

Christ Church Primary School

SEND Information Report

(School offer for children with Special Educational Needs)

The SEN Information Report should be read in consultation with the SEN policy, Accessibility Plan and Annual SEN Report. Together they include details of :

- **The school's admission arrangements for pupils with SEN or disabilities**
- **The steps school has taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils**
- **The facilities provided to assist access to the school by pupils with SEN and disabilities (Children and Families Act 2014, Part 3)**

Rationale

Christ Church Primary School is a positive and vibrant school in the heart of Newcastle. We are an inclusive school; that means we welcome everyone into our school. We thrive on diversity.

As a church school our foundations for living and learning are the life and teaching of Jesus Christ. The message of God's love for all and the Christian values of respect, friendship, love, forgiveness, trust and spirituality are at the heart of all school life.

We strive to ensure that children are happy here, that they enjoy their education and are given every opportunity to make outstanding progress.

We are committed to providing a caring, safe and engaging environment where individuals feel valued and that they belong.

This document is intended to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly pupils identified with a special educational need or disability.

We recognise and value the need for a full range of educational and pastoral support. In addition to a SENCO (Special Educational Needs Co-ordinator), we employ teaching assistants to support children identified with SEN. We work very closely with various professionals from a wide range of outside agencies.

School also employ a counsellor to support pupils with emotional or mental health difficulties; relationships, bereavements and self-esteem issues.

Christ Church Primary School operates its SEN provision in line with Newcastle Local Authority's SEN and disability policy and procedures.

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service** for impartial information, advice and support in relation to their pupil's SEN and/or disability.

The Newcastle Special Educational Needs and Disabilities Information Advice and Support Service officer is Judith Lane. She can be contacted on 0191 2840480 or by email : judith.lane@newcastle.gov.uk

For all children at Christ Church Primary with an additional need:

- We use child friendly individual education plans (IEPs) which clearly state the child's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We involve the child, parents or carers and key staff members in the writing, implementing and reviewing of individual education plans.
- We deliver high quality teaching, differentiating our creative and engaging curriculum and our resources to meet the needs of individual children and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We use strategies to reduce anxiety / promote emotional well-being
- We operate a graduated response based upon need; **assess, plan, do, review.**
- We ensure that there is access to teaching and learning for pupils with SEN that is monitored through the school's self-evaluation process. Lessons are as inclusive as possible with adjustments made depending on need.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils and key areas are established in classrooms.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.

- We ensure that our school activities and trips, as far as possible, are accessible to all our SEN children.
- Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- We have a SENCO who has experience of SEN both as a teacher and a senior leader.
- The SENCO provides advice and guidance to staff during weekly staff meetings and staff training/INSET.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We offer support to all pupils and parents during periods of transition; Early Years to Key Stage 1, Year 6 to Secondary School.
- We liaise closely with secondary schools at transition times to ensure that SEN pupil information is clearly communicated and recommendations are heard so that the move to secondary school is as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.

Types of SEN for which provision is made at Christ Church Primary	Support/provision made at Christ Church Primary
<p>Communication and Interaction</p> <p>This may include:</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) 	<ul style="list-style-type: none"> • Visual timetables to support children to understand what will happen and when. • Areas of the classroom are clearly defined and labelled • Individual work stations to minimise distractions • Highly personalised and differentiated lessons to engage and ensure the breadth of curriculum and experiences. • Support during times of stress or anxiety. • Social skills support through small group intervention, social stories • Personalised life skills program and activities agreed with child/parents and carers, e.g. board games/playground games. • Use of Digital Literacy, where possible, to reduce barriers to learning and engage learners. • Support or supervision at unstructured times of the day e.g. break-time and lunchtime where appropriate. • Individual incentives and rewards. • Resources to support pupils with speech and language difficulties e.g. Language for Thinking Program/word banks/visual prompts. • Opportunity to communicate in various ways e.g. home/school communication books. PECS, Makaton • Small group or one-to-one support for developing pupils' speech, language and

	<p>communication following programmes of work provided by outside specialists such as speech and language therapists.</p> <ul style="list-style-type: none"> • Resources to reduce anxiety and promote emotional wellbeing, e.g. fiddle toy and stress balls. • Use of individualised reward systems to promote learning and enhance self-esteem. • We have an ongoing commitment to improving access to information for our EAL families. We use emasuk.com for basic translations. • Advice/training from outside agencies
<p>Social, Emotional and Mental Health Difficulties</p> <p>This may include:</p> <ul style="list-style-type: none"> • Social difficulties • Mental health conditions • Emotional difficulties 	<ul style="list-style-type: none"> • A positive learning environment is nurtured and shared by all adults working at Christ Church. • We focus all children at the start of each academic year on their SMARTS as well as emphasising to all pupils, parents and carers, the importance of a balanced diet, water and sleep. • We employ a Home-school co-ordinator who is available for parents/carers every week. • Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CAMHS). • Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience by our Counselling service. • Opportunities to attend residential trips in Year 5 and Year 6 aim to develop social,

	<p>emotional and behavioural resilience as well as promoting independence.</p> <ul style="list-style-type: none"> • Good to be Green- Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy). • Individual risk assessments are created, where necessary, to ensure the safety and inclusion of all pupils in all activities • Support and individual preparation for exams • Advice/training from outside agencies
<p>Cognition and Learning Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Learning Difficulties (Moderate – MLD) • Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia) 	<ul style="list-style-type: none"> • Differentiated daily phonics and spelling session using ‘Letters and Sounds’ and the National Curriculum 2014 from EYFS to Y6. • Small group or one-to-one intervention programmes are delivered to improve skills in reading, e.g. ‘Better Reading Partnership’, ECAR and Rapid Reading. • Targeted small group support in class from the class teacher and teaching assistant following the Graduated approach. • Whole school community licence is purchased for the use of ‘Bug Club’ at home and in school for reading development. • Strategies and resources to support dyslexic pupils e.g. Coloured overlays for reading, word banks to support and specialised dictionaries. • Programs for one to one interventions such as ‘Toe by Toe’ and the ‘Nessy’ program. • Strategies to promote and develop English and mathematical skills with increasing

	<p>independence. Games to enhance short-term memory recall.</p> <ul style="list-style-type: none"> • 'Talk for Writing' approach from EYFS to Y6. • Use of iPads where possible to reduce barriers to learning e.g. targeted mental maths recall. • Purchase of 'Interactive resources' and Abacus Maths Active Learn' online software and community licence to support home-learning and outstanding teaching in school. • Use of concrete support materials for Mathematics e.g. Numicon, Dienes, Tens Frames • Weekly Internet café for KS2 pupils to access online learning activities. • Weekly Home Learning club each Friday for KS2 children. • Provision of manipulatives and digital manipulatives to promote access and independence, as well as to ensure that learning is multi-sensory and practical • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas. 'I don't know' is welcomed. • All staff use the 'National Centre For Excellence In The Teaching Of Mathematics' as a resource for CPD and observing outstanding practice in maths. • We have an ongoing commitment to improving access to information for our EAL families. We use emasuk.com for basic translations. • Multi-agency involvement with the family as required.
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	<ul style="list-style-type: none"> • Advice and support from outside agencies
<p>Sensory and/or Physical Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical disabilities • Medical needs 	<ul style="list-style-type: none"> • Staff work with specialists such as 'The Hearing Impairment Service' or a member of the 'Visually Impaired team' to seek advice and guidance on meeting the needs of individual pupils. • Staff work with specialists from outside the school during relevant training and professional development to support children with significant medical needs. • Strategies and programmes of work from the Occupational Therapy Service are followed for children with physical difficulties to support the development of gross and fine motor skills in the classroom and around school e.g. Finger Gym in EYFS. • Physical aids or resources where necessary or where advised by specialists e.g. pencil grips and spring scissors. • We provide support with personal and intimate care if and when needed. • Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy) • We provide training for staff to provide medical support e.g. epi-pens. • Additional handwriting support through targeted intervention programmes. • One-to-one Individualised support for gross and fine motor skills in the classroom as and when required.

	<ul style="list-style-type: none"> • Movement breaks for pupils with motor coordination difficulties as and when required. • Designated first aid trained staff are assigned to each class. • Our school works hard to ensure that parents/carers are able to work in partnership with us to support their children. • Support is offered to families and they are signposted to services/organisations that may offer support/advice where appropriate, via the Local Offer. • We use Primary to Secondary support to ensure pupils make a smooth transfer between phases and prepare successfully for adulthood. • We make every effort to be as accessible as possible, for example, disabled toilet facilities, lift to upper floor. • We have an ongoing commitment to improving access to information for our EAL families. We use emasuk.com for basic translations.
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Date reviewed: 5.11.20

Review due: October 2021

Useful Contacts :

SENCO

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Home-school Co-ordinator

Mrs Linda Lashley

Link Governor

Dr Linsley De La Hunt