# SEND Information Report



Our School Offer

At Christ the King Catholic Primary School, we embrace the fact that every child is different and, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs and Disabilities. In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant staff members working alongside the child, the child’s family and, where necessary, outside agencies (e.g. a Speech and Language Therapists, Educational Psychologist, CAMHS, Health professional etc.)

1. How does Christ the King Primary school know if children need extra help and what should I do if I think, my child may have special educational needs?

When pupils have an identified special educational need or disability before they join our school we work very closely with the people who already know them including parents, previous settings and specialists and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

If parents believe that their child has a special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school but we sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy, Autism and Social Communication Team. We will always share the findings with parents and in consultation plan, the next steps to best support their child.

Sometimes teachers feel that a child has a special educational need; this may be because they are not making the same progress as other pupils. We believe that early identification and intervention is best to help children achieve success. We will observe the child’s learning characteristics and how they cope within our learning environment, we will assess their understanding of what they are learning in school and if appropriate use on going assessments to help us to pinpoint the difficulty. This will help us to identify the child’s needs and plan strategies to support their learning. If school has become concerned about a child, parents will be contacted by the child’s class teacher or the school’s Special Educational Needs Coordinator (SENC), Jenny Jones and their thoughts and opinions will be sought. We will then work together to create a plan to best suit the child and review this regularly.

In terms of parents having concerns regarding their child, the class teacher is the first point of contact for parents who think their child has additional educational or emotional needs. Following this, the class teacher may liaise with the Special Educational Needs Co-ordinator (SENCo) for further advice and guidance. A meeting may then be arranged with parents/carers if it is felt supplementary assessments, investigations or support is required.

1. How will staff support my child?

At Christ the King Catholic Primary School we offer many different forms of additional provision. This can include additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); pre teaching and post teaching; access to specific resources; mentoring; and access to a wide range of outside agencies. Additional provision is overseen by the school’s SENCo and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of highly-skilled Teaching Assistants. As with individual targets, the most important point is this: additional provision depends on the needs of the child. For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (e.g. problems with fine motor control), the list is endless. The most important point is this: targets depend on the needs of the child and plans are personalised according to the need of the child. The class teacher plans for all the pupils in his/her class, differentiates accordingly to suit the pupil’s individual needs and is responsible for the assessment of their progress. Children are taught as a whole class, as groups (ability and mixed ability), or 1:1 by both the class teacher and the teaching assistant. Pupil progress meetings are held each term with the Class Teacher, SENCo and Deputy Head to discuss the progress of pupils. The shared discussions will highlight what further support or intervention may be needed to increase progress for the child to reach age related expectations (ARE) or reflect individual progress. A review of the child’s Individualised Provision Map (IPM) is held every term to discuss your child’s progress, their current areas of special needs and any additional needs which have been identified. The additional needs are met through daily intervention groups and are recorded on Insight. Examples of intervention groups are; Precision teaching, social stories, fine motor skills, co-ordination, reading, phonics, speech and language programmes and ELSA. Your child’s view is valued and an important part of the process. If your child needs expert support from an outside agency such as Speech and Language Therapist, Occupational Therapy or a Paediatrician, a referral can be made by school, with your consent. There is a strong link between the SENCo and SEND Governor at Christ the King Primary School and governors are responsible for the overseeing of all procedures in school and are regularly in school.

1. How will the curriculum be matched to my child’s needs?

All of our pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils’ strengths and achievements; access to technology. We believe it is important for children to develop relationships with a number of adults across the school and we try to ensure that all staff understand a child’s SEND. Our curriculum is based on the National Curriculum and includes all the mainstream subject areas but has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. Phonics is taught across EYFS and Key Stages 1 and 2 and is embedded across the curriculum. We use a scheme called Essential Letters and Sounds to teach phonics and also to deliver interventions. It is important to ensure that children with difficulties in English or Maths are able to access the rest of the curriculum areas. Our school uses a wide variety of resources to facilitate this access to the curriculum. It may be that your child needs specialist equipment e.g. Writing slopes, pencil grips, posture support cushions and chairs. These will be provided by school to help your child make progress. Our children are consulted about their preferred learning style and what best supports them in their learning journey. They make progress in many ways not only through academic achievement. We teach using approaches to develop confidence, resilience and independence and offer opportunities for these skills to be transferred across the school setting.

1. How will I know how my child is doing and how will you help me to support my child’s learning?

Typically, a child with Special Educational Needs and/or Disabilities, will have their needs set out on an Individual Provision Map, which will identify the targets that are currently being worked on and outlines what additional provision is being put in place for that child. Parents Evenings are held termly for teachers to discuss your child’s progress with you. At the end of each year, you will receive a written report outlining progress made over the year. You can at any time request a 1:1 appointment with the SENCo to discuss any worries or concerns. Alongside this, SENCo drop in sessions take place termly to allow for extra contact if needed.

1. What support will there be for my child’s overall well-being?

At Christ the King Catholic Primary School, your child’s well-being and emotional health is as important as their academic progress. We pride ourselves on the support we can offer our pupils through our strong pastoral team. We have a non-teaching SENCo who is also Mental Health Lead, a trained ELSA and can deliver certain therapies. We have two ELSAs on site and pupils have access to support daily. This may be in the form of 1:1 sessions, small group work, and assemblies and drop in sessions. All children are aware that this support is available in school and know where to seek this support, as are parents. We have five members of staff trained to deliver Next Steps intervention as and when needed who have been trained by the CAMH’s team. We are able to offer Drawing and Talking Therapy and Sand Play Therapy with our trained SENCo. We are a trauma informed school and have had several training days led by the ADHD Foundation on how to support pupils with ADHD or ASC. We have formed strong links with the Mental Health Support Team (MHST) and have an outreach person who attends school on a Monday. We are proactive in making relationships with alternative provisions and have support in place from Gilbrook to support pupils with behavioural difficulties. We feel it is vital that every child has access to mental health support on their journey through our school to ensure they can achieve their full potential and lead a happy, fulfilled, spiritual life.

1. How will your school support my child if they have medical needs?

If a pupil has a medical need, then a detailed Health Care Plan is compiled with parents/carers. This document is shared with all adults working with this child as well as midday supervisors. Staff are regularly updated on current first aid practice and training has taken place. Any staff involved in the medical care of pupils with more complex needs will have specific training arranged by the SENCo such as diabetic training etc. Staff are trained in how to use a defibrillator and school has one on the premises.

1. What specialist services and expertise are available at or accessed by the school?

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behavioural and social needs of our children. Our school SENCo is trained to deliver individualised support linked to mental health and offer a range of therapies to support pupils who have experienced trauma. In addition to this, the school accesses a range of specialist services including:

• Speech and Language Therapist

• Occupational Therapist

• Educational Psychologist drop in appointments

• Educational Welfare Officer

• Vision and Hearing Support

• Outreach support from specialist schools, e.g. Gilbrook and Stanley

• Specialist support from Portage/Autism Social Communication Team

• Social services

• Social Care Family Support Worker

• Paediatrician – accessed via school nurse and/or GPs

• Local Authority EHCP Team

• Wired/Parent Partnership

• Wirral Autistic Society

• Minority Ethnic Achievement Service (MEAS)

• Child and Adolescent Mental Health Service/ Mental Health Support Team

• Wave 2 SEND Team

1. What training are the staff supporting children and young people with SEND had or are having?

We work hard to keep staff up to date with training either through outside trainers providing INSET or in-house training and updates. Staff have received training related to SEND including sessions on:

• ADHD

• Autism

• PDA

• Social Communication Difficulties

• Speech and Language Support

• Precision teaching

• Dyslexia friendly classrooms

• Sensory Processing difficulties and sensory circuits.

• Social Emotional Behavioural Need support (LA)

• First Aid Professional Development is ongoing and our staff receive training to support our pupils.

1. How will my child be included in activities outside the classroom including school trips?

It is worth pointing out that we do not offer targeted extra-curricular activities for children with Special Educational Needs, but instead, actively try to ensure that all of our extracurricular activities are adapted for children’s specific needs. We are delighted with the number of pupils with Special Educational Needs who participate fully in school trips, residential visits, extra-curricular clubs, sports teams and school committees (e.g. Faith Council, Mini Vinnies and school council). As a fully inclusive school, all children participate in whole school curriculum and off-site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part.

1. How accessible is the school environment?

Christ the King Catholic Primary School is on a large site and is mainly a single-story building and fully accessible. There is one area of the building that is on the second floor however, this is currently the staff room and is not accessed by the children. The building is light, classrooms have plenty of access, doors are wide and the site is both safe and secure. We do our best to ensure that any equipment used is accessible to all children regardless of their needs. If reasonable adjustments are needed in terms of equipment and classroom layout, we aim to do this as soon as possible.

1. How will the school prepare and support my child when joining or transferring to a new school?

Parents and children are welcome to look around Christ the King Catholic Primary School at any time to see what provision we offer and whether you feel we can meet the needs of your child. Children joining Foundation Stage 2 will participate in transition visit in the summer term before starting and parents are invited to a number of meetings including a 1:1 discussion with the child’s class teacher for information sharing. If we feel a child would benefit from additional visits this can be arranged. A multi-agency meeting will be offered prior to starting school for any child with additional needs already identified. Transition to secondary school can be a worrying time for both parents and the child so at Christ the King Primary School we do additional transition visits and talk at length to Secondary teachers about the children’s special educational needs. We ensure all paperwork is passed on and they are made aware of any special requirements, both educationally and pastorally.

1. How are your resources allocated or matched to children’s educational needs?

Most of the resources used to meet your child’s educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training and specialist support/outside agencies.

1. How is the decision made about how much support my child will receive?

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEN circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this may be. Typically, this support continues to be provided from within the class, but may be targeted at specific times. If evidence suggests that even higher levels of support or funding may be beneficial this is agreed by senior leaders, alongside parents, and an application for Educational Health Care Plan (EHCP) or Individual Pupil Funding Arrangement (IPFA) will be made.

1. How will I be involved in discussions about and planning for my child’s education?

All parents are encouraged to contribute to their child’s education. This may be through:

• Discussions with the class teacher

• During parents’ evenings

• Update meetings with SENCo.

• During discussions with other professionals

• Annual reviews

1. Who can I contact for further information or if I have any issues or concerns?

The first point of contact for anything related to your child’s education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Please telephone the school office to make an appointment. You can also meet with the SENCo to discuss any concerns or worries. For matters not directly related to your child’s progress in the classroom, parents are invited to contact the school office, Deputy Headteacher or Headteacher who will be available to talk to you at a mutually convenient time. If you feel your matter still has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website under policies.