

Christ Church New Malden Primary School

SEN Information Report 2021-2022

At Christ Church, we are committed to valuing each child as an individual and ensuring that they reach their full potential. We are committed to providing high quality teaching for all children and to support our children to 'Become the Children God made us to be'.

We understand that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

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

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

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

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

Admission for pupils with SEN

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

How do we identify and assess pupils with SEN?

- The school uses a range of information to identify and assess pupils with SEN, based on our knowledge of the children, information from engagement and attainment in class. Once concerns are raised then we are able to use formal assessment or screen tools where appropriate. (eg phonic check monitoring, YARC, progression tool, Speechlink, PASS survey, analysis of GL assessments)
- We monitor the progress and attainment of all children closely. We use tracking data and assessment to identify where children may be experiencing difficulties.
- Further in-class support and small group intervention may be implemented and progress monitored.
- Further assessments can be carried out by the class teacher, specialist TAs or the SENCO.
- If concerns continue then the SENCO may seek advice from other professionals with regards to further assessment and identification of specific needs.
- The school has an open-door policy and should parents / carers wish to discuss a concern with their child's learning then they can make an appointment with the class teacher or SENCO.
- The school holds a register of children with identified needs and who are on the SEN register at SEN Support. In addition to this, we also have a list of children who are a 'cause for concern' and are monitored to check whether they are making adequate progress or whether further support is needed.

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

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

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

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

- Whole-school level: The Assess, Plan, Do, Review cycle starts at the whole school level. The leadership team regularly discusses the SEN needs of each year group to ensure that interventions are matched to identify needs.
- Year group: We track and monitor the progress of all children from nursery to Y6 at a termly pupil progress meeting involving all year group teachers, TAs and members of the Senior Leadership Team including the SENCO. Children already at SEN support and who are entitled to Pupil Premium funding are the focus of discussion to ensure that progress is being made and which interventions and assessments are

needed. Our staff are vigilant at raising concerns and will do so at this meeting. Plans can be made for intervention groups and further assessments. Further meetings with the SENCO can easily be arranged. Children's Social and Emotional Health forms part of these meetings as we recognise that SEMH difficulties can have a significant impact on children's learning. We monitor the progress of all children receiving additional support to ensure that the provision we are putting in place is having the impact we expect.

- Individual: When the school identifies that a child requires additional support they will be placed on the SEN support register. Parents will be involved in discussions around their child's needs and they will be informed if their child is placed on the SEN support register. The school uses a 'Pupil Passport' format. This is drawn up in collaboration with parents, class teacher and the SENCO, identifying strengths and barriers to learning. Parents and children work together to complete a one-page profile that will then contribute to the learning passport. The Pupil Passport identifies longer term outcomes and targets which are set and reviewed termly. In line with the Code of Practice, parents are invited to discuss their child's needs and support on a termly basis. Support that is given to children will continue to be monitored to ensure that the provision that is in place is having the impact that we are expecting.

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

Effective SEN support is more than just a focus on literacy and numeracy skills - we consider the effectiveness of support with the whole child in mind. Progress in many areas of the support that children receive can not be judged by data, but by changes in a child's confidence and self-esteem, readiness to learn, friendships or being able to express how they are feeling or to communicate their ideas.

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

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

CCNM formally tracks effective provision - our termly pupil progress review meetings focus on progress and the assessment information from teachers will show whether good progress is being made. Effective SEN provision in literacy and maths can be seen as narrowing the gap between the child and their peers or preventing the gap from widening.

We have developed a system of evaluating intervention groups based on the numbers of children exceeding / meeting / partially meeting or not meeting the targets for the intervention. This information is used to create an 'effectiveness' score which enables the SENCO, SLT and year group team to easily review the impact of the sessions.

Our approach to teaching pupils with SEN includes:

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

CHRIST CHURCH NEW MALDEN MEETING NEEDS AND CLOSING GAPS

The first section of this document sets out how we support children with a range of SEN needs. The second section sets out specific interventions and strategies for children who are 1s, weak 2s and strong 2s, and children who are otherwise vulnerable, for example they flagged up with low PASS data.

SEN	QUALITY FIRST TEACHING	INTERVENTION	INTERVENTION - SPECIALIST
Dyslexia / SpLD / Cognition and learning	Broken down instruction Coloured overlays Written instructions Use of visuals Scaffolded tasks Differentiated learning and homework Coloured backgrounds Seating arrangements	Precision teaching - daily Pre-teaching Gradual spelling programme High frequency word and phonics Touch-typing Meemo Project X Numbots Times table rockstars	Bespoke 1:1 teaching, Literacy conferencing Catch-up maths Referral to outside agencies
ASD / SCLN	Clear language and instructions Visuals Social Stories	School start and narrative programmes in Yr / Y1 / Y2 Communication skills Vocabulary specific teaching Transporters	Lego Therapy (can teach to 1:1 TAs) Social skills groups Delivery of specialist teaching technique - TEAACH
Speech production	Clear modelling to children by staff	Screening using Speechlink	Specialist programme following speech and language advice Referral to outside agencies
SEMH	Zones of Regulation	Monitor for other SEN if SEMH impacting on learning Lunchclub Pastoral mentor groups (friendship, emotion coaching)	Pastoral mentors - offering 1:1 support and focused group work Eddie - school dog Referral to MHST
Sensory / Motor	Brain breaks Sensory / fiddle Ear defenders	Handwriting and fine motor control groups Jump Ahead group	Training by OT service – train a member of staff in intervention. Fussy Eating group
ADHD	Brain breaks Classroom adjustments	Monitor for other SEN if ADHD impacting on learning	Programme to teach awareness of own needs

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

- We make reasonable adjustments for children who have SEN to promote their learning and development.
- We adapt the curriculum to ensure that children can access lessons – lessons are planned accordingly to enable all children to access their learning.
- Where possible, we adapt the learning environment – e.g. ensuring that children with visual difficulties have a clear view of the class / teacher / board, by ensuring that children are seated in position to support their learning.

- The school building allows easy access to all areas – Our Infant site is on one level and the Junior building has a lift to access the upper level.
- The school's accessibility plan can be found on the school website.
- Children with specific physical needs have a Personal Emergency Evacuation Plan which is shared with staff and parents. A copy is also kept in the office 'fire / emergency' file.
- Trips offered to pupils are available to pupils with Special Education Needs. In some circumstances, 'reasonable adjustments' may need to be made – this is always done in discussion with families and carers.
- Provision includes: Pastoral mentor support, lunch club, homework club, small group phonics, specialist dyslexia TA, small group spelling support, early morning reading, maths support from Year 1, handwriting / fine motor, pastoral mentor 1:1 support, Lego therapy, school start language programme, speech and language groups and 1:1 speech and language.

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

- We expect all learners to be able to join in with all aspects of the curriculum; including activities outside the classroom. Where there are concerns of safety and access, further consideration is put in place to ensure that needs are met.
- We involve parents / carers in these discussions to identify ways in which we can include their child in all activities.
- Prior to residential trips it is vital that the school communicates with all parents of children attending so that we can ensure that we are fully aware of sleep issues, food related difficulties, children with anxiety about being away. Parents arrange a further meeting with the teachers / TAs to share their knowledge of their child to enable a successful residential trip.

Examples of such activities where SEN children have engaged in school activities:

- Attending the residential trip location as a 'day-trip' so that children can feel included in the experience.
- Following the resumption of residential stays in June 2021, all children with an ECHP attended either their week away on the Isle of Wight or to Carotty Wood. CCONM ensured that familiar school staff attended.
- Bikeability provided an adapted bicycle for a physically disabled child, enabling them to experience riding a bike for the first time.
- Children with SEN are active members of our choir and attend such events as concerts at the Rose Theatre.
- Sports day is an inclusive event involving a range of different physical activities rather than a 'traditional' track only event.
- All children are able to hold a Let's Lead role within the school.

The following emotional, mental health and social (SEMH) support is available for pupils with SEN:

Approach

- We want to develop the whole child and ensure that they feel safe, secure and listened to. We understand that emotional, mental and social difficulties can have an impact on learning.
- All our staff offer a high level of pastoral support.
- Pupils are encouraged to talk to staff if the need arises.
- Our behaviour policy gives clear guidance on expectations, rewards and sanctions; it is implemented across the whole school and is supported by the school's 'Golden Rules'. We take into account a child's Special Educational Needs when putting the behaviour policy into practice.
- The school works closely with our Education Welfare Officer to take necessary actions to prevent prolonged, unauthorised absence.
- Children's SEMH needs may be highlighted at the termly pupil progress meetings or through discussion with parents / carers / class teachers at other times during the term; support can be sought from our pastoral mentors should more support be required.

Training / Resources / Pastoral support

- All staff have had training in 'Zones of Regulation' which is a whole-school approach to supporting all children's emotional needs.
- We have two Emotional Support trained pastoral mentors – our KSI mentor works two afternoons a week, running lunchclub and small group / individual sessions. Our KS2 mentor works with individual and small groups. She runs our daily lunchclub, which is available for children who are considered vulnerable during unstructured playtimes. She is available for drop-in sessions when any child can come to 'talk', whether they are on the Pastoral Mentor register or not.
- Both Pastoral Mentors are trained as Mental Health First Aiders with specific training for Children and Young people.
- The SENCO works closely with the Pastoral mentors.
- Children's needs are regularly reviewed and will be 'taken off' the Pastoral mentor register when it is felt that a child no longer needs the support; this decision also takes into account the wishes of the child as often a child will say that they no longer need to come.
- Once a child comes off the Pastoral mentor register, it is always with the knowledge that, should support be needed again, it can be sought.
- Our pastoral mentors are trained in: Drawing and talking therapy, ESA, ELSA, Lego therapy and Bereavement counselling. They are both trained to lead a Resilience program called 'Super Skills for Life'.
- Each site has a dedicated quiet / safe place at each site, equipped with a range of resources to support a child's emotional regulation.
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The school is working with schools in our cluster and the local Mental Health Support Team. The main aims of the project are to support our school communities and young people in improving mental health. This work will be supported by our linked Education Wellbeing Practitioners (EVPs). The Support team offer a range of workshops and are able to run groups to support children. Planned for 2021-22 will be a resilience group for Y4 children, workshops to help parents support children with anxiety concerns.

Attachment Aware Award 2021-22

We are taking part in the Attachment Aware programme with our project aim to support new arrivals to school as we are aware that children have many different experiences of school prior to arriving at CCNM.

Information about the expertise and training of staff and about how specialist expertise will be secured

Mrs A Roe leads the team of staff who provide additional support.

We have a team of additional members of staff who support specific needs:

- Mental health
- Specific learning difficulties (dyslexia)
- Literacy : phonics, comprehension and writing conferencing
- Speech and language
- Communication needs
- English as an additional language
- Motor skills

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

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

Alex Roe is a Qualified teacher and completed the National Special Educational Needs Coordinator award, is a member of our Senior Leadership Team and ensures that training supports and reflects the need at CCNM.

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

In addition the following training has been delivered (last 3 years)

- Safeguarding
- First aid / Epipen
- Precision Teaching
- Attachment Theory Training
- SEND resources
- Zones of regulation
- Information on the ECHP process and involvement from Headways Educational Psychology service
- ADHD training from AfC Educational Psychology Service
- Emotion coaching and attachment awareness
- Early years maths
- White Rose maths training units - completed by staff online during lockdown
- Punctuation and grammar training
- Colourful semantics (planned for 2022)
- Whole body listening
- Using Project Code X

Our dyslexia trained teacher is starting on an in-school project to identify needs in key year groups and identify targeted support interventions.

School staff also have access to specific Continuing Professional Development through Achieving for Children as and when required.

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

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

- We currently have an agreement for the rental of a radio mic device.
- Specialist equipment will be considered on an individual basis.
- We regularly review intervention programmes in light of recommendations from professionals.

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

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

- We have an open door policy and teachers regularly meet with parents to discuss learning.
- All parents of children at CCNM are invited to discuss the progress of their children during the year and receive a written report once a year. Parents of children with SEN will be offered at least 3 meetings per year as per the SEN code of practice requirements.
- We are happy to arrange meetings outside of these times. We recognise that making arrangements during school time can be difficult for face-to-face meetings, it is therefore possible to have a 'virtual meeting' via phone or email to support parents.
- Parents of children with a statement / EHCP will be invited to contribute to and attend an annual review - where possible this will also include other outside agencies who have been involved with the pupil.
- Parents of children who are working with the Educational Psychologist or Speech and Language teams are invited to meetings with these outside agencies.
- The SENCO is available at parents evening meetings.

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

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

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

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

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

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

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

- AfC Educational Psychology Service,
- Speech and Language Service,
- Occupational Therapy Service,
- Physiotherapy Services
- Headways Educational Psychologist Team
- Moor Lane,
- Behaviour Support
- ESSI
- School nurse
- CAMHS
- Local GPs
- Educational Welfare officer
- The Princess Alice Hospice
- Mental Health Support team
- Virtual school
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Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:

SEN Information, Advice and Support (SENDIASS)

The Information, Advice and Support Service (SENDIASS) in Kingston and Richmond offers advice and support across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus:

- support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- information and signposting to support services in your area
- support with Transition and Preparing for Adulthood
- support with and signposting to mediation
- advice and support on benefits

These services offer advice to children and young people as well as parents and carers.

Contact:

Phone: 020 3793 9596

Email: RichmondKingston@kids.org.uk

Website: <https://www.kids.org.uk/richmond-and-kingston-sendiass>

Kingston Parent Carer Forum

Kingston PCF is made up of local parents and carers who work to ensure children with special educational needs and disabilities and their needs are heard and understood by local services and decision makers. Part of a national network we try to ensure by feeding in the experiences and needs of Kingston parents and carers who have children with additional needs and disabilities, better, more relevant and responsive services will follow. As local SEND parents ourselves we bring a wealth of different experiences of helping our own children and young people through life.

Contact

Phone: 07930 212743

Email: kingstonpcf@gmail.com

Website: <https://kingstonpcf.co.uk/>

Facebook: www.facebook.com/RBKSENDPCF/

The local offer

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

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

Please note: families from outside the boroughs of Kingston and Richmond will need to refer to the SEND Local Offer in their home local authority.

Special Educational Needs and Disability Register

All local authorities must have a record or register of children with Special Educational Needs and / or Disabilities (SEND) in their area. If you live in either Kingston or Richmond, we encourage anyone whose family includes a child or young person whose has a special educational need* or disability** to register.

Everyone on the register will benefit from:

- Information about support, services, activities and events
- Information aimed at young people with disabilities
- Opportunities to have your say about the services that are important to you
- The knowledge that your anonymous statistical data is helping us to plan and improve services

Our transitional arrangements for pupils with SEN include:

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

- Entry to Nursery: Home visits are offered and a welcome evening is held for parents.
- Entry to Reception: We hold a welcome evening for Reception parents and a taster session in the term before the children are due to start. There is a graduated settling in period at the start of September. The SENCO is available at the welcome evening to discuss any specific needs. We liaise with local

nurseries if children are not transferring from our own Rainbow nursery. The SENCO attends the transition meeting so that parents can raise any issue or concerns before their child starts.

- **Transfer from Infant site to Junior Site:** At the end of Year 2, children transfer to the nearby Junior site. Across the school, children are paired with their 'Christ Church Chum'. Y5 are paired with children in Y2 so that there is a familiar older pupil when the Y2 children visit. Children from the Infants are invited to Christmas productions and music concerts. During the summer term, there is a move-up morning when children coming into Y3 will spend the morning in their new classroom. Parents are invited to a 'meet the teacher' meeting before children start in Y3. Additional visits can easily be made should a child need more support to help with the transition.
- **Transfer to Secondary school:** The process to transfer to secondary school is equally thorough. Local feeder schools may visit the children on site and also meet with our teachers. If deemed necessary children will have the opportunity to visit their new school on an individual basis – this is in addition to the customary Secondary Transfer day that the LA provides for all children on transition to Secondary school. A transfer of information day occurs during the summer term, to enable the SENCOs from all primary and secondary schools to meet and hand over information and discuss the needs of pupils to ensure their transition is smooth.
- **Secondary school admissions for children with an ECHP follows a different process, which starts in Year 5.** As part of the Year 5 annual review your child's EHCP will be updated with KS3 objectives ready for transfer to secondary school. Discussion and advice around secondary schools is part of the meeting. Parents are strongly advised to visit secondary schools before making a choice. If your child has an EHCP you should be aware that you will be asked to express a preference for a school in the September of the year before they are due to move. You might therefore want to attend secondary open evenings in the autumn term of Year 5.

How often is this SEN Report updated?

This report will be updated annually.

Last reviewed : January 2022

Date of next review : September 2022