

This information is designed to give parents/ carers clear information about how Corpus Christi School supports pupils with SEN/D (special educational needs and/or disabilities).

Each school has a teacher who is responsible for co-ordinating the provision for pupils with SEND. They are called the SENCO.

**The SENCO at Corpus Christi is Claire Seddon. You can contact her through the school office on 0207 2744722.**

If any information in this document is not clear, please contact the school office and ask to speak to Claire Seddon, who will be happy to explain it more clearly.

At Corpus Christi we are committed to providing a broad, balanced and ambitious curriculum which is fully accessible to all pupils. We believe that all learners, including those identified as having special educational needs and/or disabilities, should have equal access to a curriculum that supports them to become lifelong learners. We aim to create an environment that is happy and secure, which stimulates and motivates children to achieve their potential. Pupil's social and emotional well-being is of paramount importance, and we aim to give all pupils the tools that they need to move onto secondary school as confident, caring and responsible individuals.

We believe that all children should be equally valued in the school community. We are committed to eliminating prejudice and discrimination at every level and are constantly reviewing our school cultures, practices and policies to ensure that these are representative of all our pupils and staff.

This document reports Corpus Christi School's provision for children with additional and special educational needs and/or disabilities (SEND). It outlines the support which all schools are required to implement as stated in the SEND Code of Practice. The report can be read alongside the school's SEND Policy, which is available on the school's website.

### **Staff who are involved in SEND support at Corpus Christi**

Class Teachers	Class teachers are responsible for the educational provision for all pupils in their class, including those with special educational needs. If your child's class teacher has any concerns about your child's progress academically, emotionally or socially they will ask to speak to you to discuss these.
Support Staff (Teaching Assistants and Learning Support Assistants)	We have lots of support staff who work across the school as teaching assistants or learning support assistants (where staff may work on a 1:1 basis with a child for part of the school day). Teaching assistants and learning support assistants run some group interventions across the school to support all pupils and those who have SEND.
SENCO	The special educational needs coordinator (SENCO) is Claire Seddon. The SENCO is in charge of overseeing the provision for all pupils with SEND across the school.
Lead SEND Governor	Thom Chesser is the lead Governor for special educational needs at Corpus Christi. Thom reports back to the Governing Body about SEND provision across the school. The Governing Body is responsible for

	ensuring the school and the local authority is carrying out its duties as stated in the SEND Code of Practice.
Co-Headteachers	The Co-Headteachers are Jean Connery and Robert Coyle. The Headteachers liaise with the SENCO and class teachers about the implementation of the SEND policy and ensure that all pupils' needs are being met. Jean Connery is also the designated safeguarding lead.

### How are SEND needs identified at Corpus Christi?

<i>If your child has SEND needs that are known before starting school.</i>	<p>Some pupil's needs are known before they start school.</p> <p>If this is the case, then it is important that you liaise with the SENCO prior to your child starting at school. This is to ensure that we have all of the information that we need about your child and so that we can organise the correct support for them. Please contact the SENCO, Claire Seddon, through the school office.</p> <p>If your child already is known to the Early Years SEND team in Lambeth (or your local borough) and/or has an EHC plan (Education and Health Care) in place, then the school admission process is slightly different.</p> <p>Please make contact with your child's case worker in the SEND department of your local authority who will help you through the admission process. It would also be useful to arrange a visit to Corpus Christi to meet with the SENCO, Claire Seddon, so that you can view the school at first hand and discuss your child's needs.</p>
<i>Children who are identified with SEND needs after starting school</i>	<p>Some pupils' needs will not be identified until they start in school, or later in school life. These might be needs such as dyslexia or dyspraxia. Here are some of the ways that we gather information about a pupil's SEND needs once they have started school:</p> <ul style="list-style-type: none"> <li>• Information gathered from parents/carers when a child starts school</li> <li>• Records sent from feeder nurseries/ schools</li> <li>• Concerns raised by parents/carers or children themselves, which alert teachers to a possible need</li> <li>• Concerns raised by outside agencies such as the Community Pediatric Team or Social Services</li> <li>• Referrals from class teachers or support staff</li> <li>• Regular ongoing teacher assessment</li> <li>• Pre-school assessments - e.g. Development Assessments</li> <li>• Nursery &amp; Reception: - EYFS Baseline assessment</li> <li>• Nursery &amp; Reception: - Early Years Foundation Stage Profile</li> <li>• Years 1 -6 Formal class assessment using NFER tests</li> <li>• Ongoing observation by all staff.</li> </ul>

### **Parent/carer partnership**

After identifying that any child may need additional support, our first priority is to share this information with parents/carers. Our aim is to work as closely as possible with parents/ carers to coordinate the right provision for your child. We recognise that pupils learn at different rates and that there are many factors which may affect pupil progress and achievement, including but not limited to: the term of the child's birth, having English an additional language, confidence and family circumstance.

Our aim is to involve parents/carers in their child's education and development at every stage. You, as parents/ carers, are the experts in your child and we seek to consult with you and use your knowledge of what works for your child in our everyday practice. We welcome your suggestions and feedback at every stage.

### **How we train our staff to support pupils with SEND and different learning needs**

<b>Staff</b>	<b>Training provider</b>	<b>Knowledge, skills and qualifications</b>
<b>SENCO</b>	Lambeth SENCO Network  Educational Psychologists  Speech and Language therapist  Lambeth Autism Advisory Service  Visiting therapists  The National College	Strategies promoting inclusive practices, assessment of SEND children's needs, identification of needs, determining outcomes and processing Education, Health and Care Plans, Provision Map planning Understanding various complex needs or learning difficulties and delivering strategies to support these.  Participation in NASENCO Postgraduate Award.
<b>Assistant Headteachers</b>  <b>Co-Headteachers</b>	Headteachers conferences  Council for Disabled Children  Training delivered by Educational Psychologist/ Sen professionals and SENCO	Awareness of the SEND Code of Practice and statutory regulations regarding provision for SEND pupils.  Training on best practice in supporting pupils and their families who have disabilities.  Ongoing participation in SEND training as part of school INSET.

<b>Class Teachers Support Staff</b>	Speech and language therapist	Advice and support from SALT (weekly)
	Literacy Support Teacher	Advice and support from visiting literacy support teacher regarding best practice for supporting pupils specific learning difficulties.
	Visiting professionals (Occupational therapist/ Physiotherapist)	Advice and support to address individual pupils physical/ sensory needs.
	SENCO	Ongoing programme of training on SEND best practice, which is led by the needs of our pupils and training needs identified by staff.

We know that many pupils will require targeted support at some point during their time at primary school. For some pupils this may be in the form of short-term intervention groups to support them in developing particular skills. For other children, the support that they require will be long term and ongoing.

### **What does support for SEND pupils look like at Corpus Christi School?**

#### **In the classroom:**

- We plan lessons carefully across the school and always plan for pupils with SEND
- We offer a range of resources to support learning
- We differentiate the teaching. This means that different children may access slightly different tasks in the classroom, have more adult support with these or access these in a different way
- We train our staff to use inclusive teaching strategies that support children who learn in different ways.
- We use the information given to use by visiting professionals to inform our day-to-day teaching
- We have clear systems of behaviour management which are the same across the school, so all pupils understand the expectations, and pupils can feel safe and valued in the classroom
- We give the children clear feedback about their work and involve them in planning for their next steps.

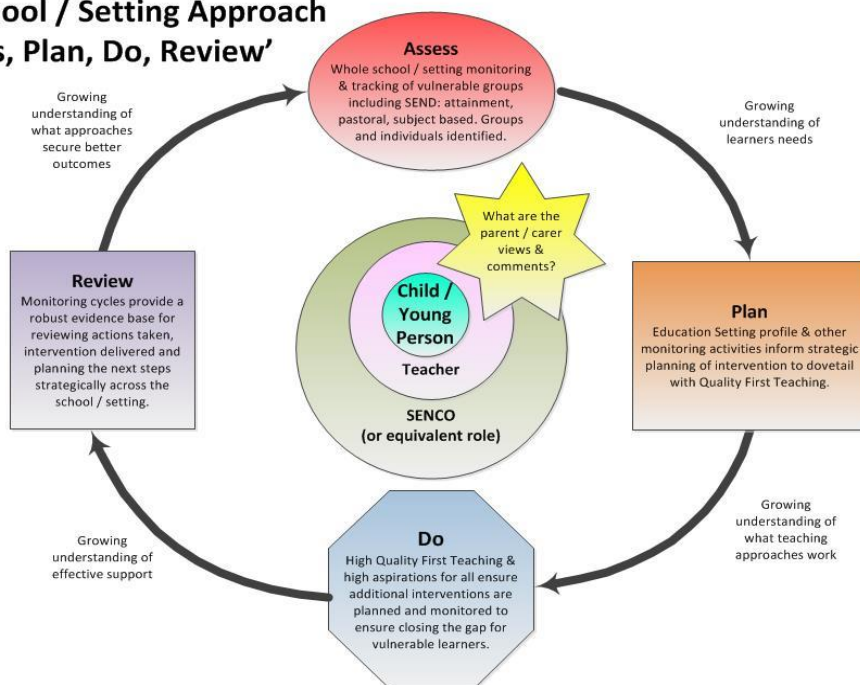
### **What are the stages of support for SEND pupils?**

<b><u>Level of support</u></b>	<b><u>What supports looks like</u></b>	<b><u>What happens it is not successful</u></b>
<b><u>Stage 1</u></b>	All pupils have access to high quality teaching. Lessons are carefully planned to include all learners. Teaching activities are differentiated in the classroom.	If pupils do not progress with good, consistent, high quality classroom teaching they move to step 2.
<b><u>Stage 2:</u></b> Targeted interventions/provisions	Extra interventions are identified to support your child. Your child may be asked to join a particular club or intervention, such as spelling club, or to take part in a phonics catch up programme.	A child moves to step 3 when they have made little/no progress after taking part in specific interventions.  Teachers/ SENCO will be in contact with parents/ carers to

	Parents are notified of these through termly provision maps which are sent home.	involve you in this process of identifying appropriate support.
<b><u>Stage 3: Specialist interventions</u></b>	<p>A pupil may be referred to see an outside specialist or professional, such as a community pediatrician or a literacy specialist teacher.</p> <p>Teachers and the SENCO work on the recommendations made by outside professionals.</p>	<p>If the child has made limited/no progress following this professional support, then it may be recommended to move towards making an EHC needs assessment.</p> <p>Teachers/SENCO will be in regular contact with parents/ carers to discuss the effectiveness of support.</p>
<b>An EHC needs request</b>  Requesting an Education and health Care Plan	<p>In a small number of cases, the school, parents or outside professionals may decide to make an application to the local authority for a needs assessment for an Education and Health Care Plan. Roughly 3.1% of pupils in England have an EHC plan.</p> <p>Once an application has been submitted to the EHC Panel in the local authority for consideration, they will make a response within 7 weeks as to whether they will carry out the needs assessment.</p>	
<b>An EHC plan is approved.</b>	<p>If the local authority agrees to a needs assessment and then to issue an Education and Health Care Plan, then the professionals who have been working with your child will write reports to outline their recommendations. More information about EHC applications can be found on the Lambeth SEN website:</p> <p><a href="https://beta.lambeth.gov.uk/schools-and-education/special-educational-needs-and-disabilities-send/education-health-and-care">https://beta.lambeth.gov.uk/schools-and-education/special-educational-needs-and-disabilities-send/education-health-and-care</a></p> <p>A personalised programme of support is put together for your child. This includes short term, medium term and long term targets. Interventions and support will be specified on the plan by all professionals who work with them. Parents are also encouraged to contribute significantly to this process.</p> <p>EHC plans are reviewed annually by the school, parents/ carers, professional and the local authority in collaboration.</p>	

We use the graduated approach to SEND support as outlined in The Code of Practice, this is what it looks like:

## Whole School / Setting Approach 'Assess, Plan, Do, Review'



### How do we assess the progress that SEND pupils make at Corpus Christi?

- We try to use measurable interventions that have a clear starting point and end point. This helps us to measure pupil progress.
- We are always modifying the interventions that we offer in accordance with suggestions from professionals, in order to accelerate pupils progress in a particular area.
- We use termly assessments across the school in Reading, SPags and Maths; we track pupil data very carefully to ensure that they are making progress.
- We complete annual SALT assessments for pupils with speech and language needs.

### Types of interventions that we offer at Corpus Christi

The range of interventions that we offer is always evolving depending upon the needs of our pupils but some of the main intervention groups that we offer are:

Communication Interventions	
Social skills groups/ Social circles	An intervention where children are encouraged to bring in something special to share with friends. Children take turns to do this and are encouraged to ask and answer questions, taking account of what their friends are saying.
Lego therapy	This is a session where 3 children take part in building a lego model, following a set of instructors. There are three roles, which the children assume: the engineer, the supplier and the builder. The children have to work together to take turns, give instructions and listen to them, negotiate and problem solve.
Life skills	We run some life skills groups for our Upper Junior children. In these, children follow a simple program based on skills that they may need prior to secondary school, focused on:



	<ul style="list-style-type: none"> <li>• Safe travel – how to plan a journey and travel safety</li> <li>• How to problem solve in the community</li> <li>• How to make purchases in a shop and use money</li> <li>• How to plan, shop for and make a simple food dish</li> </ul>
Speech and language therapy	If a child is identified as having a significant speech and/or language need then we are usually able to offer some speech and language therapy in school. Our speech and language therapist will assess your child and may offer a block of therapy which is carried out in school. This is usually a short block of therapy with targets designed to be worked on at home too by parents and carers.

<b>Learning Interventions</b>	
Literacy programs	We run a range of literacy interventions aimed at supporting pupils who require extra help with reading, writing and spelling. These are different depending on the child's year group and attainment level. Some of them this year include: Nessy, Lexia, ERR (Early Reading Research) and Bounce Back Phonics.
Maths support	In the Juniors we have smaller group classes available for some children who require further support. These are for pupils in Years 5 and 6. In these there is a higher level of adult support, and the curriculum is adapted to meet the pupils needs. We also run some other programs such as Plus 1.
Outside professionals	Often specific interventions or activities for individuals are suggested by outside professionals such as Literacy Support Teacher or Educational Psychologist.

<b>Support for pupils with medical/ physical and sensory needs</b>	
Individual health care plans	For pupils who have complex medical needs, individual health care plans are created. These plans are created by healthcare professionals (school nurse/ paediatric team) in conjunction with the school. These are reviewed regularly to ensure that pupils have access to all resources that they require and that they can access all areas of the school safely.
Risk assessments	For pupils who have physical limitations, regular risk assessments are carried out by the school and or the Occupational Therapist/ Physiotherapist who works with the child.

We hope that this information gives a clear picture of our SEND provision at Corpus Christi.

If you have any questions, please make contact with the SENCO, Claire Seddon, through the school office and we will be happy to help.

The borough of Lambeth has a comprehensive **SEND Local Offer**.

The Local Offer helps children, young people and their parents to understand what services and support they can expect from a range of local agencies - including their statutory entitlements. Please click on the link below if you would like more information about what is on offer in Lambeth.

<https://beta.lambeth.gov.uk/lambeths-send-local-offer>