



## **Special Educational Needs Information Report**

At Christ the King School we believe that high expectations lead to high standards of behaviour. Our mission is to learn together in faith, hope and love.

### **Introduction**

Our School provides a broad and balanced curriculum for all children. It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

### **What is the Local Offer?**

From September 2014 all local authorities had to provide a resource called the Local Offer which explains the support and services available for families of children and young people with special educational needs and/or disabilities. Since the creation of Bournemouth, Poole and Christchurch Council (BCP) the local offer can be found here: find out further information:

<https://fid.bcpCouncil.gov.uk/send-local-offer>

At Christ the King we acknowledge and embrace the fact that every child is different and, therefore, the educational needs of children are different. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum. The answers to frequently asked questions are stated below, detailing information about how we support your child.

### **Who are the best people to speak to if I have concerns about my child's difficulties with learning/Special Educational Needs?**

The first person you need to speak to is your child's class teacher. The person with overall responsibility for SEND, is the Special Education Needs Coordinator (SENCO). They work closely with the head teacher and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENCO. The SENCO is responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating the support for children with special educational needs or disabilities.
- Tracking progress and taking relevant action where children are not making satisfactory progress.
- Updating the school's SEN register.
- Providing support for teachers and support staff in school, to help achieve the best progress possible.

- Liaison with other people who may be coming into school to support your child's learning, i.e. Speech and Language therapy, School Nurse, Educational Psychology, Physiotherapy, Occupational Therapy, Specific Learning Difficulties staff, Hearing Impairment Advisory Service, Visual Impairment Advisory Service.

The Head teacher is responsible for day-to-day management of all aspects of the school; this includes the support for children with SEND.

The SEN Governor is making sure that the necessary support is given for any children with SEND who attends the school.

School contact telephone number: 01202 574277

### **What types of SEN do we provide for?**

The four broad 'areas of need' identified in the in the Special Educational Needs Code of Practice (September 2014) are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

Communication and interaction, e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome

Cognition and learning, e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)

Social, mental and emotional health (SEMH), this term is used to apply to a wide range of children and young people's needs which can present in a number of ways. Children and young people with SEMH can:

- Present as having immature social skills
- Be hyperactive
- Be anxious/depressed
- Be challenging/disruptive
- Be withdrawn or isolated
- Lack concentration

Sensory/physical needs, e.g. difficulties with vision, hearing, gross motor co-ordination, fine motor co-ordination and/or medical needs. Diabetes, epilepsy, cerebral palsy, dyspraxia and some aspects of Autistic Spectrum Disorders (ASD) may also result in children having sensory/physical needs.

Medical needs

Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

### **How do we identify and assess pupils with SEN?**

All teachers are teachers of children with special educational needs. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the SENCO and class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessment provides regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

We are an inclusive school. Before we admit a child into any school year, we ensure we consult with all parties and previous school/s to ensure that we may be able to plan for additional support. In order to help children with special educational needs, we will adopt a graduated response that will bring increasing specialist expertise to bear on the difficulties a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The school will use a Personalised Learning Plan (PLP) and the SENCo will have responsibility for ensuring that records are kept and available when needed.

### **What is the school's approach to teaching pupils with SEN?**

Around one in five children has SEN at some point during their school years. Some children have SEN throughout their education. To ensure early identification of possible SEN is made, we rigorously track the progress of all children. Where progress is slower than expected, assessments are analysed to clarify possible learning barriers and address these using a range of strategies (noted below\*). Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. All pupils, including those with SEN, have access to a broad and balanced curriculum. Teachers plan, assess and reflect continuously upon their lessons to enable children to access learning. Teachers consider the range of abilities within their class and deploy support staff to work individually, in pairs or in small groups to enable children to succeed. We encourage children to be independent learners to avoid over-reliance on individual members of staff, so that children can learn to develop confidence in their own ability. Staff achieve this through planning accessible lessons, encouraging children to use a range of age-appropriate strategies\*, such as using equipment, mind maps, using alternative ways of recording ideas ('talking tins', pictures, verbal responses), as well as providing word banks/phonics mats etc. The SENCO/Senior Leadership Team ensure that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

### **How do we adapt the curriculum and learning environment?**

Our school site is accessible for children and parents with physical disabilities. It has wide entrances, spacious classrooms and two disabled toilet facilities. The SENCO, Head teacher and Administration offices are all on the ground floor. We also have a disabled lift to our KS2 classrooms.

There is a range of equipment/support in our school to children:

- Voice dictation software on Chrome Books
- Fine and gross motor skills daily intervention
- Writing slopes
- Inclusion Teaching Assistant support
- External Agency assessments/support

- Sensory cushions
- Reading rulers
- Coloured overlays
- Multi-sensory approaches to all areas of the curriculum
- Numicon
- Lexia to support reading
- Test access arrangements (such as extra time, scribe, enhanced print)
- Use of Thrive scheme to support pupils social and emotional needs

The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

### **What are the different types of support available for children with SEND at Christ the King?**

#### **SEN support**

There are a range of interventions available at Christ the King. These are targeted to accelerate the progress of children who may be experiencing difficulty in their learning, such as Success at Number, Inference Intervention, ELSA, Precision Teaching and additional Teaching Assistant (T.A.) support. Your child may work 1:1 or as part of a small group to enable them to achieve specific targets or as part of a specific, time-based additional learning program. They may work with their class teacher, a T.A. or with an external specialist member of staff such as a member of the ASD Linwood Outreach Team, Speech and Language Therapist, Behaviour Support or the Educational Psychology Service. If we feel your child will benefit from an external agency assessment/further learning support, you will be asked for your permission. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school and at home.

#### **Educational, Health and Care Plan (EHCP)**

If a child has an EHCP, the Early Years SEN Inclusion Team contact school to enable a successful transition from their pre-school setting. The child would then have review meetings to ensure the right level of support is in place. For a child who has had SEN support but continues to fall behind the level of his peers, we may then request for Statutory Assessment or Education Health and Care Plan. A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP (or statement of special educational needs) will be reviewed at the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the chosen secondary school will be invited to attend the review.

#### **What expertise and training do the school staff have in relation to SEN?**

Our staff have benefitted from consistent and regular training from external agencies, as well as internal training. Outside agency training has included support from: Educational Psychology Service, Speech and Language Therapy, Behaviour Support, Occupational Therapy and work with specific learning difficulties specialists. Individual staff have also attended specific training on numeracy and literacy interventions. The responsibility for appropriate training and expertise to meet the needs of SEN training is shared between the Head teacher, SENCO and the Governing body. We conduct annual appraisal meetings and performance management.

### **How do we evaluate the effectiveness of the provision?**

Teachers, support staff and the SENCO work together to set targets for children with SEND. We evaluate the effectiveness of SEN provision through regular review of Personalised Learning Programs, meetings with teachers and discussion with support staff to see whether children's targets have been achieved. Where external agencies are involved, we may ask for their help to inform and review progress. Governors also work with the SENCO to consider the attainment and progress data for pupils with SEN; they compare this with the progress of other pupils in school and nationally. Where there is a need for further training, we train to meet the need as necessary. These processes help to ensure that our provision is effective in having the required impact. Targets are regularly set for children with special educational needs. Teachers and support staff rate the impact of interventions against targets set prior to and at the end of any intervention. We may also carry out standardised testing to establish how effective an intervention has been. What support will there be for my child's emotional health

At Christ the King we actively promote mutual respect through our values and virtues. The children follow our ready, respectful, safe expectations for all children and adults. Our Gospel values and virtues are rooted in our faith and support our vision of faith, hope and love. All children and adults are expected to demonstrate our values and virtues in everything that they do.

We have a robust Anti-bullying policy which is in place should rare incidents of bullying occur so that we can take timely, swift and purposeful action.

For those children who need additional support with respect to their emotional well being, there are a range of strategies in place. These may include individual behaviour plans, class-based behaviour management systems, support for helping children to be in a 'just right' state for learning or an Inclusion Team for 1:1/small group work. We also have two named ELSAs (Emotional Literacy Support Assistants) in school who help to support emotion and social needs on a regular or one off basis for children experiencing emotional difficulties. In addition to our ELSA work we also have a THRIVE practitioner who supports pupils that have been identified as having gaps in their social and emotional learning. We also provide a Rainbows support group that focuses on pupils that have experienced a loss or bereavement.

### **How does the school enable pupils with SEN to engage in the activities of the school (including physical activities) together with children who do not have SEN?**

We are committed to ensuring that all children have opportunities to engage in a whole range of extra-curricular activities. A range of before and after school including sport, choir and additional learning clubs are available. We encourage children with SEN to participate in the full range of activities, alongside pupils who do not have SEN. We discuss any potential risks, as necessary, with parents when planning trips away from school to assess the benefits and risks to identify how the needs of individuals can be met.

### **How will the school prepare and support my child for transfer to their next stage of education?**

We work closely with Early Years placements to support transition into our Foundation Stage; a meeting would be set up between key members of staff to discuss levels of support needed. The SENCO would meet with the Early Years SENCO and parents/Early Years SEN Inclusion Team. In the summer term, we have 'meet the teacher' sessions for all children and their new teachers. For those children in Year 6, the local secondary schools all have transition arrangements to help children in primary schools. Where additional support is needed, the SENCO can work with the secondary school to arrange additional meetings/time in school, as necessary.

## **How do we consult with parents of children with SEN/children with SEN and how do we involve them?**

At Christ the King we have an 'open door' policy and welcome parents in supporting their child's learning. Parents are encouraged to speak to their child's class teacher if they are concerned, have ideas for supporting their child in school or would like an update on their progress. The class teacher would invite parents into school to discuss, for example, lack of progress, changes in behaviour or observations made that cause concern. The meeting would initially focus on observations and how we plan to accelerate progress. Views of the child, parent, class teacher and SENCO could all be considered when setting up a personalised learning program (PLP). There are regular parents' evenings so that parents are fully aware of the progress their child is making. To involve the children themselves we ask them for their views on their learning through:

- TA scribing their responses to questions, pictorial representations, inviting them to attend annual review meetings, written/recorded contributions.
- Obtaining views before an annual review meeting where they have been asked about others' views and how they feel school can help them learn.

## **How do we assess and review pupils' progress towards their targets?**

We monitor the progress of all children rigorously through book scrutiny, lesson observations and termly progress meetings with class teachers. Additionally, there are regular Personalised Learning Plan (PLP) reviews for those children who benefit from additional support/intervention/s to establish whether targets have been achieved and identify next steps. Should progress be slow/static, the SENCO/class teacher will seek to identify barriers to learning through further assessment.

The progress of all children with an EHC Plan is formally reviewed at an Annual Review with parents, school staff and invited external agencies.

## **What are the arrangements for parents raising concerns and making a complaint about the SEN provision at the school?**

Should you wish to raise a concern about SEN provision at Christ the King please contact any of the personnel listed below:

SENCO: Lisa Watts

Head teacher: Brian Morton

SEN Governor: Jo Martin

Ratified: October 2024

Alternatively, please refer to the School's Complaints Policy published on our School's website under 'Policies'.

The school's contact number is:

01202 574277

Help can also be sought via SENIASS (formerly known as the Parent Partnership); their contact

details are as follows:

SENDIASS

Bournemouth Learning Centre

Ensbury Avenue

Bournemouth BH10 4HG

Tel: 01202 45197