



Christ the King Catholic Primary School

Learning, Growing, Praying together with Christ our King

Christ the King School SEND local offer

- Christ the King Catholic Primary school is a fully inclusive school striving to ensure that all pupils achieve their full potential personally, socially, emotionally, academically and spiritually, in all areas of the curriculum. This document intends to give you information regarding the ways in which we support our pupils with SEND. This document will not list every skill, resource and technique we employ in order to achieve our aim as we are continually developing and modifying our provision to meet the changing requirements of individual pupils.

My child has special educational needs.

What can you offer at Christ the King?

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Who should I contact if I want to find out about how the school supports my child?

- You can contact your child's class teacher if you would like to know what support is in place in the classroom and discuss your child's progress.
- You can contact the school's SENCO who co-ordinates the support for SEND pupils throughout the school and liaises with the external agencies.
- Mrs Horrocks is the SENCO.

How do I know if my child has SEND?

How will I know if my child is receiving support?

- If your child's class teacher or the school's SENCO have concerns about your child, they will contact you to arrange a meeting. Equally, you are able to initiate this process with your concerns by contacting the school.
- Your child would be identified as having SEND if the type of support they require is additional to and different from the provision already in place for the majority of the children in the class.
- Your child's progress is monitored and assessed. An individual Pupil Profile is then set up detailing the type of provision that is being put in place for them. Their needs are then catered for through appropriate differentiation within the classroom either by working in smaller groups and or some individual support when required.

What do you do for children with SEND?

- At Christ the King we understand that all children are different. The education provision is tailored to the needs of individual children. When your child has been identified as having additional difficulties their needs will be met in a variety of ways including one to one support, small group work, different strategies and interventions. Targets will be set and monitored and progress measured.
- At Christ the King we support children with a range of difficulties including Speech, Language and Communication, Moderate Learning Difficulties, Emotional and Social difficulties, Specific Learning Difficulties and Complex needs.

How will I know that my child is making progress?

- You will be able to discuss your child's progress at Parent consultation meetings and you will receive an end of year Pupil Progress Report.
- Expected levels of progress for each year group and end of Key Stage.
- The school assesses and tracks your child's progress with reference to the 'Small Steps' resource, which is able to demonstrate progress

within the National Curriculum and where appropriate with reference to 'P scales'.

- SEND review meetings at least every term, where other agencies are involved with your child they will be represented.
- Following external SEND Assessments or Reviews reports will be shared with parents.

How do your teachers help my child to learn?

- Our teachers have high expectations of all children. They build on what the children already know. They monitor and assess children regularly and plan the next stage of their learning.
- Teachers may use different styles of learning, additional resources, strategies and intervention programmes.

- Parents will be kept informed of progress and will be encouraged to support additional work at home.
- There is more information about our curriculum on our website.

How have you made the school building and site safe and welcoming for children with SEND?

- Please also refer to our accessibility plan included on our school website.
- Access to all parts of the school and activities.
- Ramps.
- Disabled toilet facilities.
- Sound Fields in many classrooms.
- Yellow highlighted steps to aid disabled and visually impaired.
- School speech therapist.

- Lunch time activities and equipment.
- Friendship bench.
- Secure buildings.
- All Staff and volunteers have DBS clearance.
- Teaching Assistant support.
- Learning Mentor support.
- Nurture Groups
- Time For you Counselling Service.
- PSHE assemblies and Circle Time.

- Sensory Room
- Visual Symbols throughout the school

Can my child attend before and after school activities?

- The school has a before and after school club and your child is able to attend subject to availability. For further details about the club contact the admin team.
- We have a range of extra curricular activities which your child can attend according to their age and Year group.

Is there any extra support available to help children with SEND with their learning?

- The school welcomes support from the following agencies
 - Communicate to Learn (Employed speech and language therapist)
 - Pre School Service
 - SEMHL (Social, Emotional, Mental Health and Learning)
 - Speech and Language NHS
 - Sensory Support (Hearing and Visual Impairment)
 - Physiotherapy and Occupational Therapy
 - School Nurse

- Educational Psychologist
- CAMHS (Child and adolescent mental health service)
- CCT (Complex Communication Team supporting Autism)
- Dyslexia support
- Time For you Counselling Service

Where can I find information about the SEND and other related policies?

- The school has a range of policies relating to SEND which can be found on the website.
 - Special Educational Needs and Disabilities
 - Accessibility plan
 - Single Equality Scheme - Inclusion

How are the adults in school helped to work with children with SEND and what training do they have?

- The School Improvement Plan identifies the training needs of staff to improve teaching and learning. This includes whole school training as well as training for individual staff.
- Staff at Christ the King have benefited from training on:
 - Autism
 - Dyslexia
 - Anxiety
 - Precision Teaching
 - Speech and Language
 - Attachment Disorder
 - Makaton
 - Downs Syndrome
 - Sensory Support
 - CLA (Child Looked After)
 - Occupational Therapy

What happens if my child needs specialist equipment?

- The school has a duty to supply any necessary equipment when prescribed by a relevant health or education specialist.
- The school accesses resources from support services e.g.
 - CCT
 - SEMHL
 - Speech and Language resources
 - Other resources are purchased by the school such as a range of multisensory resources including intervention resources
 - Tilted writing boards
 - Laptops and I pads as alternative means of recording - Pencil Grips
 - Sit fit cushion
 - Rainbow alphabet
 - Mindmapping

How is my child involved in her/his own learning and progress?

- Pupil Voice (School Council)
- Circle Time
- Self Assessment
- Peer Assessment
- Teacher/Pupil talk
- House Captains

Who should I contact if I am not happy with my child's learning or progress?

- The first person to contact is your child's class teacher regarding your concerns. Hopefully your concerns will be dealt with.
- If your concerns are not resolved a meeting with the SENCO should be arranged.

- If you still have concerns a meeting should be arranged with the Head Teacher.
- If you are not satisfied with the Head Teacher's response follow the school's complaints procedure which can be found on the website.

Who should I contact to find out about other support for parents and families of children with SEND?

- SENDIASS Special Educational Needs and Disabilities
Information and Advice Support Service: Tel..02476694307
email : iass@coventry.gov.uk
- BDA (British Dyslexia Association)
- ASD support groups
- Downs Syndrome Society
- Triple P (Parenting course)
- Hospital Service

- Sensory Support Service
- Occupational Therapy and Physiotherapy Service

How will you help my child make a successful transfer from class to class or to secondary school?

- Information sharing between class teachers
- Transition Arrangements
- Additional visits to new class or new school
- Big School Theatre and Workshop

Parent comments

- Since joining the school, we feel the support we have had for our child with Autism has helped settle him in to mainstream school life greatly and has helped him to deal with challenges along the way. The school with their experience has worked alongside home life to support our child together. Our child has achieved so much more than we could have imagined by being part of this school and community. Thank you.

- When my daughter started school in reception it became evident that she found certain aspects of learning quite tricky. The school recognised this since the beginning and have always provided additional support. In year four the school organised an assessment for my daughter which resulted in a diagnosis of dyslexia. The school shared and discussed the outcome of the assessment with me and informed me of how they would support my daughter. They provided a child centred tailored programme of support to directly address the areas she finds difficult. This has included a dyslexic tutor who offers an alternative multisensory approach to learning, daily one to one reading support and support with learning phonics. Importantly for me as a parent is that this support is offered without prejudice or judgement and at no point has my daughter felt stigmatised, if anything her confidence has grown.

Parent comments continued

- My son has a speech disorder and struggles to communicate with others without additional support. He has had support from the teachers and the SENCO to identify his needs and give him the additional support he has required. He has had brilliant support from his teaching assistant in reception who has assisted me with his speech and language therapy throughout his first year. The SENCO has assisted me in getting additional referrals to healthcare professionals that will benefit my son's development and support me to ensure he gets what he needs from other services.

Parent comments continued

- Christ the King Primary School, along with the Educational Psychology Service and various agencies have worked together seamlessly to ensure the specific educational needs of our son have been supported. Sustained, structured support has been echoed by each

department and strategies have been implemented in the classroom. We as parents have been invited to participate at meetings and have been encouraged to apply recommended constructive approaches at home. Our child has benefited from an invaluable contribution from all parties involved and this has been maintained continuously since Y3. Christ the King Primary School instigated the external involvement and the level of help he has received has been outstanding and has made a positive difference

- Ever since starting Christ the King my son has been given help and support from all his teachers and support staff. In Nursery he was quickly referred to speech therapy. He now no longer has an issue. In Reception he was identified as having problems with some of his learning. He has received additional support from teaching assistants in small groups. We were given extra time at parent consultation meetings. We are really happy with how he has progressed at Christ the King and feel that the effort that has been put into helping him has made a big difference.