

Christ Church Primary - SW9

Special Educational Needs and Disability (SEND) Information Report for Children with SEND

Brief description of school, phase, size, any special/resourced base provision on site

The school is a small and friendly one-form entry primary school in Brixton. It has one class in each year group and there is provision for children in the Early Years Foundation Stage through a Reception Class. There is a breakfast club and an after-school club for pupils, which offers a range of activities. At Christ Church Primary SW9, we embrace the fact that each child is different, and, therefore, the educational need of every child is different.

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. The school will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

The LA Local Offer

The *Children and Families Act 2014*, requires Local Authorities to publish and keep under review information about services they make available [or “about provisions they make”] for children and young people with Special Educational Needs (SEND) aged 0-25.

This is the ‘Local Offer’.

The Local Offer provides transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.

The Lambeth Local Offer can be accessed through the website: <https://www.lambeth.gov.uk/lambeths-send-local-offer>

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. The information below details the offer within the school and ways in which parents, children and young people may access the support required

A. People Who Support Children with Special Educational Needs and/or Disabilities in This School:

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? How can I talk to them about my child if I need to?

Person or Role	Summary of Responsibilities
Class/ Subject Teacher <i>Your child's class teacher is recommended as the first point of contact if you have any concerns.</i> Contacted by: <i>Speaking to them at the end of a school day to arrange an appointment or telephoning the school on 0207 735 1343</i>	• Ensuring all children have access to excellent teaching and that the curriculum is adapted to meet your child's needs. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.). Discussing amendments with the SENDCO as necessary. • Writing SEND Support Plans (SSPs), sharing and reviewing these with parents at least once each term and planning for the next term. • Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Making sure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
The Special Educational Needs Co-Ordinator (SENDCO) Ms Kim Valentine Contacted by: <i>Asking the class teacher to arrange for them to contact you, or by telephoning the school to make an appointment on 0207 735 1343, or by emailing admin@christchurchschool.cc</i>	• Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Developing and reviewing the school's SEND policy. • Making sure that you are fully involved in supporting your child's learning through being: – Kept informed about the support your child is receiving – Fully involved in reviewing how they are progressing – Fully involved in planning your child's support. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist etc... • Updating the school's SEND 'Record of Need', (a system for ensuring all the special educational, physical and Sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential. • Supporting your child's class teacher to write SEN Support Plans (SSPs) that specify the targets set for your child to achieve.

	• Preparing an Education, Health and Care Plan where needed. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
Teaching Assistant (TA) Work alongside teaching staff and the SENDCO. Contact should be directed to the class teacher	Responsible for: A Teaching Assistant (TA) may be allocated to work with a pupil with Special Educational Needs and/or disabilities, or may provide specialist support in a particular area, for example literacy. Whilst they take a very valuable role in your child's education, questions regarding your child's overall learning and progress should be directed to staff members named above. A child may receive support from a number of adults, and a conversation with the class teacher or SENDCO will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome dialogue between parents and all staff.
Executive Headteacher Miss Jayne Mitchell Contacted by: telephoning the school for an appointment on 020 7735 1343	Responsible for: • The day-to-day management of all aspects of the school, this includes the support for children with SEND. • She delegates responsibility to the SENDCO and class/subject teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress. • She must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.
SEND Governor Contacted by: writing to the SEND Governor via the school office.	Responsible for: • Making sure that the school has an up to date SEND Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the school's SEND funding is appropriately spent. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Staff who will visit the school from the Local Authority central services such as the Lambeth Autism Service or Sensory Services (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

What are the different types of support available for all children, children with SEN and /or disabilities in this school?		
Types of support provided	What would this mean for your child?	Who can get this kind of support?
Class teacher input via excellent high quality classroom teaching.	• The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources. • Ensuring learner independence is encouraged and facilitated through careful questions and prompts at the right time. • Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task. This may include occasional support from a Teaching Assistant to help with a particular difficulty.	All children in school receive this.
Additional targeted support Where the class teacher and the school SENDCO, on the basis of high quality evidence conclude that a pupil needs additional targeted support. e.g. Specific small group work. This group may be run in the classroom or outside.	• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • You will be informed about the interventions taking place for your child. • The class teacher will plan with the SENDCO, interventions to support your child's learning. These interventions will have clear targets to help your child make more progress. • Interventions may include small group work or individual sessions on a specific theme. • Where small group sessions are put in place they will be run by: a Teaching Assistant, a teacher, the SENDCO, our Psychotherapist and Behaviour Lead, or an outside professional (such as a Speech and Language Therapist) using a planned programme.	Any child who has specific gaps in their understanding of a subject/area of learning.

Types of support provided	What would this mean for your child?	Who can get this kind of support?
Support for children's social and emotional development We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative.	All classes follow a structured PSHE (Personal, Social, Health and Economic Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer: • Small groups and interventions supporting children who find it difficult to deal with their emotions, such as ELSA, 1:1 Psychotherapy and social skills groups. • If your child still needs extra support, with your permission the SENDCO will access further support through the CAF and Early Help process.	
Support from outside agencies. Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups and/or individual support This may be from: • Local Authority central services such as the Lambeth Autism Advisory Service or Sensory Service (<i>for students with a hearing or visual need</i>) • Outside agencies such as the Speech and Language therapy (SALT) Service and Educational Psychology (EP)	• You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help us to understand your child's particular needs better so we can support them more effectively in school. • You will be fully involved in discussions and decisions and asked to come to meetings to discuss your child's progress and help plan possible ways forward. • The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. • These recommendations may include: – Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. – Support to set targets which will include their specific professional expertise. o Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support. – Group or individual work in school run by an outside professional. • You will be informed of decisions about how the support will be used and what strategies will be put in place.	

Types of support provided	What would this mean for your child?	Who can get this kind of support?
Support provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school. Usually, if your child requires this high level of support they may also need specialist support in school from professionals outside the school. This may be from: Local Authority central services such as the Lambeth Autism Advisory Service or Sensory Services (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS	• If, despite the excellent classroom teaching, the intervention groups and referrals to outside agencies, your child needs further or more specialist input, the school, or you, can recommend that the Local Authority makes a statutory needs assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Lambeth web site. • When school completes the Education Health Care Plan Needs Assessment, this is done in full partnership with you and your child. After the school has sent in the request to the Local Authority, the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to need a statutory assessment. • If this is the case they will ask you and all professionals involved with your child to submit advice, to which your child contributes, outlining your child's needs and how they will be met, and the long and short term outcomes that are being sought. • If they do not think your child needs this, they will ask the school to continue with the SEND Support in School. • After the reports have been collated, a draft EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan. • The Local Authority's EHC panel will then decide whether to agree to issue your child the EHC plan. • The progress your child makes with the support identified will be regularly reviewed at your child's Annual Review.	Children whose learning needs are more severe, complex and potentially lifelong

How will we support your child with identified SEND starting at school?

- If your child has been allocated a place in our school by the Local Authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will invite you to visit the school with your child to have a look around and speak to staff.
- We will contact your child's previous setting (if they are attending one) to share information as to how your child is currently being supported.
- If other professionals are involved, we may arrange a team around the Child (TAC) meeting to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.
- Members of the Early Years Team and the SENDCO will make a home visit and may also visit your child if they are attending another provision or school.
- We may suggest adaptations to the usual 'settling in' period to help your child to settle more easily, these will be agreed with you at the home visit.
- Following the 'settling in' period, the class teacher may arrange an early meeting with you to review your child's learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and / or feel that your child is still not making progress you should speak to the SENDCO or Headteacher.
- If you are still not happy you should follow the school's complaints procedure.

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or you have raised concerns about your child's progress, and high quality teaching has not met your child's needs, the teacher will raise this with the SENDCO. The school will invite you in to discuss this and plan a way forward.
- The teacher will discuss your child's progress with you at your termly parents' evening when you will be informed of any additional support being given. You will also receive an annual report on your child's progress, written by the class teacher.
- Schools also have regular 'progress meetings' between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress, the school will make a decision about whether to monitor this or set up an intervention group. You will be informed about this. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with teaching assistants) in order to support their progress in learning.
- If your child is still not making expected progress the school will discuss with you:
 - Any concerns you may have
 - Any further interventions or referrals to outside professionals to support your child's learning
 - How we could work together, to support your child at home/school.

Who are the other people providing services to children with SEND in this school?	
A. Directly funded by the school	• Educational Psychotherapist and Behaviour Lead • Additional Speech and Language Therapy input to provide a higher level of service to the school • Additional Educational Psychology input to provide a higher level of service to the school • Educational Psychotherapist • Parent Partnership leader • 1:1 or small group teachers or tutors or HLTAs • Lambeth Autism Advisory Service (reports and attendance at Annual Review Meetings)
B. Paid for centrally by the Local Authority but delivered in school	• Lambeth Autism Advisory Service (LAAS) • Sensory Service for children with visual or hearing needs • Occupational Therapy • Physiotherapy
C. Provided and paid for by the Health Service	• School Nurse • Professional training for school staff to deliver medical interventions • Child and Adolescent Mental Health Services (CAHMS)
D. Voluntary agencies and charities	• Welcare charity • Chance UK
The contact details for the support services can be found on the Lambeth Local Offer website. The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer.	

How are the adults in school supported and trained to work with children with SEND?

- The SENDCO's job is to support the class teacher in planning for children with SEND.
- The school has a School Development Plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the LAAS service, sensory service or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified
- through the school's performance management process.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENDCO

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class. They will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child, so that they can learn most effectively and be included in the full life of the school.
- Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school? And how will you know about this?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, and numeracy. We will also monitor progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. Your child's progress will be tracked on a Development Journal combined with the use of Pre-Key Stage 1 standards' when in Year 2 and above.
- At the end of each Year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the Government requires all schools to do and the results that are published nationally. If your child is working at a Key Stage 1 level or lower, the school will look to disapplying your child from the assessment. This is to remove the stress your child would feel being given an assessment they can not access. The SENDCO and class teacher will always discuss this process with you.
- Children in receipt of SEND Support have a SEND Support Plan (SSP), which will be reviewed with your involvement every term and a new cycle of targets given. We welcome discussion and collaboration in these meetings to adapt the given targets or create new ones.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book as required
 - Letters/certificates sent home o Parent teacher meetings
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports

What support do we have for you as a parent of a child with an SEN and/or disabilities?

- We welcome parent – teacher conversations so that information on progress and or challenges children are experiencing can be shared both ways. We can understand what and how children are doing at home and we can tell you about what we are doing in school. This is to ensure that we are carrying out similar things to support them and can share what is working in both places.
- The SENDCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- SEND Support Plans will be reviewed with your involvement each term.
- Home Learning will be adjusted as needed to your child's individual needs.
- 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.

In addition:

- We hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- The SEND Support Plan will include ideas for how you can support your child at home, following the discussion with you.
- We will be happy to consider any ideas in order to support your child.

If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEND Team. They will ensure that you fully understand the process.

How have we made this school physically accessible to children with SEND?

- The school is on two levels, with an easy access lift. For more information see our accessibility policy.
- The school is fully compliant with DDA requirements.
- The front desk has a wheel-chair height section and is DDA compliant.
- There is a disabled toilet.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities.
- Where needed, we provide space to meet the identified needs of children with certain difficulties e.g. workstations for children with ASD.
- If you have a specific concern please make contact with the SENDCO. *Contact telephone number 0207 735 1343*

How will we support your child when they are leaving this school? OR when moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible by sharing information with the receiving school.

If your child is moving to another school:

- We will contact the new school's SENDCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- Where possible, we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- You are invited to meet with the new teacher before the move takes place during the school's Open Afternoon
- Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All SEND Support Plans will be shared with the new teacher.
- If your child would be helped by a book to support them to understand 'moving on' then it will be made for them.

In Year 6

- Our SENDCO will make contact with the SENDCO of their Secondary School to discuss the specific needs of your child.
- Your child will be supported in understanding the changes ahead. This may include group work, circle time or creating a 'Personal Passport' which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

GLOSSARY OF TERMS

SSP	SEND Support Plan
SEND Code of Practice	The legal document that sets out the requirements for SEND
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENDCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder

Policy Last Reviewed:	March 2026
Amendments	March 2025 – Changes to formatting and some clarifications. March 2026 – Grammar improvements