

# SEND Information Report 2023-2024

## Ethos, values and vision

Welcome to our SEND Information Report which is part of the Leicester Local Offer for learners with Special Educational Needs and Disabilities (SEND). This Local Offer has been produced by the Local Authority (LA) in collaboration with Leicester City schools. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body policy for pupils with SEND. We are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school and have access to a high quality education.

At Christ the King Catholic Voluntary Academy, we are dedicated to meeting the needs of pupils with SEND and committed to working together with all members of our school community. The children, staff and parents work actively in partnership to enable all children to realise their potential. Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. We work as the FIT (Family Inclusion and Transition) team to support our children and families in all areas of their development. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

The Christ the King Experience will ensure that all children will have equal opportunity to roles and responsibilities, school trips, extra-curricular activities and visitors reflecting the interests and needs of all of our children.

This information is to inform you of the types of support available for your child at Christ the King Catholic Voluntary Academy. It will help you understand who can help and how this support can be accessed.

The changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in schools. The new approach began in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

- Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
- Education, health and care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
- School Action and School Action Plus have been replaced by a single school-based category, Special Educational Needs support (SENS) for children who need extra specialist support.

## What kinds of SEND does the school cater for?

Additional to and / or different provision is currently being made in school for children with a range of needs, including;

- **Communication and interaction** (such as autistic spectrum condition and speech and language difficulties)
- **Cognition and learning** (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- **Social, emotional and mental health** (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- **Physical and sensory** (such as hearing, vision and sensory processing difficulties)

## Who is the SEND Co-ordinator?

Our SENDCo, Annabel Wheeldon, has worked at Christ the King school for many years as a teacher in both the juniors and infant phases. Annabel Wheeldon is ably assisted by the assistant SENDCo, Miss Emma Gilding, who currently teaches in the junior phase and is part of the Family Inclusion and Transition team. (FIT)

The FIT team includes Annabel Wheeldon, Emma Gilding, Sarah Conell, Roisin Knight and Kirsty Hansrani.

In order to maintain a local and national perspective of current SEND practice and procedure, Annabel regularly attends Local Authority network meetings and is an active member of the local schools' SEND Development Group.

The SENDCo is supported by the SEND link Governor, Anne Marie Valente, who monitors SEND provision throughout our school

## What should I do if I think my child may have SEND?

If you think you child may have SEND;

- Speak to the class teacher to see if they share your concerns. They will be able to offer you some advice and strategies on how to support your child with their learning at home.
- Make an appointment to see the SENDCo.
- If you have a medical concern about your child, make an appointment to see your GP and please inform the school of the outcome if you feel this is appropriate to their learning and development.

## What does the school do if they think my child may have SEND?

Children with SEND are identified by one of three routes:

1. Class teachers are continually aware of children's learning. If they find that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. They will be looking at progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

2. The progress of every child is monitored at regular pupil progress meetings. When children are identified as not making progress in spite of 'High Quality Teaching' they are discussed with the SENDCo and a plan of action is agreed with the teacher and shared with parents.

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by High Quality Teaching or some parental support. Otherwise, a graduated response is implemented by school. This may result in the child being placed on the SEND register and given special educational needs support (SENS). Teachers will fill in an Initial Concerns Form for any child they are worried about which will be discussed with parents and the Special Educational Needs Co-ordinator. Appropriate next steps for the child will be planned for and parents are actively encouraged to be involved in the decision making process.

The SENDCo or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

## How will the school support my child?

At Christ the King we are mindful of and comply with the LA Inclusive Provision for SEND Pupils in Mainstream Schools document (August 2015/2020), which outlines the key ways in which pupils should be supported in class. This includes:

- **High Quality Teaching**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of our children. We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEND are entitled to be taught by their teacher, not always by a Teaching Assistant (TA).

- **Differentiation with adult support**

Some children need educational provision that is additional to, or different from Quality First Teaching i.e. special educational provision. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

- **Provision and interventions**

The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to meeting the child's needs.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENCo who monitors overall progress after the intervention.

- **Recording provision**

School keeps a variety of records for all children, including those with SEND.

These may include a:

- Pupil Outcome Plan (POP)
- Medical Care Plan
- Pupil Passport
- Individual Health Care plans

- **Evaluating provision**

Information is gathered in a range of ways about the effectiveness of teaching and learning in our school and how this impacts on your child's progress. This may include:

- Looking at your child's work and ensuring it is challenging and well matched to their individual needs
- Tracking their academic progress
- Reviewing attendance
- Sharing good teaching practice and the strategies used to help your child

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

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. Teachers are responsible and accountable for the progress and development of all pupils in their class. Lessons are differentiated to match each child's needs. Teachers will make reasonable adjustments to the curriculum to meet individual need.

All of our classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it

### **What support will be available for my child's overall well-being?**

The school's ethos/vision for its learners and community is exemplified in the school vision statement:

*Believe and Achieve at Christ the King*

Christ the king aims to develop its policy and practice to:

- Set and maintain high expectations, which challenge children and enables them to achieve their own potential,
- Develop a passion for learning and acquire, skills, knowledge and understanding of themselves in the world.
- Ensure that all children experience an enriched curriculum which develops their talents and unlocks their potential,

- Develop individuals as highly motivated learners who seek to extend themselves in mind, body and spirit and know their uniqueness is cherished,
- Encourage children to develop moral, social and spiritual values which demonstrate care, consideration, respect and tolerance towards others and the environment,
- Inspire an inclusive belief in all, respecting everyone in spite of life experiences and physical differences,
- Create a sense of belonging to a “family” community,
- Nurture children to become responsible citizens who have a thoughtful attitude towards the local, national and global community.

Through:

- Providing an accessible curriculum that is exciting and stimulates a thirst for knowledge,
- Offering teaching and memorable experiences that promote an enquiring mind and a spirit of curiosity,
- Facilitating a wide range of meaningful learning experiences and opportunities within and beyond school,
- Developing an intelligence of their physical, social and emotional wellbeing,
- Fostering a community which promotes an ethos of mutual respect, honesty and responsibility.
- Promoting attitudes where individuality, difference and diversity are valued and understood,
- Involving children, parents, carers, staff, governors and the wider school community as partners in learning.

The Class Teacher has overall responsibility for the well-being and pastoral support of every child in their class. If you have any worries, in the first instance please speak to the Class Teacher. We recognise that self-esteem is key to a child's emotional well-being and academic progress. We support children's emotional, social and mental health needs through our PSHE (personal, social, health, education) and RE curriculum. We have a clear behaviour system throughout the school promoting high standards of behaviour and conduct.

If your child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers social skills interventions, nurturing practices and a learning mentor. Family Support Workers can support you with any issues at home, and health needs can be met by the School Nurse or your Health Visitor (if your child is under 5). An Educational Welfare Officer (EWO) will support you with your child's school attendance if required.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

## **How will both you and I know how my child is doing?**

At Christ the King we aim to have good and informative relationships with all of our parents. Teachers make on-going assessments for all children lesson by lesson and over a series of lessons. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or at more informal meetings as and when issues arise.

Children receiving interventions will have their progress tracked throughout the time they are receiving the support and the outcome of these will be shared with you. A formal written end of year report will be sent at the end of the summer term.

Parents are welcome to seek advice and support about their child at any pre-arranged or mutually convenient time.

## **What training have staff had in supporting children with Special Educational needs?**

All of our teachers are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house. The Leicestershire and Rutland SEND and Inclusion Hub led by Birch Wood Special schools provides training, support and guidance towards useful websites and resources. We also have close links with Westgate Special school and staff access training through the Local Authority.

Some of our TAs have expertise and training in areas of SEND or in specific interventions to support SEND pupils. All TAs work with children with SEND.

## **Who can school contact if they need extra support or advice for helping my child?**

The school is able to access specialist help and additional expertise from the LA. This includes support from education, health and social care professionals such as:

- Educational Psychologists
- Learning, Communication and Interaction Team
- Early Years Support Team
- Social, Emotional and Mental Health Team
- Vision Support Team
- Hearing Support Team
- Health Visitor (Children under 5 years)
- School Nurse (5+ years)
- Speech and Language Therapy Service
- Medical support services including physiotherapy, occupational therapy etc
- Children's, Young People and Families Centres
- Family Support Worker
- Education Welfare Officer
- Social Care and Safeguarding
- Early help

- ADHD Solutions
- Memphis
- The Laura Centre

### **How accessible is the school environment?**

The school is on two sites on Glenfield Road. The junior site is on two levels. All stairs are highlighted. The infant site is on one level. Each site has a medical room, a shower and changing facilities. There are disabled toilets and ramps on both sites. Where and when appropriate, we make changes to the environment or building that are necessary for children with physical or other sensory disabilities.

### **How will I be involved in supporting my child?**

You are always very welcome to talk about your child with school staff at any mutually convenient time. You will also be invited to attend regular parents' meetings (Parents' Evenings) and other review meetings if appropriate. You can support your child's learning and development in other ways, including:

- Support your child regularly with their reading, spellings, times tables and other homework projects
- Attending assemblies
- Attending sports events
- Attending whole school events and celebrations
- Becoming a parent volunteer
- Becoming a parent governor
- Coming to school information events

### **How is my child involved?**

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with the child and their family to set appropriate learning goals. We seek to ascertain your child's strengths, difficulties, preferred learning styles and aspirations. Where appropriate, they may share these in pupil interviews, surveys and in our active School Council. In addition to this, their progress and attainment is carefully tracked and next steps are agreed and shared regularly with parents at formal and informal meeting times. If your child is identified as having SEND their views will be recorded on their Pupil Outcome Plan (POP) and shared with you and anyone else working with your child. You and your child will also be involved in the assessment process in reviewing the progress towards their individual outcomes.

### **How will my child be supported with moving classes, year groups or to another school?**

All pupils, regardless of race, faith, gender or capability in all aspects of school are welcome at Christ the King Primary School, in line with the Local Authority Maintained Schools Admissions Policy.

#### **Transition into and within school**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, including from the nursery, as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher



- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or passport.

As the school is split over two sites we ensure that the infant children have the opportunities to spend time on the junior site. In year 2 transition days are planned to help the children to settle in to the new site.

### **Transition to Secondary School**

Once we know where our pupils are moving on to, the SENDCo, learning mentor and/or Year 6 class teacher will talk to key staff at the new secondary school. The secondary school SENDCo is also invited to any Annual Review or other meetings before transition and they may even visit the children at school. Additional transition arrangements may be made at these meetings e.g. extra visits, travel training etc.

All secondary schools have transition days where your child be offered the opportunity to spend time at their new school. Christ the King liaise closely with the new school setting to ensure they are aware of any individual's needs and all records are passed on to the new school.

Enhanced transition arrangements are tailored to meet individual needs.

### **Preparing for Adulthood**

Throughout their time at school, your child's outcomes will reflect their ambitions which could include higher education, employment, independent living and participation in society.

### **How will my child be included in activities outside of school including trips?**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

### **What can I do if I am worried, unhappy with something or I need to make a complaint?**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting your child's needs. If you have a concern, please bring this to the attention of your child's class teacher or SENDCo in the first instance.

Should you wish to make a formal complaint, you must do this in writing. All complaints are taken seriously and are heard through the school's complaints policy and procedure. A copy of this document can found on the school website and is available at the School Office.



## Who else can support me and my child?

In addition to the services provided by the LA (see above), you may wish to seek support from voluntary and charitable agencies including:

- ADHD Solutions
- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)
- Early Help
- The Laura Centre (bereavement)
- NSPCC
- Banardos
- Tanglewood

My Choice

<https://mychoice.leicester.gov.uk/>

'My Choice' is a directory for care and support products and services for people living within the Leicester City area and is an invaluable source of support.

## Useful website links

- [The 'Family Information Directory'](#) is a directory for care and support products and services for people living within the Leicester City area and is an invaluable source of support.
- [Local Offer Website](#)  
<https://www.leicester.gov.uk/schools-and-learning/special-educational-needs-sen/>
- [SENDIASS – Special Educational Needs and Disabilities Information and Advice Support Service \(Leicester\)](#) SENDIASS Leicester is an independent service that offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0-25 with SEND as well as young people themselves.
- [Council for Disabled Children \(CDC\)](#) Fact sheets, films and posters designed to help parents, carers, children and young people understand some of the key themes of the new SEND reforms including EHC Plans, Post-16 support, the Local Offer and making decisions.

## Report compliance

This report is compliant with the following legislation:

- Section 69 (2) of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the SEND regulations 2014
- Section 6 of the SEND Code of Practice 0-25

