

Latest Legislation – COVID-19 (1st May 2020) Please be aware that due to COVID-19 the following changes have been made to section 42 of the Children & families Act 2014:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/82290/CV19_Act_modification_notice_SEND.pdf

These changes are temporary and are advised to be in place between 1st May – 31st May 2020.

Please pay particular attention to -

2.b (Not possible for local authorities to fully meet their duties as outlined in points i – iv) -

2.c (Consideration to delivering provision remotely and why this could be partially successful. However, would not represent an effective alternative as outlined in points i – iii)

What are we doing?

School remains open to children of key workers, vulnerable students and or those with an EHCP.

Risk assessments are completed for all children with an EHCP to identify their needs. These are reviewed regularly.

Staff are in contact with students with all families on a weekly basis and any concerns are being passed to the senior leaders who will help to support you as necessary.

If a parent has a concern, they should discuss it with their assigned key worker in the first instance either via phone or email.

Risk assessments have been completed for all EHCP students currently on roll and will be overseen by the SENDCO and or assigned key worker. These will be reviewed regularly depending on the needs of the individual child.

Annual reviews will be held, if appropriate, via virtual technology if it is available to all members of the group, such as zoom/google hangout. Further reviews will of course be available should significant adjustments to an EHCP be required upon return to school.

Transition – September 2020 If you have a year 6 son/daughter and are concerned regarding their transition process, please contact the school via the main office and someone will get back to you as quickly as possible. We will be working with your child's new school to find an appropriate transition in the current circumstances. Schools are aware of your child's individual needs. Our usual transition process within school will be running differently this year and we are currently exploring the potential use of: - Virtual tours, transition books and video calls to help your child get ready for their return to school whether that is this academic year or the next.

Any queries please contact

Mrs Parkes 0121 552 3625 - leave a message and we get to you as quickly as possible.



“Let your light shine”

At Christ Church C of E (VA) Primary school we believe that every child should be encouraged to reach their full potential and let “Their Light Shine”. This concept underpins our values and is integrated into all areas of our school life. We have keywords that help us link these principles, these are:

S - Successful
H - Happy
I - Included
N - Nurtured
E - Enriched

We are committed to narrowing the attainment gap between SEND and non SEND pupils. We use a range of interventions and support strategies to help close this gap. Children have individual targets set to help achieve this and they are reviewed regularly to ensure they are appropriate.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

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 (VA) Primary School?

At Christ Church Primary School we aim to be fully inclusive by doing this we ensure that all pupils achieve their full potential in all areas of the curriculum.

Admissions

Christ Church is an inclusive school. Children who meet our admission criteria are admitted and provision made through our local offer which explains the type of support we can offer the pupils at our school. These works alongside the Sandwell Local Offer, this can be found at

http://www.sandwell.gov.uk/info/200295/schools_and_learning/3697/what_is_the_local_offer

The special needs Information report will be delivered alongside our Accessibility Plan. Copies of the Accessibility plan and the school's local offer are available on our website within the special needs area. <http://www.christchurchsandwell.co.uk/>

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

- Pupils entering our nursery, reception and two year old provision are screened using the WELLCOM language assessment. Any midyear starters, anywhere in the school, will have a baseline type assessment completed after a settling in period. Any concerns following these will be given to the SENCo on a plan drawn up and a discussion with parents will take place.
- Pupil progress meetings/discussion are held termly between the class teacher, a member of the leadership team and the SENCo 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 the required progress. If we feel the child's needs are significant a meeting with the teacher, parent and SENCo will be arranged and a discussion about the possibility of them being placed on the SEN register. This will mean that the SENCo will follow the child's progress more carefully, have regular meetings with the child's parents and consider the need to refer them to relevant outside agencies.
- Parents are encouraged to discuss concerns throughout the year either with the class teacher or the SENCo. We recognise that parents know their child better than anyone and so will always be open to discuss any worries and act on them as appropriate

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 by the class teacher as needing an intervention or support are monitored carefully and the progress they are making tracked. Interventions are chosen to meet the individual needs of the child. The progress made by these children is discussed during pupil progress meetings with school staff and SEN review meetings with parents. If we feel the pupil is not making the expected progress when taking part in an intervention this can be changed to one that may be more suitable.

What are the 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 against the progress they are making and discussed with parents at termly SEN review meetings. Assessments are completed at the beginning and end of interventions so their impact can be tracked. Regular assessments occur every term and are used to track the child's progress alongside teacher assessments using classwork. Children that are not able to access the assessments intended for their year group are given an appropriate test or are assessed individually using appropriate resources.

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

We are a fully inclusive school, which encourages all pupils to achieve their full potential; this may be through differentiation, small group work or through 1:1 teaching. Teachers are encouraged to identify and remove any barriers that may occur. Regular access to good quality teaching as part of their class in addition to individual or small group work is vital. Through the close monitoring of these interventions and their impact, we are able to meet the needs of SEN pupils.

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, these are monitored to ensure they are working . Staff receive regular training to enable them to deliver these interventions accurately. Children who may require higher levels of support have access to appropriately trained support staff on a one to one basis for as much of the day/week as necessary to enable them to fully access the curriculum and wider school environment and activities.

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. We use worry monsters in every

class for children to write their worries down and these are regularly checked by the class teacher. We also have access to a child counselling service and mentors within the school. We have a trained mental health first aider and all staff have had training to help support children who feel distressed or anxious.

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.
- Our focus provision staff have received additional training to support pupils who have autism.
- Speech and Language specialist
- SENCo has additional qualifications in Special needs and the Teaching of Dyslexia and understanding Autism.

Focus Provision for Autistic Spectrum Disorder

We have an 8 place Focus Provision for children for children with an EHCP and diagnosis of ASD. The local authority are responsible for placing children in the provision. All children have a high level of support from experienced and suitably trained staff. We are keen that children within the provision are integrated into the school as much as possible.

We employ our own Speech and language therapist who works in school twice a week to assess and support children throughout the school.

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

Parents are actively encouraged to be involved in their child's education through informal discussions, telephone contact, home school diaries, invitation to planned meetings, parents evening, written reports and attendance at workshop activities. We also encourage parents to support their child to complete learning logs at home. 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?

Children are encouraged to be proactive in their learning and are able to self evaluate the work they do and get valuable feedback from the teacher and support staff who they work with. All SEN children have a one page profile which they are encouraged to contribute to and which is updated regularly. We are keen to hear each pupil's aspirations for the future and we like to include these on their profiles. If , due to the nature of the child's needs, they are not able to tell us their aspirations parents are asked to share with us their aspirations for their child.

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 – 0121 552 2777

Sandwell Parent Support Partnership Services – 0121 500 4010

SENDIASSEnquiries@actionforchildren.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 visits to the new environment.

Where is the Local authorities Local Offer published?

[http://www.sandwell.gov.uk/info/200295/schools and learning/340/special educational needs](http://www.sandwell.gov.uk/info/200295/schools_and_learning/340/special_educational_needs)