

Christ Church C.E. Primary School, Walshaw

Children and Families Act 2014 Special Educational Needs and Disability – The Local Offer

The Special Educational Needs and Disability Code of Practice (January 2015) prescribes the information that schools must publish on their website, which must also be available through the local authority's published Local Offer. This document taken from Bury Council, Children Services framework, sets out the Local Offer at Christ Church C.E. Primary School, Walshaw.

How does the school know if a child needs extra help?

How do you identify children with special educational needs?

Information about pupils is gathered in a wide variety of ways including;

- Information from children's pre-school setting where relevant.
- Induction sessions involving children and parents before entry into the Foundation Stage Unit.
- Early Years Foundation Stage data and continuous observation.
- Parental meetings
- Ongoing assessment by teachers. Data is analysed for attainment and progress to identify whether a child is falling behind their peers and/or whether the child is not progressing as expected. Interventions will be put in place where necessary.
- Pupil Progress Meetings – teachers meet termly with the Headteacher and Senior Leadership to identify and discuss any pupils who are not progressing as expected. If despite intervention a child is still not making progress the SENCo will be informed and they will be registered as SEN Support. An Individual Education Plan (IEP) will be created by the teacher in consultation with the SENCo, detailing the extra support that is to be put in place.
- Observations by outside agencies where necessary – processes currently under review by the Local Authority.
- Educational psychologist assessments and reports where available and where appropriate (please note as there is currently a shortage of educational psychologists in Bury they are only carrying out statutory work, such as assessment for an EHC Plan).

What is the school's approach to teaching children with special educational needs?

How will school staff support a child?

Who will oversee and plan the education programme?

Who will explain this to me?

What support is available for improving emotional, mental and social development of children with SEND?

How are School Governors involved and what are their responsibilities?

- Christ Church has a fully inclusive policy and is committed to ensuring all students receive a high quality education and realise their academic potential regardless of any challenges they may face. Children with SEND are educated in the classroom as part of this inclusive strategy, but will receive intervention and support by teachers and teaching assistants on a personalised and individual level.
- Children with an Education Health Care Plan (EHC Plan) receive the necessary support as set out in their Plan. They have an Individual Education Plan (IEP) with a focus on their specific needs. This can be through individual support in the classroom, one to one support, small group work or intervention groups. These support programmes are also used for other children with SEN where appropriate.
- Individual Education Plans for children with EHC Plans and for children on SEN Support are developed and reviewed termly by teachers and are overseen by the Special Educational Needs Co-ordinator (SENCo). Children's progress and attainment are regularly monitored and reviewed. Copies of IEPs are placed in children's secure files and are available for parents.
- Parents' Evenings are held termly where parents are informed of any support received and given feedback about the progress their child has made. Teachers are available to meet with parents at other times where necessary and are available to answer any questions parents may have.
- The school has a pastoral system in place to provide support to all children; all staff are available to listen to any concerns children may have.
- Additional support is available whenever necessary for pupils who are vulnerable, and for those that experience a range of emotional, social and behavioural difficulties.
- Children can give their views and express any concerns through the School Council, enabling feedback on the effectiveness of support provided.
- There is a link SEN governor who meets termly with the SENCo and reviews the procedures in school.

How will the school adapt the curriculum and learning environment for children with special educational needs?

How will the curriculum be matched to my child's needs?

What are the school's approaches to differentiation? How will that help my child?

- Children will be supported in fully accessing the curriculum according to need, which may be through one to one support with a teacher or teaching assistant, access to an intervention programme, or by working in smaller groups.
- Teachers focus on differentiation in their planning, ensuring that work is appropriate for the individual needs of every child. They work hard to ensure that all children are able to access the curriculum successfully while maintaining a high level of challenge to ensure children make excellent progress in their learning.
- Teachers follow the guidelines for a 'Dyslexia Friendly Classroom' to help all children access the curriculum and resources more easily.

How is expertise secured for teaching staff and others working with children with special educational needs?

Are there specialist staff working at the school and what are their qualifications?

What training do staff who support children with SEN undertake?

What other services does the school access including health, therapy and social care services?

- The SENCo achieved a Postgraduate Certificate with Distinction in the National Award for Special Educational Needs Coordination through Manchester Metropolitan University in 2011.
- Teaching staff and teaching assistants at Christ Church are highly experienced in supporting children with many kinds of SEN.
- Additional training for staff is secured where necessary; this may be delivered in school by the SENCo or by external training sources such as specialist teachers or healthcare professionals.
- The Oak Learning Partnership is providing support for the SENCo and other staff where appropriate.
- School has access to a range of services for advice and support where necessary. Services include the school nurse, Bury Educational Psychology Service, Speech and Language Therapy, social care and CAMHS. The Additional Needs Team is currently being reviewed by the Local Authority.

How will progress of children with special educational needs be assessed and reviewed?

How will those children and their parents take part in any assessment or review?

In addition to normal reporting arrangements what opportunities will there be for parents to discuss progress with school staff?

How will school explain to parents how their child's learning is planned, and how a parent can support learning outside of school?

How and when will a parent be involved in planning for their child's education?

- A wide range of assessment tools are used at Christ Church and data is analysed and discussed at least termly.
- Children with an EHC Plan have a formal annual review during the school year. Parents are provided with information about this several weeks before and are invited to attend.
- Children are regularly assessed and feedback is given to parents formally twice a year at parents' evenings. There is also an annual report for all pupils that reviews progress and attainment and sets targets; there is an opportunity to discuss this report at a further parents' evening at the end of the school year.
- All IEPs are reviewed termly and parents receive feedback about progress and attainment.
- Parents are welcome to meet with members of staff to review any issues with the progress and attainment of their child. Appointments to meet with the class teacher can be arranged through the school office or by speaking to the teacher directly.
- The views of children with SEN are sought before their Annual Review meetings and are included as part of their review.

How will the effectiveness of the school's special educational provision be assessed and evaluated?

How does the school know how effective it's arrangements for children with special educational needs is?

- The progress of all pupils is monitored through the progress tracking system. This is reviewed by teachers and Senior Leadership to ensure that progress is made by all pupils, including those with SEN. If adequate progress is not being made then interventions are put in place.
- Any interventions undertaken are regularly monitored with feedback given to parents on attainment and progress.

How can children with special educational needs access the school's facilities?

What activities are available for children with special educational needs in addition to the curriculum?

How accessible is the school environment?

How will a child with SEND be included in activities outside the classroom, including school trips?

Will the child be able to access all of the activities of the school, and how will school assist them to do so?

- Christ Church has excellent safeguarding procedures embedded to ensure that all pupils, staff and visitors have a safe environment. The school does have wheelchair access but the school would need to review any application on a case by case basis to determine whether we could accommodate a child's needs even after reasonable adjustments.
- Christ Church has a fully inclusive policy and children with any form of SEN are fully integrated in all aspects of school life where appropriate for the child. Pupils will be supported on a needs basis which may be one to one support with a teacher or TA, specific intervention programmes, small group work, lunchtime support etc.
- Laptops/iPads are available for students with SEN where appropriate and a wide range of subject specific aids are used including but not exclusively visualizers in English, different size and coloured balls in Physical Education, different fonts, exercise books and overlays.
- As part of our inclusive policy the school tries to ensure that no child is excluded from educational visits or out of school activities because of their SEN or disability, taking into consideration the safety and well-being of the child.
- Parents are invited in to discuss prospective trips and visits and their feedback is welcomed.

Transition

*How will the school prepare and support a child to join the school, transfer to a new school, or move to the next stage of education?
What information will be provided to his/her new school?*

- The school has an extensive transition programme in place both for children joining the school and for those moving on.
- Induction sessions take place in the Foundation Stage Unit for all children intending to start at Christ Church.
- The school has close links with partner secondary schools and through taster sessions and open days seeks to minimise the impact of transition.
- Assessment and progress data, attendance and behaviour information, information about friendship groups etc. is collated by the Year 6 teacher and forwarded to the relevant secondary school to enable a smooth transition.
- The SENCo forwards any additional information to the SENCo of the child's secondary school, communicating with them in the Summer Term of Year 6 to ensure they have everything they need to prepare for the child's provision in September.
- Where children have an EHC Plan the SENCo of the child's secondary school will be invited to attend the child's Year 6 Annual Review meeting.

Who can parents contact for further information?

If a parent is considering joining the school they should contact Mrs Howard, Headteacher, who will discuss any initial enquiries and arrange for them to visit school where appropriate.

Miss Sutton (SENCo) is also available to answer any questions parents may have about SEND provision at Christ Church.

Mrs Howard and Miss Sutton can be contacted either by phoning school on 01204 883415 or by email at ccwalshaw@bury.gov.uk.

Parents of children with SEND can contact any member of staff or the SENCo directly to discuss any concerns or issues they have with SEND provision.

Parents and carers of children with additional needs or disabilities who would like some advice or support can follow the link to the Bury Directory <https://www.theburydirectory.co.uk/kb5/bury/directory/home.page>

For further or more detailed information about the four broad areas of need in SEN, the four-part cycle school will implement for children on SEN Support and the steps involved in requesting an Education Health Care Plan, please see the Special Educational Needs and Disability Code of Practice: 0 to 25 years document which is available to download from the Department for Education

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Reviewed September 2023
Miss Sutton (SENCo)