



“LET YOUR LIGHT SHINE”

SEN information report for Christ Church C of E (Aided) Primary School- in accordance with section 65(3) of the Children and families Act 2014

What kind of Special educational needs provision is accessible for children at Christ Church C of E (Aided) Primary School?

Christ Church C of E (Aided) Primary School is a fully inclusive school, which ensures that all pupils achieve their full potential in all areas of the curriculum. See whole school provision map for individual interventions. Admissions Christ Church is an inclusive school. Children who meet our admission criteria are admitted and provision made through our local offer in conjunction with the Sandwell Local Offer. The special needs Information report will be delivered in conjunction with our Accessibility Plan. Copies of the Accessibility plan and the local offer are available on our website within the special needs area.

How do we identify children who may have an SEN need?

- Pupils entering our nursery and two year old provision are screened using the WELLCOM language assessment
- As soon as a teacher becomes concerned about a pupil's progress they consider what they believe is stopping that child from accessing the work, action is taken and planned for carefully. This is carefully monitored and further action taken as required
- Pupil progress meetings/discussion are held regularly and from these we track and identify pupils who are not making expected progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress
- Parents are invited in to discuss concerns
- Pupils are talked to about how they feel about their learning and any difficulties they have

What provision is made for children with SEN; with or without an Education and Health Care Plan?

How is the intervention/support monitored as to its effectiveness?

Those children who are identified as benefiting from an intervention or support are monitored and this is normally during pupil progress meetings, at SEN review meetings and regular assessment points in the year. Staff also look at progress during lessons and any consistent concerns are acted upon.

What are school's arrangements for assessing and reviewing progress of children with SEN?

Those children who are identified as benefiting from an intervention or support are monitored and discussed with parents at termly SEN review meetings. The impact of the intervention is monitored using start and end data with a midpoint review to ensure it is the correct intervention being used.

Children who are being monitored by the class teacher but continue to have concerns are assessed by the SENCo.

What is the school's approach to teaching children with SEN?

We are a fully inclusive school, which ensures that all pupils achieve their full potential; this may be through differentiation and high quality class teaching, small group work or through 1:1 teaching. Individual needs of the children are taken into account and if a bespoke approach to learning is needed then this is developed accordingly.

How does the school adapt the curriculum and learning environment for children with SEN?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

What additional support is available for children with SEN?

The school provides various interventions /support that meets the individual needs of the children (see provision map). Children who may require higher levels of support have access to appropriately trained support staff.

What support is available for ensuring the emotional and social development of pupils with SEN?

Children might take part in social group activities to develop social skills and work out ways of dealing with problems that may arise in the classroom. Whole class circle time is used to discuss emotional or social issues. Children who require specialist support can be referred to Shield for counselling or Child Adolescent Mental Health Services (CAMHS) for support.

Who is the named SEN contact at the school?

Mrs Patricia Parkes Christ Church C of E (Aided) Primary school

Albert Street

Oldbury

B69 4DE

0121 552 3625

What specific expertise is available to children with SEN?

- Accredited Reading recovery teachers
- All staff delivering interventions are appropriately trained.
- SENCo has additional qualification in Special needs and the Teaching of Dyslexia and understanding of autism and is currently studying for a Social emotional and mental Health qualification.
- A qualified speech and language therapist works in school once a week with targeted children
- Staff with a great deal of experience and training to support children with Autism

What specialist equipment and facilities are there for pupils with SEN?

Sound field system in some of the classrooms.

Focus Provision for pupils with a diagnosis of Autism

What arrangements are there for consulting and involving parents of children with SEN?

Parents are actively encouraged to be involved in the education through informal discussions, telephone contact, home school diaries, invitation to planned meetings, parent evening, written reports and attendance at workshop activities. Parents are offered training to help with reading, phonics etc.

What are the arrangements for consulting children with SEN about, and involving them in, their education?

All children, regardless of SEN, are aware of their next steps. Children with additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

Children are provided with a questionnaire to allow them to say how they feel about their education.

What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who are concerned about the provision being offered to their child should first of all speak to the Special Needs Coordinator. If the complaint is of a more serious nature then they should go straight to the Head Teacher if the issue is not resolved then they should be directed to the schools complaints procedure.

How does the school/governing body involve health, social services, LA support services and others in meeting the needs of children with SEN and supporting their families?

In order to meet the needs of a child the school will work with and seek the advice from an educational psychologist, advisory teacher, Speech and language therapist or health colleague to

support the child's academic and social progress. School will also liaise with any other professionals who are involved in the wellbeing of the child.

What are the contact details of support services for parents of children with SEN, including those for arrangements made in clause 32?

Speech and language services –FASTA 0121 612 2010

Sandwell Inclusion support – 0845 3527 552

SEND IASS for information and support for parents - 0121 555 1821

SENDIASSEnquiries@actionforchildren.org.uk

MENCAP www.mencap.org.uk

The national Autistic Society <http://www.autism.org.uk/>

What are the school's arrangements for supporting children with SEN in transferring between phases of education?

- Consultation with parents/carers in how we can best meet emotional needs of the child Transition books, meetings and visits.
- Consultation with teaching staff, support staff and other lead professionals to discuss how we can best support the academic, medical and social needs of the child.
- Opportunities for the child and parent to have supported visit's to the new situation.
- Transition pathways document used throughout school and updated regularly this is then shared with appropriate feeder schools and agencies

Where is the Local authorities Local Offer published?

www.sandwell.gov.uk/send