



'Be the best you can be in God's beautiful world'

Christ Church C.E. First School, valuing its name, its roots and its partnership with the local Church, seeks to be a learning community which aims for high standards, and in which Christian values are exemplified and experienced on a daily basis.

Our full mission statement can be found on the school website:

www.christchurch-stone.staffs.sch.uk

**Christ Church C.E. First School
Northesk Street
Stone
Staffordshire
ST15 8EP**

This offer outlines our school approach to meeting the needs of pupils with Special Educational Needs and Disabilities to ensure that they make the very best possible progress in our school, preparing them for their next stage of life.

Reviewed annually – next review July 2019

What is the local offer and where can I find information on it?

The Staffordshire local offer sets out the services that are available to parents and young people in the local area and gives information on how to access these services.

This information can be located at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Information on the Staffordshire Graduated Response to Special Educational Needs can be located at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>



What types of Special Educational Need does Christ Church First School provide for?

The four main areas of need from the Special Educational Needs Code of Practice are:

- Communication and Interaction (including needs arising from Speech and Language difficulties, or Autism Spectrum Condition)
- Cognition and Learning (including Moderate Learning Difficulties or Specific Learning Difficulties such as Dyslexia)
- Social, Emotional and Mental Health needs (Including behavioural needs)
- Sensory/Physical needs (including needs arising from Hearing or Visual impairments)

Christ Church First School is a fully inclusive mainstream first school where children with Special Educational Needs/Disabilities are welcomed.

What are Special Educational Needs?

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. (6.15 P95)

The SEN Code of Practice 2015 gives the following definitions:

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 (xii P15)

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
- 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 (xiv P15)

How is Christ Church First School accessible for children with SEN/Disabilities?

Christ Church First School is committed to inclusive practice for children with SEN and Disabilities, working with the Local Authority to form part of the Staffordshire Local Offer for children and their families. The Equality Act (2010) says that:

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (6.9)

The admissions criteria at Christ Church First School is fully inclusive and all children are welcomed and enabled to participate fully in school life, developing to their own potential.

For further details, our Admissions and Equal Opportunities policies can be found in the policies section of our website.

How does Christ Church First School know if children need extra help?

At Christ Church First School, we celebrate the fact that every child is unique and the identification of SEN at Christ Church First School is built into the overall approach to monitoring the progress and development of all pupils. We understand that children learn and develop in different ways and have different strengths and areas for improvement. Highly skilled Teachers and Teaching Assistants recognise this and use different teaching styles and resources, planning different levels of work in the classroom to cater for the various ways that children learn. All children receive a balanced and broadly-based curriculum - this is called High Quality Teaching with differentiation.

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes through Teacher Assessment processes indicate a lack of attainment/progress
- There is a change in the child's behaviour
- A pupil asks for help
- Pupil observation indicates that they have additional needs

How does Christ Church First School assess pupil needs?

Schools should assess each pupil's **current skills and levels of attainment on entry**, building on information from previous settings and Key Stages where appropriate. At the same time, schools should **consider evidence that a pupil may have a disability** under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. (6.16 P95)

Class teachers should make **regular assessments of progress for all pupils**. These should seek to **identify pupils making less than expected/working towards expected progress given their age and individual circumstances**. This can be characterised by progress which:

- 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

(6.17)

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. (6.18)

Assessment processes at Christ Church First School may include:

- The analysis of termly assessment data to consider attainment and progress
- The use of formative assessment on a day to day basis in the classroom
- The use of standardised assessments such as the British Picture Vocabulary Scale (BPVS) and the Single Word Spelling Test (SWST) to inform future provision (this process may also be completed by external support agencies such as Entrust SENIS or an Educational Psychologist)
- Pupil observations
- Summative assessments such as the Phonics Screening Check and Standard Attainment Tests (SATs)
- If requested and if criteria are met, a statutory assessment of needs (EHCNA) may be undertaken by the local authority in conjunction with pupils, parents/carers and school

Further information regarding assessment processes at Christ Church First School may be found in our assessment policy on our school website.

How does Christ Church First School teach children with Special Educational Needs?

All teachers have the highest possible expectations for your child and all pupils in their class. All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners and is based on building on what your child already knows, can do and understand. Teachers plan using pupils' achievement levels, differentiating work to match ability to enable access for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they may be provided with additional support that includes specialised equipment or resources, ICT and/or additional adult help.

Pupils who are failing to make expected levels of progress are identified very quickly and their progress/attainment will be monitored closely. If progress does not increase, targeted specific support at 'SEN Support' and the provision of an individual learning plan (ILP) is required, and parents and children will be an integral part of the target setting process.

A graduated approach will be followed (an assess, plan, do and review model), and all children with Special Educational Needs are taught in an inclusive manner. If further support is required in the future, the school may gain the advice of external agencies to guide provision, and you will be asked if you are happy to share information with them.

For a very small percentage of pupils, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Christ Church First School has previously held Dyslexia Friendly Status and is currently working towards the renewal of this status. The aim of this Quality Mark is to promote the excellent practice of schools as they carry out their role of supporting and challenging staff to improve accessibility and achievement for more learners, especially those with Specific Learning Difficulties such as Dyslexia.



What types of reasonable adjustments are made for children with SEN at Christ Church First School?

'Reasonable adjustments' refer to provision that may be made to cater for a specific need but may be possible through usual quality first teaching. Each class teacher at Christ Church First School completes a document to detail the reasonable adjustments made for children in their class, and this is updated annually, or as required throughout the academic year.

A 'reasonable adjustment' may be:

- Allowing a child to sit in an appropriate place in the classroom to allow them to access work more easily
- Providing work from the board onto a page next to the child
- Giving the child their own prompt to enable them to differentiate the letters 'b' and 'd'
- Providing a different access route for a child with a physical disability

How does Christ Church First School review the progress of children with Special Educational Needs?

Each child with Special Educational Needs has a personalised support plan to ensure that achievable targets for their development are set. Parents and children are a central part of this process, and we aim to set targets together, ensuring that everyone's views are heard and that needs are met.

Some children may be involved with agencies that support the review process, and they may contribute to the review process either by attending meetings or by contributing a report.

The review process at Christ Church First School is:

- Completed through a termly meeting with the child's class teacher (and possibly with the SENCo)
- A process that is centred around the child and family

- A process where successes are celebrated
- Where timely targets are set for the next steps in the child's development

If a child is in receipt of an Education, Health and Care Plan (EHCP), then there will be a statutory annual review process, where all are invited to review the child's progress towards their targets from the past year. External professionals such as an Educational Psychologist, Health Agencies or Entrust SENIS may be invited to share their views at the meeting, and an officer from the local authority that uphold the EHC Plan may also be present.

Parent and pupil views are sought as part of the meeting (prior to the meeting for EHCP reviews) and these are discussed within the meeting. The child may stay for all or part of a meeting depending upon their age

Many sources of information are drawn upon when reviewing the child's progress including:

- Assessment information from school and external agencies
- The child's annual school report
- Questionnaires
- Learning plan reviews

How does Christ Church First School evaluate the effectiveness of SEN provision?

At Christ Church First School, the provision for SEN intervention is evaluated in several ways including:

- Teaching Assistant records for interventions
- Analysis of whole school data
- Pre-and post-assessment data for specific interventions
- Qualitative information on a child's self-esteem, approach to learning etc.
- Annotated and reviewed SEN Learning Plans
- Through performance management cycles for staff

Senior leaders and Governors take a leading role in the monitoring of SEN provision to ensure that the quality of provision is continually maintained and that each child is given the opportunity to develop to their full potential. This monitoring may take the form of:

- Lesson/intervention observations
- Looking at workbooks and Learning Plans to consider development points for all staff
- Looking at planning to consider how support for SEN children is inclusive
- The provision of SEN performance management targets for staff
- Monitoring of provision/observations by external verifiers
- SEN Reporting to meetings of the Governing body
- Participation in staff training
- Considering attendance and behaviour of pupils with SEN

What additional support is available for children with Special Educational Needs at Christ Church First School?

Support for children with SEN may be:

- Support in targeted groups
- Support on an individual basis
- Support as part of their whole class

Christ Church First School completes a Provision Map for the types of SEN need in school, and this informs where support and staff are most required. Children with Special Educational Needs are supported by their class teacher, Teaching Assistants, Intervention Teachers and staff from external agencies. These staff have experience and specialism in the teaching of children with Special Educational Needs.

Staff with specialisms are used to support children with needs in their area of excellence. Senior Leaders at school consider the placement of staff to provide the most effective level of support for pupil needs.

Children with a Statement of Special Educational Needs or an Education, Health and Care Plan may have a set amount of hourly support, and this may be provided by several members of staff according to need.

Some children with Special Educational Needs may require arrangements to allow them to access assessments such as the SATS at the end of Key Stage One (Year Two). These may be the provision of extra time, or the provision of a reader or scribe if the child has difficulties with reading or writing. Arrangements for this are completed in school and assessments may be completed to give further evidence of a child's attainment. School may also be asked to demonstrate that this is part of their usual classroom practice for the child.

How will my child be included in activities outside the classroom?

- Risk assessments are carried out and procedures are put in place to enable all children to participate safely in all school activities
- The opportunity to take part in all activities that are part of school life is offered to all pupils
- Access arrangements to allow pupils to engage with school activities are considered and actions taken to enable access

How does Christ Church First School support children with medical conditions?

Children with medical needs will have a detailed Health Care Plan in school. This is written using a person-centred process, with advice from the child, parents, school and health agencies. Information according to the child's needs is shared with appropriate members of staff. Risk assessments may also be completed as part of this process.

All staff in school receive training from health agencies to enable them to cater for needs more effectively.

All medicine administration procedures adhere to the Staffordshire County Council policy and DfE guidelines included within 'Supporting pupils at school with medical conditions' (DfE, 2017).

If there is a medical emergency, a first aider or appropriately trained adult will administer aid to the child and a member of senior staff will be alerted. The family and, if needed, an ambulance will be called. This is then recorded in the school accident book.

Staff are trained in Paediatric First Aid according to guidelines from 'Guidance on First Aid in Schools'.

How does Christ Church First School support the social and emotional needs of children with Special Educational Needs?

There is a wide variety of ways in which we support children's emotional development including:

- An evaluated Social, Emotional curriculum (SEAL) that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. The topics covered include: New Beginnings, Getting on and falling out, Going for Goals, Good to be Me, Relationships and Change
- Each class agrees a charter at the beginning of the school year, which is signed by all children
- Pupil and Parent views are gathered through a variety of sources and outcomes are analysed and actions considered
- Older pupils offer peer support to peers through leadership roles such as Sports Leaders, Reading Champions, School Council and the Worship Committee.
- We provide a range of after school clubs where there is an inclusive atmosphere and all children can realise success and to achieve to their potential
- Children can access support from a 1-1 adult mentor, if required
- The school takes an active role in preventing bullying and acceptance/love of others is an integral part of scripture study/worship
- School attendance is monitored closely and any children at risk of low attendance/exclusion are identified and steps put into place to support them and their families

Who can we contact for information?

The first point of contact should be your child's class teacher, or if your child does not yet attend Christ Church First School, the point of contact should be via Mrs J Smith in the school office.

Telephone: 01785 336545

Email: office@christchurch-stone.staffs.sch.uk

The Head Teacher, Mrs A Graham can also be reached here.

Currently, Christ Church First School have committed to receiving support from Entrust Education Support Services for the 2018-19 academic year. The SENCo supporting the school is Miss M Tudor. She can be reached via contact with the school.

How are the staff at Christ Church First School trained to support children with Special Educational Needs?

Staff training and professional development are a necessity to ensuring that the children receive the best possible support and education. Staff have received training/support on several areas of Special Educational Needs policy, practice and provision, including:

- Target setting for pupil support planning
- The requirements of the Code of Practice
- The graduated response (assess, plan, do, review)

- Supporting pupils with Dyslexic difficulties
- Autism awareness
- Updates on policy and practice via the termly SENCo Update
- Attendance at the Entrust annual SEN and Inclusion conference

School Governors also receive updates on SEN policy relating to their role.

The school has regular visits from Entrust SENIS specialist teachers, the Entrust SENIS Behaviour Support Team, Autism Outreach Services and Staffordshire Hearing Impairment Service, who provide advice to support the success and progress of individual pupils. SEN practice is also supported by the school's commitment to the provision of specialist expertise by an external SENCo from Entrust.

How are funding and resources secured to support children with Special Educational Needs?

Funding is accessed through several channels, and all pupils in school are supported through a basic level of funding for all children attending school. Extra funding in addition to this is provided for children with Special Educational Needs, and schools are expected to provide a level of support for children with Special Educational Needs from this and their basic funding. Some children may require further support due to a high level of need, and further funding is available through local authorities upon application.

A school system called provision mapping is used to consider where support for children is required, and is key in informing the use of funding for the acquisition of resources, staffing etc. This allows school to direct resources to the area of greatest need. Children that are eligible for Pupil Premium funding may also benefit from this additional support for their Special Educational Needs.

Some children may have an Education, Health and Care Plan, and these children will have a document where specific resources to support their development may be identified.

How will I be involved in discussions about, planning for and progressing my child's education?

You can get involved through:

- Discussions with the class teacher, SENCo or the Head Teacher
- Parent's evening meetings
- Parent/Carer events/workshops
- Working with your child at home
- Being involved in the Special Educational Needs Assess, Plan, Do, Review cycle
- Offering your views via Parent View or through questionnaires
- Joining the school PTFA

How are the children involved in decision making?

Children are an important part of the Special Educational Needs process, and their views are sought at each point of the Assess, Plan, Do, Review cycle.

This is completed through:

- Completion of a one-page profile to consider what the children feel that they are good at and what support they think they may need
- Attendance at meetings to discuss/set their targets/provision (where appropriate)
- Completion of pupil voice questionnaires
- Pupil views are gathered daily through conversations with the staff that support them

What do I do if I am not happy with the provision being made for my child at Christ Church First School?

Christ Church First School is committed to working with parents/carers to ensure that your child can access all the opportunities available to You can get in touch with the school to discuss any queries regarding your child's education. If the situation cannot be resolved, the school has a formal complaints procedure that may be accessed on the school website.

What additional support services are available to support my child at Christ Church First School?

The school receives specialist support from a variety of agencies from health, education and social care. These include:

- The School Nursing Service
- Speech and Language Therapy Services
- Autism Outreach Team
- Staffordshire Hearing Impairment Service
- Entrust SENIS Learning Support
- Entrust SENIS Behaviour Support

Parents/carers are involved through all processes and decisions with these professionals, and they will work in partnership with you and your child to ensure the best possible outcomes for all involved.

How does Christ Church First School prepare pupils for moving to the next stage of life?

At times, children move on, and their transition to the next stage of their life is a planned process, whether it be a move to/from a new school or geographical area.

Several strategies are in place to enable effective transition from one setting to another. These include:

On entry to Christ Church First School -

- A planned programme of visits is provided in the summer term for pupils starting in September, including a chance to share lunch with their Parents/Carers
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine
- The SENCo/Class Teacher meets with all new parents of pupils who are known to have Special Educational Needs/Disabilities to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry
- If pupils are transferring from another school, the previous school records will be requested immediately, and a meeting will be set up with parents to identify and reduce any concerns

On transition to another setting -

- We have support for children and families at all points of transition – from Reception to Year 1, KS1 to KS2 and Year 4 to Middle School

- The transition programme in place for pupils in Y4 provides several opportunities for pupils to meet staff in the current and new school. These opportunities are further enhanced for pupils with SEN and vulnerable children
- Parents/Carers will be encouraged to consider options for the next phase of their child's education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible
- For pupils transferring to the local Middle School, the SENCos of both schools may meet to discuss the needs of pupils with Special Educational Needs to ensure a smooth transition
- The records of pupils who leave the school mid phase will be transferred quickly, once they have been enrolled at another school.

Further Information

SEND Assessment and Planning: 0300 111 8007

SENDIASS
Staffordshire Family Partnership

SENDIASS: 01785 356921

<https://www.staffs-iass.org/home.aspx>