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SEND Report

Intent

At Corpus Christi, we strive to remove barriers to learning and participation, provide an education that is appropriate to pupils' needs, and promote high standards and the fulfilment of potential for all pupils, including those with SEND. We aim to work in partnership with parents to ensure that children with SEND are challenged and supported. The inclusion of children with SEND in the whole life of the school is very important to us.

Implementation

Pupils with special educational needs are supported and extended first and foremost by their class teacher. All teachers are teachers of children with special educational needs, and we firmly believe that high quality teaching for pupils with SEND is high quality teaching for all.

Where children require support that is different from, or additional to others in their class we work with a variety of additional professionals including: speech and language therapists, educational psychologists, occupational therapists, autism advisory teachers, literacy specialist teachers, emotional literacy support assistants and teachers from the visual impairment and hearing impairment services.

We are committed to:

- ensuring all pupils can access the best possible teaching
- promoting positive relationships, active engagement, and wellbeing for all pupils
- adopting a positive and proactive approach to behaviour, including the prevention of bullying
- complementing high quality teaching with carefully selected small-group and one-to-one interventions
- working closely with parents and specialists
- accessing high quality CPD for staff
- listening to children and parents about what works well

Our Approach

At Corpus Christi we use the “waves of intervention” approach to help us identify the level of support needed by each child. Class teachers and the SENDCO work together with parents at each stage.

Initial Concern: observe and monitor

Wave 1: support through high quality teaching. Teachers have a wide range of strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

Wave 2: in addition to high quality teaching, children attend support groups for targeted interventions to address specific gaps in their learning and/or personal development. These interventions are time limited, and progress carefully monitored and reviewed at least termly by their class teacher, with the support of our SENDCo. Parents are informed in writing of additional provisions being made for their child.

Wave 3: children who are named on the teacher's planning as they require differentiation or special resources different from the typical class differentiation. These children also receive support from outside agencies or specialist staff. Targeted support is planned using the assess, plan, do, review approach and is discussed with parents, teachers, SENDCo and child. A SEND support plan may be in place with detailed individual targets across more than one area of concern. School will work closely with the child and parents and meet with them half termly or termly, to review progress and agree next steps.

Education Health and Care Plan (EHCP): for those who need more support than can be provided by the school through ordinarily available provision. Children go through statutory needs assessment involving the Local Authority in which they are resident and a multi-disciplinary team. They may have an adult who works 1:1 with them within the classroom for all or part of the day, and/or follow a separate scheme of work from their class, planned specifically to meet their needs whilst challenging and extending them. This work is planned by the class teacher with support from the SENCO and LSA. Children with EHC plans spend most of their time with their class and take part in the whole life of the school including all class activities, trips and performances.

Impact

'Pupils with special educational needs and/or disabilities make exceptionally good progress because of the very effective way they are challenged and supported in their learning by class teachers and their assistants'

Ofsted Report January 2010

We are proud of the diversity of our school community and the successful inclusion of children with SEND. Children with SEND make excellent progress and the vast majority transfer to mainstream secondary schools. We evaluate the progress of children with special educational needs using a range of measures including NFER tests, teacher assessments, and assessments and advice from a range of external professionals including: literacy specialist teachers, the autism advisory teacher, Area Early Years SENDCo, Speech & Language Therapists, Qualified Teacher of the Visually Impaired, Qualified Teacher of the Hearing Impaired, Educational Psychologists, Occupational Therapists, Child and Adolescent Mental Health Services, Community Paediatricians and charities including Welcare. We work closely with parents to ensure their wishes, and those of their child, are respected at each stage of their child's educational journey. We know that our approach is valued as parents regularly turn to us for support and advice after their child has left Corpus Christi.

Our parents have told us:

"Corpus Christi Primary and in particular teachers, classroom assistant and the SEN team have been incredibly supportive as always and keep us abreast of progress and particular areas of concern. "

"At school I am very happy with the staff and specially with the school's SENCO and their teachers because they look after (name) very well."

"Thank you once again for your support, concern, care and hard work throughout the past year."

For further details please refer to the school's SEN policy.

For information on complaints please refer to the school's Complaints Procedure.

For more information on the school's Accessibility Plan please refer to the school's [Equalities Policy](#)

For more information on Lambeth's SEND Local Offer: <https://beta.lambeth.gov.uk/lambeths-send-local-offer>

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