

SEND Information Report

What kind of Special educational needs are provided for at Churchill Gardens Primary Academy?

Within Churchill Gardens, we support students across 4 areas of need:

Cognition and Learning— for students with specific learning difficulties such as dyslexia, or moderate learning difficulties that affect students in a range of cognitive areas.

Communication and Interaction – for students who have speech, language and communication needs, a specific language Impairment or a range of communication difficulties.

Social, Emotional and Mental Health – for students who struggle to engage in the social aspects of school, or who find it hard to cope with challenging emotions. This will range from students needing short-term assistance during a turbulent time in their life, to students with a recognised condition such as ADD or ADHD.

Physical and / or Sensory - Students whose need is primarily sensory and/or physical have their support overseen by the SENDCO or within the area that most closely matches their need. For example, a student with a hearing impairment may have their support provided for by the Communication and Interaction support team.

Students with medical needs

Churchill Gardens is committed to ensuring that pupils with medical conditions are properly supported in school so that they can:

- Play a full and active role in school life;
- Access and enjoy the same opportunities at school as any other child, including school trips and physical education;
- Remain healthy and safe;
- Achieve their academic potential.

If a student has a medical need, they will have a Care Plan which is compiled in consultation with parents under the guidance of the school nurse. The plan is discussed with all staff who are involved with the student.

Staff receive regular medical training delivered by the school nurse, and are aware of where they can access further information as necessary.

Who are the best people to talk to about my child's difficulties, sen or disability?

Talk to your child's teacher or Form Tutor about your concerns. If the concern is with a particular subject, you should speak to your child's subject teacher.

It is likely that the class teacher will have discussed your concerns with Tamara Spring, the school SENDCO. You may wish to email, telephone or arrange a meeting with the SENDCO.

If you continue to have concerns, you can arrange to discuss these with Liane Tylee, the Headteacher. The CEO, Paul Smith, can be contacted for any concerns that need to be expressed to the Governing Body.

How do we identify and assess pupils with SEN?

The SEN Admissions process informs us of those with an Educational Health Care (EHC) Plans. For pupils with such plans, we are able to plan for a smooth transition into their new educational setting.

We also gain information about pupils' SEN before they arrive, through:

- Parent-supplied information on school application forms;
- Shared communication between primary schools and local nurseries on the specific needs of individual pupils;
- Close liaison with parents and Nursery SENDCO's before a pupil joins us in Reception to ensure continuity of care, especially where diagnoses exist for a child or where an EHC Plan states certain types of provision;
- Observation of incoming nursery children and SEN applicants.

Further identification and assessment work can be done through:

- In-class observations for pupils who are identified by their classroom teachers or teaching assistants (of all classes for the first weeks of term for Reception classes;)
- Teacher feedback and continual progress-monitoring to inform where a child may need extra support;
- Pupil progress discussions across year group teaching teams.

Further specific screening tests can be carried out according to need, to recognise pupils with traits of dyslexia or dyscalculia, as well as tests that look at handwriting speed, spelling accuracy and reading ability.

In more complex cases, we apply for support from external services including Speech and Language Therapy, Occupational Therapy, Physiotherapy, Educational Psychology, Child and Adolescent Mental Health Services and Visual/Hearing Impairment Services.

Admissions arrangements

Full information on our admissions arrangements can be found in our admissions policy.

How will students be supported to be part of the school setting?

We take account of equality issues in relation to admissions and exclusions, the way we provide education for our students and the way we provide access for students to facilities and services.

The Churchill Gardens policy on behaviour takes full account of the new duties under the Equality Act.

We actively promote equality and diversity through the curriculum and by creating an environment that champions respect for all. Weekly, we recognise pupils across the school to celebrate success and achievement at individual levels.

We also provide pastoral care through daily contact with a Form Tutor. We offer a counselling service for all pupils, staff and parents. We have regular opportunities for children to drop into homework club and also offer breakfast club, afterschool clubs and academic booster clubs.

How does Churchill Gardens address bullying?

We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Pupils with SEND may be more vulnerable to bullying and harassment, and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly. School staff members will be made aware of any incidences and they will be followed up by their classroom tutor. Staff members on playground duty are immediately made aware of any incidences' regarding specific pupils.

How is my child included in all the same activities as his/her peers at the school?

Churchill Gardens is an inclusive school, committed to providing learning opportunities for all children. The school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in activities and participating at their own learning level. The school ensures that school clubs and educational visits are available to all children.

You should also feel free to contact your child's class teacher or form tutor if you have any concerns.

What support will there be for my child's happiness and well being at Churchill gardens?

At Churchill Gardens, we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

You can be confident that your child's class teacher, the Teaching Assistants, Intervention Tutors and SENDCO are available to provide support to match your child's needs. The class team are also responsible for taking actions to ensure your child's wellbeing in school.

Children at Churchill Gardens are taught about bullying and the issues around it in a way that promotes openness. Children are supported through friendship issues in Form Tutor time or Circle time in Key stage 1 and Reception.

Playtimes and Lunchtimes are overseen by familiar staff, which ensures that all adults are made aware of any concerns Play and Lunch staff may have about any children.

Children who require more support would come under the support of the Social, Emotional and Mental Health team at school. After a discussion with parents, a plan of support can be made. See the Wave 1, 2 and 3 chart in the SEN Information Report section of the website.

How will Churchill Gardens support my child in transition stages?

We liaise closely with the local nursery schools and parents to ensure we know as much as possible about the support needs of our new students. We are able to discuss with the relevant teachers any individual needs, and meet all new parents and students in Reception taster sessions during the summer term before students begin Reception.

Pupils with special educational needs and disabilities may be further supported following a meeting with the school SEN(D)Co.

At Churchill Gardens, we take care to ensure that during transition points (between classes, each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and the best strategies to support their learning. This happens through effective use of data, a teaching team that communicates well with all staff, and strong systems for reporting progress.

Identified pupils with SEND will receive a pupil profile that will be distributed to each of their class teachers and pass along to their new school placement at the end of year 6.

If your child has an EHC Plan, we will participate in and/or facilitate his/her annual review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and be asked to attend the reviews.

If a student leaves Churchill Gardens to join another school, we will ensure all relevant information is shared, in agreement with parents.

How will the curriculum and the school environment be matched to my child's needs?

At Churchill Gardens, we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher.

We carefully plan our knowledge-rich curriculum to match the age, ability and needs of all children.

Differentiation is built into all teachers' lesson planning and delivery. The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.

Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.

Due to the age and nature of the Churchill Gardens building, accessibility issues can arise for students with mobility needs. Where this is the case, we will work with parents and pupils to ensure they can take part in the full life of the school as much as possible. There may be times when we are advising prospective parents that the age and nature of the building stand in the way of their child being offered a fully inclusive education.

Assessment points spread throughout the year help teachers to fully understand your child's progress, and to adjust their planning, teaching and feedback accordingly.

We know the needs of our pupils very well, and use data in order to inform our planning and to identify targets to achieve improvements. We take action to close any gaps; for example, for those making slow progress in acquiring age-appropriate literacy and numeracy skills, we will take positive and proportionate action, such as running short term targeted support or interventions.

If appropriate, specialist resources may be given to the student e.g. writing slopes, coloured overlays, large print materials or notebooks.

How will you support my child to reach his her learning outcomes?

Every teacher in the school has responsibility for ensuring that your child is able to achieve in their learning. Their progress will be closely tracked, and fed back to parents throughout the year.

When necessary, TAs will run specific and targeted short term intervention groups to support your child's learning.

External agencies and specialists may also review your child's progress and adapt their planning accordingly.

Our approach to teaching pupils with Special Educational Needs

Universal – this is the teaching your child will receive from his/her class teacher and may include some very minor adaptations to match learning needs. The school will ensure that all teachers are aware of how to match these learning needs, through good communication and training systems. Teachers are involved in regular professional development to bolster their ability to provide excellent universal support.

Targeted - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of

- a) **assessing** your child's needs;
- b) **planning** the most effective and appropriate intervention;
- c) **providing** this intervention;
- d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Sometimes this intervention may take place outside the classroom, as a 1-to-1 or with a small group of pupils. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional within the school. Such specialists may include Speech Therapists or Educational Psychologists. Sometimes the school will enlist the services of external professionals, such as occupational therapists, autism advisory teachers or services provided by the Local Authority. The school may need to prioritise referrals to these services. However, for a very small number of pupils, access to these specialists may be through an EHC Plan.

How will the school know that the support has made a difference to my child's learning and how can my child be included in this review process?

Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.

Reports will be sent home each term and a longer more detailed one at the end of the summer term.

Every method of supporting a child in Churchill Gardens has clearly identified measures of success. This will include feedback from the child and parents, as well as the use of data to assess impact, and feedback from teachers where appropriate.

You and your child will be kept informed, and encouraged to be actively involved at all stages of this support.

All pupils and their parents/carers are invited to meet teaching staff at Parent Progress meetings to discuss progress and any concerns.

All pupils with EHCP's will have annual reviews to monitor progress against objectives and plan future objectives, in partnership with parents.

How does Churchill Gardens ensure the teaching staff are appropriately trained to support my child's special educational need or disability?

At Churchill Gardens we believe that your child's learning needs will first be met through the high quality teaching delivered by his/her class teacher.

Regular professional development ensures that staff at Churchill Gardens are fully aware of how to cater for a range of Special Educational Needs.

The SENDCO is in regular communication with teaching staff to make sure that everyone is aware of what Special Educational Needs there are within the school, and how to help support those needs in the classroom.

The school is able to access training programmes from different organisations including the Bborough Training and Outreach team.

Individual training can also be arranged when necessary.

The SENDCO is undertaking the National Award for SENDCO's (Postgraduate Certificate), and uses the skills gained on this qualification to support teachers in their practice.

How will the school consider my views and those of my child with regards to his/her difficulties with learning, SEN or disability?

We encourage parental involvement in any support we provide. We believe that it is essential for us to understand your view, as well as the views of your child, in any difficulties they may experience with their learning.

You will be able to share your views over email, by phone or by arranging a meeting with the SENDCO and/or class teacher. We will always endeavour to respond to your views, and where possible to act upon them.

If your child has an identified Special Educational Need, you will be invited to attend the school to discuss current progress, support strategies being used and expected outcomes. This may be with the SENDCO or a key member of school staff.

If your child has an Education, Health and Care (EHC) Plan you and your child will be able to share your views at the Annual Review.

All parents are also encouraged to have discussions with class teachers, to attend Parent Progress Meetings, and to ensure that their child completes home learning to a high standard.

How will you help me to support my child's learning?

There may be suggested strategies or activities for you to do at home to support your child's learning. You can discuss these with your child's teachers.

The SENDCO or specialist advisor may also support you with strategies, resources and ideas for supporting your child's learning at home.

You may have an opportunity to meet with other professionals involved in supporting your child, such as a Speech Therapist or a therapist from MIND.

What support can students receive while taking tests and exams?

We follow the guidelines outlined by the Joint Council for Qualifications (JCQ). A student may be eligible for access arrangements (such as extra time, supervised rest breaks or use of a reader) if he/she meets certain pre-defined criteria. For full information on access arrangements, click on the JCQ website:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Students who are on the SEND register are automatically tested to ascertain whether they meet the criteria. Other students are nominated by parents or teachers. Only small numbers of students are granted permission to have special consideration for examinations. In this case, parents and students are informed well in advance of the examination.

What specialist services and expertise are available at or accessed by the school?

Educational Psychologist (EP)	The School has a designated educational psychologist who visits regularly. This enables us to access a range of consultation services, assessment and intervention support as well as training. Our Educational Psychologist consults with parents and staff to explore issues that may interfere with a student's learning. Strategies discussed between the people involved in a child's education are hoped to promote progress and inclusion using knowledge, experience and relevant research.
CAMHS (Child and Adolescent Mental Health Service)	Where necessary, we are able to refer students to CAMHS directly. Parents can also refer to CAMHS via their GP. CAMHS provide outpatient assessment and treatment for children and young people with emotional and behavioural difficulties. Team members are likely to include child and adolescent psychiatrists, social workers, clinical psychologists, community psychiatric nurses, child psychotherapists, occupational therapists, as well as art, music and drama therapists.
Occupational Therapist (OT)	The Occupational Therapy Service is by referral only and the OT will see your child at school, do an assessment and up to 6 sessions of work before discharging them with a plan for school and parents/carers to follow. For a re-referral a different need has to be identified.
Social Services	If the school has a concern about a child or young person who may be suffering harm we immediately contact the Westminster Referral and Assessment Team for advice and support. We also liaise closely when one of our students is Looked After by the Local Authority, is subject to a Child Protection Plan or is considered a Child in Need.
Speech and Language Therapy (SALT)	The School has a designated Speech and Language Therapy Service. Our speech and language therapists provide specialist advice, assessment and intervention for children and young people who have difficulties with any aspect of their communication. They also offer training and support to staff on all aspects of language and communication.
School Nurse	<p>The school has a designated school nurse who visits regularly. The school nurse offers a wide ranging service which includes:</p> <ul style="list-style-type: none"> • health screening; • creating care plans for students with additional health needs (for example diabetes, asthma, epilepsy); • ad hoc health assessments relating to concerns around child protection and child in need reviews;

Alternative Provisions	Where a student's behaviour presents a barrier to learning that can't immediately be met by Millbank Academy, your child may be referred to an Alternative Provision. This may include a short-term provision such as, The Family School, or a longer-term option that becomes your child's educational provider. All such providers will be equipped to provide your child with an education, as well as to address the behaviours or issues that meant they needed to be referred to alternative provision.
-------------------------------	---

What is an EHCP and who can request one for my child?

The purpose of an EHC Plan is to make special educational provision to meet the Special Educational Needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood.

An EHC Plan will:

- detail the views and aspirations of you and your child;
- give a full description of his/her Special Educational Needs and any health and social care needs;
- establish outcomes for your child's progress;
- specify the provision required, and how education, health and social care will work together to meet your child's needs, and support the achievement of agreed outcomes.

You, your child (where appropriate and aged 16 and over and/or the school can request that the Local Authority conducts an assessment of your child's needs. If the school is making a referral, this will be done by the SENDCO. This may lead to an EHC Plan.

For full information on the EHC process, please read Chapter 9 of the SEND Code of Practice 0-25.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

For those students with the highest level of need, it may be appropriate for the SENDCO, parents or the young person themselves (if over 16) to request an Education, Health and Care (EHC) assessment.

Pupils and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC assessment the School may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

Where can parents get support during an EHCP assessment?

<https://www.kids.org.uk/westminster-independent-support>

Westminster Information Advice Support Service

First Floor,

215 Lisson Grove,

NW8 8LF

Tel: 020 7641 5355 (lines are open 10am – 4pm, Mon – Fri)

is.london@kids.org or pps@westminster.gov.uk

Special Educational Needs and Disability Tribunal

Parents can appeal to the Special Educational Needs and Disability Tribunal if they disagree with the council's decisions about their child's Special Educational Needs.

For example, the council may not agree that a child needs extra support in the classroom to help them with learning difficulties.

Parents can also appeal to the tribunal if they feel that the school or council has discriminated against their disabled child.

How will the school fund SEND support?

There are three-different elements of funding for schools that are relevant for students with SEND:

1. Pupil-led funding: This is the basic per pupil funding that schools receive for every child whether or not they have SEN.
2. Notional SEN funding: This is an identified figure within the pupil-led funding that each school receives annually. This element of funding is used to fund the special educational provision for children with school-based SEN and a proportion (£6,000) of funding for children with EHC Plans.
3. 'Top up' funding for individual pupils: This funding comes from the Local Authority, as and when required, and on the basis of the child's assessed needs. It is usually used to fund support for children with an EHC Plan. The expectation is that a mainstream school must provide an additional £6,000 of support for each individual child with SEND before they can access top up funding.

How are the school's resources allocated and matched to student's special educational needs?

The notional SEN funding is allocated each financial year. This funding is used for a wide range of purposes that support pupils with SEND, such as:

- Enhancing high quality teaching: Our whole school priority is to continually improve the quality of teaching and learning for all pupils, including those with SEND;
- Employing specialist staff to support pupils with SEND, such as teaching assistants and other staff within the SEND areas;
- Purchasing appropriate resources such as differentiated materials for less able pupils or literacy materials;
- Purchasing services such as Educational Psychology or Speech Therapists;
- Paying for training for staff to ensure they are aware of the latest research and developments on a wide range of SEND;
- Providing additional support and/or resources dependent on an individual's or cohort's needs;
- Contributing the first £6,000 towards funding for pupils with an EHC plan.

How will the school let me know if they have any concerns about my child's learning, SEN or disability?

Your child's class teacher or form tutor may initially speak to you about your child's learning. The subject teacher may also talk to you about any issues at a Parent Progress Meeting.

The SENDCO may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

If your child is taking part in an intervention to support their learning, you will be informed about what this intervention is, and what the learning outcomes for it are.

How is the support allocated to the children and how do they move between the different levels of support in school?

Churchill Gardens receives funding that includes funds to support the learning of children with SEN and/or disabilities.

The Headteacher, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in school.

The Headteacher and the SENDCO discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

Our internal referral system means that any member of staff can bring a student to the attention of the SENDCO, who can then assess the level of support needed.

Who can I contact if I have a complaint about the SEN provision made for my child?

Initially, speak with your child's teacher and/or the SENDCO, Tamara Spring. Hopefully they will be able to address your concerns.

You can then contact the Headteacher, who may direct you to the school's Complaints Policy and procedure.

If I have any other questions about my child's learning while they are at Churchill Gardens, who can I ask?

At Churchill Gardens, we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

- The class/form/subject teacher
- The SENDCO
- The Headteacher

Roles and responsibilities at Churchill Gardens

Class Teacher – the person responsible for teaching your child.

Form tutor – a member of staff who sees your child for 25 minutes each day, supporting their learning through PSHE and registering their attendance.

Teaching Assistant – a member of staff who supports the teacher to get the best learning outcomes for students in class.

Subject Teacher – The person responsible for teaching them a specific subject such as maths/history etc

SENDCO – Special Educational Needs Coordinator (Tamara Spring), responsible for the overall provision of support for students with SEN.

Headteacher (Liane Tylee) – Senior Leadership Team representative responsible for overseeing SEN provision.

