

Christ the King Primary School



SEN Information Report

What are Special Educational Needs?

'A child has special educational needs if he or she has learning difficulties requiring special educational provision to be made.'

A child has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of children the same age.
- has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools in the Local Authority.

SEN Code of Practice, 2014

At Christ the King, we embrace the fact that every child is different and we cater for a wide range of children with SEND. We have children with Communication and Language difficulties, Sensory and physical needs, Cognitive difficulties and Social, Emotional and Mental Health needs. At Christ the King we have adopted a whole school approach to SEND and all staff play a part in meeting the needs of our SEN children. Pupils identified as having SEND are fully integrated into all classes as far as practically possible. Every effort is made to ensure they have access to a broad and balanced curriculum that is tailored to suit the individual needs of every child. We have a process in which we follow to identify those with SEND and we involve parents and the child every step of the way. To find out more about how we identify those children with SEND click the link below:

[More information](#)

Every child at Christ the King benefits from high quality classroom teaching but what happens when this just isn't enough? We have an extensive range of provision available at Christ the King to meet all different needs. This might include your child working with a 1:1 teaching assistant or within a small group or they might take part in targeted interventions at different times of the school day. Every child who is identified as having a SEND will have an individualised education plan which is reviewed with parents on a termly basis and will identify the provision they are receiving. The school SENCO meets with parents, class teachers and outside agencies regularly in order to share information about the child and discuss what provision needs to be in place. Throughout this process, the child will be involved and will get to share their views. To find out more about our planning process and to see the provision we have to offer, please click the link below:

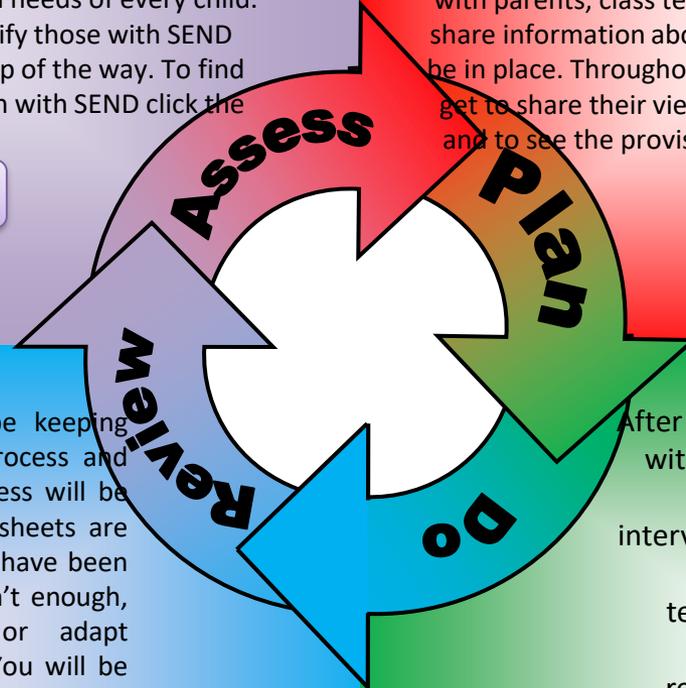
[More information](#)

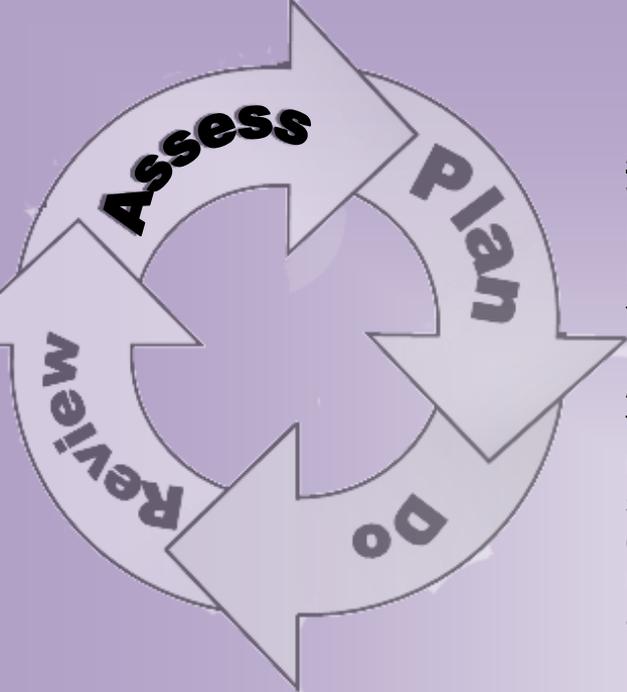
The school SENCO and class teacher will be keeping parents updated regularly throughout this process and will meet, at least, termly. Your child's progress will be carefully monitored and intervention review sheets are completed each term to decide whether they have been effective. If we feel the provision provided isn't enough, we may offer alternative suggestions or adapt interventions and support where necessary. You will be informed and updated on a regular basis and you will be invited to come in and meet any outside agencies who may work with your child. If we feel a need is greater than what we can provide for, we may discuss applying for high needs funding or an Education Health Care Plan to help us to put in place more support. To find out more about this process please click the link below:

[More information](#)

After deciding what provision a child might need with the SENCO and parents, the class teacher will then put everything in place i.e. interventions, specific resources, differentiation, small group support etc. The teacher and teaching assistants involved will monitor this provision and review the effectiveness on a regular basis. The class teacher will also feed back to parents. We have a number of outside agencies who we may refer your child to for further advice and support if we feel necessary. To find out more about this please click the link below:

[More information](#)





Assess

When a teacher identifies a pupil who is a cause for concern they consult with the Special Educational Needs Coordinator (SENCO) to consider further strategies and support. Progress is closely monitored and using regular tracking systems and teacher assessment, the teacher and SENCO will decide whether further action needs to be taken.

At this stage, high quality teaching, targeted towards the child would be our first priority. The class teacher would aim to target the area of weakness through differentiated planning. Evidence will be gathered which takes account of the effectiveness of current intervention strategies and support and if it is felt that sufficient progress is still not being made and the child is 2 or more sublevels from age related expectations then the child will be closely monitored and needs will be prioritised during staff teaching and learning sessions ensuring all adults are involved in helping the child.

A meeting will then be arranged by the Class teacher with the parent/carer of the child. The teacher will express his/her concerns and find out how the parent feels about their child's needs. An action plan will be made to decide what next steps are to be taken. At this point, the parent is fully informed.

If a parent/carer has a concern that their child may have a Special Educational Need, we would ask you to speak to your child's teacher and/or the school's SENCO (Miss Newby). Once this has been addressed, we will then begin the first step of our SEN process; to Assess (as above). We welcome any parents with concerns to come into school and make an appointment with Miss Newby and your child's class teacher. Parental support is vital in order to help us to meet the needs of the children in our school and so parents will be fully informed and involved throughout the process.

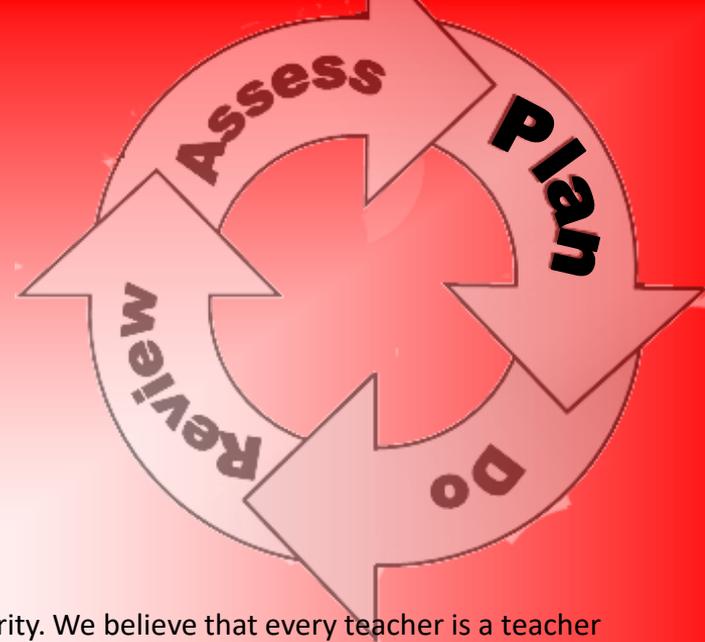
Throughout the whole SEN process, we try to involve the child wherever we feel it is appropriate. It is important we take into account the child's needs and thoughts as ultimately the child's needs are paramount.

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental
Health Difficulties](#)

[Sensory and/or Physical Needs](#)



At Christ the King, high quality, differentiated teaching for **all** children is our main priority. We believe that every teacher is a teacher of SEND and are therefore responsible and accountable for the children in their class. We have high aspirations for all children and one of the main aims of our SEND policy is *'to provide an enriched curriculum which is based on realistic but high expectations appropriate to the needs and ability of every individual child'*.

In order to achieve this, we ensure that a range of teaching and learning styles are adopted by teachers and differentiated materials are available. Every classroom has at least one Teaching Assistant to offer extra support to groups of children and interventions are regularly monitored and reviewed. We use a reward system of 'house points' in order to encourage and motivate children to learn.

If it is felt that high quality teaching is not enough for a specific child, we will then have a meeting to plan for provision to be made. This meeting would include the SENCO, class teacher, parents/carers and possibly the child (when appropriate). It will be decided as a group, what needs to be put in place in order to help the child involved to make progress. This could mean:

- Differentiated learning materials/specialist equipment
- Small group and/or one-to-one support
- Deployment of extra staff
- Intervention programmes
- Staff development and training
- Access to local authority services

All of which would be additional to the high quality and differentiated teaching your child would receive on a daily basis. Please click on the links above to see the provision provided for each different area of need.

[Main Menu](#)

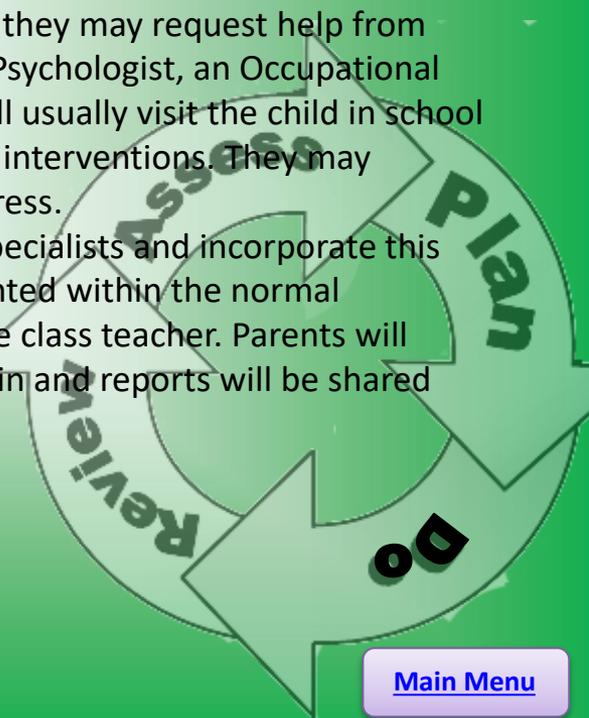
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At this point, all of the planning will then be put into practise. This may mean that your child is taken out of class at different time of the day to take part in interventions or it could simply be that differentiated resources are made available. The class teacher's role at this point would be to continue to deliver high quality teaching, whilst monitoring the effectiveness or interventions and strategies in place for your child. You, as a parent, will be kept informed of all of the additional provision and strategies which are in place for your child. If you are ever unsure or concerned, meetings can be arranged with the class teacher/SENCO to discuss this. As, during any point of the SEN process, parental involvement is essential. Any interventions your child will be doing will be monitored and reviewed regularly. This is so that we know that the intervention being used is the most effective way to help to meet your child's needs.

External agencies

Where the class teacher/SENCO/parents feel that specialist expertise is necessary they may request help from external services (always with parental permission). This could be an Educational Psychologist, an Occupational therapist, a behavior specialist, a Physiotherapist etc. External support services will usually visit the child in school and work with the child so they can advise teachers on appropriate strategies and interventions. They may provide more specialised assessments to inform planning and measure pupil progress.

The class teacher, with support from the SENCO, will act on advice from outside specialists and incorporate this into their differentiated provision. The targets and strategies are usually implemented within the normal classroom setting and the delivery of intervention remains the responsibility of the class teacher. Parents will always be informed when someone from an outside agency is going to be coming in and reports will be shared between the SENCO, Class Teacher, parent and child.



Review

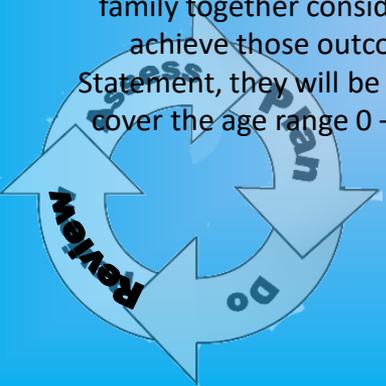
The progress of SEND children will be reviewed termly. At the end of each term, the teacher and SENCO will decide whether or not your child is making progress and discuss the effectiveness of any provision which has been put in place for your child. Data will be scrutinized, we may ask the advice of the member of staff running an intervention and we will also ask for parent and child views (where appropriate). Teachers and teaching assistants complete intervention evaluation forms each term in order to assess the progress being made for each individual pupil. This helps us to decide which interventions are effective, which we should continue and which children need to carry on doing them. If everyone is happy with the progress, provision may be continued and monitored. If it is felt your child is still not making progress or that the provision in place has not been effective, we would then hold a meeting in order to decide upon next steps. This could mean the introduction of external services or new interventions. A new IEP will be written with any new targets and courses of action to be taken.

Our school SENCO and class teachers meet regularly with the children on the SEND register in order to give them a chance to say what they feel is going well, what they enjoy doing at school and how we can help them.

If your child is receiving a lot of support in class and we feel there is a greater need, we may apply for High Needs Funding in order to secure the provision needed. In this case, our SENCO has to provide evidence to show that x amount of support is being put in place and it is still not enough. This can sometimes be a long, and understandably for parents, frustrating process as it takes time to gather evidence and reports from outside agencies in order to apply for the funding. Our SENCO, Miss Newby, will discuss this with parents and take them through each step of the application process.

Education Health Care Plans

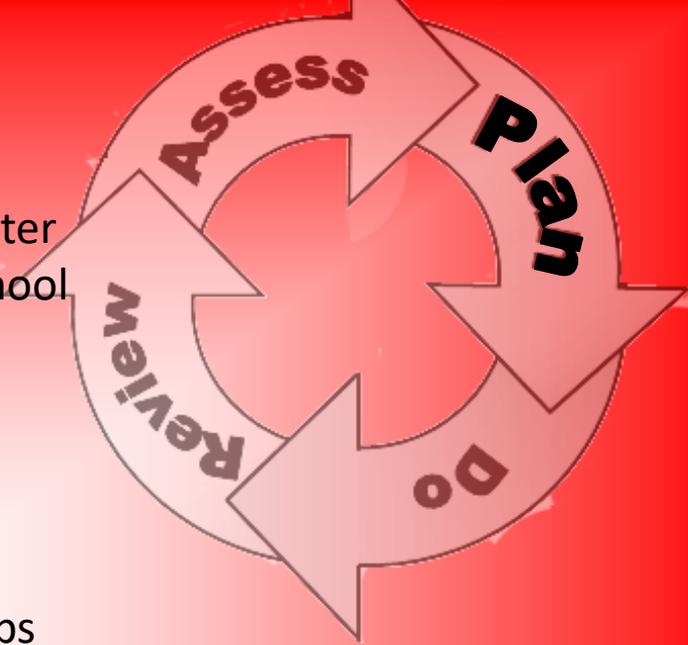
The Special Educational Needs of the majority of children at Christ the King is met effectively. However, in a small number of cases, a child may still be a significant cause for concern. When this is the case and it is felt a child requires a statutory plan to secure the relevant provision to meet their Special Educational Needs, school will then go down the route of an Education Health Care Plan (EHCP). An EHC Plan looks at all the needs that a child or young person has within education, health and care. Professionals and the family together consider what outcomes they would like to see for the child or young person. This plan identifies what is needed to achieve those outcomes. EHCP have replaced Statements of Special Educational Needs and therefore if your child currently has a Statement, they will be automatically transferred to an EHCP. EHC Plans will have the same legal status as Statements of SEN and will cover the age range 0 – 25. An EHC Plan for a 19 to 25 year old would only be maintained when specific educational provision is still required.



Communication and Interaction

- Individual Education Plan for each child on the SEND register
- Access to our Speech and Language therapist based in school 1.5 days per week in order to offer intensive sessions and support for parents and teachers
- Nursery Narrative speech intervention
- Talk Boost intervention
- Small group circle time/intervention to encourage communication and language and to build peer relationships
- Extended transition between classes and key stages
- Enhanced access to visual approaches e.g. visual timetable and behavioural cues.
- Social stories for everyday activities and school trips etc.
- Lunch time interventions to help with social skills
- Prefect system in order for the older children to help younger children at lunch times and during social activities
- Access to a quieter workspace/environment if needed
- Referrals to outside agencies to offer advice and support (CAMHS, Educational Psychology services etc.)

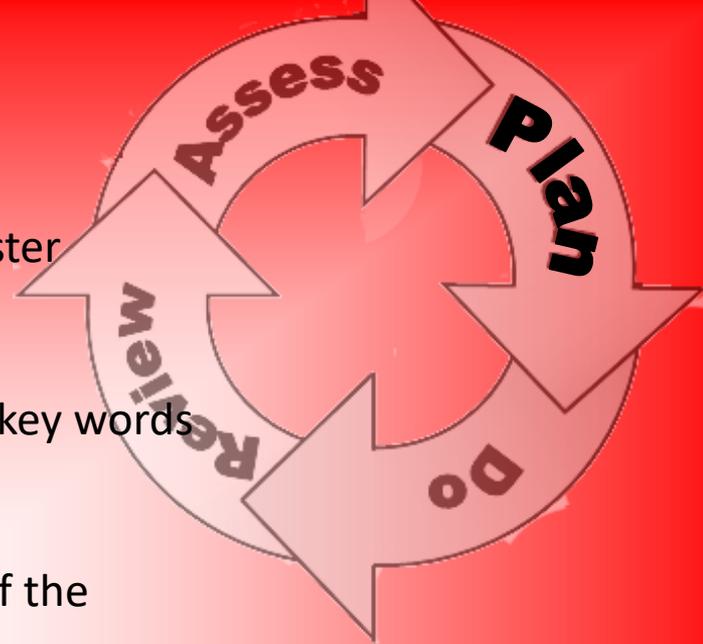
Please see our SENCO for information on any of the provision listed here.



Cognition and Learning

- Individual Education Plan for each child on the SEND register
- Lexia intervention
- Maths Whizz intervention
- Practical aids for learning e.g. numicon, number squares, key words etc.
- 1:1 or additional support for specific needs
- Differentiated resources and curriculum within all areas of the curriculum
- Phonics and spelling interventions
- Talisman reading scheme
- Power of 2 maths intervention
- Toe-by-toe number intervention
- Access to abacus learning resources
- Assessments from outside agencies e.g.
- Access to an Educational Psychologist
- Lucid Dyslexia screening

Please see our SENCO for information on any of the provision listed here.



Social, Emotional and Mental Health Difficulties

- Individual education plan for all children on the SEND register
- Whole school behaviour policy
- Jigsaw PHSE curriculum
- Reward systems (can be differentiated due to need)
- Home/school communication books
- Access to our school play therapist
- Bungalow
- Access to rainbows bereavement and grief programme with trained teaching assistants
- Small group circle time and lunch time interventions
- Referrals to the Early Help assessment team
- 1:1 or small group support if needed
- Buddy systems
- Behaviour support plans

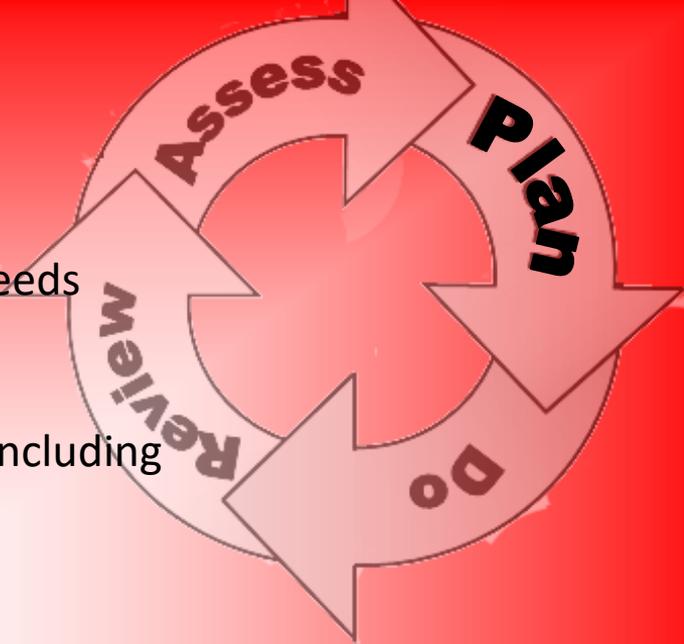
Please see our SENCO for information on any of the provision listed here.



Sensory and/or Physical Needs

- Whole school awareness of particular sensory/physical needs
- Individualised care plans for physical needs
- Gymnastics coach
- Access to fine/gross motor skills activities and resources including threading, play dough, tweezers etc.
- Differentiated resources and support where necessary
- 1:1 or small group support dependent on need
- Football and dance clubs for ALL children and support offered to those with physical difficulties
- Adapted furniture if needed
- Access to support for personal care
- Access to support from outside agencies to offer advice and sessions (occupational therapy, physical therapy etc.)
- Toilet adapted for physical disabilities

Please see our SENCO for information on any of the provision listed here.



Parent Partnerships

At Christ the King we firmly believe in developing strong partnership with parents and know that mutual trust and support will contribute significantly to the progress and attainment of all children, especially children with SEN. We know that parents have a unique overview of their child's needs and this gives them a key role in supporting their child. Parents are consulted about their child's needs as soon as the school has identified a cause for concern. Working in collaboration and supporting parents is central to our mission.

When a child is placed on the register parents are invited into school each term to discuss strategies used and progress made. There are opportunities for a consultation with the class teacher once a term.

Parents are informed, in the meantime, of any significant changes in the provision, attainment, and welfare of their child. Parents are informed if any contact with an outside agency is to be made.

Parents also have a responsibility to communicate effectively with professionals to support their child's education.

In working with the school they should:

- Inform the class teacher/SENCO of any concerns they may have regarding their child's learning and provision.
- Inform the school of any changes at home which may be affecting their child's behaviour/ability to learn.
- Teachers will arrange half-termly meetings with parents/carers of children on the SEND register in order to discuss progress, look at targets for their IEP and simply chat about how their child is getting on. At this point, parents will have the opportunity to discuss and concerns they may have. The SENCO may be asked to attend these meetings if needed.
- Our SENCO, Miss Newby, is more than happy to meet with parents to discuss their child's needs.

Extra-curricular activities for children with SEND

We have a wide range of extra-curricular activities at Christ the King and as a fully inclusive school, these activities are open to all children. Some of our activities available at Christ the King are:

- football club
- musical instrument lessons
- dance club
- library visits
- lunch time interventions and games
- gymnastics
- swimming
- tag rugby
- homework clubs
- choir
- eco warriors club

The children also get exciting opportunities to go on a variety of school trips. In Year four, the children get to go on a residential to Carlton Outdoor Education Centre which involves activities such as raft building, orienteering and rock climbing. In Year five, the children get to go skiing and in Year six the children go on a trip to Holland.

All Year six children also act as prefects to the younger children. This is a fantastic way of teaching them responsibility and independence. They help the younger children to sit nicely in assembly, hear them read and play games with them outside. This is a great way to help those children who struggle with communication and interaction.

Any children with SEND in school would get the opportunity to go on trips with a familiar adult that they are comfortable with, if needed.

Transition

At Christ the King, we are aware of the importance of ensuring that transitions run smoothly between Key Stages. We ensure that children who are on the SEND register are fully prepared before moving on to a new phase of their education. Whether this is children who are just starting school, moving into a new Key Stage or moving on to Secondary school. We have a good relationship with the staff at our local secondary schools and the children have plenty of opportunities to visit their chosen school. Children who we feel may struggle with a transition, are given extra visits and more time to get to know the teachers and support staff. More details of our transition procedure can be found in our transition policy. The SENCO will meet with our Secondary SENCOs to discuss children who might be moving into Year 7 to help the transition run as smoothly as possible.

Complaints

If parents of children with SEND feel unhappy with the provision their child is getting or have concerns, we encourage you to come in to school and speak to Miss Newby, our SENCO, or Mr Ryan our Head Teacher. A detailed copy of our complaints procedure is highlighted in our complaints policy found on our website. If you feel necessary, complaints can be made to our SEND Governor and this will be dealt with following our complaints procedure. We would like to assure parents that we only want the best for our children with SEND and so if you do have any concerns/complaints please do come and speak to Miss Newby or Mr. Ryan ASAP. Our SENCO, Miss Newby is aware that going through the SEND process can be an emotional and stressful time for parents and so she is there to guide parents through the process and offer support to parents as well as their children.

Governors

We have fantastic governors at Christ the King School, who are actively involved with our SEND procedures. Our SENCO writes a report to governors on a termly basis in order to keep them up to date with the day-to-day running of SEND in school. The governors work with the SENCO in deciding which outside agencies need to be involved at different stages of SEND and which interventions and programmes the school decides to use.

If you have any concerns about your child regarding SEND, please do not hesitate to contact us. Simply pop into school or you can contact us on 01642 676724.

Head teacher – Mr M. Ryan & Miss H. Lickess

SENCO – Miss R. Newby (Distinction in the National Award for SEN Co-ordination) – ptrnewby@scbschools.org.uk

SEN Governor –

You can view Stockton Borough Council's local offer regarding SEND and find out some more information here:

<http://stocktoninformationdirectory.org/kb5/stockton/directory/family.page?familychannel=1>

Other relevant policies are also on our website including our SEND and inclusion policy.

Websites you may find useful to help you in supporting your child with a Special Educational Need or Disability:

<http://www.tevv.nhs.uk/site/care-and-treatment/children-and-adolescent-mental-health-services/teesside>

Children and Mental Health Services (CAMHS)

<http://www.ican.org.uk/>

Supporting children with speech, language and communication difficulties

http://www.helpguide.org/mental/adhd_add_parenting_strategies.htm

ADHD parenting tips

<http://dcd.canchild.ca/en/DCDFAQs/resources/dcdrevised.pdf>

Supporting a child with Developmental Coordination Difficulties

<http://www.bdadyslexia.org.uk/about-dyslexia/parents/helping-your-child-at-home.html>

How to support a Dyslexic child at home

<http://www.autism.org.uk/living-with-autism/parents-relatives-and-carers.aspx>

A fantastic website to support parents with a child with autism

<http://www.alliancepsychology.com/children-young-people-and-families/>

Alliance Psychology Services

<https://www.stockton.gov.uk/children-and-young-people/looked-after-children-and-young-people/>

