# Christ Church C of E Primary School

# SEND School Report, March 2026

At Christ Church Primary School we understand that every child, including those identified as having Special Educational Needs or Disability, is entitled to a broad and creative curriculum through high quality teaching. All children are valued equally and the school is committed to inclusion and equality. All staff at Christ Church Primary are committed to providing appropriate and effective care and support at any and all stages of each child's journey through school.

Below are the answers to questions you may have about the Special Educational Needs and Disability (SEND) provision we provide at Christ Church Primary School.

## Q1. How does Christ Church CE Primary School know if a child needs extra help?

At Christ Church Primary School the teachers, SENDCo and Senior Leadership Team (SLT) are continually monitoring and tracking the progress of children in a variety of ways, including:

- Observations and assessments by class teachers or other members of staff e.g. SLT, Special Educational Needs and Disabilities Coordinator (SENDCO)
- Progress measured against the objectives in the 2014 Primary National Curriculum
- Progress measured against Pre-Key Stage standards.
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development

Other ways of identifying if a child requires extra support include:

- Liaison with pre-school/previous school, information sharing
- Concerns raised by parents/carers
- Concerns raised by teachers
- Observations and/or reports by external agencies (Speech Therapist, Occupational Therapist, etc.)
- Health diagnosis through Paediatrician

The school follows a graduated approach to SEND and at the appropriate stage a child may be added to the schools SEND register. Please see the Graduated Approach Pyramid on the school website for more information.

## Q2. What should I do if I think my child may have Special Educational Needs?

As with any concern, you should speak to your child's class teacher first. They may then carry out some further observations or assessment. They may also arrange for your child to have some extra support in a small group to target a specific area that they are having difficulty in. The class teacher will also share the concerns and seek further advice from the SENDCo.

If you continue to have concerns about your child's progress please arrange to speak to the SENCo. All meetings with the SENDCo will also include the class teacher.

## Q3. How will Christ Church CE Primary support my child?

At Christ Church Primary School, we do our best to ensure all children receive the appropriate support they need, whether that is academic, social or emotional.

We deliver high quality first teaching. For your child this would mean…

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.

- That different ways of teaching are in place, so that your child is fully involved in learning in class, eg, using resources for a more practical approach to learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

When pupils require extra support to make expected levels of progress we may provide one or more of the follow:

- Teaching assistant support in class
- Targeted intervention programmes
- Use of advice and strategies from outside professionals
- Therapeutic interventions e.g. ELSA

## Q4. How will the curriculum be matched to my child's needs?

Teachers adapt their teaching strategies and lesson content for the variety of needs within their classroom. Regular assessment and monitoring of achievement and progress in the curriculum and individual targets inform planning that matches the curriculum to needs of each child.

We follow recommendations from the Local Authorities, Ordinarily Available Provision document.

All children with SEND have a Pupil Passport which shares their strengths as well as things they find difficult and the best ways to support them. These are shared with all adults they work with in school.

## Q5. How will you know how my child is doing and how will you help me support my child's learning?

At Christ Church Primary School, all pupils with SEND have an Individual Education Plan (IEP) which is written by the class teacher with support from the SENDCo and shared with you. The IEP contains targets and outlines strategies and resources that will be used to help your child achieve them. The plan will be reviewed and shared with you and your child (if appropriate) three times a year. On the IEP are strategies for you to do at home to support your child in achieving their targets.

If your child has complex SEND, or an Education, Health and Care Plan, an annual review meeting will take place to discuss your child's progress and a report will be written.

Where appropriate, the class teachers set homework which you should support your child with. There are opportunities to come into school and find out about ways of supporting your child's learning in different areas of the curriculum. In addition, your child's class teacher may be able to suggest ways of helping your child with specific areas of difficulty, for example, reading, spelling or maths.

## Q6. What support will there be for my child's overall well-being?

The well-being of all children is the priority of all staff at Christ Church Primary School. We follow the Kapow Programme throughout school in order to teach Personal, Social and Health Education (PSHE). All children are taught breathing techniques to promote mindfulness and how to use these techniques at other times of the day. Class teachers follow a growth mindset approach to teaching, allowing children to create a love of learning and build resilience. If you have concerns please speak to your child's class teacher. We are able to offer some small group intervention supporting social and emotional well-being. In some cases we are also able to offer a child a nurture mentor.

If your child has medical needs, they may require a health care plan. This plan may include the administration of medication or medical techniques if these are an ongoing need. Please speak to the main office for more information and forms to complete if your child needs medication during the school day.

## Q7. What specialist services and expertise are available at or accessed by Christ Church CE Primary School?

School staff have a wide range of experience meeting the needs of pupils with a variety of SEND. In addition to the SENDCo, there are TAs who have been trained in specific intervention programmes and many have considerable experience and expertise with meeting a range of pupils' needs.

The school receives support where necessary from a wide range of external agencies, including the Sensory Support Service (for vision and hearing needs); physiotherapists; SaLT; occupational therapists; educational psychologists; Child and Adolescent Mental Health Service (CAMHS); Bristol Autism Team (BAT); and the school nurse.

## Q8. What training has been provided for the staff supporting children and young people with SEND?

Staff are offered opportunities for training across the school year and the school actively supports professional development for all staff in order to develop their expertise. Class teachers are supported in planning for children with SEND by experienced colleagues and from outside agency advice.

TAs attend training courses led by the NHS Speech and Language Therapy (SaLT) team in order to support children in school with SaLT recommended interventions. This training is then disseminated back to the TA team within school.

The SENCO has completed the National Award for SENCOs. She also attends a SENDCo conference annually and termly SENDCo cluster meetings where schools share expertise.

## Q9. How will my child be included in activities outside the classroom, including school trips?

- After-school provision is accessible to all children, including those with SEND. Please arrange to meet the 'Shine' team to inform them of your child's needs prior to signing up for an afterschool club.
- Extra-curricular activities are accessible for children with SEND.
- Educational visits, trips and residential stays are also accessible to children with SEND. Individual risk assessment are written for each off-site activity. Where necessary, the class teacher will do a preliminary visit to ensure no child's health and safety is compromised.

## Q10. How is Christ Church CE Primary Accessible to Children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school is on a split-level with easy access and double doors and ramps.
- The school is fully accessible, using a platform lift to aid wheelchair users who are travelling between levels
- There are three disabled toilets and a DDA compliant shower area and changing room facility.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

## Q11. How will the school prepare and support my child to join the setting or transfer to a new setting?

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

**If your child is joining us from another school/ setting:**

- The SENDCo will visit pre-schools with a member of our EYFS (Early Years Foundation Stage) team. If your child would be helped by a pictorial transition book to support them in understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- We will meet you to discuss any concerns you might have about your child's transition.

**If your child is moving to another school:**

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding the transition, then one will be made for them.

**When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs and other relevant documents will be shared with the new teacher.
- If your child would be helped by a pictorial transition book to support them in understand moving on, then one will be made for them.

**In Year 6:**

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on enhanced transition days, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a pictorial transition book to support them in understand moving on, then one will be made for them.

## Q12. How are the school's resources allocated and matched to children's special educational needs?

The school follows a graduated approach to supporting pupils based on their needs.

A child's progress within school is constantly assessed and tracked by the class teacher and in some cases, the SENCO. Through analysis of data and observations within the school setting, a child's needs are established and ways of ensuring they are being adequately supported either through differentiated work and/or the support of a TA are discussed, implemented and monitored. If a child is seen to be making inadequate progress in any aspect of their learning then this is discussed at Pupil Progress Meetings between the class teacher and the Head teacher. The SENCO then becomes involved in helping to devise ways of supporting the child further. We are committed to providing extra resources to support children and these are allocated according within the school budget allocations.

## Q13. How do we support parents of children with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo is available to meet with you and the class teacher to discuss your child's progress or any concerns/worries you may have. Please arrange an appointment at the school office.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IEPs will be reviewed with your involvement every two terms.
- Homework will be adapted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- We will advise you of programmes/events organised in our local area that may be of benefit to you or your child.

## Q14. Who can I ask for more information?

**Within school:**
**The class teacher**
Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- Adapting teaching methods, materials, and resources to meet individual needs, such as breaking down tasks and providing visual aids
- Writing Progress targets/Individual Education Plans (IEPs) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child by setting specific, measurable goals, and promoting independence.
- Supporting learning by implementing interventions, managing behaviour, and ensuring access to the curriculum.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

**SENDCo: Katie Holland**
Responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating support for children with SEND alongside the Senior Leadership Team
- Ensuring that you are
    - involved in supporting your child's learning
    - kept informed about the support your child is getting
    - involved in reviewing how they are doing.
- Liaising with external agencies who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

**The Head teacher: Mr Mark Oldfield**
Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEN Governor:**
Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 0117 3772830

**Independent Advice:**
For independent advice the local authority website is very useful: https://www.bristol.gov.uk/web/bristol-local-offer/parents-carers

**Send and You (Previously 'Supportive Parents') – www.sendandyou.org.uk**
An independent organisation offering a free, confidential and impartial service to any parent who has a concern or worry about their child's SEND provision and education.
0117 989 7725 - Helpline available Monday to Friday 9:30am – 4:30pm
during term time, and an answer phone at all other times.
Email: support@sendandyou.org.uk
**Bristol Parent Carers - http://www.bristolparentcarers.org.uk/**
Organisation for families with children and young people with disabilities and special needs
The forum is run by parent carers with disabled children of their own, who help Bristol Parent Carers as volunteers. There is a part-time administrator in the office Mon, Tues & Thursdays.
c/o Phoenix Social Enterprise
5 Russell Town Avenue
BS5 9LT
Tel : 0117 9396645 ext 204

**Dyslexia Information:**
For more information on Dyslexia and ideas to support a child with Dyslexia see:
British Dyslexia Association http://www.bdadyslexia.org.uk/
and
Dyslexia Action http://www.dyslexiaaction.org.uk/what-is-dyslexia

**Autistic Spectrum Condition (ASC):**
For more information and advice on autism see the National Autistic Society - https://www.autism.org.uk/