



Christ the King

Catholic and Church of England Primary School

"I have come that they may have life and have it to the full" (John 10:10)

CHRIST THE KING CATHOLIC AND CHURCH OF ENGLAND PRIMARY SCHOOL

SPECIAL EDUCATION NEEDS and DISABILITY INFORMATION REPORT

2021/22

Introduction

This Special Educational Need and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2015.

This report is designed to be easy to access and to provide information for parents/carers and other interested parties on how our school provides for and manages Special Educational Needs and Disabilities as stated in the new Code of Practice. If you cannot find the information you need please contact school on **01625 466833** and ask for **Ms K Wilson/ Mrs C Bradley, Special Needs Coordinator**.

Christ the King Catholic and Church of England Primary School has an inclusive philosophy. All teachers are teachers of children with special educational needs or disabilities (SEND) and therefore teaching such children is a whole school responsibility. We aim to provide for all pupils' additional needs.

As an inclusive school we make provision for the Special Educational Needs of pupils based on all 4 broad areas of needs. Examples are below:

Cognition and Learning – Dyslexia, Dyscalculia, Dyspraxia, Moderate Learning Difficulties

Communication and Interaction – Receptive and Expressive Language Difficulties. Autistic Spectrum Condition (ASC)

Social, Emotional and Mental Health Difficulties – Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder, Anxiety

Sensory and/or Physical needs – Visual Impairment, Hearing Impairment or Physically Disabled

General School details	
School Name and address	Christ the King Catholic and Church of England Primary School
School website address	http://www.christtheking.cheshire.sch.uk
Type of school	Mainstream Primary School
Description of school	Christ the King Catholic and Church of England Primary School is a joint-faith school which serves the community of Macclesfield, in the Borough of Cheshire East. The proportion of disadvantaged students is higher than average.
Does our school have resource base? Yes or No	No
Number of pupils on roll	86 pupils on roll
% of children at the school with SEND	Christ the King's percentage of pupils with Special Educational Needs and Disability is 33.7%
Date of last Ofsted visit	19 th and 20 th May 2021 (Section 8 Monitoring Visit)
Accessibility information about the school	The school is fully accessible with a automatic doors, disabled toilets and changing areas.

	Accessibility plan can be found at:
Expertise and training of school based staff about SEND (CPD details)	<p>Experienced and qualified SENDCo</p> <p>TAs trained in phonics and catch-up literacy and maths interventions</p> <p>TAs trained in targeted SALT support programmes, including Lego Therapy</p> <p>TAs trained in medical and health conditions</p> <p>CPD training offered regularly on:</p> <p>Identifying, assessing and catering for SEND pupils</p> <p>Speech, Language and Communication Difficulties</p> <p>Conflict resolution</p> <p>Differentiation</p> <p>Behaviour modification programmes</p> <p>Regular training for Teaching Assistants</p> <p>Plus access to Local Authority training courses available for all relevant staff</p>
Supporting documentation available:	<p>SEND Policy, Safeguarding Policy, Behaviour Policy, Equality and Diversity policy and Pupil Premium information</p> <p>All can be found at: Christ the King Primary School: Policies</p>
Range of Provision and Inclusion Information	
How do we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them?	<p>Pupils who have identified needs, who join Christ the King, are supported by a dedicated transition process. Information from home, alternative Early Years Settings, and other primary schools for mid-year entry, is vital in identifying students with SEND. Thorough new-starter and transition practices are undertaken to ensure we know everything we can about new pupils in order to plan effective interventions and support. Ahead of transition we work closely with associated Early Years Providers and collaborate with parents/carers to ensure a smooth entry. Baseline assessments of pupils are completed as standard upon entry to Christ the King Primary.</p> <p>During their time at Christ the King, all pupils are assessed on an on-going, formative basis using the school's assessment and tracking system (DCPRO). Where this is appropriate, SEND pupils are assessed using this tool. In addition some pupils may need smaller steps of progress to be measured. In these situations pupils will be tracked using small step assessments based on National Curriculum statements. These assessments are reviewed half termly at Pupil Progress Meetings with the Senior Leadership Team and class teachers.</p> <p>Information is also shared, with parental permission, from any professional or outside agency which might hold information vital in securing a smooth transition.</p> <p>All parents and all staff can refer a pupil, from all years, to the SENDCo if they believe the student is displaying special needs. Observation and assessment will follow.</p> <p>Pupil voice contributes to the shaping of our school's PSHE curriculum.</p>

<p>What extra support or external agencies do we engage with to help us meet SEND?</p>	<p>The school liaise regularly with the following services in order to ensure needs of pupils at Christ the King are met:</p> <ul style="list-style-type: none"> • Educational Psychologist Service • Cheshire East Autism Team • Local Authority SEND Service • Health Professionals including: Physiotherapists, Occupational Therapists, Speech and Language Therapists and the ADHD and Autism Team, Child and Adolescent Mental Health Service (CAMHS), the School Nurse and other specialist medical professions associated with individual pupils at Christ the King • Children’s Social Care Services • Space4Autism <p>A multi-agency approach is used if issues are complex or unresolved.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Laptops are made available if they can support learning. These can be used to record work or access learning programmes.</p> <p>Pupils may have a scribe or reader for classwork or for assessments, if there is a significant barrier to accessing learning without.</p> <p>The school has disabled toilets and accessible routes around school for wheelchair users.</p> <p>Provision of any resources recommended by specialists e.g. posture packs, coloured overlays, specialist grip pens, are all the type of reasonable adjustment school would make.</p> <p>The school has a quiet room for pupils to use if they require time away from their class to calm down and/or reflect.</p> <p>Further information can be found through our school’s accessibility plan, which can be found here: Christ the King Primary School: Policies</p>
<p>What strategies / programmes and resources are used to support pupils with Autism and Social Communication difficulties?</p>	<p>Regular consultation and advice from colleagues in the Speech and Language Service and the Cheshire East Autism Team is an important part of our support for pupils with autism and social communication difficulties. Formal consultations take place once every half term, but additional support and advice is sought as appropriate, when needed.</p> <p>Christ the King has a high percentage of pupils in school with Communication and Interaction needs, and as a result, whole class practices are in place to secure an accessible environment for all. This includes use of visual timetables, clear routines, explicit teaching of key vocabulary and ambiguous language and an appropriate multisensory diet within lessons.</p> <p>In addition to this, the following support is also in place on a more individualised basis:</p> <p>1:1 or small group social skill sessions, including comic strip and role play sessions.</p>

	<p>Use of Now and Next boards.</p> <p>A calm room where students can find a quiet, safe place during unstructured times or if the classroom environment becomes overwhelming</p> <p>Home/School diaries</p>
<p>What strategies/programmes and resources are available to support pupils with Speech and Language Difficulties?</p>	<p>At Christ the King we liaise closely with the Speech and Language Therapy service, and have a dedicated point of contact with the team for queries and support.</p> <p>Care plans determined by Speech and Language Therapists are implemented by teachers throughout lessons and TAs where more targeted, individualised support is required. TAs have engaged with training from the Speech and Language Therapy team to ensure effective deliver of strategies / programmes detailed in care plans, including Lego Therapy and Wellcomm support, as well as leading attention and listening and vocabulary groups in EYFS.</p> <p>All TAs at Christ the King have been trained in administering the British Picture Vocabulary Scale Assessment for early identification of receptive language needs.</p>
<p>What strategies / programmes and resources are available to support the development of Literacy (reading and writing)?</p>	<p>Christ the King implement the Read, Write Inc. phonics programme and, through regular assessment and review, are able to group pupils according to their specific phonics level. Smaller phonics groups cater for a targeted approach for phonics acquisition. Additional daily 1:1 phonics support is in place to support pupils requiring further consolidation of phonics knowledge.</p> <p>For pupils in KS2 requiring additional reading support, the 'Better Reading Partners' programme is utilised with small group teaching.</p> <p>Reading for pleasure is actively encouraged and all pupils have access to our school library. Reading club is held weekly after school. Pupils identified as within the lowest 20% of reading ability have dedicated time for 1:1 reading with an adult each week.</p>
<p>What strategies / programmes and resources are available to support the development of Numeracy?</p>	<p>Three TAs have been trained to administer the Sandwell Early Numeracy Test which is used to support early identification of gaps within Early Maths understanding and computation. Information gathered from this assessment is then used to inform a targeted approach to addressing gaps in Maths for identified individuals. The school also use a Maths recovery programme and White Rose curriculum interventions for catch up learning.</p>
<p>What strategies / programmes and resources are available to support pupils with Social, Emotional and Mental Health needs?</p>	<p>Christ the King has a specialist Pastoral Lead in school, who has received training from Visyon to deliver bespoke interventions around emotional health and well being. She works closely with families of pupils in our school as well as the individual child.</p> <p>The school also has a dedicated nurture room, where a Nurture Lead works with pupils on an individual or small group basis, as well as providing some in-class support as appropriate, to support pupils struggling with social, emotional and mental health needs. The</p>

	<p>Pastoral and Nurture Leads have a wide range of support programmes they deliver, based around a range of different SEMH needs, including anger management, anxiety, friendship issues, self-esteem, emotional literacy and bereavement support.</p> <p>Teaching staff have received training from the special guardianship team and a specialist external teacher on managing pupils that struggle with attachment. The school also works with the Child and Adolescent Mental Health Service to gain advice and support wherever necessary.</p>
<p>How do we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access?</p>	<p>All teachers are teachers of pupils with special educational needs and plan their lessons accordingly as part of Quality First Teaching. Great emphasis is placed on producing differentiated resources and differentiated delivery. This is monitored through middle leaders and SLT through learning walks and observation of lessons, as well as work scrutiny exercises.</p> <p>Pupils on our SEND register will be issued with a School Support Plan, detailing individual strategies, support and modification to teaching and classroom environment that are required to support the pupil in their learning. These are regularly reviewed by teachers to ensure they are relevant and being appropriately implemented.</p> <p>Curriculum leads regularly review and monitor their curriculum areas to ensure teaching approaches are inclusive and cater to the range of learning styles and specialist needs presented by the pupils in their class. In class support is planned for and targeted to support pupils appropriately in the classroom environment. The school Nurture lead delivers the PSHE in Y2 to support early identification and support of SEMH needs. School also celebrates Mental Health Awareness Days and Anti-Bullying Week through the PSHE curriculum.</p>
<p>How do we track and assess pupil progress (including how we involve pupils and their parents/carers)?</p> <p>What we do when provision or interventions need to be extended or increased and how do we evaluate their overall effectiveness?</p>	<p>Reviews for pupils with EHC Plans are held at least annually, with all external agencies involved with the child, and the School's SEND Link, invited to contribute. From this interventions are evaluated and modified accordingly. Additionally, the school holds SEND School Support Plan reviews with parents/carers at parents' evenings or at the request of the parent or SENDCO.</p> <p>The graduated approach and Assess, Plan, Do and Review process is followed by the SENDCO and class teachers to ensure strategies implemented are effectively evaluated. Pupils and parents are involved in the development and co-production of School Support Plans and One Page Profiles.</p> <p>The SENDCO meets regularly with teachers and Teaching Assistants to evaluate pupil progress and modify or adapt interventions if appropriate. Pre and post-intervention data is collected and recorded on each individual's assessment overview. Where little or no impact is noted, intervention tools or approach are adjusted.</p>

	<p>Half termly Pupil Progress Review Meetings are held in order to quickly identify concerns and establish appropriate actions for individuals.</p>
<p>How do we develop independent learning with SEND pupils?</p>	<p>In class support will target independence and aim to develop the independent learning skills with the pupils they support. Programmes delivered by the Pastoral and Nurture lead, as well as programmes such as speech and language support gives pupils the skills to be more independent in class and around school.</p> <p>Social skills sessions provides the necessary development of life skills which allows for greater access to social situations for pupils.</p> <p>Reasonable adjustments are made to provide students with access to independent learning i.e. coloured overlays, visual prompts and use of ICT in the classroom.</p>
<p>Support / supervision at unstructured times of the day including personal care arrangements.</p>	<p>A quiet space is provided for break time and lunch time for identified vulnerable pupils. Pupils can access 'chill and chat' sessions during these times if they feel they need to discuss worries or concerns.</p> <p>Duty staff are always available at break and lunchtimes and have positive relationships with pupils in order that they are approachable if pupils need care or support.</p> <p>In KS1, additional friendship groups happen at lunchtime for identified pupils requiring more structure to unstructured times.</p> <p>Personal care support for pupils with disabilities and medical needs is in place as needed and agreed.</p>
<p>Extended school provision available; before and after school, holidays etc.</p>	<p>We have a before and after school club open to all pupils, including SEND. Staff know the pupils well and understand SEND requirements for pupils attending.</p> <p>BeActive also provide twice weekly sport development sessions, prompting pupil well-being.</p>
<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<p>All pupils are offered all activities regardless of special educational needs or disabilities.</p> <p>Additional Teaching Assistant support is available to accompany pupils with additional needs on school trips or outings.</p> <p>All Risk Assessments are completed via Cheshire East policies.</p> <p>Staff running activities meet with the SENDCo and/or child's class teacher to clarify needs and determine the level of support.</p>
<p>How do we support pupils in their transition both into our school and into their secondary education?</p>	<p>Pupils who have identified needs, who join Christ the King, are supported by a dedicated transition process. Information from home, alternative Early Years Settings, and other primary schools for mid-year entry, is vital in identifying students with SEND. Thorough new-starter and transition practices are undertaken to ensure we know everything we can about new pupils in order to plan effective interventions and support. Ahead of transition we work closely with</p>

	<p>associated Early Years Providers and collaborate with parents/carers to ensure a smooth entry.</p> <p>The SENDCO at Christ the King has a close working relationship with the SENDCOs at our two main high schools into which we feed. For pupils with EHC plans, secondary SENDCOs are invited to attend Y6 review meetings. For pupils at School Support Level, handover proformas and detailed discussions are completed to ensure all information is shared.</p> <p>Where appropriate and possible, enhanced transition arrangements are put in place to support pupils requiring additional preparation for the next stage of their education.</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy, physiotherapy needs and medical needs.</p>	<p>At Christ the King, as appropriate, regular meetings are held with OTS and Physiotherapy Service for identified children. Referrals are made for assessments for pupils with coordination and motor skills difficulties.</p> <p>Appropriate training is received from universal services to ensure staff are adequately trained to effectively manage medical needs. Health Care Plans are reviewed annually with pupils, parents and carers and relevant medical health professionals.</p> <p>Adapted / specialist equipment can be provided, as required, to support pupils with additional needs.</p> <p>School has an accessible toilet.</p>
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND.</p>	<p>All Looked After Children have regular PEP meetings where progress is reviewed and support plans agreed.</p> <p>The SENDCO and Pastoral Lead are actively involved in PEP meetings.</p>
<p>SENDCo name/contact: Ms K Wilson Tel: 01625 466833</p>	
<p>Headteacher name/contact: Mrs C Gurden Tel: 01625 466833</p>	
<p>Next report due: December 2022</p>	