



SEND Information Report (25-26)



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SEND Information Report - introduction

This SEND Information Report is designed to help families understand how we support children with SEND (special educational needs and/or disabilities) at Christ the King Catholic Primary School .

Our SENDCo is Sue Horrocks. She supports identifying pupils who might have SEND and coordinates the support given to pupils with additional needs.

You can contact her on
admin@hccmac.co.uk.



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What types of SEN does the school provide for?

At Christ the King we provide for the following needs:

Communication and interaction: Difficulty communicating with others, such as using or understanding spoken language, understanding body language or the rules of social language. Examples include autism and speech and language difficulties.

Cognition and learning: Slower learning with a specific part of learning or learning in general, after learning has been adapted. Examples include dyslexia, memory and moderate learning difficulties.

Social, emotional and mental health: Can show in many ways when mental health (or some other conditions) cause barriers to learning and/wellbeing. Examples include ADHD and anxiety.

Sensory and/or physical needs: When additional support is needed because of a physical or sensory need. Examples include physical disability, vision or hearing impairment.

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Which staff will support my child and what training have they had?

Our **SENDCo** is Sue Horrocks. She can be contacted on 02476 335790.

You child's **class teachers** are responsible for your child's progress. All of our teachers receive in-house training and support in meeting SEN needs. Recent training includes autism support, ADHD, Social and Emotional Needs, speech and language difficulties and physical and co-ordination needs.

We have **teaching assistants** (TAs), including 1 **HLTAs** (higher level teaching assistants). TAs and HLTAs receive training to enable them to deliver to pupils with SEN.

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Sometimes we need extra help to offer our pupils the support they need. When necessary, we will seek advice from **external support** agencies. These include:

- Speech and language therapists
- Educational psychologists
- Autism Support Specialist
- Social, Emotional, Mental Health and Learning (SEMHL) Team
- Child and Adolescent Mental Health Services (CAMHS)
- Coventry RISE
- Occupational Therapist
- Physiotherapist
- Emotionally Based School Avoidance (EBSA) panel
- Education Welfare Officers
- School nurses
- Social Services
- Other specialists
- School counsellor

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What should I do if I think my child has SEN?

Tell us why you think this

- You could talk to your child's teacher or the SENDCo
- You could speak directly or ring 02476 335790 and ask for their teacher or SENDCo
- If your child has a diagnosis, let us know

We will discuss your concerns with you

- We will discuss your concerns to find out more.
- We will work with you to agree next steps
- We will make a note of our conversation and add it to your child's record and give you a copy

We will decide whether your child needs SEN support

- We will decide whether your child needs SEN support
- We will let you know what the support will look like
- Your child will be added to our SEND register

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How will the school know if my child needs SEN support?

All of our teachers and TAs are aware of SEN and monitor pupils for any signs they might have SEN. These signs could be if your child is not making the progress we expect, if their work doesn't match what we see of them or if your child appears to be finding other aspects of school difficult. We could use test results, written work, observing your child in class or listening to them/you to help us.

If a teacher notices a gap in your child's learning, they will use different ways of giving extra help, like adapting the work, adding in extra support or re-teaching. If, after they have had extra support, your child is still struggling, the teacher will talk to the SENDCo and speak to you.





The SENDCo will look at your child in more detail to see if there is any information that might help them to more easily access their learning. The SENDCo will talk to you to find out what your thoughts are. They will talk with your child to see how they feel about their learning and school. The SENDCo might ask an external expert for their opinion.

When they have gathered all the information to make an informed decision, the SENDCo will decide whether your child needs SEN support. They will let you know.

If your child needs SEN support, they will be added to the SEND register and will receive support that is different from or additional to the support usually provided in class.

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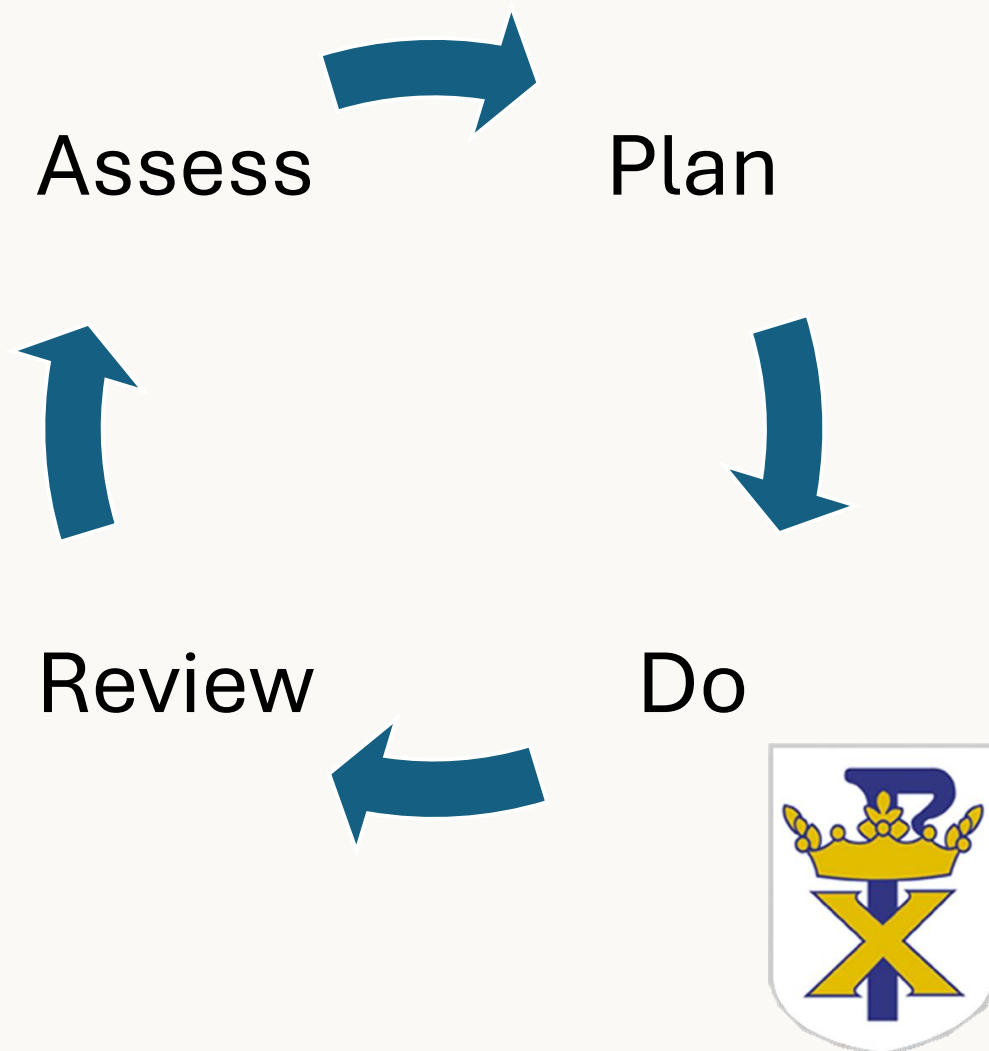
How will the school measure my child's progress?

Your child's progress will be reviewed termly using the 'graduated' approach. This means we will:

- **Assess** what needs to happen to help them make progress
- **Plan** how this will happen in the classroom
- **Do** – put in place the support that has been planned
- **Review** – review how effective the support has been in helping your child. This will help us to decide whether the support needs to stay the same or be changed and to start the process

again.

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How will I be involved in decisions made about my child's education?

Your child's progress will be reviewed termly. Your child's class teacher will meet with you to talk about their progress and discuss next steps as part of the graduated approach or assess-plan-do-review cycle. The SENDCo might also attend these meetings.

We know that you're the expert when it comes to your child's needs, so we want to make sure you understand how we're trying to meet your child's needs and so that you can provide insight into what you think would work best for your child.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

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How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and their way of communicating.

We may seek your child's views by:

- Asking them to join the meeting to share their thoughts
- Asking them to share their views with a member of staff who can present their views in the meeting
- Observing how they are in school
- Asking your child to complete a survey or write/draw their thoughts.

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How will the school adapt its teaching for my child?

All of our teachers design lessons to make them as easier to access for the pupils with different needs in their class. They are trained to adapt their teaching to support pupils at SEN support to continue to access learning in the classroom.

Adaptations might include:

- breaking learning into smaller chunks
- Using resources to scaffold learning
- Pre-teaching content
- Re-teaching content
- Giving support in the lesson
- Giving extra thinking time
- Modelling a process or thinking

Reasonable adjustments might include:

- Sitting your child in a certain place
- Larger print
- A coloured overlay (on specialist advice)
- Movement breaks





Some pupils might need differentiated work that is changed to make it easier for them to complete. This might mean they have an easier text or do different questions.

Some pupils might need their work to be differentiated significantly. They might have work that is carefully designed to match their needs at just the right level for them. Their work might look quite different to their peers, but it will be the right work for your child and might be part of advice from a specialist. They might receive small group support from a TA for some lessons or parts of their learning. Small group work will usually last for a short time, so they can return to the classroom to be as close to their peers as possible.





Some pupils might not be able to access the majority of learning in their class. For these pupils, a bespoke curriculum is designed and delivered. This will be carefully thought through with advice from external specialists. Your child might learn in a different, adapted environment so they can make the best progress possible. We will try to make sure your child spends time with their class when it is right for them, but we will always make these decisions in your child's best interests.

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How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Tracking their academic progress
- Reviewing the impact of provision on their wellbeing
- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a given number of weeks
- Listening to their views
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

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How will the school resources be secured for my child?

We regularly review how we are using resources and decide what is the best way to use resources to meet pupils' needs. We always try to balance supporting your child with helping them to be as independent as possible.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If funding is needed beyond our capacity we will seek it from the Local Authority.

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How will the school make sure my child is included in activities alongside pupils who don't have SEN?

We are committed to ensuring every child is able to fully access activities. This means we will use our best endeavours to remove barriers to your child being included alongside pupils who don't have SEN.

Our extra-curricular activities are available to all pupils, including our before and after school provision. We encourage all pupils to go on school trips, including our residential trips and, where necessary will work with you to remove barriers to your child participating in these.

All pupils are encouraged to take part in special events like sports day, Christmas performances and pupil leadership opportunities and charitable events. We support pupils to participate in a way that works for them, including keeping their emotional wellbeing at the heart of planning support to include them in school events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make reasonable adjustments to make sure they can be included in a way that is right for them.

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How does the school make sure the admission process is fair for pupils with SEN or a disability?

All pupils with SEN support are considered fairly. Our Admission Policy [click here](#) sets out our approach to admissions for all pupils. The oversubscription criteria explain that how groups of pupils are prioritised if we have more applications than places.

You can find information about the Local Authority school admission process [here](#).





If your child has an **EHCP** (Education Health and Care plan), any changes to the setting your child attends should be coordinated through the Annual Review process. This is for any transition points - e.g. going from an early years setting into school; moving from primary school to secondary school - and for any in-year changes. If you have any queries about this, contact your EHC coordinator on 024 76 831 614 or email send@coventry.gov.uk.

If you have an EHCP, you will not have to apply through the usual admissions process. You will be asked by the Statutory Assessment and Review Team (START) for a preference of school/s instead.

More information on choosing a school can be found the [SENDIAS website](#).

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How does the school support pupils with disabilities?

We make adjustments to support pupils with disabilities and make sure they can access full school life.

Some of the ways we do this includes:

- Having ramps to provide access to the building
- Using adapted furniture and other resources.
- Using specialist equipment as advised.

[HCCMAC Accessibility Policy](#)

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How will the school support my child's mental health and emotional and social development?

All staff are vigilant in supporting the mental health and emotional wellbeing of all pupils. Our Learning Mentor is Mrs Tina Hagyard.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all after school club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN.
- We run a selection of nurture groups for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

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What support will be in place for my child as they transition between classes or settings or in preparing for adulthood?

We carefully plan transition for pupils at times of change.

Between years:

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Arrange regular visits between our two school sites so that the children are familiar with Scots Lane
- Provide information about their new class to look at during the summer holiday
- Spend a transition day with their new class teacher.





Between schools:

When your child is moving on from our school, we will share information about how to best support them with their new school.

When your child is moving to our school, we will work with their previous school to help us know what works well for your child and how we can best support them.

Moving from primary to secondary school:

We follow the Local Authority enhanced transition process for pupils with SEN when they move from Year 6 to 7.

We work with staff from your child's secondary school to make sure they know how best to support your child and support a smooth transition. Your child might:

- Meet staff from their new school
- Meet pupils from their new school
- Have a tour of the site

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What support is in place for Looked After or previously Looked After pupils with SEN?

Sue Horrocks is our Designated Teacher for pupils who are looked after. She will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.



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What should I do if I have a complaint about my child's SEN support?

You can find our complaints procedure here [click here](#)

Complaints about SEN provision in our school should be made to the class teacher in the first instance.

They will then be referred to the school's complaints policy.

If you are not satisfied with the initial response, you can escalate the complaint, using the process in the complaints procedure.

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What support is available for me and my family?

We regularly share information about support that is available in our newsletter, so please keep an eye out for these.

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Coventry Local Authority's [local offer](#). If you live in Warwickshire, the Warwickshire Local Authority local offer can be found [here](#).

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

- [Coventry SENDIAS](#)

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