

Christ Church and Holy Trinity C of E Primary Schools

SEND Information Report



SEND Information Report (Schools Offer for SEND) – Parents/Carer’s Questions and answers

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Please [click here](#) for information on the Kensington & Chelsea Local Offer

Christ Church and Holy Trinity's SEND Schools Offer

Questions and answers for parents and carers

1. Who are the best people to talk to at Christ Church and Holy Trinity schools about my child's difficulties with learning, special educational needs or disability?

- In the first instance, it is always best to talk to your child's class teacher about your concerns. We encourage parents to inform us of any needs that their child has.
- Special Education Needs Coordinator (SENCO) is a qualified teacher working at the school who has responsibility for SEND. They work closely with the head teacher and governing body. If you have concerns about your child, you should speak to your child's teacher before you speak to the SENCO - Camilla Nelson (CC) or Donna Verity (HT).
- If you continue to have concerns, you may wish to arrange to discuss these with Mrs Webb the Deputy Headteacher or Mrs Hawkins the Headteacher.

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

- We have an open – door policy and always make ourselves available to discuss any concerns you may have about your child.
- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any concerns at a parent/teacher meeting.
- The SENCO 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.
- Referrals to outside agencies may be discussed to support your child's needs.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Christ Church and Holy Trinity schools we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. 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 professionals.
- If your child has an identified special educational need you will be invited to a meeting with the class to discuss strengths, areas of development, progress and current support strategies being used and expected outcomes. The SENCO may be involved in some of these meetings.
- 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.

4. How do Christ Church and Holy Trinity schools ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At Christ Church and Holy Trinity schools we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher. This will include assessment of your child's needs, planning to meet these needs and evaluation of these strategies and their success in supporting your child.
- We regularly review the schools training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The schools use expertise from professionals in schools, advice from professionals from outside agencies and accesses training programmes from different organisations including the Training and Outreach team based at QE2 schools and individual training depending on current needs.
- Individual training can also be arranged when necessary, such as for children with medical needs.

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

- At Christ Church and Holy Trinity schools we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We carefully plan our curriculum to match the age, ability and needs and interests of all children.
- 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.
- Christ Church and Holy Trinity schools regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.
- The schools provide a range of resources which can be used to adapt and enrich the curriculum for children with SEND.

6. What types of support may be suitable and available for my child?

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

The schools work closely with a range of services and outside agencies to meet the needs of children with SEND and to support the families. This normally happens at the 'specialist' level as described below.

- At Christ Church and Holy Trinity schools we have a 3-tiered approach to supporting a child's learning.

Universal – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

- Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a week to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the schools in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The schools may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.

- The current interventions provided at Christ Church and Holy Trinity schools include:

See Interventions table below

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

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

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. 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,
- establish outcomes for your child's progress,
- specify 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 schools, usually the SENCO or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

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

- We may provide you with strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carer workshops in schools to help you understand the strategies used in schools. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENCO may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child, i.e.: Educational Psychologist, Speech and Language Therapist etc.

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

- Christ Church and Holy Trinity schools receive funding from the Local Authority. These funds include money to support the learning of children with SEND.
- The Head teacher, in consultation with the schools Governors, decides the budget for SEN provision on the basis of the needs of the children in the schools.
- The Headteacher, the senior leadership and the SENCO discuss the effectiveness of the school current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training, and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the schools 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 his/her regular learning within the class and with regard to specific intervention programmes. We will discuss what is working well, agree future outcomes and agree ongoing support.
- 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. Termly pupil progress meetings are held with the SENCO and class teacher to review progress and identify any barriers to learning.

12. What support will there be for my child's happiness and well-being at Christ Church and Holy Trinity Schools?

- At Christ Church and Holy Trinity schools we aim to provide a safe and secure environment where all children can learn. We have a positive behaviour system which is consistent throughout the schools so that children are always clear of expectations and take responsibility for their own behaviour and actions. We believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- We plan for the children in schools who find change and transition difficult by giving them visual structure and pre – warning them for a change in the school day.
- Zones of regulation are used throughout the schools, in addition nurturing groups are to develop social and emotional skills. Time to Talk also offer sessions to children and families.
- You can be confident that in particular your child's class teacher, the teaching assistants and the SENCO are available to provide support to match your child's needs.

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

- Christ Church and Holy Trinity schools are inclusive schools and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary, the schools will make reasonable adjustments to ensure that children with SEND 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 Church and Holy Trinity schools support my child in transition stages?

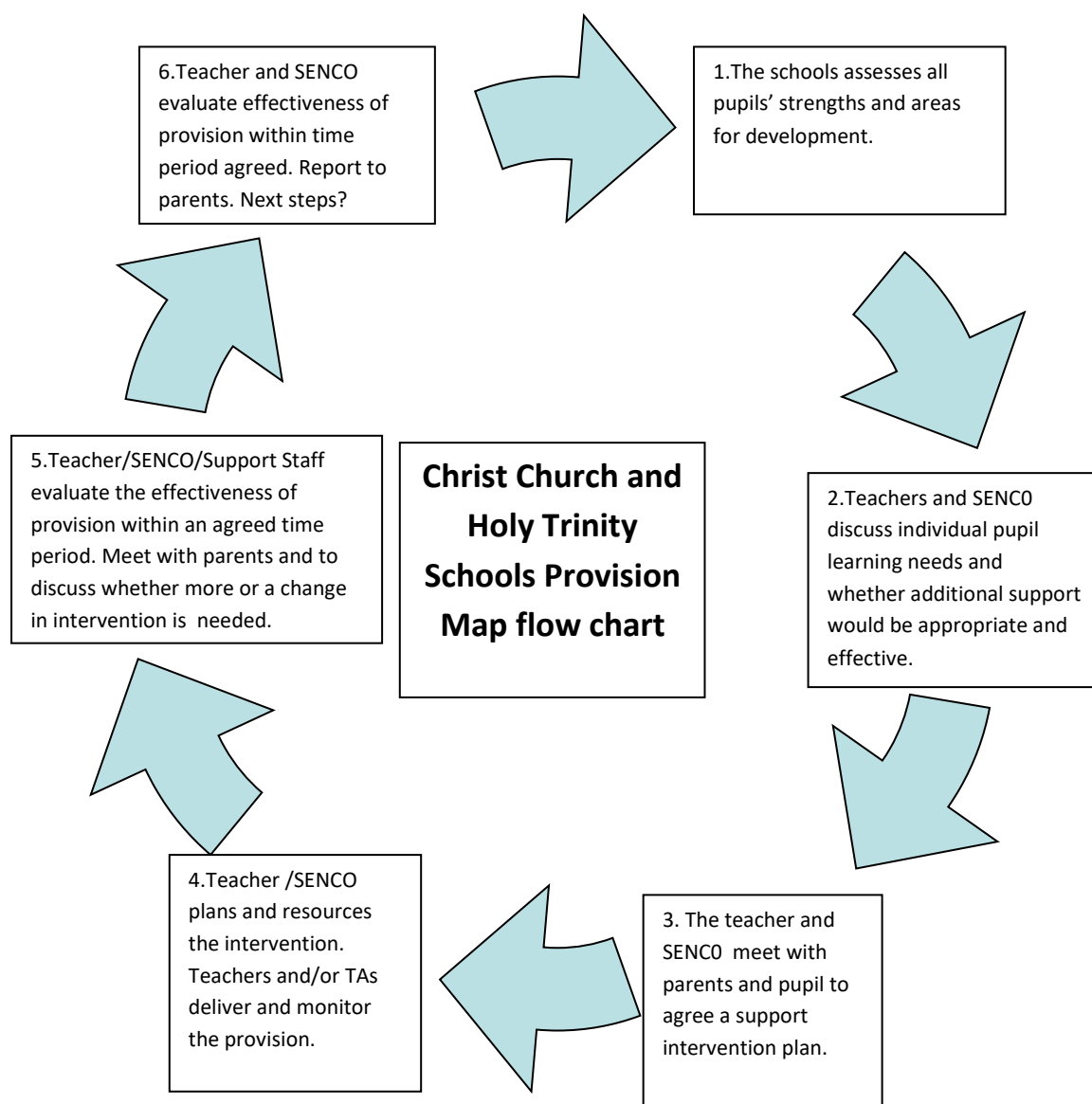
- If your child has SEND ,we liaise closely with the schools or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child when they join Christ Church and Holy Trinity.
- While at Christ Church and Holy Trinity schools we 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. Handover meetings are arranged in the summer term to ensure smooth transitions.
- Christ Church and Holy Trinity schools make arrangements to ensure there is a smooth transition when your child transfers to his/her secondary schools of choice. We contact the School SENCO and records, and key information is transferred.
- 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. If I have any other questions about my child at Christ Church and Holy Trinity schools, who can I ask?

At Christ Church and Holy Trinity schools we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- The class teacher
- The SENCO
- A member of the Senior Leadership Team
- The Headteacher

Parents' guide to Christ Church and Holy Trinity schools Interventions



Interventions Table

| Interventions | Specialist support |
|--|---|
| Early Talk/Talk Boost 15 mins a day reading programme part 1&2 Rapid Maths Rapid Read Maths power of 2/Springboard/Talk it, Solve it Spelling made easy SRS – phonics programme Word Wasp Team Talk/Social Groups The five minute Box/phonics catch-up Language for Thinking Programme | Speech and Language Therapy Occupational Therapy Social & Emotional support/Time to Talk Autism Team Intervention Team Primary Educational Psychology Clinical Psychology Schools Nurse Early Help (parenting support) CAMHS Communication Champion |

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| Individual Mentoring Write from the Start/Handwriting Lego Club Typing Club Individual Tutoring Yoga/Dance group Playground Club Support staff providing targeted support Reading Volunteers | Schools Nurse/NHS |
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