

Christ the King SEND Information Report

At Christ the King we recognise that each child is unique, created in the image and likeness of God.

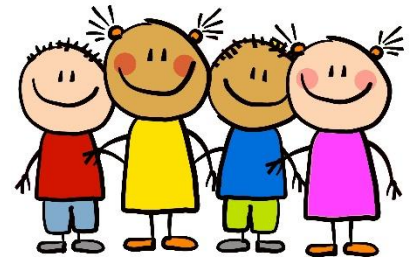
We see each child as an individual and have high expectations of all children, whatever their starting point.

We aim for all children to 'be the best they can be' and to be proud of who they are. We encourage all children to 'Make a Difference' to others and to respect and value individual difference.

We are an inclusive school and believe that all children are entitled to a high quality education, based on a broad, balanced and exciting curriculum that is accessible to all.

We understand that some children find learning more challenging than others. We aim to identify children's learning, social and emotional difficulties at an early stage and put in place strategies and support to help them to achieve their full potential.

As parents, you are your child's first educators and you know them best. We endeavour to work closely with you to support your child in any way we can.



Who is responsible for the management of the school's Special Educational Needs and Disabilities?

The school's Special Educational Needs and Disabilities Coordinator is Mrs Rosie Yemm. She is responsible for:

- The operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND.
- Providing support for teachers and staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Liaising with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.
- Organising and maintaining regular contact with a wide range of external agencies that are able to give more specialised advice.



Please do not hesitate to contact Mrs Yemm should you have any concerns regarding SEND.

Our SEND Governor liaises with the SENCO on a regular basis and reports back to the Governing Body.

How does the school know if a child needs extra help?



Your child's class teacher continually assesses how they are progressing with their learning in all areas of the curriculum and in their social and emotional wellbeing. In addition to this we formally assess our children's progress in reading, writing and maths three times a year. If a child is working below expected levels or is making slower than expected progress, we will consider whether they need any extra help and your child will be discussed during a

Pupil Progress Meeting (PPM) with a member of the senior leadership team in order to support their needs within the classroom and around school.

Every teacher in our school is a teacher of SEN and if at any point a teacher feels that a child may need extra SEN support/provision the school's Special Educational Needs Coordinator (SENCO), Rosie Yemm may also become involved.

If your child has already been identified as having a Special Educational Need or Disability (SEND) before they join us, the SENCO at their previous setting should contact the school and we will then liaise together to support the transition between settings and aim to ensure that the provision within the school can meet the needs of your child.

The school may also invite external agencies to observe or assess individual children's needs; these may include Occupational Therapists, Educational Psychologist, Speech and Language Therapist and occasionally more individualised professional support where necessary.

What should I do if I think my child has SEN?

In the first instance you should arrange a time to talk to your child's class teacher about your concerns. They may carry out some further observations or assessments, or may arrange for your child to have some support in a small group to target an area they are finding difficult.

If there are still concerns following this, you and the class teacher may wish to discuss your child's difficulties with the school SENCO (Rosie Yemm).



How will I know what the school is doing to support my child?

If your child has been identified as having SEN, they will be recognised as requiring 'SEN Support'. This means the child will have their needs supported through a My Plan. (Individual Education Plan)

This is a document which outlines how we can support your child in accessing the school's curriculum. It is drawn up by the class teacher and identifies classroom strategies that we will use to help your child. We set personalised targets that we would like your child to achieve and identify resources that we will use to help them do this. We also give you ideas of how you can support your child at home. The My Plan is reviewed and shared with you and your child at least three times a year. This forms part of our graduated response of Assess, Plan, Do, Review as identified within the code of practice.



How does the school involve children and their parents/carers in identifying and providing for SEN?



If we feel that your child may have some Special Educational Needs, we discuss our concerns with you to determine whether your child's understanding and behaviour are the same at school and home. We take this into account and work with you so that we are helping your child in the same way to make progress.

Parents of any child receiving SEND support will have the opportunity to meet with class teacher at least 3 times per year to discuss their needs as identified on their My Plan. Parents are encouraged to comment on these plans.

Targets are discussed with each child so that they can work towards achieving each identified next step.

We support families as much as we can by signposting support networks or organisations that may be of help. We also, where possible, attend medical appointments with families if they feel this would be beneficial.

How does the school adapt the curriculum so that they meet the needs of individual children?



When class teachers are planning their lessons, they think about the needs of all the children in the class. They may adapt and differentiate their plans in order to enable all pupils in the class to access the lesson and make progress. The aim is for all children to work on the same topics, but learning outcomes or resources may be adapted according to need for individuals or small groups of children.

Some pupils will need specific resources to help them, such as writing slopes, wobble cushions, pencil grips, coloured overlays, etc. We make these available to all pupils who need them.

For children who need additional support, we run Intervention Groups, which are delivered either individually or in small groups. These will vary from class to class and from time to time depending on the needs of the children.

How will I know how my child is doing?

Throughout the school year, we will provide a range of opportunities for you to find out about your child's progress including:

- Parents Evenings in the Autumn and Spring term. During these meetings parents have the opportunity to look at the children's work.
- End of Year Reports to parent, with opportunities to discuss your child's report in the Summer term.
- Informal meetings with school staff as requested.



If your child is receiving SEN Support then you will be invited to meet with your child's class teacher at least three times a year to review their progress and their targets - this may be in the form of a My Plan review meeting. The SENCO may also come to these meetings.

In some instances there may be a home school link/diary put in place.

If your child has an EHCP, they will have an Annual Review Meeting once a year, when everyone involved with your child will be invited to discuss their progress and plan for their education.

How will you help me to support my child's learning?



There are frequent opportunities to come into school and find out about ways of supporting your child's learning in different areas of the curriculum. In addition, your child's class teacher or the SENCO may be able to suggest ways and strategies to help your child with specific areas of need including reading, writing, spelling, social skills or maths.

If outside agencies have been involved, suggestions and recommendations are normally provided that can be used at home.

What specialist services are accessed by the school?

As a school, we work closely with a large number of professionals including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Sensory Support Service, Inclusion Support, Behaviour Support and our School Nurse.



What training have staff supporting pupils with SEND had, or are they having?

All our staff receive training on certain areas of SEND depending on the needs of the children in our school. Recent staff training has included ASD, Attachment, Sensory Needs, and Dyslexia.

Staff supporting pupils with SEND are given training on children's specific needs. This may be provided by specialist staff or therapists involved with the child.



All staff have training on medical needs, so that they are aware of emergency action to be taken for pupils who have conditions such as epilepsy or severe allergies.

What support will there be for my child's overall well-being?

Everyone at CTK wants our children to be happy, confident and feel good about themselves. We have a caring, understanding team looking after our children and we offer a wide range of pastoral support for children who are encountering emotional difficulties.

These include:

- Mentoring
- Small focussed "Nurture Groups"
- Members of staff such as class teachers, TAs, Mental Health First Aiders and SENCO readily available for pupils who wish to discuss issues and concerns.
- Specific activities organised for those children who find lunchtimes a challenge.



How will my child be included in activities outside of the classroom?



We run a range of lunchtime and after school activities and clubs that are accessible to all children, including those with SEND. We support parents in making decisions about whether these extra-curricular

activities are appropriate for their child. If your child needs individual support, school staff will aim to provide this (although this cannot be guaranteed, as staff give their time on a voluntary basis). Some clubs are run by outside agencies/professionals. Therefore it is advised that talk to the club leader about your child's specific needs. Please ask at the office for details should you require any specific information.

Activities and school trips are available to all the children. Risk assessments are carried out and procedures are put in place to enable all children to participate. If it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.



How accessible is the school environment?

- The building is accessible to children with physical disability via ramps.
- We ensure that equipment used is accessible to all children regardless of their needs.
- There is a disabled toilet and shower.

School will seek advice for each child's additional accessibility needs and make any necessary adjustments to the environment where possible.



How are the school's resources allocated and matched to pupils' SEN?



The school receives money from the Local Authority to support students who have been identified through an Education, Health and Care Plan. This money is spent on providing additional staff, equipment and resources to support a child's needs.

The needs of other pupils with SEN are met from within the school's overall budget. The school follows a graduated approach to supporting pupils based on their needs.

How will the school support my child in starting school and moving on?

Starting School

At CTK, we want to get to know the children as well as possible before they start school. We do this by meeting with pre-school settings,



meeting with parents of all new Reception children in June, inviting the children in for 'Stay and Play sessions', New parent information session and home visits in September before they start.

If your child has been identified as having SEN, the Reception Class Teacher and/or SENCO will make links with your child's pre-school setting. We will meet with you to discuss your child's needs and any ways we can help your child to settle into school.

Moving classes in school.

Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All My Plans and Provision Maps will be shared with the new teacher.

Your child will visit their new teacher along with the rest of their class during the summer term.

If your child would be helped by further visits or a book to support them understand moving on, then arrangements will be made for this to happen.

Moving up to Secondary School

When your child is due to move onto Secondary School, we will make links with the school so that we can share information and begin the transition process.

Some pupils may benefit from additional visits to their secondary school and we can help to arrange this. Some pupils benefit from individual visits to their secondary schools supported by CTK staff.

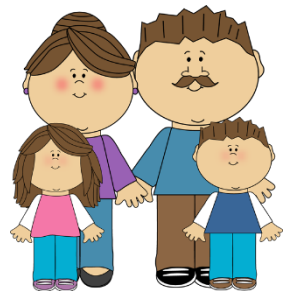
New Secondary School



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

If your child has a special educational need you will be invited to meet with your child's class teacher and/or the SENCO at least three times a year.

If your child has an Education, Health & Care Plan, there will be an Annual Review Meeting when everyone involved with your child will be invited to discuss their progress and plan for their education. You will be invited to write a contribution to the review meeting should you wish to do so and your child will have an opportunity to share their views through a variety of means to reflect their need.



Who can I contact for further information?

Your first point of contact for any concerns should always be your child's Class Teacher.

If concerns continue, the class teacher will arrange for you to meet with Mrs Yemm, the school's SENCO. She will follow up your concerns and make sure your views are taken into account.

The school also has a designated Special Educational Needs and Disabilities Governor who regularly liaises with the school's SENDCO.

For further information regarding SEND please refer to the school's SEND policy.

We hope you have found this information helpful. If you have further questions please do not hesitate to contact us.