher may also find specialist support training and suggest appropriate staff attend.

The SENCO attends the Local Authority SENCO Network Meetings in order to keep up to date with the local and national updates in SEND. She also attends North Shields SENCO Network Meetings. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils.

At Christ Church Primary School we currently have members of staff trained in:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Dyslexia
- Blast (boosting language, auditory skills & talking)
- Talk Boost
- Makaton
- 1stClass @ Number programme
- Success @ Arithmetic programme
- Numicon
- Reading Recovery

- Every Child a Reader (ECAR)
- Boosting Reading Potential (BRP)
- 1stClass@ Writing
- Drawing and Talking
- Solihull Approach
- Solihull Approach Parenting Programme
- Behaviour management for children with ASD and ADHD
- Building Block Therapy
- Managing Low Mood in Children
- Team Teach
- Multisensory teaching and learning
- Early Help Assessment

***Other people / agencies available to provide support / services to children with a special educational need / disability***

- Child & Adolescent Mental Health Service (CAMHS)
- Raising the Health and Education of Looked After Children Team (RHELAC)
- Education Psychology Service (EP)
- School Nurse
- Health Visitor
- Silverdale Outreach
- Speech and Language Services (SALT)
- Language and Communication Team (LCT)
- Occupational Therapy Service (OT)
- Sensory Support Team – Visual and Hearing Impairment
- Dyslexia Team
- Dyscalculia Team
- Early Help Assessment Team
- Care and Connect
- Psychotherapy

We also work closely with Virtual Heads of relevant local authorities to ensure that SEND Looked After Children (LAC) are closely monitored and have their individual needs met.

***Monitoring your child's progress***

You will be invited to three termly SEN Support review meetings every year (the Spring Term meeting alongside the usual parents evenings) to discuss your child's progress, see how they are progressing towards their targets, contribute your thoughts towards their future targets and discuss any concerns you may have. This will be an opportunity to revisit and update your child's SEN Support Plan.

A record of this meeting will be taken and a copy sent to you.

However, please feel free to contact school at any other time to discuss your child.

## ***Monitoring and Evaluating SEND outcomes***

The quality of teaching for all children is regularly reviewed by the school leadership team. Pupil outcomes are monitored through analysis of data at least termly.

From September 2018-2019, SEND children (43 pupils) have, on average, made close to expected progress: Reading 3.54 points, Writing 3.17 points, Maths 3.85 points. (Expected progress for Years 2-6 is 4.5 points and Year 1 is 3 points).

## ***Managing Transition***

We will work in partnership with other education providers to ensure that pupils make a successful transition both into our school and on to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are leaving the school:

- Visits of new setting/school for parents and children as appropriate.
- Parent / child meeting with new and existing staff (E.g. High school SENCO invited to year 6 reviews in summer term).
- Discussion between nominated staff if unable to hold a meeting (E.g. if long distance transfer).
- Opportunity for new staff to visit child in their existing setting.
- Transition Aids e.g. photograph books of the new setting
- All SEND information to be transferred within 5 school days.

## ***Support for Parents***

### **School**

Rebecca Dance is our Special Educational Needs Co-ordinator (SENCO). You are very welcome to contact Rebecca by telephone or email. Tel 0191 200 6345 or email [rebecca.dance@christchurchps.org.uk](mailto:rebecca.dance@christchurchps.org.uk)

Mrs Karen Bell is the Family Support and SEND Intervention Coordinator and works full time at Christ Church Primary. Mrs Bell has responsibility for updating provision maps, timetabling of interventions and supporting families, amongst other duties including Deputy Designated Safeguarding Lead.  
Tel: 0191 200 6345 (Monday – Friday)

When a high level of support is needed by a family, or many agencies are involved, the family may choose to have an assessment of needs using the Early Help Assessment process. The family and professionals involved with the child and family will then meet together to plan the support necessary at six-week intervals. A Lead Professional is appointed (Mrs Karen Bell or Ms Rebecca Dance).

The named governor for SEND is Ms Sarah Clarke. If you wish to contact Ms Clarke, please contact the school office.

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to

come into school and discuss matters further with your child's class teacher and / or the Special Educational Needs Coordinator.

Although school complaints procedures are in place and can be accessed through the school office we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note: Parents can contact SENDIASS, a Service for impartial information, advice and support in relation to their child's special educational need and / or disability:

**Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)** Tel: 0191 6438313 or 0191 6438317  
[SENDIASS@northtyneside.gov.uk](mailto:SENDIASS@northtyneside.gov.uk)

#### ***Links to School Policies:***

SEN Policy:  
Inclusion Policy:  
Admissions Policy:  
Behaviour & Anti Bullying Policy:

#### ***Useful Contacts:***

##### **North Tyneside Local Offer**

North Tyneside Council has published information on Special Educational Needs and Disabilities (SEND). To access this information please see  
<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

##### **National Autistic Society**

Website: [www.autism.org.uk](http://www.autism.org.uk)

This organisation has a base within Thomas Bewick School, Newcastle. For further information contact Deborah Garland on 07884 117 741 or at [deborah.garland@nas.org.uk](mailto:deborah.garland@nas.org.uk)

##### **Northeast Special Needs Network**

Works to support families with disabled children / young people from birth to 25 years. Tel: 0191 2812485  
Website: [www.nsn.org.uk](http://www.nsn.org.uk)

#### ***Comments from our Parents***

“Just a big thank you to everyone involved in helping my little lad get where he should be”

“Excellent support and communication”

“Since (name removed) started in September the support offered to him has been outstanding”

“Staff have worked tirelessly to get (name removed) the correct support that he requires since day one”

### ***Comments from our Pupils***

“It helped me a lot...helped me understand maths more”

“I like it when (name removed) helps me with my writing”

Last updated Oct 2019