Christ Church C.E. School
SEN Information Report
September 2026

Christ Church C of E Primary School

Regents Park
NW1 4BD

'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

At Christ Church, our Christian faith is at the heart of everything we do. We are a caring and inclusive school community where children, parents, and staff work together for the good of all.

"For we are all God's handiwork, created in Christ Jesus to do good works."
— Ephesians 2:10

We believe that every child is unique, valued, and created by God. Our aim is to help every child thrive — socially, emotionally, spiritually and academically — so they grow into confident, compassionate and capable individuals.

Our six Christian values shape daily life at Christ Church and guide how we learn, play, and grow together:

Creation – Celebrating the world and our role in it

Wisdom – Seeking knowledge and making wise choices

Thankfulness – Showing gratitude for all we have

Community – Supporting and loving one another

Endurance – Persevering through challenges

Reconciliation – Forgiving and building peace

These values are woven throughout our teaching, worship and relationships.

An Inclusive, Ambitious Education for All

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. We are proud of our inclusive approach and our commitment to working in partnership with families, especially those of children with special educational needs or disabilities.

What Is the SEN Information Report?

At Christ Church, we want every parent and carer to understand how we support children with **Special Educational Needs and Disabilities (SEND).**

Our **SEN Information Report** explains:

- How we welcome and support children with SEND in our school.
- The help we provide so they can learn, achieve and thrive.
- How we work closely with parents, carers and children.
- What we offer to remove barriers and ensure every child feels included and valued.

This report is updated regularly and reviewed with input from parents and children.

Next review: Autumn 2026

The Legal Framework

Our SEN Information Report follows:

The **Children and Families Act 2014**

The **SEND Code of Practice (2015)**

The **SEND Regulations 2014**

These set out schools' duties for supporting children with SEND, including how we create and review EHCPs, the role of our SENDCo, and how we work with families.

What Kind of School Is Christ Church NW1?

Christ Church NW1 is a **one-form entry Church of England primary school** in Camden, welcoming children from **ages 3 to 11**, including our **Nursery for 3–4-year-olds.**

We're a small, close-knit community where every child is known and valued. Our aim is to create a **safe, inclusive and nurturing environment** where all children – including those with SEND – feel supported, respected, and able to thrive.

> *"Pupils are happy and kept safe in school... Christ Church is like one big family."* — **Ofsted, 2022**

> " The school goes above and beyond to prioritise the wellbeing of pupils and adults in its community." **— SIAMS, 2025**

Feedback from our community reflects our strong focus on wellbeing:

> **What our pupils say:** *"Everyone cares for each other and treats each other like a family, so you feel really safe."*

> **What our parents say:** *"They always find time for parents at the end of the day."*

> **What inspectors say:** *"The school prioritises wellbeing and self-esteem and works flexibly with families."*

Our Vision for SEND at Christ Church NW1

At Christ Church, we believe every child should be celebrated, supported, and fully included in school life.

What We Believe:

Diversity is our strength – we value and learn from each other.

Every achievement matters – we celebrate all progress, big and small.

Parents are partners – we hold structured conversations to listen and plan together.

Early support is key – identifying needs early helps us give the best support.

Expert support is available – we provide the right resources to help every child thrive.

Inclusive classrooms – all staff are trained to support children with SEND in every lesson.

Working With Others

Our SENDCo actively collaborates with other schools to improve our provision:

Attends **Camden SENDCo forums** to stay informed.

Works with local **cluster groups** to share best practice.

Takes part in school visits and joint projects – recently on improving writing for SEND learners.

Who to Contact:

Executive Head Teacher – Lee Duffy
Provides strategic leadership, focusing on driving school improvement, raising standards and ensuring high quality teaching.

Head Of School - Amy Stroud
Leads our inclusive ethos and high expectations for all pupils

SENDCo - Hollie Kostis
Leads day-to-day SEND support and works directly with families
senco@cchurchnw1.camden.sch.uk

SEND Governor – Ann Cross
Monitors SEND provision and supports the school's strategic direction

Office Manager - Jeannie Smith
Provides printed policies and other information
admin@cchurchnw1.camden.sch.uk

FAQ – Funding and resources

Q: What funding does the school receive for SEND?

A: We receive funding from Camden Local Authority each year to support pupils with SEND. This helps us provide staff, resources and interventions tailored to individual needs.

Q: How are resources allocated?

A: Our SENDCo works with parents, teachers and the child to decide how best to use resources. We regularly review how well support is working and make changes if needed. Resources may include specialist equipment, targeted interventions and extra adult support. In exceptional cases, we can also apply for extra funding (such as the Vulnerable Children's Grant).

Q: What if my child's needs change?

A: We understand that children's needs may change over time. If support needs to increase, we will review this with parents and staff and consider requesting an Educational Health Care Plan (EHCP) assessment.

Find out more about EHCPs and Camden's Local Offer:
🔗 https://families.camden.gov.uk/send-local-offer/

The government's SEND Guide for Parents (starts on page 22):
🔗 SEND Guide for Parents – GOV.UK

FAQ – Staff Training

Q. How do you make sure staff understand my child's needs?

A: All staff get regular SEND training and new staff meet with the SENDCo during induction. Your input is valued through Structured Conversations, helping us build a clear and tailored support plan for your child.

Q. Will someone be prepared to support my child from the start?

A: Yes. As soon as we know a child with additional needs is joining us, we review our provision and plan staff training specific to their needs. We use a "Passport to Christ Church" so all staff are aware of your child's strengths and needs.

How We Work with Specialist Services

At Christ Church, we work closely with a wide range of specialist professionals and services to support the progress, wellbeing and inclusion of children with SEND. They offer one-to-one or small group sessions, train and guide our teaching staff.

We always involve parents at every stage and will ask for your consent before referring your child to a specialist service.

Services Currently Working with Our School

Specialist Service	How Often?	What They Do
Educational Psychologist	6 visits/year	Observes children, supports assessments, gives advice to staff and families
Place2Be Counselling	Twice a week	Offers 1:1 counselling and pupil drop-in support for wellbeing
Camden Hearing & Visual Impairment Services	By referral	Supports children with hearing or visual needs; provides staff training
Occupational Therapist	3 times/term	Helps with sensory and physical needs, like handwriting and motor skills
Camden Language & Communication Service	Weekly	Supports speech and language development
Camden Physical Disability Outreach	As needed	Advises on meeting physical accessibility and learning needs
Primary Learning Support Service (PLSS)	Weekly	Supports social, emotional and behavioural needs
Camden Education Welfare Service	Monthly	Supports attendance and works with families
Open Minded (Mental Health Support)	As needed	Helps with emotional wellbeing and staff training
SCAS (Social Communication Assessment Service)	As needed	Supports children with Autism Spectrum needs

Specialist Service	How Often?	What They Do
MOSAIC (Complex Needs)	As needed	Helps children with multiple or complex SEND needs
Social Services	As needed	Supports families with complex situations
School Nurse / Health Visitor	Fortnightly	Provides health checks and supports medical needs

Note: Services are provided based on referral criteria and level of need.

Identifying and Supporting Children with SEND

At Christ Church, we work hard to identify and support any child who may need extra help in school. If a child needs provision that is *"different from or additional to"* what is normally available, we will take action quickly and with care.

The Four Areas of Need

We follow the SEND Code of Practice and consider whether a child's needs fall into one (or more) of the following areas:

1. **Communication and Interaction**
   e.g. speech and language difficulties, Autism Spectrum Disorder (ASD)
2. **Cognition and Learning**
   e.g. dyslexia, dyspraxia, moderate or severe learning difficulties
3. **Social, Emotional and Mental Health**
   e.g. ADHD, anxiety, attachment issues, emotional regulation difficulties
4. **Sensory and/or Physical Needs**
   e.g. vision or hearing impairments, cerebral palsy, sensory processing difficulties

We also consider **medical needs**, which may overlap with SEND. Our SENDCo works closely with the Higher Level Teaching Assistant (HLTA) and medical staff to ensure all needs are met.

What Is *Not* Considered SEND

Not all difficulties mean a child has special educational needs. At Christ Church, we are careful to make the right diagnosis. We aim to understand each child in context before making decisions about SEND.

The following situations on their own do *not* mean a child has SEND:

- Temporary gaps in learning
- Poor attendance or punctuality

- Health or housing problems
- English as an Additional Language (EAL)
- Being eligible for Pupil Premium
- Being a Looked After Child

Supporting Children with English as an Additional Language (EAL)

If your child is learning English as an additional language, we make sure that any assessments are fair and accurate. Our Bengali-speaking staff and local authority specialists help ensure language needs are not confused with learning difficulties.

How We Support Children with SEND at Christ Church NW1

We want every child to feel successful and make good progress, whatever their needs. If your child has special educational needs or disabilities (SEND), we follow a clear support process and work closely with you every step of the way.

Our SEND Support Cycle:

We use the **Assess – Plan – Do – Review** approach:

Assess – We gather information from you, your child, teachers, and support staff.

Plan – Together, we agree on clear goals and how we'll support your child.

Do – We put support in place through classroom strategies or extra help.

Review – We meet regularly to look at progress and adjust the plan as needed.

FAQs – Reviewing Progress

Q: What personalised support will my child get?

A: If your child has SEND, they will have a personalised support plan which may include clear, achievable goals. Some children will have an IEP – a short, child-friendly document that includes:

- Clear targets
- What support is in place
- When it will be reviewed

Q: How will I be kept up to date with my child's progress?

A: Through regular reviews and meetings. We hold structured conversations once a term with your child's teacher. There will be parents' evenings and annual reports for all families and input from outside professionals if your child is receiving extra support. We'll always explain your child's next steps and how you can support learning at home.

Q: What if I'm worried about how my child is doing?

A: You can contact us at any time to arrange a meeting with your child's teacher or the SENDCo. We also offer support by phone or email if that's easier.

At Christ Church, we know that high-quality teaching and the right support make a big difference in helping children with SEND succeed. Making sure this happens in every classroom is a top priority for our school leaders.

FAQs — How Can I Help My Child at Home?

Q: How can I support my child's learning at home?

A: When we meet, we'll always share your child's next learning steps. We also offer training and guidance for parents on supporting their child at home, including reading, writing, and maths. For example, we run a parent forum on phonics for families with children in Early Years Foundation Stage (EYFS) and Year 1.

FAQs — How do we make sure children with SEND enjoy a broad and balanced curriculum?

Q: Is learning just in the classroom?

A: We support children's personal development through a wide range of activities beyond academic subjects, including: Drama, sport, music and dance. We also offer leadership opportunities, such as becoming a playground friend, school council member or faith ambassador.

Q: Can my child go on school trips?

A: All children are included in school trips. To make this possible, we carry out risk assessments and make reasonable adjustments such as: using taxis for transport, shortening trips where needed and creating social stories to help children prepare.

Q: Are there specialist support and interventions in place?

A: To support progress in reading, writing, and maths, we offer targeted, short-term interventions that are based on proven methods. They usually run for a set period, take place in short sessions and are delivered by trained staff. Progress is closely monitored by our SENDco and if a child needs future support, well work with you to review and adapt the plan.

Q: How are you adapting the curriculum for SEND?

A: We make learning accessible by using specialist tools and materials – like sloped desks, visual timetables, checklists, and social stories. We use proven interventions, such as:

Reading & Writing: Toe by Toe, Project Code X, phonics boosters, 1:1 support

Maths: Number Box, 1:1 tuition

Language & Communication: Lego Club, Talk Boost, Socially Speaking

Social & Emotional Support: Nurture Group, CBT groups

Daily sensory diets where needed, support from our vulnerable groups coordinator and advice from external agencies.

Q: What if my child struggles with the classroom environment?

A: Adjusting the environment is just as important adapting the curriculum for children with SEND. We make physical and sensory adjustments to ensure all children can access school life, including large screens and painted steps for visual support. Ramps and adapted toilets for physical needs and special exam arrangements like extra time, quiet spaces, or adult readers.

FAQs — Curriculum and Support

Q: What happens if my child is not making progress in reading?

A: We offer extra support in the classroom and through 1:1 or small group teaching. We always talk with you before starting this and keep you updated on progress.

Q: Will my child miss important lessons if taken out for interventions?

A: We try to avoid this by scheduling interventions during lunch breaks or assemblies, with your and your child's agreement.

Q: How can my child get involved in extracurricular activities?

A: We have many clubs before and after school. We keep an eye on attendance for vulnerable children and provide extra help so everyone can join in.

FAQs — School Accessibility

Q: Is the school accessible for a child who uses a wheelchair?

A: Yes! Our school is wheelchair accessible. We have adapted toilets in both the Early Years Foundation Stage (EYFS) and the main school. We also adapt practices to include children with long-term mobility needs.

Q: My child has a visual impairment — how will the school meet her needs?

A: We've improved the school's visual environment with clear signs and yellow strips on steps. We have a classroom with a large screen TV for children with visual impairments. We also work closely with Camden Sensory Support Service to provide specialist resources.

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

A: We tailor support to meet your child's needs. If your child requires Occupational Therapy or Physiotherapy, we can arrange for these services to be delivered at school.

FAQs — Partnership with Parents and Carers

Q: Who do I talk to if I have questions about my child's SEN?

A: Your child's Class Teacher is the best person to start with. They are happy to meet, listen to your concerns, and discuss your child's progress, friendships, and development.

Q: How do I raise concerns about my child?

A: If you have concerns about your child's SEND, the SENDCO will listen carefully, explain the support available, and work with you to agree on any changes. The SENDCO can also arrange meetings with any specialists working with your child.

Q: How will I be involved in planning and reviewing my child's support?

A: We review every child's progress each term and invite you to discuss progress and next steps with the SENDCO. The SENDCO keeps detailed records of meetings, support, and progress.

Q: Where can I find information about how the school works with parents of children with SEND?

A: You can find information in several places:

The SEN policy on the school website

Newsletters, which include dates for meetings, workshops, and helpful presentations

Talking to your child's class teacher
You can also find lots of support on Camden Local Authority's website:
https://families.camden.gov.uk/send-local-offer/

Q: How can the school help me support my child at home?

A: We run parent meetings and workshops on topics such as reading support and maths strategies.

Q: Is there a special service in Camden that supports and advises parents?

A: Yes, it's called **SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)**. It's independent but funded by Camden Local Authority. You can find information and contact details here:

Website: http://www.sendiasscamden.co.uk/

Email: SENDIASS@camden.gov.uk

Phone: 020 7974 6264

There is also an Independent Supporters service to help families with EHC plan assessments:

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

What If I'm Unhappy About My Child's Provision or Progress?

We want every parent to feel happy with their child's support. If you have worries or complaints, we will listen and work to resolve them quickly.

Here is the five-stage complaints process:

Talk to your child's Class Teacher first. You can bring a friend or advocate if you like. The teacher will listen carefully and try to resolve your concerns informally.

If not resolved, speak to the SENDCO. Again, you can bring someone to support you. The SENDCO will review your concerns and work towards a solution.

If still unresolved, talk to the Headteacher. You can meet informally or submit a formal written complaint. The Headteacher will investigate and respond in writing.

If needed, speak to the SEN Governor about mediation before going to a Governors' Complaints Panel.

If still not satisfied, approach the Chair of Governors for a referral to a Complaints Panel, which will hear your case and give a written response.

If you remain unhappy, you can contact Camden's Special Educational Needs department or use Camden's SEND mediation service:

https://www.kids.org.uk/mediation-home/

How We Listen and Respond to Children with SEND

At Christ Church, we believe the best way to know if a child feels happy, safe, and included is by truly listening to them—especially our most vulnerable pupils.

Here's how we make sure every child's voice is heard and acted upon:

- Children can talk to a trusted adult whenever they have worries or concerns.
- After lessons, staff often check in with children or groups to hear their thoughts.
- Children are encouraged to contribute to their Annual Review meetings, sometimes using videos or presentations.
- Every term, children complete a "pupil voice" questionnaire to share their feelings and opinions.
- Children help set their own learning targets and respond to feedback on their work.
- Our inclusive School Council represents all parts of the school community.
- We have strong safeguarding procedures and all staff are trained annually to keep children safe.
- Place2Be offers a lunchtime drop-in space for children to share any concerns.
- Each child with SEND has a trusted adult they can speak to at any time.

FAQs

Q: Who can my child talk to if they are worried about something?

A: Every child has at least one trusted adult they can talk to and share their worries or anxieties.

Q: What should I do if my child says they don't want to come to school?

A: Talk with your child to find out what's worrying them. The first person to contact is your child's Class Teacher, who will listen to your child's concerns and work to support them. If the worries are bigger, the Class Teacher will seek extra support.

Q: Who are the key safeguarding staff?

- Designated Safeguarding Lead: Amy Stroud
- Deputy Safeguarding Lead: Lee Duffy
- Safeguarding Governor: Julie Nicholls

FAQs – How do we support children joining and leaving our school?

Q: How is my child supported when starting Nursery or Reception?

A: We will have a parent meeting in school before your child starts to get to know your child and gather important information. We invite parents to visit Nursery or Reception classes before your child starts and organise settling in days, lunchtime visits, and playground visits to help your child feel safe and comfortable.

Q: How is my child supported when they move up to a new class?

A: We create a "Passport to Christ Church" to share your child's SEND needs with new teachers and support staff. Children are given transition booklets with information about their new classroom, teachers and support staff so they can read it over the holidays to help them prepare for the new school year.

Q: What happens if my child joins mid-year?

We will meet with you and your child, explain routines, and offer a school tour. New children joining during the school year receive tailored support to settle in. We may assign a "buddy" to help your child find their way and make friends.

Q: What happens when my child with a SEN statement or Education Health and Care Plan moves to secondary school?

A: We invite parents and the secondary school SENDCO to the Year 6 Annual Review. We also arrange extra escorted visits to the secondary school for your child to meet the Form Tutor and explore the new environment. The primary and secondary SENDCOs work together to plan any extra support your child needs.

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

A: All children take part in transition days at the end of the school year to meet their new teacher and visit their new classroom. If you have concerns, start by talking to your child's current Class Teacher. If needed, the SENDCO can arrange further meetings with the new teacher.

Q: What might change about my child's support when they move to secondary school?

A: The SENDCO will ensure the secondary school understands your child's needs and what worked well in primary school. The secondary school will then plan support tailored to their curriculum and environment. We also help families visit secondary schools to choose the best fit for their child.

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

A: After your child starts secondary school, request a meeting with the school's SENDCO. They will have your child's records and will let you know who to contact about your child's support.

FAQ – Children's health and well- being, Personal Development and Safety

Q: How do you support my child's health and well-being?

A: At Christ Church, we know children learn best when they feel safe, confident, and happy. That's why we focus on supporting their personal development and well-being. Our PHSE lessons help children build confidence, resilience, and friendships, especially for those with SEND. We encourage perseverance and reflection. We promote positive behaviour through teamwork and have a zero-tolerance policy on bullying. If bullying happens, we work closely with children and families to stop it.

Read our Behaviour Policy:

https://www.cchurchnw1.camden.sch.uk/attachments/download.asp?file=709&type=pdf

Read our Anti-Bullying Policy here:

https://www.cchurchnw1.camden.sch.uk/attachments/download.asp?file=650&type=pdf

Q: What if my child needs extra support with their well-being?

A: We offer counselling through Place2Be, with drop-in sessions at lunchtime and longer appointments. Counsellors can also support parents.

Q: What if my child has medical needs?

A: Children with medical needs have Individual Health Care Plans (IHCPs) to ensure proper support at school and on trips. Our school nurse visits regularly to support children and staff.

https://www.cchurchnw1.camden.sch.uk/attachments/download.asp?file=446&type=pdf

Q: Who looks after my child during playtimes to keep them safe and happy?
A: Our well-trained team of Playground Assistants organise games and keep a close eye on children at breaks and lunchtimes, stepping in if a child feels upset or stressed. Our "playground friends" system helps children, including those with SEND, join games and resolve disputes.

Glossary

Word / Phrase	What This Means
SENDCO	Person leading the day-to-day SEN procedures, following the SEN Code of Practice.
SEN Profile	Record of all children identified with special educational needs (SEN).
Provision Map	Details all extra support provided for children with SEN (e.g., communication, reading, number support).
Passport to Christ Church	Document helping staff understand a child's likes, dislikes, and difficulties to support them better.
SEN Policy	Document outlining SEN procedures for staff, parents, and governors.
Individual Education Plan (IEP)	Plan with targets focused on the child's key SEN needs, agreed by staff and parents.
Education Health and Care Plan (EHCP)	A plan setting short, medium, and long-term goals, based on the child's views; replaced Statement of SEN.
Support Staff / Teaching Assistant (TA)	Staff who assist children with SEN in class and other settings.
Structured Conversations	Designated times for detailed discussions between teachers and parents/carers.

Word / Phrase	What This Means
Building Learning Power	Teaching approach developing learning skills like resilience and perseverance.
Educational Psychologists	Specialists supporting children's learning and emotional wellbeing.
Hearing Impaired Service	Service supporting children with hearing difficulties.
Visually Impaired Service	Service supporting children with visual impairments.
Camden Sensory Support Service	Provides specialist resources to help children with sensory needs access the curriculum.
Occupational Therapists	Help develop children's physical and sensory skills.
Speech and Language Therapists	Support children's speech, language, and communication needs.
CAMHS (Child and Adolescent Mental Health Service)	Supports emotional and personal development of children.
MOSAIC	Supports children with complex needs.
Social Services	Help families and schools with planning improvements for family life.
SCAS (Specialist Child and Adolescent Services)	Helps identify and plan for children with Autism Spectrum Disorder (ASD).
Health Visitor / School Nurse	Supports health concerns, carries out statutory health checks, and helps with medical needs in school.