

Special Educational Needs at Christ Church:

SEND Information 2025/26



Nurture with love - **Grow** through knowledge and wisdom - **Flourish** in hope

Christ Church Hanham CE Primary values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning.

Who should I speak to if I have concerns that my child may have Special Educational Needs or a Disability (SEND)?

If you approach us with concerns that your child has SEND, we will discuss this with you and investigate further. We will share our conclusions and agree next steps. We will also identify how you can help your child and which agencies may be able to provide further support for your family.

South Gloucestershire Council's Local Offer for SEND can be found at www.southglos.gov.uk/localoffer

Additional support can be found at: <https://sgpc.org.uk/>

<https://www.sendandyou.org.uk/>

Inclusion Leader / SENCo

Mrs Amy Pope, Interim SENCo, has overall responsibility for coordinating the support for all children with SEND and liaising with external agencies. She will be able to signpost parents to appropriate information. Mrs Kellie Desallais is our Assistant SENCo and Emotional Literacy Support Assistant (ELSA) and support class teachers with provision. Mr Turner is always happy to meet with parents to discuss your child's needs and provisions.

The Headteacher has overall responsibility for all of our pupils, including those with SEND. If you are considering joining our school and wish to speak to the Headteacher about your child's needs, please make an appointment.

Class Teachers

Class teachers are responsible for the progress and development of all pupils in their class. If you have concerns about your child's progress, their class teacher is the initial person to contact. Class teachers are responsible for ensuring the SEND policy is being followed in the classroom and for planning and delivering lessons which are accessible for your child's needs.

Mrs Helene Schwartz SEND Governor

The School SEND Governor ensures that the provision for SEND pupils is monitored and that the SEND Code of Practice (2015) is being adhered to.

'How will the school know if my child has additional needs?'

- ◆ If a child has already been identified with SEND (Special Educational Needs / Disabilities) before they start at Christ Church Hanham CE Primary, we will work closely with the family, pre-school/current school and agencies involved to ensure a smooth transition into school. We discuss and establish the specific SEND requirements and decide how we will manage and support these within our school.
- ◆ If a member of staff believes your child has SEND (e.g. they are not making as much progress in their learning as expected for their age or in other areas of their development such as communication or motor skills), we will assess their needs through observations, looking at their learning and analyse their progress. In consultation with you, we will engage the support of relevant specialists. The results of these actions will be shared with you.

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‘How will the school prepare and support my child to join the school or transfer to a new school?’

We recognise that transitions can be difficult for a child with SEND and take additional steps to ensure that any transition is as smooth as possible.

If your child is joining our school:

- ⇒ Children who start at Christ Church Hanham CE Primary School have a full induction process that starts at pre-school and continues into their first few weeks in school. This includes visits to familiarise the children with the school and their teacher, a visit at pre-school and a transition meeting with their previous setting. For children with SEND, additional meetings will be held.
- ⇒ Children with an EHC Plan are placed in a school through the arrangements set out in the SEND Code of Practice and not the general school admission arrangements. Parents/carers of children with an EHC Plan should look on <http://edocs.southglos.gov.uk/primaryadmission> for further information.

When moving classes in school:

- ⇒ End of year transition is supported with additional visits to the classroom and appropriate TA support where necessary e.g. for those with autism who may need additional support to become familiar with routines and form relationships with new children and adults. In some cases a transition book will be made to support transitions.
- ⇒ Transition meetings ensure that class teachers pass all information about support for each child in the class on to the next teacher.

When moving to secondary school or a new school:

- ⇒ The school supports children in their transition to other/ secondary schools through a programme of meetings between the schools involving the Inclusion Leaders and teachers from both schools. Secondary SENCOs are invited to the EHC Plan meetings of any Year 6 child who will be joining their school the following September. All records and information will be passed on as soon as possible. We can also organise additional

‘How will the curriculum be matched to my child’s needs?’

- Teachers set high expectations for every pupil and lessons are planned to address potential areas of difficulty to remove barriers to pupil achievement. Through explicit teaching, modelling and scaffolding, teaching staff focus on enabling all children to access the planned lesson content.
- Activities and tasks will be matched to your child’s next steps as identified through accurate assessment.
- The class teacher will share with you the details of any additional interventions that your child is accessing. The impact of these interventions are regularly reviewed and adapted as necessary.
- Children are encouraged to pursue their interests and develop their talents by participating in extra-curricular activities after school.

The School SEND Policy

The school SEND policy is reviewed every year and revised in discussion with all relevant parties.

You can access a copy of the school SEN Policy from the school or from our website:

www.christchurchhanhamprimaryschool.co.uk

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‘How will the school and I know how well my child is doing and how will the school help me to support my child’s learning?’

Your child’s education is a partnership between parents/carers and teachers, so we aim to communicate with you regularly and help you to support their learning from home.



- ◆ The school continuously tracks each child’s progress through the Early Years Profile and National Curriculum. These progress indicators will be shared with you at relevant meetings.
- ◆ Teaching staff are available to meet and discuss your child’s learning and other areas of their development. If your child has a SEND Support plan, you will be shown this plan throughout the year to review progress towards their identified targets and discuss additional provision. If your child has an Education, Health and Care Plan, there will be an additional Annual Review Meeting.
- ◆ Where appropriate, the school will signpost parents to specific professionals or support services and give advice to you about how you can support your child at home.
- ◆ Parent Information sessions or workshops are held on specific areas of learning and barriers to learning during the school year.

‘How will my child be included in activities outside of the classroom, including school trips?’

We have a range of after school activities that are open to all children. Should any child need specific support to access these activities, the school will endeavour to provide the necessary resources. Breakfast Club and After School Club are also available to all children and the same approach applies to this provision. We have regular education visits linked to the current topics in classroom. All school trips are fully risk assessed and we provide the appropriate support for children with SEND to attend all trips. We choose visits that are inclusive and accessible to all.

‘How are the teachers at Christ Church supported to work with children with SEND and what training have they had?’

- ◆ The Inclusion Leader/ Senior Leadership Team works with all staff in the school to ensure they are supported in providing for children with additional needs.
- ◆ Staff training has included : Attachment Disorder, Autism, Speech and Language, Zones of Regulation, sensory provision, Dyslexia-friendly approaches, differentiation (meeting the needs of all learners), phonics for reading and writing, maths strategies and practical resources, behaviour management and fine motor skills. The school plans to continue embedding further training over the next academic year.
- ◆ Teachers also have regular opportunities to access CPD through the SEND cluster.
- ◆ New staff to the school follow an induction programme run by the Inclusion Leader.
- ◆ Every teacher has access to a shared folder of information about various special educational needs and strategies to use in the classroom.
- ◆ The Inclusion Library contains a wide range of current theoretical and practical

‘Every teacher is a teacher of SEND.’

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‘What support will there be for my child’s wellbeing?’

- ◆ The school treats all children with dignity and respect, ensuring all children learn about how to behave and work together. As a Church of England school, Christ Church Hanham has a strong set of values that guide the work of the whole school including those children with SEND.
- ◆ Children’s emotional wellbeing, physical and mental health are important parts of our school curriculum. In addition to classroom teaching, the school provides a dedicated nurture room, a daily nurture breakfast club, targeted emotional literacy support, 1:1 cognitive behavioural therapy sessions, meet and greets and emotional check-ins for individual pupils where this is appropriate.
- ◆ Disabilities and other differences are celebrated in our school and there are regular opportunities where diversity is promoted. There are events throughout the year where we are able to raise the awareness of disabilities.
- ◆ Our main Social, Emotional and Mental Health strategy is to teach our children to recognise and manage their own emotions. This is done through a programme called Zones of Regulation. The lessons are delivered weekly.
- ◆ The school has policies in place to administer medicines (where prescribed), physiotherapy and personal care. This is carried out with sensitivity and in private by a designated adult.

‘How accessible is the school environment?’

The school uses the accessibility plan to monitor the building and grounds to ensure it is accessible for all children and their families. The governors regularly review the plan and implement any identified improvements. We have facilities to help disabled pupils access our school e.g. a specific disabled toilet.

The school has an equality scheme to ensure that the school reviews its performance in relation to gender, disability and race. Accessing the school environment is part of this work.

Where specific alterations are required, the school will work with the Local Authority to source the improvements.

The learning environment is set up to support all pupils with their learning, including those with SEND.

- ◆ We meet the needs of all children and do not treat pupils with SEND less favourably than any other member of our school community. Please see the school’s Equal Opportunities policy (available on our website) for further information on how this looks in our school.
- ◆ The child is encouraged to participate in reviews of their progress, including Education, Health and Care plans, and identifying their next steps. Their views are gathered to inform Support Plans, review of targets, pupil questionnaires and other SEND paperwork.
- ◆ Mrs Pope, who is also our designated Pupil & Family Support Leader, is available to support children and families.
- ◆ Weekly Inclusion Team Meetings ensure that pupil wellbeing is discussed regularly and support is put in place where needed.

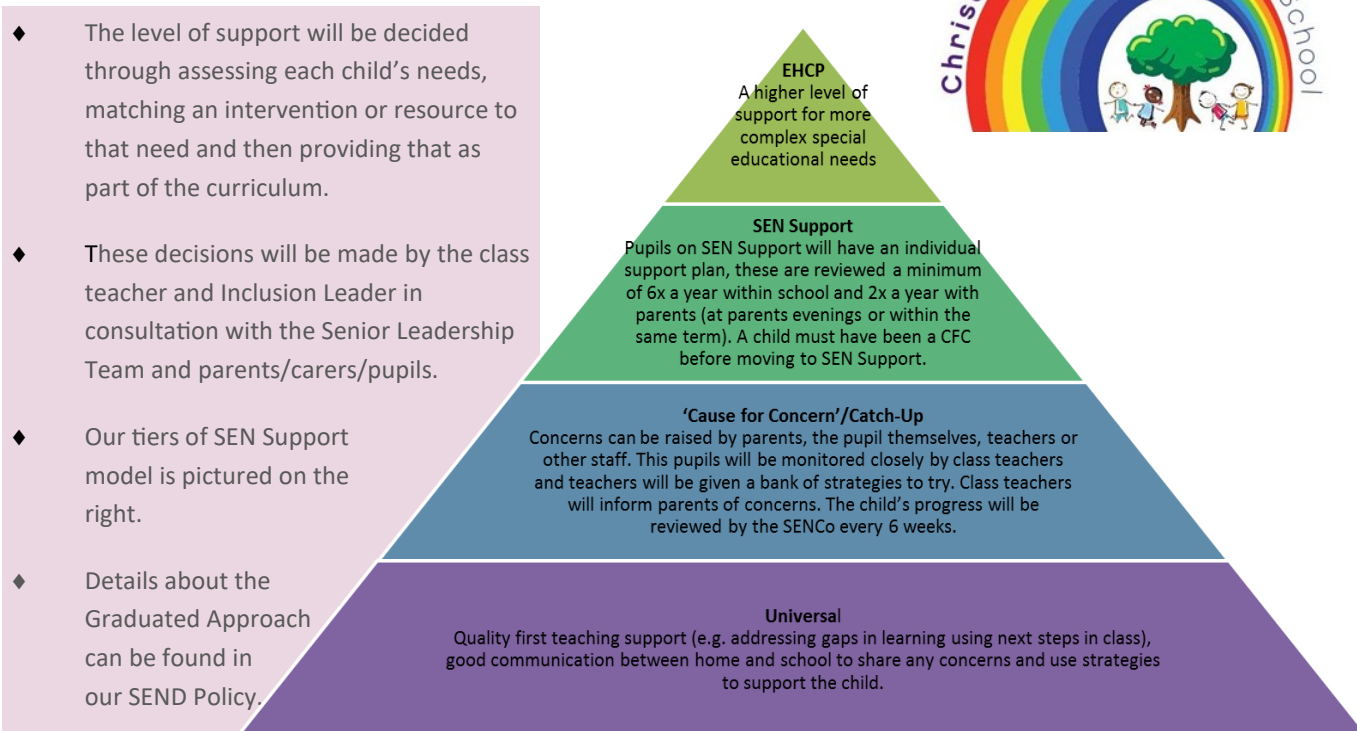
‘What specialist support and expertise are available at or accessed by the school and how do they work together?’ The Local Authority and school commission time from a range of specialists to support the work of the school.

We have support from South Gloucestershire: 0-25 Service, from Behaviour Support Team as required, Educational Psychologists, Occupational Therapy, Physiotherapy, Speech Therapy, Community Paediatrics, Child and Adolescent Mental Health Service (CAMHS), COMPASS, Mental Health Support Team and Education and Welfare. We also deliver speech therapy programmes designed by the Speech Therapy Service and the school-funded therapist. Our staff are given training and we work together to evaluate the impact of the provision.

These professionals meet with members of school staff to train, support, guide and review provision in school. They provide reports for and sometimes attend annual reviews of SEND for children with Education, Health and Care Plans.

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‘How is the decision made about what type and how much support my child will receive?’



‘How will the school support my child and communicate this to all staff?’

- ◆ The school work in partnership with you to establish the needs of your child and the support required. We ensure all members of staff are made aware of a child’s needs and how to support them. This will include appropriate support staff. Regular meetings with the Inclusion Leader enables all staff to discuss the support for your child and establish the impact of the school’s provision.
- ◆ Weekly inclusion team meetings are held to discuss children’s needs, attended by the Headteacher, Inclusion Leader, ELSA and the Pupil and Family Support Leader. Pupil Progress Meetings are held three times a year to discuss all children’s progress and needs, attended by the Headteacher, Deputy Headteacher and Class Teacher.
- ◆ Every teacher has a copy of the SEND Register, which is regularly updated as well as a pupils support plan which summarises the pupil’s strengths and needs and details support the pupil may require.
- ◆ The majority of children with SEND will have a support plan, in which they have a significant input. These are shared with parents/carers and staff.

‘How are the school’s resources allocated and matched to a child’s needs?’

- ◆ We use a range of resources to support SEND children. Writing slopes, visual timetables, Now and Next boards, meet and greets, lap-tops and specially adapted equipment for physical needs are just some of the resources provided.
- ◆ TA time is allocated to support programmes provided by external agencies, small group support in or out of class and support during unstructured times where required.
- ◆ We use a range of external agencies to support and provide resources for children with individual needs.

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‘What types of SEND do you provide for?’

We provide for SEND across the four broad areas of need:

Cognition and Learning

Communication and Interaction

Social, Emotional, Mental Health

Physical and Sensory

‘How are pupils involved in decisions?’

- ◆ We strongly value the contribution pupils can make with decisions about their support and learning. Pupils are consulted both formally and informally throughout the school year in order to tailor their learning and support. Pupils are invited to review and comment on their SEN Support Plans throughout the year.

‘How are parents involved in the school and how do they work in partnership?’

- ◆ Your first point of contact is always the class teacher. They have day to day responsibility for planning and providing for your child’s needs. All concerns raised by parents will be taken seriously.
- ◆ If your child requires individual targets, you will be asked to meet with class teachers to discuss these targets and review their progress. The school gives three opportunities throughout the year for all parents/carers of children with SEND to discuss their child’s progress but further meetings are always available if you wish to discuss other queries.
- ◆ Parents are encouraged to come into school to help and support classes and become involved in their child’s learning at home.
- ◆ Parents are welcome to contact Amy Pope, Interim SENCo, with any concerns you may have about your child or any questions you may have about the SEND systems and provisions in our school.
- ◆ Mrs Amy Pope is also available in her role as Pupil & Family Support Leader, Mrs Amy Pope, to discuss matters of concern relating to your child.
- ◆ The school’s SEND Information leaflet and information about the complaints procedure is available to parents from the school office.

Parents and carers are encouraged to contact the school to discuss any concerns they have about their child’s provision and progress at any time. We aim to work *together* to provide the very best we can for your child.



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