

Christ the King Catholic Voluntary Academy 2025-2026



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SEND Code of Practice

The SEND Code of Practice (2015) states that, “The governing bodies of maintained schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN.

The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

The information required is set out in the Special Educational Needs and Disability Regulations 2014” and is summarised on the next slide.



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Leicester Local Offer



The Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families information about help and services in Leicester.

It brings together in one place information about health, education and social care for:

- Children and young people from birth to 25 years old who have a Special Educational Need or Disability (SEND)
- Parents and carers of children with SEND
- Professionals working in health, care and education
- Providers of services for children and young people

[What is the Local Offer? | LCC Family Hub](#)



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About the school

Mrs A Carter - Head teacher

Mrs H Glassford - Head of School Junior Site

Mrs C Marshall - Head of School Infant Site

Mrs S Valente- Head of School Infant Site

Mrs A Wheeldon – SENDCo: school.office@ctk.leicester.sch.uk

Website: [Home - Christ The King Catholic Voluntary Academy - Leicester](#)

Age range 4 to 11

Date of OFSTED Inspection: November 2024



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CTK Ethos, Values and Vision

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 our children.



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SEND at our School

- Number of children in school - 640 (100%)
- Number of SEND pupils – 69 (11%)
- Number of pupils with EHCPs – 5 (1%)
- Number of children with SENDIF: 7 (1.2%)
- Number of Children receiving SEND & EHCP support – 74 (12%)
- We make provision for children with a variety of needs. We support children with:
 - Communication and Interaction (CI) e.g. Speech and language and autism
 - Cognition & Learning (CL) e.g. Dyslexia, Dyscalculia, Learning differences
 - Social, Emotional and Mental Health (SEMH) e.g. anxiety
 - Sensory and/or physical (SD) e.g. visual & Hearing impairment
- Christ the King School is not a Specialist Setting and is unable to meet the needs of young people who require more specialist teaching and learning environments.



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Quality First Teaching



- Every Teacher is a Teacher of SEN'. Provision for children with SEND is a matter for the whole school. The governing body, the school's Head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All children in school should be getting this as a part of excellent classroom practice when needed. For your child this would mean:
 - Teacher has the highest possible expectations for your child and all pupils in their class.
 - Teaching is based on building on what your child already knows, can do and can understand.
 - Different ways of teaching are in place so that your child is fully involved in learning in class.
 - Specific strategies 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 in their understanding/learning and needs some extra support to help them make the best possible progress



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What is SEND?

- SEND stands for Special Educational Needs/Disabilities
- Indicators of possible SENDs are...
 - **Not similar to progress of peers** starting from baseline
 - **Below** previous rate of progress
 - Attainment gap remains **the same or widens** between them and their peers
 - They **do not make adequate progress** despite appropriate interventions and adjustments and good quality personalised teaching.
 - **Below expected rate of development** (physically and mentally).
 - **A significant difference in learning styles.**
 - When a **SpLD** may be present.
 -
 - If it is agreed by teachers, parents and the SENDCo then a child will be placed on our School SEND Register.



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Assessing and Identifying

- Teachers use the 'Road to SEN' to help guide them with the identification of SEND.
- Teachers begin 'Initial Concerns' documents when they have a concern about a pupil's progress and/or work closely with parents and the SENDCo.
- Teachers assess all pupils termly using school tracking systems and small steps progress forms.
- The SLT, identify groups who may require additional and/or different support regularly.
- Children who have SEND are continuously tracked using the Assess, Plan, Do, Review Cycle every 10 to 12 weeks. This tracking is based on personal targets.
- The school also uses other forms of assessment such as checklists, small step trackers, assessments from other professionals and personal assessments linked to each individual.



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Partnership- Other Professionals

- The SENDCo works closely with a variety of professionals.
- Such as, Speech and Language Therapist, Educational Psychologists and Specialist Teaching services (Learning, Communication and Interaction team, Hearing, Social ,Emotional and Mental Health Team).
- The school will regularly communicate with health professionals including the school nurse, GPs, occupational therapists and community paediatricians.
- The school has support from the Mental Health Support Team in schools
- The Academy SEND support team



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Partnership – School Communication

- Each class teacher has an 'open door policy' and is happy to communicate with parents on a regular basis.
- In some circumstances, SEND pupils have home/ school communication books.
- The SENDCo seeks to view of SEND parents by virtual meetings, in person or via surveys/questionnaires.
- Teachers will meet SEND parents 3 times a year to share and discuss targets and next steps forward for pupils.
- FIT (Family Inclusion and Transition) Team organise regular Coffee Mornings to support our families.



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Partnership- Parents and Pupils



Pupil Passport

Area of Need / Barriers to Learning

- Cognition and Learning- |Dyslexia
- Reading- Decoding
- Organisation of belongings
- Time
- Dyspraxia

Strategies / Provision / Adaptations

Additional Time to complete tasks
The use of a lap top
Wider line pacing
Coloured paper
Copy of teaching materials next to me
Materials presented in a variety of formats- pictures work well
Over lay

Aspirations for the future / What I want to get better at...

Pupil Voice: I would like to be a Nurse

Parent Voice: She has always wanted to look after others so we would like her to be able to do this. We want her to enjoy school and take part in lots of different activities

Barriers to Learning / What I find difficult...

Pupil Voice: I find reading difficult especially when I need to be quick

I can find it difficult to follow instructions and need more time to think about things

Parent Voice: Reading is tough at home and she becomes frustrated and following instructions

What helps me....

Pupil Voice: Extra time, a chance to look at the task before and when the teacher models the task

Parent Voice: Extra time and when she has good friend support

- Children and families are at the centre.
- Pupil Passports seek the views of family members and pupils.
- Partnership between home and school increases pupil success.
- Information about a child's difficulty and the strategies they need is included.



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Class Outcome Plans

B2											
	A	B	C	D	E	F	G	H	I	J	K
1		Teacher/s:	A Name Here	Year Group	R / 1 / 2 / 3 / 4 / 5 / 6	Start Date:	[insert date]	Review Date			COP 1
2		Class Outcome Plan 1									
3		Pupil's Name	Pupil Group	Starting Point Baseline	SMART Target	Intervention / Provision	Frequency	Evidenced in	Adults involved	Baseline Review and Comments on Progress	Progress (1-2-3)
4		sam	SEND	12/32 phonics screening	To learn th phones blahy blah	daily cathc up phonics	4 X 10	Little wradle books	PS, AC		1
5		lucy	LAC / SEND								2
6		nathan	PP								3
7		Sam	SEND			daily cathc up phonics					1
8		Sam	SEND								2
9		Annie	LAC / SEND								3
10		Annie									
11											
12											
13											
14											

Assess every 10 to 12 weeks,

Plan next steps in collaboration with SENDCo, teachers, parents and pupils.

Do and implement agreed intervention and/or support

Review at the end of the 8 to 10 week cycle to inform progress and impact.

Repeat the process again and improve/change practice, if applicable.



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Personal Outcome Plans



Individual Support Plan 1

EHCP OUTCOME	Entry / Baseline	SMART Target	Intervention / Provision	Frequency	Evidenced in...	Exit / Baseline Review	Comments	Plan 1 Progress (1-2-3)
Outcome 1: To spell all high frequency words	34/100 HFW	I spell at least 15 more HFW	Speed spelling intervention	4x5 minutes	Spelling book	45/100 HFW	All new words remembered - not secure on 'older' words. Build in recap	2
Outcome 2: To achieve end of year 1 expectations in maths	2/10 times	I can identify the value of each digit in a 2-digit number, 9 out of 10 times	Partitioning & base ten morning starter	4x5 minutes	Maths BOOK	8/10 times	Reversing numerals	2
Outcome 3: To use full stops and capital letters correctly.	0% accuracy	I can use full stops and capital letters 25% of the time	Sentence starter before each writing lesson	4x5 minutes	Writing book	25% accuracy	Making small step progress.	3

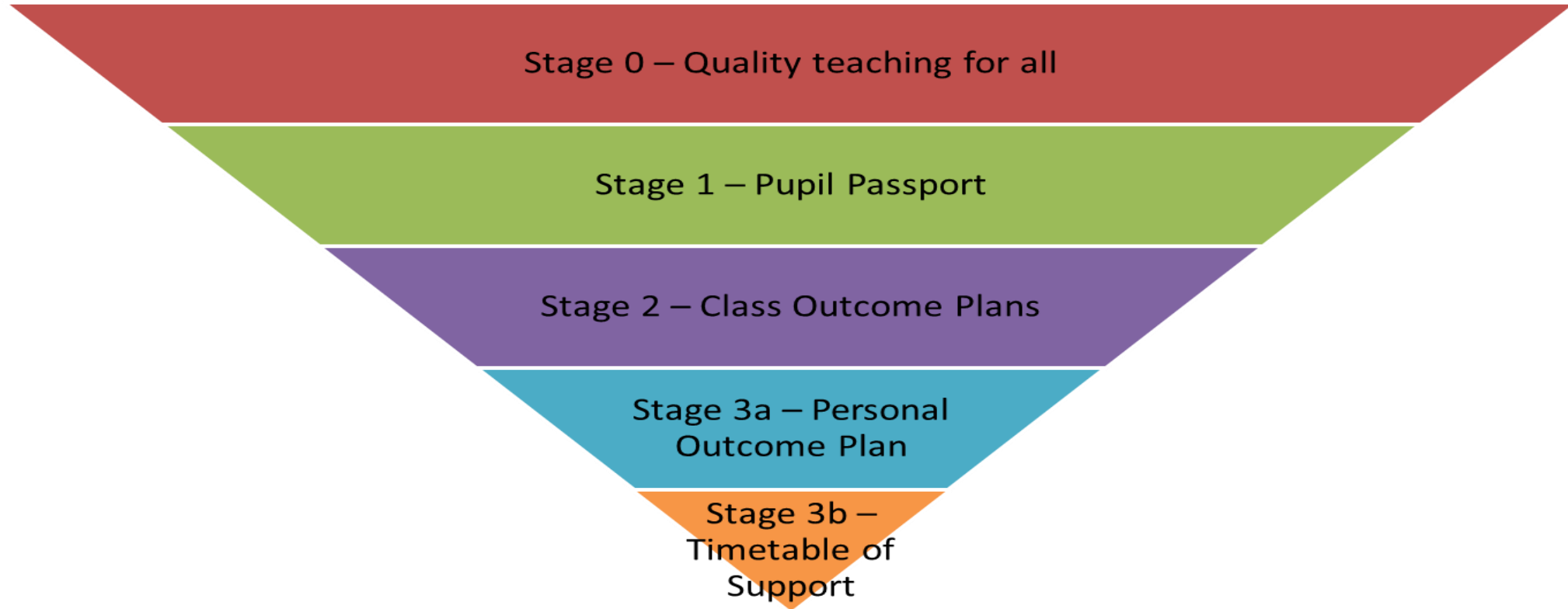
Just like the 'Class Outcome Plans' but individual to a child with additional funding from the Local Authority (more targets). This plan works in line with a pupil's 'Timetable of Support'...



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SEND Systems Summary



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Provisions and Interventions



- Provision across the school varies from:
- One to one support
- Small group support
- Pre-teaching (intervention before whole class teaching) Proactive.
- Overlearning (teaching concepts over and over again)
- Post-teaching (intervention after whole class teaching) Reactive.
- Immediate teaching/intervention (on the spot) during lessons.
- Precision Teaching (personalised teaching programmes).
- ELSA Support (Emotional Literacy Support)
- Speech and Language Therapy.



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Education Health and Care Plans

- An EHCP is a legal plan which grants the pupil and family additional funding to help support their learning in school. Usually, the funding is given to schools to use and implement in the best way to support the individual.
- In order to obtain an EHCP, a school must demonstrate support for a pupil at or around £6,000. Also, a pupil must meet certain criteria, this can be discussed with the school SENDCo in more detail.
- You can find more information about EHCPs from the school SENDCo or the Local Authority website....[SEND local offer | LCC Family Hub](#)
- The SENDCo is experienced in identifying pupils who may require an EHCP.



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Pastoral and Emotional Support



- At Christ the King School we recognise that there will always be children facing life challenges that detract from their ability to engage with learning. As a result, some children will require greater support to increase their emotional literacy than others. We offer a school wellbeing service and strategies rooted within the Zones of Regulation and Emotion Coaching.
- As a school we offer ELSA (Emotional, Literacy Support Assistant) support.
- The School ELSA's are:
 - Mrs K Hansrani
 - Mrs L Amoroso
 - Mrs R Thornton



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Training and Expertise



- The SENCo has the National SENCO Award.
- We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEN.
- The SENCO attends relevant SEN courses, SENCo Network meetings (locally and within the MAT) and facilitates/signposts relevant SEN focused external training opportunities for all staff.
- Staff members responsible for the support of our SEN pupils have a developing subject knowledge provided by Class teachers, SENDCo or external agencies in the form of training and/or good practice modelling.



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Resources and Equipment



- Dyslexia friendly resources (e.g. book marks)
- Visual Aids
- Pencil grips and specially designed pencils and pens (Stabilo easi-grips)
- Sand timers.
- ICT – Laptops, iPads.
- Fine/Gross motor skills activities (sorting and threading, etc).
- A variety of paper resources.
- Fidget tools
- Sensory activities
- Chewellery



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Transition



- One of the benefits of being a close, family orientated school is that children know the majority of staff. Despite this, we still endeavour to ensure class teachers meet to discuss SEND pupils and that children have an opportunity to be taught by their new class teacher.
- Also, it is the little things that help children with SEND settle into a new class. E.g. where their new peg will be and where they will sit can all be agreed before the child steps foot into their new class.
- Transition booklets are provided by the new class with photos of their new classroom and class teaching team.
- Extra transition visits are planned for to support the transition from the Infant site to the Junior site.
- Transition visits are conducted from Nursery to Primary school to ensure all relevant information is passed on and any extra adjustments can be made to support this move.
- The SENDCo will endeavour to meet with your child's secondary school SENDCo to ensure they fully understand your child's needs.
- Additional transitioning is arranged as well as normal transition days for Secondary.
- We will often facilitate transitioning by inviting your chosen secondary school to your child's Annual Review (EHCP only).



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Complaints about SEND



- First, speak with your class teacher.
- Second, speak to the SENDCo
- Thirdly, speak to a member of the SLT (Head Teacher/Head of School and Assistant Head of school)
- Finally, speak with the head of the governing body.
- You can find out more in the Complaints Policy on the Christ the King Website.



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Governing Body

- The SEND Governor is the Governing Body's champion for Learners with SEND and those with inclusion needs. He or she will support and challenge the school to ensure that no Learner is treated less favourably, denied opportunity or left behind because they have additional needs. The SEND governor for Christ the King school is Mrs A Valente.
- The SEND governor and SENDCo work closely together and meet approximately once every term.



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Support Services

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

- ADHD Solution
- 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.



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Relevant Documentation



- You may also be interested in...
- School SEND Policy
- Safeguarding policy
- Behaviour policy
- Accessibility Policy
- If any of the above are not accessible via our website then please do not hesitate to request a paper copy.



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