THE DIOCESE OF GLOUCESTER ACADEMIES TRUST
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Special Educational Needs Information Report

Christ Church Primary

2026-2027

Our vision is to enable all to flourish.

Status and review cycle:	Statutory
Responsible group:	The school
Next Review Date:	August 2027

This report is the result of consultation with staff, parents of children with Special Educational Needs (SEN) and governors of Christ Church C of E Primary School and will be published annually on the school's website. The report will be updated annually to reflect the changes and plans within the school

SEND numbers: November 2026			
SEND Status	**Number on SEND Register**	**Percentage of the school**	**National**
SEN support	**44**	**21%**	**14.8%**
EHCP - Mainstream	**15**	**9%**	**6%**
C & I EHCP	**5**		
Total	**64**	**30%**	**20.8%**

The type of SEN provision

The Mainstream SEND provision that the school caters for is:

- Communication and Interaction - including children who have speech, language and communication difficulties, a Developmental Language Disorder (DLD) or Autism Spectrum Disorder (ASD)
- Cognition and Learning including specific learning difficulties such as dyslexia and dyscalculia, and moderate learning difficulties.
- Social, Mental and Emotional Health – including difficulties relating to attention, emotional regulation, attachment and mental wellbeing.
- Sensory or/and Physical needs e.g. visual impairment, hearing impairment, physical disability

The Communication & Interaction Centre

The Communication and Interaction Centre is a specialist unit attached to a mainstream school. Children with profound communication and interaction needs who have an Education, Health and Care Plan (EHCP) may be considered for a place within the Communication and Interaction Centre. Children are cognitively able and follow the National Curriculum as their mainstream peers, but need some extra help with communication and interaction. Information is found here:
Christ Church C of E Primary - Communication and Interaction Centre

The school's Accessibility Plan can be found here:

Accessibility Plan

2 The school's policies

2.1. The school's policy for identifying and assessing people with SEN is available on the school website and also via this link:

Special Educational Needs and Disability Policy

The school SENDCo is Mrs Claire Pendlebury and can be contacted on cpendlebury@christchurch.dgat.org.uk Tel: 01242 523392

2.2. The school's approach to evaluating the effectiveness of the provision for pupils with SEN:

The SENDCo, SEND Governor, Headteacher and SLT regularly monitor and evaluate the quality of provision for all pupils. This will be measured through:

- Analysis of data from formal assessments carried out throughout the year. Data and levels from these assessments are recorded in line with Early Years and National Curriculum requirements.
- Progress against national data and based on age and starting points
- Pupil progress is discussed with class teaching partners, class teachers, the Headteacher, Deputy/ SENDCo
- Progress against individual targets
- Work scrutiny
- Pupil conference
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using Intervention Plans, My Plans & Data to measure progress
- Holding annual reviews for pupils with EHCPs.

2.3. The arrangements for assessing and reviewing the progress of children and young people with SEN.

When a child is identified with SEND, the school will act to remove barriers to achievement and put effective provision in place following the four-part cycle known as the graduated response:



Assess
The pupil's attainment and progress will be reviewed regularly against their individual targets, in comparison to their peers and national data. We will also review the effectiveness

of the support and interventions and their impact on the pupil's progress. The pupil's views, parents' views and advice from any external support services will be considered. This analysis will be ongoing to ensure that support and intervention is matched to need.

Plan
Planning will involve consultation between the teacher, sometimes the SENDCo, parents and child to agree the adjustments, interventions and support that is required; the impact on progress and a clear date for review. This will be recorded on an Individual Education plan called a My Plan. This plan will be shared with all appropriate staff, parents and child.

Do
All teachers are teachers of SEND and therefore will remain responsible for the teaching and learning of the child on a daily basis and for their progress. The teacher will also oversee that any additional learning aids are used appropriately and that interventions and support are managed appropriately. This will be with support and advice from the SENDCo.

Review
My plans are reviewed at least 3 times a year in line with parents' evenings. The review process will evaluate the impact and quality of the support and interventions and record this on the My Plan or My Plan +. It will consider the views of the pupil and their parents. This will inform the planning of the next steps for further support or where successful the removal of the pupil from SEND support.

My Assessment/ My Plan +
If a child continues to not make progress after the above intervention or has more complex needs a My Assessment will be undertaken. This will bring together all information about the child and their needs from school, the child, parents and outside agencies. There will then be a Team Around the Child (TAC) or Team around the Family (TAF) meeting to discuss their needs and further outcomes and support will be discussed and recorded in a My Plan +. This will follow the same graduated response cycle of assess-plan-do-review. Targets for My Plan + children will be reviewed at least 3 times a year, but can be more frequent as required.

EHCP
Where a child requires support beyond that which the school can ordinarily provide from its own resources, the school and parents may consider requesting an Education, Health and Care Needs Assessment from Gloucestershire Local Authority.

If issued this provision will provide additional High needs support and guidance to meet the needs of the pupil. This provision is banded by the (Education Health Care Plan) EHCP LA SEN Panel. This provision will be reviewed annually in line with statutory regulations. Children with an EHCP will also have a My Plan which will be reviewed at least 3 times a year. Children's progress is continually monitored by class teachers, teaching partners and the SENDCO, who quickly identify children who are not making enough progress or have other needs, which are affecting their ability to engage in learning.

3 School's approach to teaching

The school's approach to teaching pupils with SEN (including pupils who do and do not have an EHCP plan)

3.1 by adapting the curriculum, equipment and learning environment is:

All teachers are teachers of pupils with SEND.

Quality First Teaching (high-quality classroom teaching that is adapted to meet the needs of individual pupils) is the first step to responding to the child's needs.

All children will have access to a broad and balanced curriculum. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and are differentiated and adapted appropriately. The My Plans (+) needs and outcomes, reflect the individualised targets of the pupil, and are considered by the staff when planning lessons. Where SEMH needs are affecting behaviour, a behaviour plan and risk assessment may be required. The child's class teacher will take steps to provide adapted or differentiated learning opportunities, materials and equipment to aid the child's progress, so that they can fully participate in whole class learning alongside their peers.

3.2 Additional support for learning:

Most children will access learning with their peers. Occasionally, children may need an adapted curriculum or bespoke learning opportunities. This may be to enable them to have time to process information, provide overlearning and additional reinforcing or retrieval learning practice in a small group. This may require the child(ren) to work in a 1-1 or small group situation, facilitated by a staff member.

These children will be identified through discussion with class teachers, support staff, parents, the SENDCO and the senior leadership team. Class teachers will continue to be responsible for providing these learning opportunities and the progress of these children.

3.3 Activities available to pupils with SEND in addition to those available through the curriculum includes specific group work:

- These groups are called intervention groups.
- They can be run in the classroom as part of a lesson, or outside in addition to the main lesson.
- They can be led by a teacher or teaching assistant.
- Each group will have a specific learning outcome to develop a learning skill.
- These groups will use evidence-based interventions or focus on a skill identified as a need through observation of work.

Specific Individual Support

- This can be provided within the classroom. On occasion it may be necessary to provide this outside of the classroom (e.g. to work on a specific 1:1 intervention).

- This level of support is usually provided by an Education, Health and Care Plan (EHCP), though other children may be supported in this way as needed (e.g. whilst waiting for an EHCP to be issued.)
- Children who receive this level of support have been identified by the class teacher, SENDCo and outside agencies as needing a particularly high level of support.

Children with SEND are entitled to share the same learning experiences as their peers.

3.4 To improve the emotional, mental and social development of pupils with SEN:

The school SENDCo and Pastoral Lead work closely together to monitor the emotional needs of SEN pupils and to provide appropriate interventions. If a pupil is showing signs of Social, Emotional or Mental Health needs a My Profile, or Strength and Difficulties Questionnaire, or online THRIVE profile would be used to gather the pupil's thoughts and feelings and to discuss any behaviours arising. Through the THRIVE approach, pupils have an action plan to address needs. The sessions to meet the action plan can be offered as individual or small group support, reviewed 6x a year. The needs of the child are discussed with parents, before starting on THRIVE support and at the close or review of a period of support.

• Mrs Pickering, as Lead Pastoral Teaching Partner and Advanced THRIVE practitioner, runs the THRIVE sessions and coordinates the THRIVE timetable.

• If required, referrals are made by school to Young Minds Matter, with the permission of parents. Parents can also be signposted to support for parenting and to access support from Let's Talk Well.

4. **The school's facilities**

4.1 The school's facilities to include pupils with SEN and how new or specialist equipment and facilities is obtained:

- The environment is adapted to the needs of pupils as required. There is wheelchair access to some parts of the school, ramps to EYFS & Y1, a disabled parking bay, access to disabled toilets. NB the school does have stairs, through most of the building. (see accessibility policy)
- Individual plans identify resources required and these may be sources through EHCP funding or through the school SEND budget. Specialised resources are sourced through external support agencies such as Occupational Therapy or Speech therapy recommendations.

5. The school's training

5.1 The school's arrangements for training staff in relation to pupils with SEN is:

- Training needs are identified through monitoring and in response to the needs of SEN pupils. Training may take place during in-service days, staff meetings and/ or targeted towards the staff working with particular children.

5.2 Specialist expertise is obtained by the school by:

- Utilising current staff expertise to lead training sessions.
- Planning meetings provided by STEPS (Specialist Teaching and Educational Psychology Service).
- Attending training courses provided by the local authority, Trust training, health service and independent providers.
- Advice is sought from external professionals e.g. Advisory Teaching Service, Educational Psychologists, Speech & Language Therapists, Occupational Therapists.

Examples of specialist programmes and interventions used within school:

- Writing using Clicker online tool for iPad and laptop
- Precision teaching for Spelling and Reading
- ELS phonics updates and ELS spelling Y3 & 4
- HertsForLearning (HfL) reading programme
- Pixl therapies to remove barriers to learning and identify specific gaps.
- Using Nessy to support spelling
- Oxford Reading Buddy

6 The School's consultation

The school's arrangements to consult with and involve:

6.1. parents of pupils with SEN about the education of their child is

- Through My Plan/ My Plan +and EHCP review meetings – either in person, on TEAMs. These will be held at least 3 times per year. Additional meetings may be held as necessary. Some frequent home school communication is needed.
- Annual School report

6.2. pupils about their education is:

- Through continual class teacher or/ and teaching partner feedback about what is going well and what the child's next steps will be.
- Through My Plan/ My Plan + and EHCP meetings. Children's views are sought either before the meeting or during the meeting. These views are recorded on the plan.
- Use of My Profile or SDQ to capture thoughts and feelings.

7 The School's Partnerships

7.1. The school's governing board involves other bodies (including health and social care bodies, local authority support services, and voluntary sector organisations) to meet the needs of pupils with SEN and their families by:

- Referring to appropriate agencies for advice and support in consultation with families.
- Providing spaces for assessments and therapies within school.
- Following advice and recommendations from outside agencies.
- Seeking general advice and training from support services to support whole school SEND provision.

The school works with:

- The Educational Psychology Service
- The Advisory Teaching Service including teams for Communication and Interaction; Cognition and Learning and Social, Emotional and Mental Health.
- The Speech and Language Therapy Service
- The Occupational Therapy Team
- The School Nurse
- The Virtual School - PLAC
- Young Minds Matter
- Let's Talk Well
- THRIVE
- Family Help

7.2.The school's arrangements for supporting pupils who are looked after by the local authority and have SEN:

The Designated Teacher for Children in Care is Mrs Claire Pendlebury
cpendlebury@christchurch.dgat.org.uk

7.3. The school's arrangements of pupils with SEN transferring between other education providers or preparing for adulthood and independent living is:

Pre-schools

At Christ Church we work closely with pre-schools to understand the needs of individual children before they begin school. The SENDCo and Early Years teachers meet with pre-school staff and attend review meetings for children already identified as having SEND or with an EHCP.

Secondary/ New School

- When children move to a new school we will share information with the receiving school. Year 7 teachers meet with the class teachers, SENDCo and pastoral and Inclusion Lead to discuss individual pupil needs. The child will have an induction suited to their needs e.g. visiting the school for extra sessions with the support of a TA. The receiving SENDCO will attend review meetings for EHCPs and some My Plan +

Within Year Move

- If a child is moving from another school within a school year, then there will be a discussion from the school to Christ Church.

7.4. The school collaborates between the following education providers and other settings:

Christ Church routinely collaborate with many Nursery and Preschool providers.

Christ Church routinely collaborate with Secondary Providers namely Bournside, Pittville & Balcarras amongst others.

8 The School's key contacts

SEN co-ordinator: Mrs Claire Pendlebury

cpendlebury@christchurch.dgat.org.uk 01242 523392

The contact for complaints from parents with pupils with SEN:

We urge parents/carers with any concerns regarding SEND policy or provision made for their child to speak to us as soon as possible; in the first instance to the child's class teacher. If the parents, then feel the child's needs are not being met they should make an appointment to see the SENDCo and if required the Headteacher.

Headteacher: Mrs Kerry Pope

head@christchurch.dgat.org.uk 01242 523392

The school's complaints policy can be found here:

Complaints Policy

The School's Link to the Gloucestershire Local Offer

Information for the Local Offer for Gloucestershire and the school's contribution to the Local Offer is available at:

The Local Offer

The Gloucestershire Local Offer provides information and advice on Special Education Needs and Disabilities and their families.

If you wish to contact the Gloucestershire County Council about the Local Offer please call Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) on Freephone: 0800 158 3603 or Direct Line: 01452 389344/5.

Next review date: August 2027

Signed

SENDCo_ *C Pendlebury*

Headteacher K Pope