Christ Church

CofE Primary School

Helping Every Child to Learn, Belong and Thrive

Special Educational Needs and Disabilities (SEND) Information Report

WELCOME

Every child is unique and valued

At Christ Church C of E Primary School, we believe that every child is unique and valued. We are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), are fully included in school life and given every opportunity to achieve their potential.

We understand that parents and carers know their children best. We work closely with families to identify strengths, understand needs and provide the right support at the right time.

This report explains how we support children with SEND and how we work together with families to ensure every child feels safe, included and successful.

Who to talk to about SEND

Mrs Glypti, our Special Educational Needs and Disabilities Co-ordinator (SENCo), oversees the day-to-day implementation of the school's SEND policy. She works closely with staff, parents and external agencies to identify needs, coordinate appropriate support and monitor the progress of pupils with SEND, including those with an Education, Health and Care Plan (EHCP).

Book an appointment through the school office

0121 675 5121

enquiry@christch.bham.sch.uk

Get in touch early if you have a worry. We always welcome the conversation.

Four areas of need, and how we help

What it can look like	How we help	How we check
Cognition and learning Children may need extra time, smaller learning steps and repeated practice to help them understand, remember and use new skills.	Individual Target Plans (ITPs); trained staff in and out of class; specialist teachers.	Regular ITP reviews, staff progress meetings, whole-school assessment data and talking with parents, children and agencies.
Communication and interaction Speech, understanding others, new sounds and smells, unfamiliar topics and change.	Speech and Language Therapy, transition booklets, visual timetables, pre-teaching vocabulary, LLSS & Communication Autism Team (CAT).	Regular speech and language target reviews; SENDCo and Children's Team review; children's feedback on what works.
Social, emotional and mental health Following rules, understanding feelings, making friends, staying safe and listening.	Educational Psychology and a children's psychotherapist; ELSA intervenion; high behaviour expectations supported by SLT.	Pupil Progress Meetings include a discussion of each child's academic progress, as well as their social and emotional development, to ensure the right support is in place..
Sensory and Physical Needs Children may need support with hearing, vision, movement, physical skills, medical needs, or access to specialist equipment and resources.	An accessible building, Physical Difficulties Support Service (PDSS), Sensory Support and Occupational Therapy.	Regular risk assessments and reviews, advice from external professionals, and careful planning for transitions to new classrooms

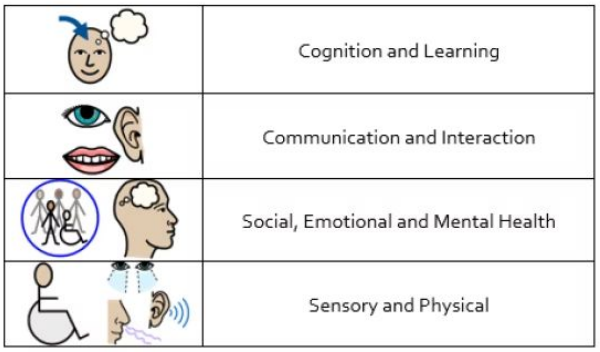
How do we identify children who may need additional support?

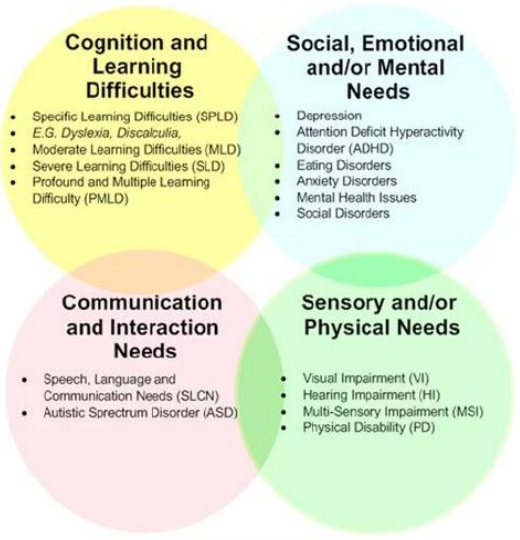
Children's needs may be identified in a number of ways, including:

- Discussions with parents and carers
- Observations by teachers and support staff
- Assessment information and pupil progress data
- Information from nurseries or previous schools
- Advice from health professionals or other specialists
- Conversations with the child themselves

Sometimes a child's needs become clear over time, while for others additional needs may already have been identified before they join our school.

We believe early identification is important because it helps us provide support quickly and effectively.





What happens if my child needs additional support?

When concerns are identified, we work together with parents, carers and staff to understand what support may be needed. We follow the graduated approach recommended in the SEND Code of Practice.

1 Assess

We gather information about the child's strengths, needs and barriers to learning.

2 Plan

We agree outcomes and identify strategies that may help.

3 Do

Support is put in place in the classroom and through any additional provision that may be required.

4 Review

Progress is carefully monitored and discussed regularly with parents and carers.

This cycle helps us ensure support remains effective and responsive to individual needs.

How do we support children with SEND?

Most children with SEND are supported through high-quality teaching in the classroom. Teachers adapt lessons to ensure all children can access learning and make progress.

Support may include:

- Adapted teaching approaches
- Visual resources
- Additional modelling and explanations
- Small group teaching
- Targeted intervention programmes
- Communication support
- Emotional wellbeing support
- Assistive resources and equipment
- Support from teaching assistants

Support is based on individual need and may change over time.

How school knows the progress being made by pupils with Special Educational Needs?

At Christ Church, we use a whole-school assessment and tracking system called Insight to monitor pupils' attainment, progress and next steps in learning. This enables teachers to identify what children have achieved and to plan effectively for their continued development.

For pupils with Special Educational Needs and Disabilities (SEND), progress is monitored using the Birmingham Access to Education Language, Literacy and Mathematics Continuums. These frameworks break learning down into smaller, progressive steps, allowing staff to accurately assess and celebrate progress that may not be reflected through age-related expectations alone.

This approach provides a detailed picture of each pupil's development and helps us to identify strengths, areas for further support and the most effective strategies to enable every child to achieve their potential.

How do we support children's wellbeing?

A child's wellbeing is central to their success in school. We support pupils through:

- Positive relationships with trusted adults
- A nurturing and inclusive school environment
- Pastoral support
- Emotional wellbeing interventions
- Opportunities to develop confidence and independence
- Safeguarding procedures that protect all children

We aim to ensure that every child feels safe, respected and valued.

Clubs and activities

We believe that all children are entitled to a broad, balanced and enriching curriculum, including access to a wide range of extra-curricular opportunities.

All pupils, including those with SEND, are encouraged to take part in after-school clubs and activities.

Where children have physical, sensory or medical needs, we work closely with families and relevant professionals to ensure appropriate support and reasonable adjustments are in place. We make every effort to enable children with SEND to access and participate in the full range of opportunities available at Christ Church.

How accessible is the school?

We are committed to ensuring that all children can participate fully in school life. Our school provides:

- Step-free access where possible
- Accessible toilet facilities
- Reasonable adjustments for pupils with disabilities
- Adapted resources and equipment where required
- Support for children with medical needs
- An accessible curriculum

Further information can be found in the school's Accessibility Plan, which is available on our website.

Staff training so all teachers can meet the needs of pupils with SEND

At Christ Church, we are committed to ensuring that all staff have the knowledge and skills needed to support children with SEND effectively. Staff receive regular training and professional development to maintain and enhance their expertise. The table below outlines the SEND-related training currently undertaken by all staff and by staff with specific responsibilities.

All staff

- SEND Code of Practice
- Team Teach
- Level 1 AET Autism Training
- EpiPen Training
- Asthma Awareness
- SEND Toolkit for Literacy and Mathematics
- Birmingham Ordinary Available Guidance (OAG)
- Colourful Semantics
- Adaptive Teaching Strategies
- Speech, Language and Communication Needs (SLCN) Awareness
- Inclusive Classroom Practice
- Mental Health and Wellbeing Awareness
- Safeguarding Children with SEND

Specific training for some staff

- Precision Teaching
- WELLCOMM Speech and Language Screening
- NELI (Nuffield Early Language Intervention)
- Pre- and Post-Tutoring Support
- ADHD Strategies
- Autism Strategies
- Supporting Children with Social, Emotional and Mental Health (SEMH) Needs
- Sensory Processing Strategies
- Dyslexia Awareness and Support
- Individualised 1:1 training to support specific pupils, delivered in partnership with external professionals and specialist services

Additional specialist help for pupils

In our school, if we feel a pupil needs more specialist help, we can work with the following people:

Agency or service	Who they work with	How school can get in touch with them
Educational Psychology Service (EPS)	Children with complex needs and where an application for an Education, Health and Care Plan assessment is made.	School has an allocated Educational Psychologist who the SENCo is in regular contact with. Parental consent is required.
Language and Learning Support Service (LLSS)	Children who are working below age-related expectations or who have cognition and learning needs may require additional support to help them make progress.	The school works closely with the Learning and Literacy Support Service (LLSS). Where appropriate, the SENDCo may discuss a referral with parents to seek additional advice and support for a child's learning and development. Parental consent is required.
Communication Autism Team (CAT)	Children who are being assessed for or already have a diagnosis of autism or social communication difficulties	With parental consent, the school can make a referral to theCommunication Autism Team (CAT). Once a referral has been accepted, we can access advice and support from our allocated CAT specialist to help meet a child's needs.
Physical Disability Support Service (PDSS)	Children with physical difficulties that impact on their access to school may be supported by specialist services. These services provide advice, assessments, equipment recommendations and staff training to help us meet pupils' individual needs effectively.	With parental consent, the school can make a referral to the relevant specialist service. Once the referral has been accepted, we can work with our allocated specialist to access advice, guidance and support to help meet a child's individual needs.

Additional specialist help for pupils (continued)

Agency or service	Who they work with	How school can get in touch with them
Sensory Support Service (SSS)	Children with hearing or visual impairments may require specialist support, resources or adaptations to help them access learning and participate fully in school life.	Pupils are usually referred following a medical diagnosis; however, school can contact the team for general advice.
Speech and Language Therapy Service	Children who are having difficulty with speech, language or communication.Children can have an in-depth assessment and intervention where needed.	We work with West Midlands Independent Speech and Language Therapy Service, who provide an allocated Therapist to work with children in school. Parental consent is required.
NHS professionals	Children with medical needs and their families.	The school can arrange meetings with the School Nurse. The School Nurse will meet parents who have been referred to their service. Parental consent is required.
Occupational Therapy	Children with sensory and physical needs.	We work with Occupational Therapy and other specialist services, who provide advice and recommendations to help us support children's physical, sensory and independence needs in school.

How parents of our pupils with SEND can be involved

Christ Church Primary School has an open-door policy, and we are always available for parents to contribute to their child's education.

We see parents and carers as partners in their child's education. We work together by:

- Listening to parents' views and concerns
- Sharing information regularly
- Agreeing targets and outcomes together
- Involving families in reviews and decision-making
- Signposting families to relevant services and support

We value the important role families play in helping children succeed.

How pupils with SEND are involved in their own education

Where appropriate, we encourage pupils to:

- Share their views about school and learning
- Contribute to SEND review meetings
- Discuss their strengths and interests
- Help set personal goals
- Express what support helps them learn best

Listening to children's views helps us provide support that is meaningful and effective.

We believe children should have a voice in decisions that affect them. We involve children by prioritising development of independent learning skills. We involve children in a variety of ways, including:

- Share their views about school and learning
- Contribute to SEND review meetings
- Discuss their strengths and interests
- Help set personal goals
- Express what support helps them learn best
- Access to Person-Centred trained staff who help us involve children in reviews of their needs
- Some children have a 'one-page profile' to help them and their teachers understand their needs
- Visual timetables which help children understand what they need to do
- Some children have help to assess their own learning, and the curriculum is personalised where needed

How we support children with SEND through transition

When a child with special educational needs joins Christ Church, we:

- Meet with them and their parents to ask and answer questions about their needs
- Arrange visits to the school and any workshops that are appropriate prior to their start date

When a child with special educational needs moves into a new class at Christ Church, we:

- Can give the child a transition book so they have information and pictures about their new classroom and teachers
- Talk to the child and their family about any changes and how to support at home
- Introduce the child to their new class and teacher well before their transition

When a child with special educational needs leaves Christ Church in Year 6, we:

- Work with the child's new school to make sure they have a transition which is as easy as possible for them
- Talk to key staff at the new school about the child's needs and hold a review meeting if needed
- Help to arrange visits to the new school, if required

EHCPs

Children with an EHCP receive support in line with the provision specified within their plan. The school works closely with families, the Local Authority and other professionals to ensure provision is delivered effectively. Annual Reviews are held to monitor progress and consider future needs and outcomes.

What should I do if I have concerns?

We encourage parents and carers to speak with us as soon as possible so that concerns can be discussed and addressed quickly. In most cases, concerns can be resolved through discussion with:

1. **The class teacher**
2. **The SENCo**
3. **The Headteacher**

If a concern cannot be resolved informally, parents may follow the school's Complaints Procedure, which is available on the school website.

Birmingham Local Offer

The Birmingham Local Offer provides information about services and support available for children and young people with SEND and their families. The Local Offer includes information about:

- Education services
- Health services
- Social care support
- Leisure opportunities
- Support groups and organisations

Birmingham City Council has a website with up-to-date information about the range of services provided for children with Special Educational Needs. You can access the Birmingham Local Offer by visiting the following website:

www.localofferbirmingham.co.uk

The support services that can help parents

Name of support service	How they can support parents	How you can contact them
Autism West Midlands	Support and advice are given and opportunities to meet regularly	Telephone: 0121 450 7582 Website: www.autismwestmidlands.org.uk
SENDIASS	The Local Authority's impartial advice and support service	Telephone: 0121 303 5004 E-mail: sendiass@birmingham.gov.uk
Forward Thinking Birmingham (including CAHMS)	A range of services and facilities focussed on the individual needs of 0-25 year olds. 24/7 access to mental health crisis support.	Telephone: 0300 300 0099 Write: Access Centre, 5th Floor, 1 Printing House Street, Birmingham, B4 6DF

Our commitment

At Christ Church C of E Primary School, we are committed to creating a welcoming, inclusive and supportive environment where every child can flourish.

We celebrate diversity, recognise individual strengths and work together with families to remove barriers to learning. Our aim is for every child to feel they belong, to enjoy school and to achieve their full potential.