



## Churchtown Primary School



### Letter from the SEND team

Before February half-term, there was an opportunity to fill out a 'SEND Audit Questionnaire'. Some parents commented on the audit being for the sole purpose of the audit and in some ways, this is correct. We appreciate that ensuring the best provision for children with Special Education Needs and Disabilities (SEND) has been a journey, and the SEND team want to get the future for this area right. The education and support we offer is paramount, and your feedback provides us with vital insights into how we can better meet the needs of every individual within our school community.

The audit was really positive, some of the highlights included:

- A swiftly improving culture of both policy and practice
- Early years inclusive practice is strong with a focus on developing early language, independence and managing emotions
- Children feel included and safe. Parents feel heard
- Relationships are strong - at all levels - teachers know children well - work on managing children's emotional and social needs and the adaption is best practice

The following letter is to try and address as many of the concerns as possible and most importantly, explain the plan of action in place to address these concerns:

Some parents said:

*'I don't know who the SEND team are and I don't know how to get in touch with them.'*



*Mrs Tudor (SENCo)   Mrs Sutton (Assistant SENCo)*

If you would like to contact the SEND team, you can either mention to your child's class teacher or email/phone the school office asking for us, and we will be in contact as soon as we possibly can.

Some parents said:

*'The SEND team need more people in their team, not just two.'*

We would love to have more people on our team, but sadly this is not in the school's control. **However**, we are trying to extend our knowledge to classroom staff so additional needs can be further met within the class.

Most parents felt that:

*'There should be a SEND parents evening with appointments as the drop ins are too busy'*

As of March 2024, there are bookable appointments with the SEND team.

**This being said**, please don't feel you have to wait for parents evening to make an appointment to talk to us!



*'Transitions have never been good. New teachers don't know my child'*

Noted. Updates in this area at the start of Summer '24.

*'Communication. Communication. Communication.'*

This area of development came up time and time again, therefore this is an area we want to really focus on. As a school we are looking at:

- Setting up regular coffee mornings/information evenings for parents (see link)
- Having a SEND newsletter like this one to share key points
- Classroom staff being fully aware of updating parents on the graduated approach (see next page).

***I would really welcome feedback on specific ways on how you feel we can develop our school communication. You can do this via the attached Microsoft Form link.***

Concerns linking to the graduated approach (previously known as the graduated response):

*'The school don't put enough adults in the classroom'*

*'Staff are not all trained in meeting SEN needs'.*

All schools probably agree that funding is tight and resources are stretched. However, we work with the resources we do have and are trying to ensure we train staff as much as possible in a wide range of areas. An example of some of the training so far:

- The SENCo delivered a Twilight training session for staff talking about the graduated approach and how to evidence effectively.
- A selection of staff received training from Sefton CC, focusing on dyslexia and interventions that can support dyslexic tendencies. School recognise that 1 in 3 children have dyslexia, so it is an area we want to develop.
- School have had leading professionals from the National Autistic society to look at strategies for supporting children in school.
- We have had an environment audit looking at our classroom environments and how we can enhance them.

*'Sometimes I don't think enough is happening in the classroom to support my child's needs'.*

These are called Quality First Strategies. These are things that we put in place in classroom to support a wide range of needs.

From our SEND audit, this is an area we would love to develop even further.

Sefton CC and our academy trust will be supporting us further.



*By the next newsletter, I am hoping to provide an update on how this area of development is progressing in settings.*

*'All children with SEN should have an EHCP and funding so they can be supported well'*

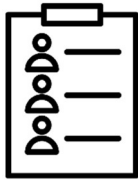
*'My child has a diagnosis but no 1:1 support'*

An EHCP does not mean school get funding for an adult to support the child 1:1. In fact, schools are discouraged from using '1:1 adults' as evidence has proven this is not good for a child to have. In order to receive an EHCP, a school has to work through a cycle.

Only in the most complex cases is an EHCP granted. If you would like to know more information on this, please do visit **Sefton Local Offer** and read the parent guidelines. They are brilliant for explaining the process school needs to go through.

## Attendance

*'I don't feel like the Attendance Officer gets that my child struggles'  
'I don't feel like the school communicates with attendance about my child's appointments'.*



We know from our attendance statistics that children with additional needs have lower attendance than their peers. This could be due to challenges with morning transitions or appointments.

The SEND team and Attendance Offer have re-looked at how we can communicate appointments with each other to ensure questions are not asked.

As you will know, the local authority and government put an immense amount of pressure on schools to evidence absences, hence the need for a full-time attendance officer. When a phone call is made home, it's for the purpose of supporting to see if there's anything additional we can do to support your child. It's not because school don't believe you.

The local authority do not accept 'has additional needs' as a reason for absence. As a school, we understand the absence, but this not always accepted by the LA.

Where possible, we ask:

- Medical evidence to be provided
- Please don't be offended when you are called to ask about the absence. The call is for supporting purposes.

## Summary

We are so grateful for your many contributions in the SEN questionnaires.

We appreciate the recognition that the SEN team are trying to develop the school's offer for provision. As mentioned previously, whilst some areas are out of our control, we value the feedback we receive as we want everyone in our school community to feel valued, included and appreciated.

The school recognise that there are areas to develop and we will continue to work with the whole staff team to do so.

Thank you for taking the time to read through our feedback bulletin and please do get in touch for support/advice.

Please also see the attached link for information about our first coffee morning!

Mrs Tudor  
(SENCo)



## Useful web pages:



- **Our school website/SEND**
- **Sefton/Lancashire Local Offer**
- **Barnados/SENDIAS Parent SEND support**
- **Cerebra (support for sleeping)**
- **Sefton Carers (SEND support)**