

## **Parent Information: SEND Local Offer for website**

All Kingston maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs being met in a mainstream setting wherever possible, in line with family preferences.

### **1) Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

Miss Doyle -The Special Educational Needs coordinator (SENCo)

She is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that as your child's parent you are involved in supporting your child's learning
- Enabling you to be kept informed about the support your child is getting
- Reviewing how your child is progressing and sharing this information with you
- Liaising with all people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND achieve the best progress possible.

Your child's Class Teacher

She/He is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted tasks, additional support) and liaison with the Assistant head/SENCo as necessary.
- Sharing learning targets and reviewing these with teachers and parents.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Miss Tracey Coton- The Headteacher

She is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Giving responsibility for teaching and learning to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date with any issues in the school relating to SEND.

Mrs Sue Watson –Vice Chair of Governors and SEND Governor

She is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Attending, if parental consent is given, SEN meetings.
- Supporting SENCO to deliver quality SEN support.

## **2) What are the different types of support available for children with SEND in Christ Church?**

Excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:

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

That all teaching is based on building on what your child already knows, can do and can understand.

That different ways of teaching are in place so that your child is fully involved in learning in class. This may involve a practical, hands on approach to activities.

Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed. Specific group work within a smaller group of children. This group, often called Intervention groups by schools, may be

Run in the classroom or outside in another teaching area.

- Run by a teacher or teaching assistant who has had training to run these groups.

If your child has been identified by the class teacher as needing some extra support in school, this would mean:

- They will engage in group sessions with specific targets to help them make more progress.
- A teaching assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions in collaboration with the teacher's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

If your child has had more in depth needs identified by the class teacher and SENCO some extra specialist support in school, from a professional outside the school, will be consulted. This may be from:

- Local Authority central services such as the ASD (Autistic Spectrum Disorder) Outreach Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

Your child will have been identified by the class teacher and SENCO (or you will have raised your concerns) as needing more specialist input instead of, or in addition to the quality first teaching and intervention groups.

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professionals.

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **Specified Individual support**

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the EPS (Educational Psychology Service) or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than support in school to make good progress. If this is the case they will write an EHC Plan (prior to September 2014 these were called a Statement of Special Educational Needs). If this is not the case, they will ask the school to continue with the support already being given and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need a significant amount of support in school

### **3) How can I let the school know I am concerned about my child's progress in school?**

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO, Miss Maeve Doyle, or Miss Tracey Coton, the Head teacher.
- If you are still not happy you can speak to Mrs Sue Watson, the school SEND Governor.

### **4) How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making the expected progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

### **5) How is extra support allocated to children and how do they move between the different stages?**

- The school budget, received from Kingston LA, includes money for supporting children with SEND.
- Miss Coton decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head teacher, Miss Coton, and the SENCO, Miss Doyle, discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

They will decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

## **6) Who are the other people providing services to children with SEND at Christ Church**

There are a number of staff who provide support for children with SEND who are directly funded by the school:

- Specialist Inclusion Teaching Assistant (SITA) and Dyslexia Specialist: Mrs Jane Newell
- Speech and Language Therapist (SALT): Helen Derwent (current link SALT)
- Emotional Literacy Support (ELSA): Ms Emily Woolford and Mrs Elizabeth Rumbelow
- Early Bird National Autistic Society Trainer: Ms Emily Woolford
- Higher level Teaching Assistants: Mrs Elizabeth Rumbelow, Mrs Percival, Miss Gillian Rice
- Specific Phonic Teaching from trained and experienced Teaching Assistants
- Teaching Assistants in each class

Paid for centrally by the Local Authority but delivered in school:

- Educational Psychology Service
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- School Nurse (provided and paid for by the Health Service)

## **7) How are the teachers in school helped to work with children with an SEND and what training do they have?**

- The SENCO's role includes supporting the class teachers in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

### **8) How will the teaching be adapted for my child with SEND?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

### **9) How will we measure the progress of your child in school?**

Your child's progress is continually monitored by their class teacher.

- Progress is reviewed formally every half term with the teacher and the Senior Leadership Team and progress against the National Curriculum is reviewed in English: reading and writing. Maths, Science and Religious Education.
- If your child is in Year 1 and above, but is not yet working towards 'age related expectations', a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCO, Miss Doyle, will also monitor that your child is making good progress within any individual work and in any group that they take part in.

### **10) What support do we have for you as a parent of a child with an SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used.

- The SENCO, Miss Doyle, is available to meet with you to discuss your child's progress or any concerns/worries you may have, please contact her by email. [office@ccp.rbksch.org](mailto:office@ccp.rbksch.org) or via the school office on 020 8399 8166.

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a written report.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- There is a reference library for parents with information on a variety of topics relating to children's developments including those with SEND.

### **11)How is Christ Church accessible to children with SEND?**

- Teaching and learning is differentiated for individual children to meet their needs and to ensure that they can access the National Curriculum.
- The year 6 building is accessible to children with physical disability via a sloping pathway. The ground floor of the main building is accessible to those with physical disabilities and accessible doors and toilets can be used on the ground floor.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to children with SEND.
- Extra-curricular activities are accessible for children with SEND.

### **12)How will we support your child when they are leaving this school? OR moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school: We will contact the school SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Your child will complete a Communication Passport in which they will indicate the help they need to learn in school.
- When moving to a new class in school, the current class teacher and new class teacher meet to have a thorough discussion about each of the children in the class. The class visit their new teacher on 'move up day' and if additional liaison is needed for your child and their new teacher this will be put in place. If your child would be helped by a book (called a Social Story) to support them to understand moving onto a new class then it will be made for them.
- In Year 6: The SENCO, Miss Doyle, will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary



school. A week of specialist sessions, run in the summer holiday, is available for students with ASD who are moving onto secondary school.

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. These are run by secondary school teachers and Insight, the Christian Charity that work in Kingston Schools.
- Your child will visit their new school on several occasions and staff from the new school will visit your child in this school.
- Additional visits can be arranged should your child benefit from these.