



Christ Church New Malden Primary School

SEND information report

2023-2024

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Who can I talk to about my child's difficulties with learning, SEN or disability?

We warmly welcome parents/ carers to visit the school to discuss their child's needs.

The school has an open-door policy and should parents / carers wish to discuss a concern about their child's learning we can arrange a face to face meeting or, if preferable, online via a googlemeet.

In the first instance, please arrange to speak to your child's class teacher.

If you feel you need further information or help you can also contact the school's SENCO (Special Educational Needs Co-ordinator).

The SENCO is Mrs Alex Roe. She works across the Infants and Juniors and can be contacted on the main school telephone number 020 8336 7800 or via email senco@ccnm.uk

What do we mean by SEN?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision* to be made for him or her. The Special Educational Needs Code of Practice 2014 states that a child has SEN if they:

1. Have a significantly greater difficulty in learning than the majority of others of the same age or
2. Have a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for others of the same age in a mainstream school.

Special educational needs are broadly defined by the following four areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

*“Special educational provision”, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age.

What kinds of special needs can be provided for at CCNM?

At some point in a child's education, a need may arise that requires extra support for them to make progress.

At Christ Church we can make provision for children with special educational needs with or without an Education Health and Care Plan (EHCP).

Currently, or in the past, CCNM have supported children with the following types of need.

Communication difficulties

ASD

ADHD

Specific learning difficulties such as dyslexia / dyspraxia

Physical difficulties and medical needs

Sensory difficulties

Behaviour, emotional and social difficulties, including mental health

Speech and language difficulties

Genetic disorders

Hearing / visual impairment

Admission for pupils with SEN

The admission arrangements for pupils without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs and admission will follow the usual school admissions procedures.

Assess, plan, do, review cycle at CCNM

Christ Church follows an Assess, Plan, Do, Review cycle at three levels – whole school, by year group and for individual children. This process starts at the whole school level

Whole-school level:

The leadership team regularly discusses the SEN needs of each year group to ensure that support is matched to identify needs within cohorts. We recognise that each year group has different needs and support should be targeted accordingly.

Individual:

If the school identifies that a child requires additional support they will be placed on the SEN support register. Parents will be involved in discussions around their child's needs and they will be informed if their child is placed on the SEN support register. The school uses a one-page profile approach. This is drawn up in collaboration with parents, class teacher and the SENCO, identifying strengths and barriers to learning.

In line with the Code of Practice, parents are invited to discuss their child's needs and support on a termly basis. Support that is given to children will continue to be monitored to ensure that the provision that is in place is having the impact that we are expecting.

Year group:

Our staff are vigilant at raising concerns and will do so at Pupil progress meetings. Plans can be made for intervention groups and further assessments within the year group.

Further meetings with the SENCO can easily be arranged. Children's Social and Emotional Health forms part of these meetings as we recognise that SEMH difficulties can have a significant impact on children's learning. We monitor the progress of all children receiving additional support to ensure that the provision we are putting in place is having the impact we expect.

How does CCNM identify and assess pupils with SEN?

CCNM monitors the progress and attainment of children closely in their day to day learning as well as their social and emotional wellbeing. We believe that early identification and intervention is vital to ensure success.

We track and monitor the progress of all children from nursery to Y6 at a termly pupil progress meeting involving all year group teachers and members of the Senior Leadership Team. This regular review of data allows us to track the progress of all pupils.

Children already at SEN support and / or who are entitled to Pupil Premium funding or who fall into the 'bottom 20%', are the focus of discussion to ensure that progress is being made and which interventions and assessments are needed.

The school uses a wide range of information to assess pupils eg: Baseline, Early Years foundation stage assessment, Y1 phonics tracking and screening, analysis of GL assessments in reading, English, spelling and reading, termly teacher assessments, PASS survey.

The school holds a register of children with identified needs and who are on the SEN register at SEN Support. In addition to this, we also have a list of children who are a 'cause for concern' and are monitored to check whether they are making adequate progress or whether further support is needed.

What are the different types of support available for children with SEN

? _____

At CCNM all teachers are teachers of children with SEN.

“Evidence tells us that teachers should instead prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their pupils with SEND.

*This means understanding the needs of individual pupils and weaving specific approaches into everyday, high quality classroom teaching—being **inclusive by design** not as an afterthought.”*
(Education Endowment Foundation)

What does ‘**inclusive by design**’ look like in the classroom?

You may also hear this phrase: Quality First Teaching

This is the first level of support for all children, including those with SEND, and means:

The teacher has the highest possible expectations for your child and all pupils in their class.

Teaching is based on building on what your child already knows, can do and can understand.

Different ways of teaching are in place so that your child is fully involved in learning in class.

Specific strategies are in place to support your child to learn independently.

Targeted intervention support

Your child may receive further in-class support and small group intervention delivered by the class teacher or a trained TA in specific interventions.

These groups will be for children who have been identified by the class teacher as needing some extra support in school to help them with specific gaps in their understanding/learning or to help them with social skills or to build confidence and self-esteem.

Children in these groups may or may not be on the SEN register.

SEN	Quality first teaching (including ...)	Intervention Universal entitlement TA / teacher led intervention	Intervention - specialist
Dyslexia / SpLD / Cognition and learning	Broken down instruction Coloured overlays Written instructions Use of visuals Scaffolded tasks Differentiated learning and homework Coloured backgrounds Seating arrangements	Precision teaching - daily Pre-teaching Targeted phonics support Targeted 1:1 reading Early birds reading group Logins for Spelling Shed / Times table rockstars Meemo	Bespoke 1:1 teaching in maths / literacy Literacy conferencing
ASD / SCLN	Clear language and instructions Visuals Social Stories	School start and narrative programmes in Yr / Y1 / Y2 Communication skills groups Vocabulary specific teaching Transporters	Lego Therapy (can teach to 1:1 TAs) Attention Autism Social skills groups Delivery of specialist teaching technique - <u>TEAACH</u>
Speech production	Clear modelling to children by staff	Screening using Speechlink 1:1 speech production	Specialist programme following speech and language advice
SEMH	Zones of Regulation Access to school dog	Monitor for other SEN if SEMH impacting on learning	Pastoral mentors Nurture spaces at infants 'The Ark'
Sensory / Motor	Brain breaks Sensory / fiddle 'toys' Ear defenders	Handwriting and fine motor control groups	Sensory circuits Sensory space at Infants
ADHD	Brain breaks Classroom adjustments	Monitor for other SEN if ADHD impacting on learning	Programme to teach awareness of own needs

The Ark

You may hear staff refer to 'The Ark'.

At our infant site we have 6 spaces / rooms available for 1:1 and small group intervention. Collectively we call them the Ark. Each of the spaces has a different purpose:

The Cabin - space for small group work / creative activity.

The Lighthouse - resourced as a calming space with mood lighting and sensory equipment

The Lookout - comfy seating area for reading and our RE reflection area

The Harbour - Early years intervention space

The Anchor - for targeted curriculum groups such as for phonics

The Coastguard - if Mr Burkinshaw / SLT are not in here, then this is a space for 1:1 reading

Review - how CCNM evaluates the effectiveness of SEN provision

Effective SEN support is more than just a focus on literacy and numeracy skills - we consider the effectiveness of support with the whole child in mind.

Progress in many areas of the support that children receive can not be judged by data, but by changes in a child's confidence and self-esteem, readiness to learn, friendships or being able to express how they are feeling or to communicate their ideas.

CCNM tracks effective provision - our termly pupil progress review meetings focus on progress and the assessment information from teachers will show whether good progress is being made.

Effective SEN provision in literacy and maths can be seen as narrowing the gap between the child and their peers or preventing the gap from widening.

To consider the effectiveness of our SEMH support, children feedback to pastoral mentors during and at the end of a programme of support. The aim of SEMH support is to develop children's self-help, social or personal skills in order for them to be 'ready to learn'. The pastoral team reviews progress with the class teacher and SENCO. Effective outcomes for SEMH support will be demonstrated for instance, when a child can reduce the frequency of visits or the successful completion of a support programme.

Effective communication and language provision can be demonstrated when a child has mastered a particular speech sound difficulty, enabling them to be able to more clearly articulate ideas, feelings or engage in playtimes with peers.

How will my child be included in activities outside the classroom, including school trips and clubs?

We are an inclusive school, so no child is excluded or prevented from participating in and enjoying the same experiences as any other child

We expect all learners to be able to join in with all aspects of the curriculum; including activities outside the classroom. Where there are concerns of safety and access, further consideration is put in place to ensure that needs are met.

We involve parents / carers in these discussions to identify ways in which we can include their child in all activities.

Prior to residential trips it is vital that the school communicates with all parents of children attending so that we can ensure that we are fully aware of sleep issues, food related difficulties, children with anxiety about being away. Parents arrange a further meeting with the teachers / TAs to share their knowledge of their child to enable a successful residential trip.

How have children engaged in school activities - here are some examples:

Attending the residential trip location as a 'day-trip' so that children can feel included in the experience.

Bikeability provided an adapted bicycle for a physically disabled child, enabling them to experience riding a bike for the first time.

Children with SEN are active members of our choir and attend such events as concerts at the Rose Theatre.

Staff spoke to the instructors prior to both BMX / Skateboarding workshops - children with ECHP and physical disabilities were able to access the whole workshop and successfully realised that they could participate.

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

Our approach

We want to develop the whole child and ensure that they feel safe, secure and listened to. We understand that emotional, mental and social difficulties can have an impact on learning. We recognise that behaviour is a form of communication.

All our staff offer a high level of pastoral support. Pupils are encouraged to talk to staff if the need arises.

Our behaviour policy gives clear guidance on expectations, rewards and sanctions. We take into account a child's Special Educational Needs when putting the behaviour policy into practice.

Children's SEMH needs may be highlighted at the termly pupil progress meetings or through discussion with parents / carers / class teachers at other times during the term.

We monitor attendance and work closely with our Education Welfare Officer to take necessary action to prevent prolonged, unauthorised absence.

Support can be sought from our pastoral mentors, referral to the local Mental Health Support Team or to CAMHS.

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

All staff have been trained in Zones of Regulation and emotion coaching approaches.

Lunchclub - available for children who are vulnerable during unstructured times; they may find the playground overwhelming, a child may be having difficulties with friendships, lunch club is a quiet space.

1:1 and group sessions - sessions can focus on self-esteem, anger, friendship and relationships, resilience, support to cope with difficult situations such as parental illness or separation/divorce.

Our KS2 pastoral mentor is trained in: Drawing and talking therapy, ESA, Lego therapy Bereavement counselling and sand play.

Each site has a dedicated quiet / safe place at each site, equipped with a range of resources to support a child's emotional regulation.

Once a child comes off the Pastoral mentor register, it is always with the knowledge that, should support be needed again, it can be sought.

Some children and families work with the local MHST.

What training do staff have to help them support children with SEN?

We invest time and money in training our staff, to ensure quality first teaching for all.

Weekly Continuing Professional Development meetings include dedicated training for core subjects and the wider curriculum which we offer.

We value the training needs of our Teaching Assistants and organise dedicated training sessions including those led by our Educational Psychologist.

School access Continuing Professional Development through Achieving for Children

All staff take part in our appraisal process and training needs are identified.

The school has accessed individualised support through request via EAIP, EISS, resilience network and Early Year Inclusion Advisor and outreach from Dysart School.

Training in the last 3 years has included (but not limited to):

Precision Teaching

Equality and diversity in the curriculum

Attachment Theory Training

Zones of regulation

Dyslexia

Emotion coaching

Attention Autism

Colourful semantics

De-escalation techniques

Guided reading

First aid and safeguarding

What specialist services and expertise can be accessed by CCNM?

Headways Educational Psychologist Team

AfC Educational Psychology Service,

Speech and Language Service,

Occupational Therapy Service,

Physiotherapy Services

Moor Lane (for under 5's community paediatrics)

EISS (Educational Inclusion Support Service)

Resilience Network

How are parents of children with SEN involved at CCNM?

We strongly believe that a partnership approach with parents /carers is the best way to support a child's learning and needs.

All parents of children at CCNM are invited to discuss the progress of their children during the year and receive a written report once a year. Parents of children with SEN will be offered at least 3 meetings per year as per the SEN code of practice requirements.

We are happy to arrange meetings outside of these times. We recognise that making arrangements during school time can be difficult for face-to-face meetings, it is therefore possible to have a 'virtual meeting' via phone or email to support parents.

Parents of children with a EHCP will be invited to contribute to and attend an annual review

Parents of children who are working with the Educational Psychologist or Speech and Language teams are invited to meetings with these outside agencies.

The SENCO is available at parents evening meetings.

In addition to involving parents of children with SEN, we involve all parents in the life of the school including, but not limited to:

- Parents are invited to curriculum information evenings throughout the year.
- The Headteacher holds a termly Parent Rep meeting where parents can come with non-child specific issues to raise.
- Our governing body includes parent governors and we have a strong Parent Teacher Association with a large group of parent volunteers

How will CCNM support my child to transition?

Transition and induction are vital to ensure that a pupil makes a good start in one setting and a good beginning in the next.

Entry to Nursery

A welcome evening is held for parents.

Children and parents are invited to a 'stay and play' session.

SENCO is available to speak with parents who may already have involvement from agencies such as speech and language

Entry to Reception

A welcome evening is held for parents.

A taster session in the term before the children are due to start.

There is a graduated settling in period at the start of September.

The SENCO is available at the welcome evening to discuss any specific needs.

We liaise with local nurseries if children are not transferring from our own Rainbow nursery.

Transfer from Infant to Junior Site

CHUMS: Across the school, children are paired with their 'Christ Church Chum'. Y5 are paired with children in Y2 so that there is a familiar older pupil when the Y2 children visit.

Children from the Infants are invited to Christmas productions and music concerts.

During the summer term, there is a move-up morning when children coming into Y3 will spend the morning in their new classroom.

Additional visits can easily be made should a child need more support to help with the transition.

How will CCNM support my child to transition - secondary and ECHP?

- Transfer to Secondary school: The process to transfer to secondary school is equally thorough. Local feeder schools may visit the children on site and also meet with our teachers. If deemed necessary children will have the opportunity to visit their new school on an individual basis – this is in addition to the customary Secondary Transfer day that the LA provides for all children on transition to Secondary school. A transfer of information day occurs during the summer term, to enable the SENCOs from all primary and secondary schools to meet and hand over information and discuss the needs of pupils to ensure their transition is smooth.

Secondary school admissions for children with an ECHP follows a different process, which starts in Year 5. As part of the Year 5 annual review your child's EHCP will be updated with KS3 objectives ready for transfer to secondary school. Discussion and advice around secondary schools is part of the meeting. Parents are strongly advised to visit secondary schools before making a choice. If your child has an EHCP you should be aware that you will be asked to express a preference for a school in the September of the year before they are due to move. You might therefore want to attend secondary open evenings in the autumn term of Year 5.

Complaints

Our school aims to be fair, open and honest when dealing with any complaint. We aim to resolve complaints through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues.

If any parent / carer is unhappy with the education or support that their child is receiving, we encourage that person to talk to the child's class teacher in the first instance. It is hoped that a complaint can be resolved without formally invoking the complaints procedures as set out in the 'Complaints procedure' document.

The complaints procedure and documents are easily accessible on the school website.

Who can I contact for more information?

MHST

The school is able to refer to the Mental Health School Team for support for individual and families both in and out of school

Please see this [flyer](#) for information

Kingston parent carer forum

'Kingston Parent Carer Forum is made up of local parents and carers who work to ensure children with special educational needs and disabilities and their needs are heard and understood by local services and decision makers.

There is also information about access to events and information that may be useful for SEND families.
<https://kingstonpcf.co.uk/>

SENDIASS

The Information, Advice and Support Service (SENDIASS) in Kingston and Richmond offers advice and support across a wide range of subjects. This may include help with: finding local support networks; education, health and social care services; your rights in education, health and social care; mediation and dispute resolution.

The service is a free, confidential and impartial. It is for children and young people up to the age of 25yrs who have special educational needs or disabilities, and their parents or carers.

The Moor Lane Centre, Moor Lane,
Chessington KT9 2AA.
Freephone number: 0808 164 5527
Email: info@RKsendiass.co.uk
Website: rksendiass.co.uk

Local Offer

The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0-25 years with special educational needs or disabilities. It can be found at :

https://krafinfo.org.uk/local_offer

If you are resident outside of the boroughs of Kingston and Richmond, please refer to the Local Offer in your home local authority.