

Special Educational Needs and Disability (SEND) Report 2021-22

Christ the Saviour CE School

September 2021

At Christ the Saviour we believe that every pupil is uniquely gifted, created by God, and has the right to be educated in a stimulating, supportive and creative environment where everyone is valued and respected. We always act in our pupils' immediate and future interests (Article 3, UN Convention on the Rights of the Child). We aim to achieve this by recognising the needs and gifts of each pupil, by planning and delivering a broad and balanced curriculum, by providing strong pastoral support, and by promoting positive links between home and school.

Christ the Saviour staff work hard to ensure that each pupil fulfils their potential. Each child has equal access to resources, provision and interventions as needed. Some pupils need provision that goes beyond the differentiated approaches normally provided as part of quality first teaching. All teachers are teachers of children with SEND and, as such, they provide quality-first teaching that takes account of the needs of each individual child within their classroom.

For further information or advice from Ealing Local Authority on matters relating to SEND please see the [Ealing Local Offer](#).

1. What is the 'Local Offer'?

- The Children and Families Bill was enacted in 2014. From this date, all Local Authorities and schools are required to publish and keep under review information regarding services available for children and young people with Special Educational Needs or Disabilities (SEND), aged 0-25. This is called the 'Local Offer'.
- The intention of the Local Offer is to improve the choice and offer transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area. The School SEND Information Report utilises the Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. Please read the questions and answers below for information about how, at Christ the Saviour, we can support your child.

2. Who at the school should I speak to about my child's difficulties with learning, special educational needs or disability?

- In the first instance, talk directly to your child's class teacher about your concerns. If you would rather email than talk, we provide email addresses for each member of staff on the school's website and you can email if you prefer.
- It is likely that the class teacher will have discussed your concerns with the school's Acting SENCo (Tanya Gallagher) or Head of Inclusion, Miss Hughes, who coordinate all aspects of the school's work relating to special educational needs, additional educational needs or disability.
- You may wish to arrange a meeting with Miss Gallagher. You can call the school on 020 8249 6800 or email Miss Gallagher directly at: gallagher@cts-school.org

Key Contacts and Responsibilities

The **Class teacher** is responsible for:

- ❖ Quality first teaching of all children in their class including differentiating work for individual children
- ❖ Monitoring the progress and attainment of your child.

- ❖ Liaising with the SENCO to identify, plan and deliver any additional help your child may need.
- ❖ Writing Small Step Plans to set targets then sharing and reviewing these with parents each term.
- ❖ Ensuring that the school's SEN Policy is followed in their classroom.

The **Head of Inclusion, Miss D Hughes and the Acting - SENCO Miss Gallagher** are responsible for:

- ❖ Developing and reviewing the school's SEN policy to ensure all pupils receive a consistent, high-quality response to their needs.
- ❖ Co-ordinating the support for children with special educational needs or disabilities (SEND).
- ❖ Ensuring that you are informed about the support your child is receiving.
- ❖ Liaising with outside agencies who may be involved in supporting your child's learning, e.g. Speech and Language Therapist, Educational Psychologist.
- ❖ Updating the school's SEN register (a system for ensuring that all the SEND pupils are known) and making sure that records of your child's progress and needs are maintained.
- ❖ Providing specialist support for teachers and support staff so that they can help children with SEND to fulfil their potential.
- ❖ Ensuring pupils receive high quality interventions and providing training for staff to deliver them.

The **Headteacher, Mrs K Tramoni** is responsible for:

- ❖ Working with the Head of Inclusion, SENCO and other Senior Leaders to set the strategic vision of SEND and inclusion across the school.
- ❖ Leading the educational development of the school and ensuring that each pupil's educational programme meets their individual needs.
- ❖ Monitoring and evaluating the standards of teaching and learning and pupil progress across the school.
- ❖ Ensuring that the school fulfils its legislative duties paying particular regard to the Equality Act 2010.
- ❖ Ensuring that the Governing Body are kept up to date about issues relating to SEND.

The SEN Governors: Father Robert Chapman and Alison Lusuardi are responsible for:

- ❖ Ensuring that the necessary support is given to all the children with SEND who attend the school.

3. What are the different types of support for my child with SEND available at Christ the Saviour?

Quality first teaching by class teacher (universal support)

For your child this would mean

- That the teacher has the highest possible expectations
- That all teaching is based on building on what your child already knows, can do and can understand
- Different ways of teaching (for example, practical activities and visual supports) are in place so that your child is fully involved in learning in class
- Specific strategies/ interventions / aids (which may be suggested by the SENCO or outside agencies) are in place to support children to learn
- That your child may receive some additional individual or small group support in the classroom or sessions outside of whole class learning
- Formally assessing your child's progress throughout the year and setting targets (Small Step Plans) to ensure that gaps in their understanding and learning are addressed
- Reviewing your child's progress based on their targets

Targeted interventions (targeted support)

- These may be run in the classroom or in some cases outside of whole class learning (such as pre-teaching topic vocabulary)
- They may be delivered by a teacher, Teaching Assistant (TA) or Specialist Teaching Assistant who has had specific training to run the interventions.
- Children will engage in group or individual sessions with specific targets to help them to make progress
- All interventions are planned under the guidance of the SENCO or Head of Inclusion and class teachers,
- All interventions are monitored and reviewed by the SENCO or Head of Inclusion and class teachers,
- All interventions are evidence based

Specialist groups run by outside agencies e.g. Speech and Language therapy, Educational Psychology, Occupational therapy (targeted support)

These may be services such as:

- Ealing Visual / Hearing Impairment Team for children
- Ealing Speech and Language Therapy service (NHS service)
- Ealing Educational Psychology Services
- Occupational Therapy
- Springhallow School ASD Outreach Service
- Autism Education Trust training via Castlebar Primary School
- Primary Behaviour Centre

In addition to this, Christ the Saviour

- Supplements the amount of Speech and Language therapy sessions that are delivered by Teaching Assistants who are trained by NHS therapists
- Supplement the amount of sessions offered by Ealing Educational Psychology Service, to increase the amount of support for children, staff and parents,
- Provide Drama Therapy and emotional support to children, staff, parents and families through our highly skilled Inclusion team and LA provision.

For your child this would mean you may be asked to give your permission for the school to refer your child to an outside agency e.g. a Speech and Language Therapist or an Educational Psychologist. This will help you and the school further understand your child's particular needs and be able to support them more effectively,

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. individual support from a member of staff or changing some aspects of teaching to support them better,
- Set clear targets which will include their specific expertise,
- Setting an intervention group run by school staff under the guidance of the outside professional e.g. a social skills group,
- Setting an intervention group or individual work directly with the outside professional,
- If a child does not respond to the above support and interventions over time, they may receive a SEND support plan. This document will outline the child's needs and targets and will be set with parents and external agencies.

Specified Individual support (specialist support)

This is provided for children with an Education Health and Care Plan (EHCP). EHC plans came into action in September 2014 and replaced a Statement of Special Educational Needs. EHC plans are provided for children who need additional support above and beyond the support outlined in the above categories. This support is available for children whose learning needs are severe, complex and life-long.

Children will continue to receive:

- ◆ Quality First Teaching
- ◆ Targeted Interventions
- ◆ Support from outside agencies such as SALT, EP, OT
- ◆ In addition to this:
- ◆ Children with a diagnosis of Autistic Spectrum Disorder (ASD) or Social Communication needs may receive support from the Springhallow Outreach Service
- ◆ The EHC Plan will outline the cost of support needed to provide your child with individual or small group support from additional staff such as a Specialist Teaching Assistant and how the support should be used,
- ◆ An individualised curriculum where appropriate
- ◆ We have a dedicated Inclusion Team to support with behaviour, mental health and any other pastoral support your child may need,
- ◆ The [Ealing Local Offer](#) contains full information of the services available to children, young people and their families in Ealing

4. How will the school let me know if they have any concerns about my child's learning, special educational need or disability?

- Your child's class teacher may approach you to arrange to speak to you, and meetings will often take place at the beginning or the end of a normal school day
- Staff are always willing to meet parents and will try their best to find mutually convenient times
- We appreciate that there are good opportunities to share sensitive or confidential information and will do all we can to respect this
- The class teacher may also talk to you about any issues at a parents' evening
- The SENCO or Head of Inclusion may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering to assist your child

5. How will the school consider my views and those of my child with regard to any difficulties with learning, special educational need or disability?

- In line with the SEN Code of Practice, we believe it is vital for parents to be fully involved in all aspects of their child's learning and we actively encourage ongoing openness and discussions in a supportive environment
- We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and other staff involved in your child's teaching
- If your child has an identified special educational need you will be invited to a termly meeting (Small Step Plan meeting) with the class teacher and, when necessary, the SENCO or Head of Inclusion, to discuss current progress, support strategies being used and expected outcomes. At Christ the Saviour all learners with SEND have a Small Steps Plan which set suitable goals for your child's learning.
- If your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review of the EHCP
- We aim to host regular coffee mornings with parents and use these as informal ways to ensure parents can volunteer experiences, share ideas and provide feedback and in a safe environment

6. How does the school ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- Your child's learning needs will be met through high quality-first teaching delivered by their class teacher
- All staff take part in fortnightly training sessions. These training sessions build on the professional knowledge of the staff and are delivered by professionals in specific fields
- We invest in online training courses in special needs such as Autism and Dyslexia
- We work closely with the Educational Psychology team, Ealing NHS Speech and Language and Ealing Occupational Therapy, the Primary Behaviour Centre, Springhallow School (a specialist setting in Ealing for pupils with Autistic Spectrum Condition), the British Dyslexia Association, Positive Dyslexia and Team Teach (an organisation which specialises in behaviour management)
- Staff continually receive high-quality support and training from qualified professionals to fully and effectively support your child
- We also employ a Drama Therapist who works closely with staff to support pupils who may be needing emotional support
- The school is able to access training programmes from different organisations including the Ealing Special Educational Needs Support service and through outreach teams based at some of our specialist settings

- Individual training can also be arranged for staff who work with children who have very specific or complex needs

7. How will the curriculum and the school environment be matched to my child's needs?

- Your child's learning needs will be met through high quality first teaching delivered by their class teacher which pays careful attention to the needs of all children
- We carefully plan our curriculum to match the age, ability and needs of all children and set tasks according to their current working level in all subjects
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning too.
- We regularly review our Equality and Inclusion Policy and our Accessibility Plan to ensure that all pupils have the fullest access to the curriculum and the school site as possible.

8. How will you support my child to reach their learning goals?

- The class teacher and other staff working with your child will write a Small Steps Plan to provide SMART targets in order to reach their goals
- The learning plan (Small Steps Plan) provision, strategies and progress will be reviewed termly with you and your child
- External agencies and specialists may also review your child's progress and adapt their planning accordingly

9. What is an EHC Plan and who can request one for one for my child?

- If your child has not made expected progress after several cycles of SEND support we will discuss with you the possibility of requesting a formal Statutory Assessment by the Local Authority (LA) for an Education Health and Care Plan (EHCP). An Education, Health and Care plan is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve.
- An EHC Plan will contain:
 - ◆ the views and aspirations of you and your child
 - ◆ a full description of his/her special educational needs and any health and social care needs
 - ◆ established outcomes for your child's progress
 - ◆ the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes
- You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCO or Head of Inclusion or Headteacher, can request that the local authority conduct an assessment of your child's needs (Ealing Request for Statutory Assessment - ERSA).
- After the request to the Local Authority has been made, a panel of professionals will decide whether your child's needs are complex enough to require a Statutory Assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs an Education Health and Care Plan, they will ask the school to continue with the current SEN support and may make additional recommendations.
- If the panel of professionals decide that your child's needs are severe, complex and lifelong then they will write an Education Health and Care Plan (EHCP). The EHCP will specify any funding allocated, how the support will be used, what strategies will be put in place and if additional

adults will be needed to support your child with whole class learning. The Local Authority will offer the school additional funding to ensure this planned support can be provided. Progress towards the outcomes agreed in the EHCP is reviewed at least annually and all adults involved in supporting your child are invited to attend this.

9. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning
- We run parent workshops in school to help you understand the strategies used in school.
- In addition, we are willing to offer you individual training in specific support strategies relevant to your child.
- The SENCO or Head of Inclusion may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You will have the opportunity to meet with other professionals involved in supporting your child.

10. How is support allocated to children and how do they move between the different levels of support in school?

- School receives its funding from the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Headteacher, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Headteacher and the rest of the Senior Leadership team, which includes the Head of Inclusion, discuss the effectiveness of the school's current support programmes, interventions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed at least annually (and often more regularly) to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of their regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

12. What support will there be for my child's happiness and well-being at Christ the Saviour?

- We believe that the happiness and well being of all our pupils is paramount
- All members of staff take this aspect of school life seriously

- You can be confident that in particular your child's class teacher, the teaching assistants, school Drama Therapist, SENCO, Head of Inclusion and other senior leaders are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns

13. How is my child included in all the same activities as his/her peers at school?

- As an inclusive school we are committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

14. How will Christ the Saviour CE Primary School support my child in the transition stages?

- We liaise closely with the school or nursery your child is transferring from
- We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at Christ the Saviour we shall take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- We also take the lead in managing arrangements to ensure there is a smooth transition when your child transfers to their high school. Please contact us for further details if we have not already contacted you.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

15. What is your approach to teaching children with SEND?

Teachers are responsible and accountable for the progress and development of all the children in their class. Every teacher is a teacher of SEND. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We will also provide a range of interventions, depending on your child's needs, including:

- Box Clever
- What's in the Bucket?
- Colourful Semantics
- Lego Therapy
- Physiotherapy
- Touch Type Read Spell
- Pre-teaching Vocabulary / Word Maps
- Five Minute Box

- Social Stories
- Visual timetables
- Illustrated dictionaries
- Use of writing frames
- Access to ICT In class support from support staff
- Focused group work with Class teacher
- Use of visual aids/modelling
- Teacher ratio: pupils in English reading, writing and mathematics according to need
- Use of symbols - structured school and class routines. (e.g. Whole body listening)
- School behaviour policy
- School teaching and learning and assessment policy
- Consistent school/class rules
- Consistent class reward and sanctions system
- PSHE / SEAL / Circle Time
- Flexible teaching arrangements
- Staff aware of implication of impairments (whole staff training)
- Use of pencil grips
- Modified work tasks
- Phonics programme - Letters and Sounds
- Read, Write, Inc intervention for reading
- Maths booster groups
- Phonic Booster groups
- In class support from support staff
- Individual reading / spelling with TA/CT or reading volunteer
- Personal ICT programme-
- Social and communication skills group
- Listening skills group
- Dramatherapy to support pupils and families
- Small group circle time and support for unstructured activities
- Additional keyboard skills
- Additional handwriting practice
- Access to equipment e.g. sloping boards, pencil grips
- Sensory Box
- Play therapy kits
- Input from outside agencies Educational Psychology
- SaLT - Speech and Language Therapy
- Outreach Service-ASD,
- Hearing impaired team
- Personal Education Plan (PEP)
- Toe by Toe additional individual reading (4 x weekly 1:1 TA)
- Stareway to spelling, Cued Spelling and Spelling Window
- Reading for Meaning groups
- Memory skills training 1:1
- Support for alternative forms of communication – e.g. Makaton Visual schedules/ SALT input
- Individual Target/Reward System
- Sensory circuits
- Access to specialist apps

16. How will we support your child with identified SEND starting at school?

- If your child has been allocated a place at Christ the Saviour by the local authority and they have a special educational need or disability, please contact us as soon as you are offered the place
- We will invite you to visit the school with your child to have a look around and meet the SENCO,

Head of Inclusion and other relevant staff

- If other professionals or outside agencies are involved in supporting your child, we will contact them to discuss your child's needs. We will share strategies that are used, and make our best endeavour to ensure provision is put in place before your child starts school
- The SENCO may make a home visit with the class teacher if appropriate
- The SENCO or Class Teacher may visit the current setting your child attends if applicable
- We may suggest adaptations to the transition period to help your child to settle more easily, but these will be agreed with you
- The staff will closely monitor the progress your child makes and discuss this with you and keep you informed of how they are settling in

17. Is Christ the Saviour physically accessible to children with SEND?

- The school is accessible to children with physical disabilities.
- The school has lifts for those unable to use the stairs.
- The school has disabled toilets.
- Classrooms may be adapted to ensure rooms are accessible for children with disabilities.
- We ensure that high quality equipment is used and is accessible to all children regardless of their needs.
- The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with ASD, sensory room.
- The staff working in the specialised provisions are highly trained in these areas.

18. Who can I contact if I have a complaint about the SEN provision made for my child?

- Initially speak with your child's teacher, Head of Year or the Head of Inclusion
- You can then contact the Deputy Headteacher or Headteacher, who may direct you to the school's Complaints Policy and procedures which can be found on the School's website.