



Christ Church New Malden Primary School SEN Information Report 2018-19

At Christ Church, we are committed to valuing each child as an individual and ensuring that they reach their full potential. We are committed to providing high quality teaching for all children.

We understand that 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, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

We provide for the following kinds of special educational needs (SEN):

At some point in a child's education, a need may arise that requires extra support in order for them to make progress. We can make provision for children with special educational needs with or without an Education Health and Care Plan (EHCP). At Christ Church, we are able to support children with:

- Learning difficulties
- Communication difficulties
- ASD
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties, including mental health
- Speech and language difficulties
- Genetic disorders
- Hearing impairment
- Visual impairment

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

How do we identify and assess pupils with SEN?

- We track the progress and attainment of all children closely. We use tracking data and assessment to identify where children may be experiencing difficulties.
- Further in-class support and small group intervention may be implemented and progress monitored.
- Further assessments can be carried out by the class teacher, specialist TAs or the SENCO.
- If concerns continue then the SENCO may seek advice from other professional with regards to further assessment and identification of specific needs.
- The school has an open-door policy and should parents / carers wish to discuss a concern with their child's learning then they can make an appointment with the class teacher or SENCO.
- 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.

Who is our Special Educational Needs Co-ordinator and how she be contacted?

The SENCO is Mrs Alex Roe. She works across the Infants and Juniors and be contacted on the main school telephone number 020 8336 7800 or via email senco@ccnm.rbksch.org. We warmly welcome parents/ carers to visit the school to discuss their child's needs and a visit can be arranged through the school office.

Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:

CCNM follows an Assess, Plan, Do, Review cycle at three levels – whole school, by year group and for individual children.

- Whole-school level: There is an annual meeting during the summer term, of the Leadership team to review each year group's strengths and needs. This enables the school to plan staffing and resources effectively for the next academic year. The SEN needs of each year group are identified by SEN type to ensure that interventions are matched.
- Year group: We track and monitor the progress of all children from YR to Y6 at a termly pupil progress meeting involving all year group teachers, TAs and members of Senior Leadership Team including the SENCO. Children already at SEN support and PPG are the focus of discussion to ensure that progress is being made and which interventions and assessments are needed. Our staff are vigilant at raising concerns and will do so at this meeting. Plans can be made for intervention groups and further assessments. 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 are expecting.
- Individual: When 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 'pupil passport' format. This is drawn up in collaboration with parents, class teacher and the SENCO, identifying strengths and barriers to learning. Parents and children work together to complete a one-page profile that will then contribute to the learning passport. The learning passport identifies longer term outcomes and targets which are set and reviewed termly. Parents are invited to three SEN passport review meetings in addition to two parent's evenings and an end of year written report. 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.

We evaluate the effectiveness of our SEN provision in the following ways:

Our termly pupil progress review meetings focus on progress and the assessment information from teachers will show whether adequate progress is being made.

Adequate progress is measured against one or more of the following:

- narrows the attainment gap between the child and their peers
- prevents the attainment gap widening
- matches or betters the child's previous rate of progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers

Our approach to teaching pupils with SEN includes:

- We expect all teachers to differentiate to meet the needs of all learners. Differentiation may be through resources, teaching or support. We personalise learning. Learning tasks are adjusted to enable children to access their learning as independently as possible.
- New teachers are supported to differentiate for their pupils.
- All children have the right to access the curriculum irrespective of ability, gender, ethnicity, cultural background or disability; at Christ Church we strive for the inclusion of all children in all aspects of school life and we make the necessary adjustments to ensure success.
- Each class and year group identify children who need support in particular areas and a range of intervention groups are set up to meet these needs.
- The use of specialist TAs and staff are also used to support children in 1:1 learning – to boost learning, to offer pre-teaching or to identify gaps and address learning to close the gaps.

We adapt the curriculum and learning environment for pupils with SEN in the following ways:

- We make reasonable adjustments for children who have SEN to promote their learning and development.
- We adapt the curriculum to ensure that children can access lessons – lessons are planned accordingly to enable all children to access their learning.
- Where possible, we adapt the learning environment – eg ensuring that children with visual difficulties have a clear view of the class / teacher / board, by ensuring that children are seated in position to support their learning.
- The school building allows easy access to all areas – Our Infant site is on one level and the Junior building has a lift to access the upper level.
- The school's accessibility plan can be found on the school website.
- Children with specific physical needs have a Personal Emergency Evacuation Plan which is shared with staff and parents. A copy is also kept in the office 'fire / emergency' file.
- Trips offered to pupils are available to pupils with Special Education Needs, for some 'reasonable adjustments' may need to be made – this is always done in discussion with families and carers.
- Provision includes: Pastoral mentor support, lunch club, homework club, small group phonics, specialist dyslexia TA, small group spelling support, early morning reading, maths support from Year 1, handwriting / fine motor, pastoral mentor 1:1 support, Lego therapy, school start language programme, speech and language groups and 1:1 speech and language.

We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:

- 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.
- In certain circumstances, children can sometimes attend the residential trip location as a 'day-trip' so that children can feel included in the experience.
- The providers of Bikeability can provide suitable equipment to ensure that children with a physical disability can access their training experience.
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The following emotional, mental and social support is available for pupils with SEN:

- 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. 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; it is implemented across the whole school and is supported by the school's 'Golden Rules'. 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; support can be sought from our pastoral mentors should more support be required.
- We have two pastoral mentors – our KSI mentor works two afternoons a week, running lunchclub and then small group / individual sessions. Our ESA-trained KS2 mentor is available to work with individual and small groups. She runs our daily lunchclub, which is available for children who are considered vulnerable during unstructured playtimes. During afternoon playtimes, she is available for drop-in sessions when any children can come to 'talk', whether they are on the Pastoral Mentor register or not.
- A senior KS2 member of staff works specifically to support 'vulnerable' children.
- The school works closely with our Education Welfare Officer to take necessary actions to prevent prolonged, unauthorised absence.
- We are able to refer parents to Phoenix counselling and Psychotherapy Service.
- The SENCO works closely with the Pastoral mentors to ensure that we can achieve the best for the children.
- Children's needs are regularly reviewed and will be 'taken off' the Pastoral mentor register when it is felt that a child no longer needs the support; this decision also takes into account the wishes of the child as often a child will say that they no longer need to come.
- 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.
- Our pastoral mentors are trained in: Drawing and talking therapy, ESA, ELSA, Lego therapy, Bereavement counselling. Both Pastoral mentors are trained to Safeguarding Level 2.

Who provides additional support for my child?

Mrs A Roe	SENCO
Mrs J Fereday	Speech and Language TA
Miss J Barley	KSI Maths
Mrs A Pallister	Dyslexia support TA
Mrs L Bond	Targeted Y5 maths support
Mrs V Robinson	Y6 Conferencing
Mrs C Stevens	KS2 Pastoral Mentor
Mrs T McLoughlin	KSI Pastoral Mentor
Mrs J Kim	EAL support TA

We have a number of 1:1 TAs to support the needs of specific children in the school.

We welcome the support from specialist teachers of the deaf to support children with hearing impairment.

- All staff are encouraged to undertake training and development.
- All staff take part in our appraisal process and training needs are identified.
- The SENCO regularly attends the LA meetings in order to keep up to date with local and national updates in SEND.

We currently possess the following equipment and facilities to assist our pupils with SEN:

- We currently have an agreement for the rental of a radio mic device.
- Specialist equipment will be considered on an individual basis.

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

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

- We have an open door policy and teachers regularly meet with parents to discuss learning.
- 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. There are currently three SEN passport review meetings held to discuss the provision specifically relating to their child's SEN needs and targets -this is in addition to two parents' evenings where parents are able to come to discuss general settling in, progress, to look through their child's book and discuss social / friendship issues.
- 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 statement / EHCP will be invited to contribute to and attend an annual review - where possible this will also include other outside agencies who have been involved with the pupil.
- Parents of children who are working with the Educational Psychologist are invited to meetings with the EP.
- 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.
- At the end of many curriculum topics parents are invited to come into the classroom to celebrate children's achievements.
- The Headteacher holds a half-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

Our arrangements regarding complaints from parents of pupils with SEN are as follows:

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.

We work with the following bodies to ensure the best possible provision for our pupils with SEN:

- Membership of SPARK to enable staff to access high quality training.
- Educational Psychology Service,
- Speech and Language Service,
- Occupational Therapy Service,
- Physiotherapy Services
- Moor Lane,
- Behaviour Support
- ESSI
- School nurse
- CAMHS
- Local GPs
- Educational Welfare officer
- Wishmore Trust
- Phoenix counselling and Psychotherapy Service
- The Princess Alice Hospice

Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:

Independent supporters can work with parents and children to ensure that your voice is heard. They offer a free, friendly, flexible service for families and young people. They can offer support during the application for an EHCP or through the process of transfer from a statement to EHCP.

Kids Information and Advice service provides information, advice and support relating to SEND. They support with EHCP process, placements, reviews and appeals. They can be contacted on:

Tel: 020 8831 6179

Email: richmondkingston@kids.org.uk

<https://www.kids.org.uk/>

Kingston & Richmond SEND Family Voices are a volunteer led charity, formed in June 2014, in response to the opportunities offered by the SEND reforms; these are the changes in law which aim to create equal partnerships between families of children and young people with Special Educational Needs & Disabilities (SEND) and the professional services. They can be contacted on:

Telephone number: 07469 746 145

Website: <http://www.sendfamilyvoices.org>

Email: sendfamilyvoices@outlook.com

The local offer

The local offer website provides information on local services and support available for families including children and young people aged 0-25 with special educational needs or disabilities. It is frequently updated, so parents and carers are encouraged to visit regularly.

<https://www.afclocaloffer.org.uk/>

Our transitional arrangements for pupils with SEN include:

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:** Home visits are offered and a welcome evening is held for parents.
- **Entry to Reception:** We hold a welcome evening for Reception 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. The SENCO attends the transition meeting so that parents can raise any issue or concerns before their child starts.
- **Transfer from Infant site to Junior Site:** At the end of Year 2, children transfer to the nearby Junior site. 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. Parents are invited to a 'meet the teacher' meeting before children start in Y3. Additional visits can easily be made should a child need more support to help with the transition.
- **Transfer to Secondary school:** The process to transfer to secondary school is equally thorough. Local feeder schools 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.

How often is this SEN Report updated?

This report will be updated annually.

Date of next review : September 2019