Christ Church C of E Primary School
Special Educational Needs and Disability (SEND) Information Report 2026/27

This report sets out the provision that we make in school for children with special education needs and disabilities. It is updated annually and further information can be found in our Safeguarding & Child Protection Policy and Behaviour & Anti-bullying Policy.

1) Introduction and vision

At Christ Church C of E Primary School, our vision for children with special educational needs and disabilities is the same as for all children and young people – that they thrive academically and lead happy, fulfilling lives. As a maintained primary school serving children from Reception through to Year 6, we are committed to providing a supportive and inclusive environment. Like all maintained schools in Kingston, we work in partnership with the Local Authority to ensure that every child, regardless of their individual needs, can make excellent progress. Our school is dedicated to promoting inclusivity, meeting the needs of pupils with Special Educational Needs within a mainstream setting wherever possible, in accordance with family preferences.

Information about how the Local Authority supports children with SEND in its maintained schools can be found in the SEND local offer at:

Local Offer Website: https://kr.afcinfo.org.uk/local_offer

Email address for enquires: sendlocaloffer@achievingforchildren.org.uk

Phone number for enquires: 0208 547 4722

2) What is Special Educational Needs and Disability (SEND)?

The Special Education Needs Code of Practice 2015 states that: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special Educational Needs generally fits under the following four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

The school has experience of meeting the needs of pupils with a range of educational needs including: attention deficit hyperactivity disorder (ADHD), autism, behaviour difficulties, cerebral palsy, dyslexia, dyspraxia, emotional and social needs, epilepsy, hearing impairment, learning difficulties and speech and language needs. When a child enters our school with a need that is more unfamiliar, we access training and advice to provide appropriate support.

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

Our priority is to provide high quality teaching for all children (Quality First Teaching). Your first point of contact should always be your child's class teacher/s.

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 SENDCo as necessary.
- Sharing learning targets and reviewing these with teachers and parents.
- Enabling you to be kept informed about the support your child is getting.
- 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.

You can contact them by making an appointment via the school office on 02083998166 office@ccp.rbksch.org

Mrs Beth Kirton-Vaughan - The Special Educational Needs coordinator (SENDCo)

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.
- 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.

Mrs Elena Hough- 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 SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.

- Ensuing that the Governing Body is kept up to date with any issues in the school relating to SEND.

Mrs Diana Lock – 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 SENDCo to deliver quality SEN support.

4) How does Christ Church identify and assess special educational needs?

At Christ Church C of E Primary School, the process of early identification and intervention underpins our approach to identifying those pupils who need extra help. Class teachers monitor and review the progress of all pupils. The progress and well-being of pupils are discussed in termly pupil progress meetings, which involve teachers and the senior leadership team (headteacher and assistant headteachers).

In addition to statutory assessments to monitor progress such as the Early Years Profile, Year 1 phonics check, Year 4 times tables check and SATs in Year 6, teachers regularly carry out informal assessments through monitoring work, pupil voice and observations. Class teachers make regular assessments of progress for all pupils and this helps to identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with identifying the needs of the child. We then consider the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupils and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If a child requires special educational provision which is **different from or additional to** their peers, we will inform parents and place them on the school's **SEN register** as receiving SEN Support.

To make sure that every child's needs are met, we follow the graduated approach and four-part cycle of Assess, Plan, Do, Review.



This draws on:

- the teacher's assessment and experience of the pupil
- their previous progress, attainment and behaviour for learning
- the individual's development in comparison to their peers and national data
- the views and experience of parents and the pupil's own views
- advice from external support services, if relevant

5) How does Christ Church support children with special educational needs?

Wave 1: Our priority is to provide high quality teaching for all pupils (Quality First Teaching). Teachers regularly adjust their practice to ensure all children have access to the teaching. This includes:

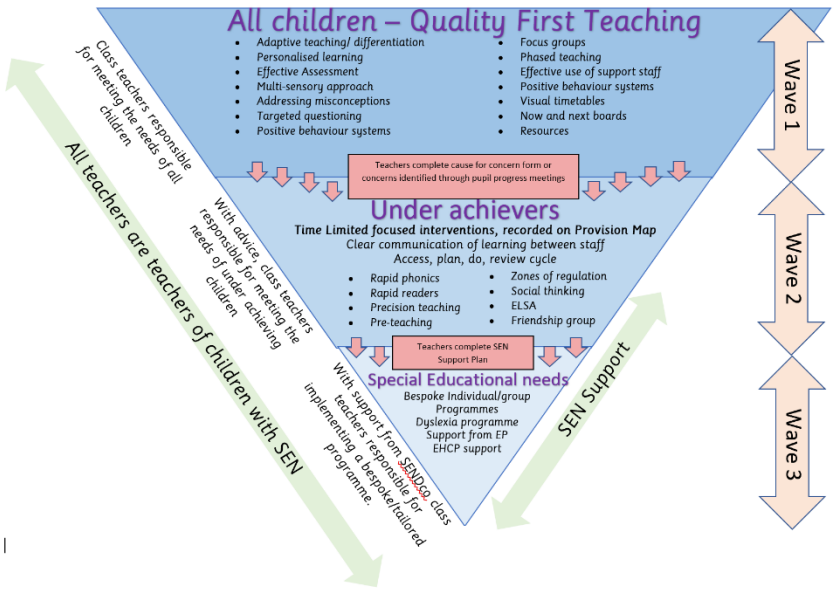
- differentiating the activity
- arranging and adapting class furniture and seating plans
- adjusting the format of resources such as the whiteboard, books and reading materials
- supplying specialised writing tools and classroom equipment such as coloured overlays, pencil grips etc.
- using visual timetables as well as implementing a variety of teaching styles to engage and include all pupils
- pre-teaching of key vocabulary or lesson content
- adapting activities

Wave 2 Interventions: small group interventions to support specific skills (not necessarily on the SEND register.)

Targeted teaching groups can take place either inside the classroom in small group or on a 1:1 basis. Alternatively, children can be taught in a learning space outside of the class for this kind of input. It may be led by a teacher or a trained teaching assistant. This type of support is available to any child who has specific gaps in their understanding of a subject/area of learning.
If the pupil makes progress using this **'additional to and different from'** intervention, but would not be able to maintain this progress without it, we may identify the pupil as having a special educational need (SEN). These children will be added to the SEN register and parents will be informed.

Wave 3: Specialist support for those with SEND.

This kind of provision is available for pupils who have been identified by the class teacher or SENDCO as having significant needs requiring specialist support in school. We may seek advice from professionals outside the school such as educational psychologists or speech and language therapist. We may also seek the support of the Education Inclusion Support Service for consultations and access to alternative provision such as The Bridge and Forest School. If your child requires this level of intervention, parents/carers will be consulted and with their permission the child will be placed on the SEND register at SEND Support level.



6) What happens if, despite this extra support, my child is still not making adequate progress?

The child's progress will be monitored by the class teacher, SENDCo and the Senior Leadership Team. The school is expected to use its **existing resources** to support the children receiving SEN Support. In some cases, the amount of support that a child requires is beyond the SEND resources within the school. If, after at least two terms of support (local authority expectation) we have evidence that the child is not making progress we would consider whether an application for an Education and Health Care Plan (EHCP) is the next step. As part of this process we would hold a multi-agency meeting (MAM) with parents, teacher/s and the professionals involved with your child to discuss whether the school will request a needs assessment from the local authority. If the local authority agrees to assess the child's needs, this may result in an Education and Health Care Plan (EHCP) which comes with additional resources and funding.

7) What training and expertise do the staff have in relation to children with SEND?

All teachers and teaching assistants receive regular staff meetings and training on different areas of learning and health needs. We also provide more specific training for staff on particular conditions when necessary. This may be for the staff working with that particular child but it is also regular practice for this training to be shared with all staff. Outside agencies such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists provide recommendations and training if required.

8) How does Christ Church let me know if they have any concerns about my child?

In the first instance, the class teacher will contact you to discuss your child's strengths and any current concerns or difficulties they are experiencing. They will let you know what we will be doing to help us to address these needs better. If additional support has been put in place and progress is less than expected, the SENDCo and class teacher will invite you in to discuss further support and next steps.

9) How will Christ Church involve my child in the SEND process?

Children are at the centre of any planning and support. Where possible and appropriate the child is involved in the process. They will have the intervention or support explained to them and they will be invited to give their views. This is particularly valuable when a child is on an EHC plan; they can contribute to the annual review and all support can be reviewed to ensure it meets their needs in an effective and meaningful way for them.

10) 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 and Dyslexia Specialist: Mrs Jane Newell
- Emotional Literacy Support (ELSA): Ms Karen Petitt
- Higher level Teaching Assistants: Mrs Elizabeth Rumbelow, Mrs Stevens, Mrs Seeney and Miss Szotkowska.
- Teaching and Learning Assistants in each phase

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)

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

Teaching and learning is adapted for individual children to meet their needs and to ensure that they can access the National Curriculum. 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. The Year 6 building is accessible to children with physical disability via a sloping pathway.

As part of our requirement to keep the appropriateness of our curriculum and learning environment accessible to all, we evaluate the needs of individual children to allow all children access to the curriculum activities clubs and trips. All clubs, trips and activities offered to pupils at Christ Church School are available to pupils with special educational needs and or disabilities. For some pupils 'reasonable adjustments' may need to be made so that can fully access school trips and journeys. This is always done in partnership with parents/carers. All pupils are encouraged to go on our school visits and residential trips and to take part in sports day, assemblies and workshops.

12) What transition arrangements are made for children joining, moving up or leaving?

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

- If your child is moving to another school: We will contact the school SENDCO 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 SENDCO, Mrs Kirton-Vaughan , will liaise with Secondary school to discuss the specific needs of your child with the SENDCO of their 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 may visit your child in this school.
- Additional visits can be arranged should your child benefit from these.

13)What support do we have for you as a parent of a child with 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 SENDCO, Mrs Kirton-Vaughan, 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 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.

14)What support is available to parents and carers outside of school?

- **SEND Local Offer for Kingston and Richmond** provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.
  Website: https://kr.afcinfo.org.uk/local_offer
  Email address for enquiries and feedback: sendlocaloffer@achievingforchildren.org.uk
  Phone number for enquiries: 020 8547 4722

- **Special Educational Needs and Disability Register**
  All local authorities must have a record or register of children with Special Educational Needs 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 with a special educational need or disability to register. Everyone on the register will benefit from:
  - Information about support and services
  - 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.

Find out more and register on the website Local Offer SEND Register. https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/social-care/special-educational-needs-and-disability-register

- **Richmond and Kingston Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS.**
  It is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years). They have lots of free SEND resources available covering topics including 'Understanding SEND', 'SEND Support in School' and 'Education, Health and Care Plans'

Freephone number: 0808 164 5527
Email: info@RKsendiass.co.uk
Website: rksendiass.co.uk

15) What should I do if I would like to make a complaint?

The same arrangements for the treatment of complaints at Christ Church School are used for complaints about provision made for special educational needs and disabilities. Please see the Complaints Policy on the school website.