



Christ Church CE

Primary School

The Christian faith is at the heart of our school community.



Christ Church SEN INFORMATION REPORT

Autumn 2023

Vision and Values

**The Christian faith is at the heart of our school community.
At Christ Church we all care, learn and work together for God and others.**

‘For we are all God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do’. Ephesians 2:10

Our Christian Values are

Creation, Community, Endurance, Thankfulness, Reconciliation, Wisdom

The distinctive nature of our approach to education can be found in our explicit Christian values, our collective worship, our grounded Christian ethos, our carefully crafted curriculum and in our Religious Education.

We aim to provide ambitious learning opportunities, promoting achievement in every area and nurturing social, emotional and spiritual well-being.

We actively promote the children’s cultural capital (defined as the acquisition of skills and knowledge which an individual can draw on to give them an advantage in life). We will introduce them to strong role models who will impart their knowledge and wisdom to help the children engender an appreciation of human creativity and achievement and to become responsible local and global citizens.

Character and resilience are the qualities we promote within our children, developing the inner resources that we call on to help us in life. We instil these qualities in our children to make sure that they are ready to make their way in the world as robust, confident and inquisitive individuals.

We know that confidence, knowledge and skills will help them to become compassionate and well balanced young people. We want them to take their place in society as active citizens, economically independent, exemplifying the British values of equality, mutual respect, democracy, individual liberty and rule of law.

We use our six Christian values, Creation, Wisdom, Thankfulness, Community Endurance and Reconciliation, to reinforce and enrich our teaching wherever applicable.

- **Creation**

For every house is built by someone, but God is the builder of everything.
Hebrews 3:4

- **Wisdom**

For the LORD gives wisdom; from his mouth come knowledge and understanding.
Proverbs 2:6

- **Thankfulness**

Give thanks to the LORD, for he is good; his love endures forever. 1 Chronicles 16:34

- **Community**

My command is this: Love each other as I have loved you. John 15:12

- **Endurance**

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. Galatians 6:9

- **Reconciliation**

Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. Colossians 3:13

Our vision is inclusive and seeks to promote the whole child thrive within our Christ Church family.

Each member of our Christ church family; children, parents and staff are valued as God's creation. We believe in full inclusion and acceptance of all and that this allows every individual to flourish.

WHAT IS THE SCHOOL SEN INFORMATION REPORT?

The Christ Church School SEN INFORMATION REPORT sets out in one place - on our website - what we provide for children and young people with special educational needs and/or disabilities (SEND) throughout their time with us. It explains how we support them on to the next stage of their education. Our **SEND policy** gives more detail about our day-to-day procedures.

(You will find an explanation about the words **in purple** in our Glossary at the end of this document)

Camden Local Authority also publishes on its website a Camden SEN INFORMATION REPORT, setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedures for requesting an assessment for an **Education Health and Care Plan (EHCP)** – which has replaced the SEN statement. You will also find information about:

- where to go for advice and guidance on SEN and Disability matters
- leisure activities for children with SEND
- arrangements for resolving disagreements and mediation

THE PURPOSE OF OUR SEN INFORMATION REPORT

The purpose of our school's SEN INFORMATION REPORT is to inform parents and carers about:

- how we welcome into our school children with special educational needs and/or disabilities;
- how we support them in all aspects of school life and remove barriers to achievement;
- how we work in close partnership with parents/carers and children;
- how we make effective provision for all of our children with special educational needs and disabilities – SEND.

We will keep our SEN INFORMATION REPORT under review by asking parents and children what is working well and what they want to improve

The next review date for our SEN INFORMATION REPORT is Autumn 2024.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

WHAT KIND OF SCHOOL IS CHRIST CHURCH NW1? We are a Camden primary school for the 3 - 11 age range.

There is one class in each Year Group.

We have a nursery for children aged 3-4.

Our most recent 2022 OFSTED report noted:

Pupils are happy and kept safe in school. They describe Christ Church as one big family because everyone knows each other. Pupils like the way that staff always make time to stop and hold conversations with them, including at breaktimes and lunchtimes. This helps to make pupils feel valued and treated as individuals.’ Ofsted 2022.

Our SIAMS (2017) report stated,

‘The strong focus on the pastoral care of the children is reflected in the nurturing environment, which provides supports for children in all circumstances’.

In a recent inspection, a year 6 pupil told the inspectors:

Everyone cares for each other and treats each other like a family so you feel really safe.

Parents and carers of children with SEND told inspectors:

They always find time for parents at the end of the day.

Christ Church has a range of excellent inclusive practices including:

Promoting the well-being and self-esteem of children is a high priority for the school.

The school has a responsive and flexible partnership with parents

A highly successful reading project for children in years 2-4. Key features of this project include:

- a programme of training, support and monitoring*
- reading interventions for pupils making slow progress*
- use of digital technology*
- free books for children to take home and keep*

OUR VISION – WHAT WE THINK IS IMPORTANT

- We welcome difference and diversity – learning from and about diversity strengthens our community.
- We value, respect and celebrate the achievements of all children.
- We will always involve parents and children in planning and reviewing progress; we know that parents are the first educators of their child - we need their knowledge to plan effectively. We call these meetings ‘structured conversations’ and they are a chance for you as a parent to share your expertise regarding your child.
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be.
- We will provide expert support and resources for children with SEND to fulfil their potential.
- Our starting point is to guarantee a whole school approach to making provision for children with SEND: we make sure that all staff have the knowledge and skills to support all children with SEND in our school.

HOW WE LEARN WITH AND FROM OTHER SCHOOLS

We are a learning community and believe that it is important to work with other schools to make sure that our knowledge, expertise and skills on SEND issues are up to date. We undertake visits to local schools to share our practice and look at aspects of their practice. Recently, we shared ideas about writing.

Our SENDCO attends the Local Authority SENDCo forum, which keeps all schools up to date with national developments and local projects on inclusion.

COMMUNICATING THE SEN INFORMATION REPORT

- We have placed this information here on our website – <http://www.cchurchnw1.camden.sch.uk>: we have tried to make sure everything is clear and helpful
 - You will also find our SEND Policy on the website
 - You can pick up a summary of our SEND policy from our office
 - If you want to talk to a member of staff we will arrange for a member of staff to meet you and answer your questions. Let us know if you need an interpreter or British Sign Language signer – we will do our best to provide this support
 - Christ Church School SEN INFORMATION REPORT links to the information, which Camden Local Authority provides for parents and carers of children with SEND. You can see this on its website. <http://www.localoffer.camden.gov.uk>
 - We have a summary of Camden Local Authority information in our school; our SENDCO will be pleased to give you a copy.

WHO TO CONTACT FOR MORE INFORMATION

- Our Head Teacher – who provides leadership on inclusion and high achievement for all is **Paula Aitcheson-Walker**.
- Our SENDCo and Deputy Head – (the first person to talk to about any SEND questions or concerns) who leads on the day-to-day operation of our SEND procedures following guidance in the SEN Code of Practice is **Amy Stroud**.
 - email = senco@cchurchnw1.camden.sch.uk
- Our SEN Governor is **Carol Walters**. She has a responsibility for monitoring and supporting the school on SEN matters on our governing body.
- Our School Office Manager is **Jeannie Smith**. She can give you copies of our policies
 - email – admin@cchurchnw1.camden.sch.uk

OUR SEN INFORMATION REPORT

We present our SEN INFORMATION REPORT in order to inform parents/carers about the important aspects of our SEND provision:

1. **Effective Leadership, Management and Governance**
2. **Developing the skill and expertise of staff**
3. **The contribution of specialist services**
4. **Identification, assessment and planning - children with SEND**
5. **Reviewing children's progress through individual education plans and structured conversations**
6. **Inclusive teaching and effective support**
7. **Ensuring access to the curriculum**
8. **Providing accessible classrooms + special resources**
9. **Working in Partnership with parents and carers**
Listening to Children and Young People
10. **Managing transitions – joining and leaving our school**
11. **Providing support for safety, personal well-being, attendance + health**

[What school leaders + governors do to make sure that all children feel welcome, feel included and achieve their potential](#)

Our SENDCo has overall responsibility for SEND and inclusion – this means that we regularly discuss SEND issues in our Leadership Team meetings. She also attends regular CPD training to ensure our practice is current. We keep support for children with SEND under review. Our SENDCO

manages the day-to-day provision. She plans the programmes of support for individuals and small groups of pupils with SEND. She has weekly meetings with the head teacher to discuss SEND issues.

She keeps a profile of children we identify as having a SEN and/or a disability.

The SENDCo also keeps a record on the **Christ Church Provision Map** and the class tracker sheets of all the different ways that we provide extra support (for example, support for communication, reading and number) for children with SEND.

We carefully monitor the progress and well-being of children with SEND and the quality of our provision, including teaching and support. For example, senior leaders observe lessons and hold discussions with teachers and support staff.

If something is not working well, we change and improve our provision – we describe these changes in our School Development Plan.

The Governing Body challenges us to make sure we constantly improve the quality of provision for children with SEND and the outcomes that they achieve. We have several parents on the governing body and one of their roles is to represent the views and concerns of all parents, including those with children with SEND.

We have a Governor who takes a particular responsibility for SEND matters. She meets with our SENDCO once a term and makes visits to classrooms looking at learning and teaching. She reports termly to the full governing body.

We fully involve our Governors when we review and revise our SEND policy and our SEN INFORMATION REPORT at the end of each school year. SEND matters are reported termly to the full governing body.

The governing body will involve other bodies including health and social services and the Local Authority support to help meet the needs of SEND pupils where appropriate.

FREQUENTLY ASKED QUESTIONS

Q. What funding does the school have for my child with SEND?

A. We receive funding from the Local Authority at the start of the financial year for supporting children with SEND. School leaders have the responsibility to use the funding to meet the different needs of our children.

Q. How are the school's resources allocated and matched to children's special educational needs?

A. We have to make sure that we use this funding as effectively as possible. Our SENDCo consults parents/carers, the child and the class teacher before making a decision about each support

programme. We review with parents/carers how well each child is doing and agree changes if we need to, for instance, when we involve other professionals to advise and support our day-to-day practice. The SENDCo has access to a SEN budget and the delegated fund. Funding will be used to buy necessary equipment and resources for pupils with SEND. The SENDCo will also apply for the Vulnerable Children's Grant application process in extreme circumstances.

Q. What happens if my child's needs change as he/she gets older?

A. The starting point is to discuss these changes with the SENDCo. If the level of need is becoming higher, parents can work with the school and request an assessment for an **Education Health and Care Plan (EHCP)**. You can find more details about assessment for an Education Health and Care Plan (EHCP) on the Camden SEN INFORMATION REPORT website: www.localoffer.camden.gov.uk. The government has published a useful guide for parents on the new SEND Code of Practice: see page 22 onwards.

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

2. How we develop the skills, knowledge and expertise of school staff

All staff, including **Support Staff**, have regular training and guidance to meet the needs of our children. Our SENDCo has a responsibility to arrange and provide this training.

At least one of our INSETs a term has a SEND focus where we make sure that teachers and TAs attend.

The SENDCo meets with and arranges training for CTs to ensure they:

- have an awareness of the different special educational needs and disabilities of children in our school
- are able to plan and teach/support lessons which meet the needs of all children
- understand the social and emotional needs of children with SEND

Every year we make sure that we understand staff training needs – this includes knowledge and expertise about different SENDs.

We know that children will often have a range of needs.

We provide training for all of our Teaching Assistants who are working with children with particular SENDs, for example, slow progress in communication, reading and number.

We provide specialist training for Teachers and Teaching Assistants who support children with the most complex needs - for example Cerebral Palsy, Visual Impairment, Autism. This training is sourced from Camden TDC, Swiss Cottage, PLSS and Health professionals.

We also provide training for staff new to the school on holding "Structured conversations" with parents and carers.

Members of our SEN team attend training sessions run by national and local organisations. Our Learning Support Assistants meet fortnightly with the SENDCo and all meetings are minuted.

We use the eight national Teaching Standards to develop the knowledge, skill and confidence of all of our Teachers as part of their professional development.

FREQUENTLY ASKED QUESTIONS - Skills, Knowledge and Expertise of school staff

Q. How do you make sure that staff new to the school are able to meet my child's needs?

A. All staff new to the school have an induction programme which includes a meeting with the SENDCO. We provide detailed information about the range of pupils in her/his class and detailed guidance on how to provide high quality teaching and support. We ask parents to contribute their suggestions through our Structured Conversations as we build a programme of support.

Q. Will there be someone in the school who understands my child's needs as soon as she starts?

A. As soon as we know that a child is coming to our school with particular needs, we review our provision and provide relevant ongoing training. In particular, we will provide relevant training and guidance for your child's Class Teacher on meeting his/her needs. Your child will be allocated a Passport to Christ Church so all staff are aware of their needs.

3. The contribution that specialist services and teams make to the progress and well-being of children with SEND

Teaching and support staff work closely with relevant members of specialist services which provide support for our school. The services which are working in our school this year are:

Specialist Service	Frequency	Examples of what they do
Educational Psychologists	6 visits a year	Observation of children. Advice to staff, parents + children Support for assessments
Place 2Be counselling	Twice a week	Support pupils for 1:1 counselling sessions. Run a drop in for pupils to discuss any concerns/worries
The Camden Hearing Impaired service The Camden Visually Impaired service	By referrals for specific children	Support and advice to parents, children school staff on meeting the needs of HI and VI children Staff training
Occupational Therapists	3 per term	Support children with sensory difficulties or difficulties with day-to-day functional skills.

Camden Language and Communication Service	Weekly	Support children with speech and language difficulties.
Camden Physical Disability (PD) Outreach Service	When required	Support children with physical disabilities.
Primary Learning Support Service (PLSS)	Weekly	Support for children with social, emotional and behavioural difficulties
Camden Education Welfare Service	Monthly	Support families of children with poor attendance
Openminded	When required	Support for the emotional and personal development of children Staff training
SCAS (Social Communication Assessment Service)	When required	Helping schools with identification and planning for students with ASD (Autistic Spectrum Disorder)
MOSAIC – supporting children with complex needs	When required	Support children with complex needs.
Social Services	When required	Support complex families
Health visitor/school nurse	Fortnightly	Support children with health difficulties and carries out health checks in Reception and year 6.

Each service has referral and eligibility criteria - this means that service support is targeted on children with higher levels of need.

These services provide a range of support including:

- working one to one and small group work with children
- providing training for teaching and support staff
- helping us to assess needs, plan next steps and review progress

We **will always** involve you in any decisions about whether your child has a special educational need and the best ways to provide support. If your child requires these services, we will involve you in the process at every stage: we will ask you to sign a referral form before the support can go ahead.

You can find more information about specialist services who work with Camden schools in the Local Authority website.

FREQUENTLY ASKED QUESTIONS - The contribution that specialist services and teams make to the progress and well-being of children with SEND

Q. Will I be able to meet the specialist therapist who is working with my child?

A. If your child is receiving support from a specialist team, you will be able to meet a member of the team to discuss your child's progress.

4. How we identify, assess and plan support

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 to better respond to the four areas of need identified in the SEN Code of Practice (September 2014).

The four areas

- **Communication and interaction** – This can include speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD)
- **Cognition and learning** – This can include Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)
- **Social, mental and emotional health** – This can include attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury
- **Sensory and/ or physical needs** – This can include Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy

- **Medical needs:** refer to the policy on Medical Conditions. Where a child has a medical need and SEN, provision is well-coordinated and managed by the SENDCo and HLTA.

We recognise that some children may have more than one Special Educational Need.

The 2015 SEND Code of practice states:

6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

6.16 Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*

- *widens the attainment gap*

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.19 The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.

Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

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 to better respond to the four areas of need identified in the new Code of Practice (September 2014).

It is important to consider what is not SEN, to ensure identification is accurate. At Christ Church we recognise that the following examples would not be considered as a reason to identify a child as SEN:

- short term lapse in progress and learning
- attendance and punctuality
- health and welfare
- housing difficulties
- English as an additional language
- being in receipt of the Pupil premium
- Being a looked after child

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities and contact with the children. 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 Nursery and Reception experiences. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting before arriving at Christ Church. If it is not, then Christ Church School will actively seek this information. This process will be the same for mid-year admissions.

The class teacher and SENCO will use all gathered information to:

- Provide strong starting points for the development of an appropriate curriculum.

- Identify and focus attention on action to support the child within the class.
- Use the school assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Make referral to external agencies for relevant assessment

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Christ Church employ a number of Bengali speaking adults who can assist with assessment and the Local Authority Language and Communication Team can provide fully trained professionals who can speak a number of languages.

Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Cycle of assessment and identifying at Christ Church

1. Teacher/parent/carer raises concern or pupil progress data indicates a lack of progress (using test scores, work in class, reports from staff members)
2. Monitoring by class teacher and SENDCo
3. Targeted intervention put in place and monitored.
4. Child's progress is reviewed.
5. Next steps:
 - Child has made progress and the difference is diminished.

or

-Child has not made progress and more personalised targets and provision are required
 – Child is added to SEND profile. A referral could also be made to outside agency, if appropriate.

If a child is added to or removed from the SEND profile, the parents/carers will always be informed.

You can see more details on how we identify children with SEND in our SEN policy: <https://www.cchurchnw1.camden.sch.uk/policies/>

FREQUENTLY ASKED QUESTIONS – How we identify, assess and plan support

Q. If my child has been assessed as having a SEN, what happens next?

A. Class teachers regularly assess the progress of the children in their class and if they have any concerns, they will talk to the SENDCO and discuss what the next steps will be. Sometimes this will mean extra support from the Class Teacher and/or Teaching Assistant or through a small group intervention. Sometimes we will involve a specialist service.

Q. Will my child have a personal plan?

A. All children with SEND will have an **Individual Education Plan**: we use a variety of approaches. When we have assessed your child's needs we will meet with you and agree a plan and short term targets for progress. The targets will focus on the most important areas of need.

Q. What should I do if I think my child has a SEN?

A. You should contact the school and ask to talk to your child's Class Teacher. S/he will then talk to the SENDCO about possible next steps. The SENDCO will always talk to you about your concerns and may begin an assessment of needs. If there is an agreement that your child has a special educational need the school will work with you to plan a programme of support.

5.How we review your child's progress

It is very important for our school that ALL of our children enjoy success and achievement and make good progress in learning whatever their need.

We use the information we have about each child who has been identified as having SEND to plan a personal programme of SEN support.

We develop this in partnership with parents and the child – working with the SENDCO and the Class Teacher.

This plan will include short term targets and will describe how we will support your child to achieve these targets.

Once a term we review how well all children – including those with SEND – are progressing. We call this our Pupil Progress Meeting.

We will arrange a meeting with parents of children with SEND about how well their child has progressed: this is called a **Structured Conversation**. We will agree new targets and sometimes different ways of supporting, for example, a small reading group with a trained member of staff. We may also arrange a review with any of the external agencies that are working with your child. However, the school may decide to meet with you more frequently if necessary.

We make sure that parents/carers know the next steps for learning for their child.

We will report formally once a year on the progress of all children, including those with SEND, and for some pupils we will provide more frequent reports.

In order to help children with Special Educational Needs, Christ Church will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan), which will be in a child friendly format, provision maps and the SENDCo will have responsibility for ensuring that records are kept and available when needed. Children and parents are fully involved in the target setting process.

Christ Church is provided with a delegated fund to support our pupils with SEN. This fund is used to provide staffing, interventions and specialist equipment. The SENDCo is responsible for managing this, in conjunction with the school bursar and head teacher.

FREQUENTLY ASKED QUESTIONS - [How we review your child's progress](#)

Q. What should I do if I am worried about how my child is progressing and how often will I be able to discuss my child's progress?

A. You will be able to meet your child's Class Teacher each term for a structured conversation meeting. We will also invite you to a meeting once a term to discuss your child's progress during a parents' evening. If you have concerns and worries about your child at any time please contact your child's Class Teacher and we will arrange a meeting to discuss these concerns. We can also respond to particular questions over the phone or by email if you would find this helpful.

[6. How we make sure that teaching and support help your child to learn and make good progress](#)

We know that high quality teaching and well-matched support will make a big difference to the progress of children with SEND.

Making sure that this happens in all classrooms is one of the most important things that our school leaders do.

We make sure that all Teachers and Teaching Assistants have a clear understanding of the learning needs of the children in their class.

Christ Church school leaders – including the SENDCO - work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- carefully differentiated (taking account of different needs) planning which ensures that all children are able to make progress

- supporting the Class Teacher to take full responsibility for the learning and progress of all children
- using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material
- providing a stimulating, rich and interactive classroom environment
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- using our marking policy to make sure that children know how to improve their work
- providing additional adult support from well-trained and well supervised Teaching Assistants
- making available specialist equipment and digital technology to support access and participation in learning
- adapting the environment to ensure all pupils are included.

We help all children to develop their skills as learners – and to persevere when they find learning difficult.

FREQUENTLY ASKED QUESTIONS – How we make sure that teaching and support helps your child to learn and make good progress

Q. How can I help my child with learning at home?

A. We will make sure that when we meet we will share your child's the next steps in learning. We also provide training and guidance for parents on how to help their children at home with reading, writing and mathematics – for example, we provide a parent forum on phonics for parents of children in EYFS and Year 1.

7.How we make sure that children with SEND enjoy a broad and balanced curriculum

We provide a curriculum that is broad, balanced, motivating and accessible to all children.

We want our exciting curriculum to be one of the many reasons our children love coming to school!

We work hard to ensure that all our children achieve in lots of different ways as well as academic learning – for example, in drama, sport, music, dance, showing leadership and taking on responsibilities.

We encourage children with SEND to play a full part in the life of our school. Some of our playground friends have a special educational need and taking this responsibility is helping them to communicate more confidently with other children.

We arrange educational visits and journeys and make sure that all of our children can take part. We carry out a risk assessment and when necessary make reasonable adjustments to plans and arrangements. These adjustments might include taking a taxi to the venue, going on the trip for a shorter length of time or having social story to prepare the child for the trip.

Our **Provision Map** shows additional specialist interventions to accelerate children's progress in, for example, reading, writing and mathematics: we choose these after looking carefully at the research on "What works?"

These sessions run for a limited time, sometimes 12 weeks and will be frequent and short – for example, two or three twenty-minute sessions a week. They are well-taught by a trained Teacher or Teaching Assistant.

Our SENDCO monitors the quality and effectiveness of these interventions every term. For example, we measure a reading level at the start of a reading intervention and then assess progress over time and levels of attainment. If a child is not making sufficient progress and/or is falling short of national expectations, we will consider other forms of support in discussion with you and your child.

We ensure our provision is effective through a number of methods:

The SENDCO regularly observes staff members carrying out SEN interventions and provides them with feedback.

The SLT analyse the data every term – looking at whether interventions have 'diminished the difference'.

We also adapt the curriculum to include children with SEND, for example:

- Different learning materials or specialist equipment e.g sloped writing desk, social stories, visual timetables, task checklists,
- Evidenced based interventions including:
 - For reading and writing - Toe by Toe, Project Code X, 15 minutes a day reading catch up, phonics boosters, Soundroutes, 1:1 tuition, 1:3 tuition,
 - For maths – Number box, 1:1 tuition, 1:3 tuition
 - For Language and communication – Socially speaking group, Lego club, Box Clever, Talk boost, Attention Autism
 - For social and emotional needs – Nurture group, circle of friends, Cognitive behavioural therapy group
- Support from our 'Vulnerable groups coordinator'
- 'Sensory diets' carried out daily
- Environment adaptations – Large screen TV, painted steps and specialist equipment for pupil with Visual Impairment, ramps and adapted toilets for pupils with cerebral palsy.

Exam arrangements for SATs tests e.g adult reader, extra time, individual workspace

Additional staff provide support for learning in the classroom and sometimes in small groups away from the main part of the lesson for a short period of time. These staff include:

Staff	Examples of what they do
Support Staff Teaching Assistants	In-class support working with a child with an EHCP
Higher level Teaching Assistant	Small group support for mathematics and reading. In class support.
Target group teaching assistant	Literacy intervention. Small group for guided reading. In class support. One on one support for pupils with emotional difficulties.

FREQUENTLY ASKED QUESTIONS – How we make sure that children with SEND enjoy a broad and balanced curriculum

Q. What happens if my child is not making progress in reading? Is there any extra support?

A. We provide additional support through a variety of approaches. These include targeted Literacy support in the classroom and in one to one and small group teaching sessions. We always consult you when we are planning to do this and we report back on your child's progress.

Q. Will my child miss out on important lessons in the classroom if they are taken out for an intervention?

A. We will always try to make sure that a child does not miss important parts of a lesson: for example, with the agreement of the child and parent we will run some lessons over the lunch break or during an assembly.

Q. How will my child get involved in extra-curricular activities?

A. The school has a wide variety of clubs and activities that take place before and after school and we monitor the attendance of our most vulnerable children at these activities. If a child needs help to get involved we provide that help.

8.How we make sure that our school and classrooms are safe, accessible and stimulating

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible.

We have an Accessibility Plan though which we are making improvements to the school environment over time – for example, we are removing minor barriers to movement around the school for our pupils with limited mobility; we are improving the clarity of signs around the school to help our children with visual impairment. We have recently painted all steps at school to aid the mobility of pupils with visual impairment.

Specialist teams, for example Physiotherapists, Occupational Therapists and the Camden Hearing and Visual Impairment Support Service provide guidance, advice and equipment for a child with particular access or support needs. We have recently worked with the Physiotherapy team and Occupational Therapist team to ensure pupils with Cerebral Palsy are fully included in the playground.

All children and young people have a vital need to acquire the art of meaningful communication. They require verbal skills to make friends, and, in addition, a good grasp of language and the tools needed for communication will assist them greatly, in school and in later life. These skills are linked to areas such as behaviour, acquiring knowledge, and social and emotional development. The Ofsted School Inspectors handbook emphasises the importance of communication as a fundamental area of learning which should be deeply rooted in the curriculum.

Our school ensures that every activity aiming to develop speaking and listening skills is part and parcel of the Curriculum. Good verbal and listening skills are intrinsically linked to good literary ability and enable children to independently access the curriculum.

Speech and language therapists and specialist language communication teachers work with children with more complex needs in speech, language and communication. This could be one to one with the child, or meeting teachers and assistants on a regular basis to provide strategies and support.

We have a range of equipment designed to support the development of children's coordination and motor skills.

For some children with special educational needs, we provide specialist equipment including digital technology: iPads and lap-top computers.

FREQUENTLY ASKED QUESTIONS – How we make sure that our school and classrooms are safe, accessible and stimulating

Q. How accessible is the building for a child who uses a wheel chair?

A. We are accessible for wheel-chair users and can adapt practise to include a child with long-term limited mobility. We have adapted toilets in both the EYFS and main school.

Q. My child has a visual impairment- will the school be able to meet her needs?

A. We have improved the “visual environment” - for example, the clarity of signs around the school to help our students with visual impairment. We have a classroom

equipped with a large screen TV suitable for a child with VI. We also work closely with the **Camden Sensory Support Service** to make sure that we provide the right kind of specialist resources needed to access the curriculum. We have yellow strips on the steps around the school.

Q. What specialist resources and equipment are available for my child?

A. We aim to provide a service that meets your child's needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our school.

9. How we work in partnership with parents and carers

We know that the active involvement of parents/carers in supporting the education of their child is **one of the most important factors** in ensuring a child's success and achievement.

We know that parents are the first educators of their child and that we need their knowledge to plan effectively.

From our involvement in the Achievement for All project we have developed a style of working with parents/carers - for example, through a regular "listening conversation" - which places parents/carer at the heart of decision-making about their child.

We will always involve parents and children in planning and reviewing progress.

We make every effort to communicate clearly and regularly with parents and carers of children with SEND about, for example:

- how we support their children
- their achievements and their well-being
- their participation in the full life of our school.

We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading.

We welcome and value feedback on how well we are working with our parents.

We try to communicate in plain English and have several bi-lingual staff who can offer translation and interpretation services in Bengali, Italian and French.

FREQUENTLY ASKED QUESTIONS – How we work in partnership with parents and carers

Q. Who do I talk to in the school if I have questions about my child's SEN?

A. The first person to talk to is your child's Class Teacher who will always be happy to meet you, listen to your concerns and discuss how well your child is making progress in day-to-day lessons, about friendships and personal development.

Q. How do I raise concerns about my child?

A. If you have questions or concerns about the particular special educational needs of your child, the school's SENDCO will listen carefully to your concerns, explain the different ways in which the school supports your child and when possible and appropriate come to an agreement about changes to provision and/or support.

It will also be possible to meet members of the specialist services who are working with your child – the SENDCO will organise this meeting.

Q. How will you make sure I am involved in planning and reviewing?

A. We review every child's progress each term and we will invite you to come to the school to discuss progress and next steps with the SENDCO. The SENDCO keeps a careful record of all meetings and an overview of records, provision and the progress of your child.

Q. What can I reasonably expect from the school?

A. We will involve you when we are assessing your child's needs, when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well he/she is progressing. We keep records of our work with children with SEND, which you can look at and contribute to.

Q. Where can I find information about how the school works in partnership with parents and carers of children with SEND?

A. You will find information and support in several places, for example:

- our SEN policy on the school's website
- our newsletters – contain information about meetings with teachers, presentations about how to help your child and all relevant dates, workshops and assemblies
- by speaking to your child's class teacher

You will also find lots of information about how different services in Camden provide help and support to children with SEND and their parents on Camden Local Authority web site - www.localoffer.camden.gov.uk

Q. How can you help me to help my child at home?

A. We run Parent meetings on aspects of learning such as calculation and support for reading.

Q. Is there a special service in Camden that supports and advises parents about issues such as assessment and provision?

A. Yes. It's called the **Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)**.

It is funded by Camden Local Authority but is totally independent in terms of giving advice.

You will find information on the website

<http://www.sendiasscamden.co.uk/>

Email = SENDIASS@camden.gov.uk Tel number = 020 7974 6264

You can also contact the new Camden Service – Independent Supporters - who work directly with young people and the parents of children being assessed for an EHC plan. There is more information on these links to the KIDS organization:

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

Q. What if I am unhappy about my child's provision or progress?

A. We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face-to-face meetings where we will listen carefully to your concerns.

The key principles of the complaints procedure are to:

- resolve complaints at the earliest possible stage using a staged approach;
- make all reasonable adjustments to ensure that parental concerns and complaints are addressed;
- build parents/carers' confidence and trust in the quality of provision that the school makes for children with SEN/LDD.

If you would prefer to speak to an independent adviser, you may wish to talk to SENDIASS, Parent Partnership adviser: 0207 974 6264.

A Five Stage Procedure

If a parent/carer is unhappy about something that is happening at school – for example, their child is making slow progress in learning or appears to be very unhappy in school – the school encourages parents to discuss their concerns with the school in the first instance.

Guidance For Parents

Stage 1 - First of all talk to your child's class teacher – you may need to make an appointment to make sure you have enough time. The school believes that a face-to-face discussion with the class teacher will address most worries and concerns. You can bring along a friend, relative or advocate to the meeting if you want to. The class teacher will listen carefully and take time to understand what you feel was the cause of the concern. S/he will ask you what you would like the school to do to give you confidence about the future and they will make every effort to address the concern informally by making any reasonable change in practice.

Stage 2 - If you are not satisfied with the teacher's response the next step is to discuss the concern with the school's SENDCo. Again, you can bring along a friend, relative or advocate to the meeting if you want to and the SENDCo will listen carefully to your concerns. They will also take account of your discussion with the class teacher and then try to get agreement on the best way forward.

Stage 3 - If you are not happy that the SENDCo has been able to resolve your complaint you can make a complaint to the Headteacher. You should talk informally to the Headteacher first to try and resolve your complaint. However, if you want to go on to a formal complaint, you will need to put this in writing. Please contact Jeanie at the school office to advise you how to do this. You will also find it helpful at this stage to have a copy of the school's Complaints Procedure because this explains in full detail what procedures are followed. You can collect this from the school office.

<https://www.cchurchnw1.camden.sch.uk/wp-content/uploads/2022/05/Complaints-policy-and-procedure.pdf>

The Headteacher will arrange a meeting to discuss the problem - again, you can bring along a friend, relative or advocate to the meeting if you want to. The Headteacher will conduct a full investigation of the complaint and will talk to any staff and or children who are involved. You will receive a written response to your complaint.

Stage 4 - If this stage is unsuccessful, the next stage is to have a conversation with the link SEN Governor to explore the possibility of mediation before you present a complaint formally to a Governors' Complaints Panel.

Stage 5 - If you are still unhappy the next step is to approach the Chair of Governors. In the large majority of cases the problem will have long been solved before this stage. However, if you are not satisfied, you may wish to contact the Chair of the Governing Body for a referral of your complaint to a Governor's Complaints Panel. A group of three governors who have no previous knowledge of the problem will hear your complaint. They will therefore be able to give it a fresh assessment. The panel will invite you to speak at a meeting that the Headteacher will also attend. You will receive a written response to your complaint.

NB: If you are still unhappy you can contact Camden's Special Educational Needs department.

Camden also uses a SEND mediation service:

<http://www.kids.org.uk/Event/sen-mediation-service>

10. How we listen and respond to children and young people with SEND

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children, especially those most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have: giving children the right to choose a preferred adult to talk to
- talking to children and/or groups of children after lesson observations to understand their experience of the lesson
- inviting children to make personal contributions to their Annual Review meetings, for example, through a video montage or power point presentation.
- doing a termly pupil questionnaire on “pupil voice” – giving children their say
- encouraging children to respond to feedback given through developmental marking
- agreeing with them individual targets
- making sure that our School Council is inclusive and represents the whole of our community
- ensuring that our safeguarding procedures are strong and that all staff are well trained
- Place2be lunchtime drop in for children to share their concerns
- We recognise that SEND pupils are more vulnerable to safeguarding concerns. All staff are trained annually on safeguarding and there are clear procedures in place at school to listen to pupils and refer on concerns. SEND pupils have a trusted adult they can speak to if they have a concern. All staff are known: Designated Safeguarding lead (Paula Walker), the Deputy Safeguarding Lead (Amy Stroud) and the Safeguarding Governor (Julie Nicholls).

FREQUENTLY ASKED QUESTIONS – How we listen and respond to children and young people with SEND

Q. Who can my child talk to if s/he is worried about something?

A. We make sure that every child has at least one adult with whom they can talk and share any worries or anxieties.

Q. What should I do if my child says that they do not want to come to school?

A. Talk to your child about any worries or concerns they may have. The first point of contact is the Class Teacher, who can address any concerns your child has shared or use their relationship with your child to encourage them in to the class. The Class Teacher will seek appropriate support if the issues are wider.

11. How we support children joining our school and leaving our school – and making transitions

When a child comes into our Nursery or Reception class, a member of staff will make a home visit and, where relevant, collect information and records from previous Nursery provision. We always encourage parents to visit our Nursery or Reception classes. We plan carefully to help children to feel safe and settle in. We have “Settling in” days, “Lunch-time visits” and “Playground visits”.

You can see our policy on transition from Nursery to Reception at: <https://www.cchurchnw1.camden.sch.uk/wp-content/uploads/2019/10/Christ-Church-EYFS-Policy-2019.pdf>

We create a **Passport to Christ Church** to help teachers and support staff understand your child’s SEND.

When a child moves up to the next class, we organise “Hand-Over” meetings where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children.

We also provide an opportunity for parents and their children with SEND to meet the new teacher and TA before the start of the school year.

Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them

When a child comes to our school in the middle of a term, we plan a range of support – depending on the particular needs of each child. This often involves a team of “Buddies” to help her/him settle in to the new class and provide help to find their way around the school.

Other Transitions	The key focus	Who involved	What we do
Primary to Secondary	<ul style="list-style-type: none"> - Support for move to new building and curriculum - Support for friendships and well being - Planning support for learning 	<ul style="list-style-type: none"> - Primary + Secondary SENDCOs - Head of Year - Learning Mentor 	<ul style="list-style-type: none"> - Attend Induction days - Hold Transition meetings with parents - Invite visits to our schools - Secondary SENDCO attends Year 6 Annual Reviews
Mid-term	<ul style="list-style-type: none"> - Support for 	<ul style="list-style-type: none"> - SENDCO 	<ul style="list-style-type: none"> - Meet pupil and parents

admissions	coming to a new school – e.g. learning, friendships and well-being	- Teacher	- Assess needs - Go through classroom routines and weekly timetable - Tour the school - Pupil buddy
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FREQUENTLY ASKED QUESTIONS - [How we support children joining our school and leaving our school – and making transitions](#)

Q. What happens when my child – who has a SEN statement/Education Health Care plan - moves on to secondary school?

A. We invite parents and the Secondary school SENDCO to take part in the Annual Review of the Statement/Education Health and Care plan in year 6.

We then provide extra escorted and supported visits to the secondary school: these involve a tour of the school and a meeting with the Form Tutor. We then discuss with the secondary SENDCO any extra support for each child depending on her or his needs.

Q. Who do I talk to about my child moving between Reception and Year 1 and between Key Stage 1 and Key Stage 2?

A. All classes participate in transition days at the end of the year to get to know their new teacher and as an opportunity to experience their new classroom. If you are further concerned about this then the starting point would be your child’s current Class teacher. You might then want to talk to the SENDCO, who may then arrange a further meeting with your child’s new teacher.

Q. What might change about my child’s support when he moves to secondary school?

A. Our SENDCO will make sure that the Secondary school is fully aware of his/her needs and will explain what was most effective and successful for him/her in the primary phases of education. The Secondary school will then plan a programme of support suitable for the secondary curriculum. The Christ Church SENDCO will arrange visits with parents to a range of secondary schools to support parents in choosing the right secondary school for their child.

Q. How do I find out about who the new point of contact will be in the new school?

A. You should request a meeting with the school’s SENDCO as soon as possible after your child starts secondary school. The SENDCO holds all the records on children with SEND new to the school and s/he will let you know about who the person you need to contact for your child.

[12. How we support children’s health and general well-being – including their safety, attendance + positive behaviour](#)

The school takes the personal development and well-being of children very seriously.

We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles.

We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships.

We address many of these issues in our PHSE (Personal Health and Social Education) curriculum.

We encourage children to develop confidence and resilience through teaching, social play opportunities and through more targeted support where this is needed. We teach children to develop resilience through **Building Learning Power** activities, which encourage children to reflect on their own learning and develop perseverance.

We promote positive behaviour as part of our whole school mission statement – for example, through group and paired work.

You can read more about our approach to behaviour in our policy:

<https://www.cchurchnw1.camden.sch.uk/wp-content/uploads/2023/09/Behaviour-Policy-Autumn-2023.pdf>

We have a zero tolerance approach to bullying and talk about all aspects of bullying in assemblies and lessons: we have very little bullying in our school but when it does occur we work with the children involved to make sure that it does not happen again.

We have a whole school policy on anti-bullying:

<https://www.cchurchnw1.camden.sch.uk/wp-content/uploads/2021/11/Anti-bullying-Policy.pdf>

When a child returns to school after a fixed-term exclusion, the Head teacher meets the parents and child together to agree a support plan to help her or him settle back into school and make good progress in learning.

We have a “playground friend” system - older children (and some of these have SEND) help children in the playground to join in games and activities and “mediate” when there are arguments and disputes.

We have an in-house counselling service called Place2Be for 1 and ½ days a week. Pupils are able to attend a lunchtime ‘drop in’ to discuss any of their worries and there are also appointments for longer term counselling. The counsellors are happy to speak to parents

about any concerns they may have about their child's emotional, mental and social wellbeing.

We make sure that our school council is representative of the population of the school and we encourage and support children with SEND to take on whole school responsibilities, for example, chairing meetings and using their pupil voice to good effect in Camden-wide debates.

We have an up to date policy on how we manage medical needs. See our website <https://www.cchurchnw1.camden.sch.uk/wp-content/uploads/2021/05/Medical-Needs-Policy.pdf>

A senior leader has responsibility for Health and Safety concerns across the school.

Children with serious medical needs have an Individual Health Care Plan which sets out

- The medical condition and resulting needs, e.g. medication + treatment; environmental issues
- Support for educational and emotional needs
- Who provides support: their role and training and who needs to be aware
- Arrangements for working with parents/carers
- Support for long term absence
- Support on School trips and journeys
- Emergency procedures

When a child with medical needs is absent long term from school we make sure we keep her or him in touch with learning and friendships.

Our school Nurse visits school fortnightly. Staff can consult with her on issues regarding medical needs. She supports staff with writing Individual Medical Plans and carries out regular training on use of Epi-pens and asthma inhalers. She carries out screening checks of children in Reception and Year 6.

We support all children to attend school regularly, for example through providing an enjoyable and stimulating curriculum and through home support where this is needed. Our policy on attendance describes why and how we promote high attendance for all children.

<https://www.cchurchnw1.camden.sch.uk/wp-content/uploads/2021/09/Attendance-and-Punctuality-Policy.pdf>

We provide specialist support and up to date training for staff on safeguarding, keeping children safe and meeting children's emotional needs.

All of our staff and governors have **an up to date** DBS check (Disclosure and Barring Service).

FREQUENTLY ASKED QUESTIONS – PERSONAL DEVELOPMENT AND SAFETY

Q. Who will watch out for my child at playtimes to make sure they are safe and well?

A. We have a well-trained team of Playground Assistants who organise games and activities. A very important part of their role is to keep a close eye on everything that is happening at lunch and break times and intervene if any child is feeling stressed or sad.

HOW WILL WE KNOW IF WE ARE SUCCESSFUL?

We constantly monitor important evidence for success – we take action where we are not successful

These are the things – the facts and data - we look at to make sure we are meeting the needs of children with SEND

- A. Their academic standards and good progress
- B. Their behaviour – for example, few exclusions
- C. Attendance – high
- D. Their involvement in activities, visits and clubs
- E. Taking responsibility - involved in the full life of the school
- F. Destinations and smooth transitions – e.g. feedback from secondary schools
- G. Parent feedback – their confidence and trust
- H. Parental complaints – few + resolved

We also want to understand the experience of children with SEND so we are looking at the best ways to do this – to ask about

- I. Children's sense of inclusion
- J. Positive attitudes to self, peers and school: positive friendships
- K. Their personal resilience and confidence as learners

GLOSSARY – WHAT WORDS AND PHRASES MEAN

Word	What this means
1. Leaders, Managers and Governors	
SENDCO	This is the person who leads on the day to day operation of our SEN procedures following guidance in the SEN Code of Practice
SEN profile	This is a record of all children with an identified SEN
Provision map	This details all the different ways that we provide extra support (for example, support for communication, reading and number) for children with SEN.
Passport to Christ Church	This is a document that helps staff get to know children's likes and dislikes and difficulties so that they can best support them.
SEN policy	This is for staff, parents/carers and governors to see our clearly set out SEN procedures.
Individual Education Plan (IEP)	A child that has been identified as having a SEN will receive an IEP. The targets will focus on the most important areas of need and will be agreed upon.
Education Health and Care Plan (EHCP)	This has replaced the Statement of Educational Need. It is a plan for short, medium and long term goals which begins with the child's views and wishes.
2. How we develop the skills, knowledge and expertise of the school community	
Support Staff Teaching Assistant (TA)	Supporting the needs of children with SEN
Structured conversations	These are designated times set aside for more detailed conversations between teachers and parents/carers.
Building Learning Power	This is an approach to learning which develops learning muscles in order to help learners grow and achieve.
3. The contribution that specialist services and teams make to the progress and well-being of students with SEND	
Educational Psychologists	Supporting a wide range of needs in children in order to overcome barriers to wellbeing and learning.
The Hearing Impaired service	Supporting schools with children who are

Word	What this means
	hearing impaired.
The Visually Impaired service	Supporting schools with children who are visually impaired.
Camden Sensory Support Service	Supporting schools to provide the right kind of specialist resources needed to access the curriculum
Occupational Therapists	Developing and strengthening the physical and sensory needs of children.
Speech and language therapists	Supporting the speech and communication needs of children.
CAMHS Team – Child and Adolescent Health Service	Supporting the emotional and personal development of children.
MOSAIC	Supporting children with complex needs.
Social Services	Supporting families and schools with planning improvements for family life .
SCAS	Helping schools with identification and planning for students with ASD.
Health visitor/school nurse	Helping schools and families address health concerns of children. They will also carry out statutory health checks in school.