

Christow Primary School

Special Needs Report



2024-2025

1. The kinds of special educational needs for which provision is made at the school.

At Christow we expect to:

- Monitor the progress of all pupils; some children and young people with SEND can be identified at birth. Other difficulties only become evident as children grow and develop
- Listen to the pupil
- Listen to parent/carers
- Be able to distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs
- Identify barriers to learning using our knowledge and understanding of the four primary areas of need; the areas of need are:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- In consultation with parents, decide whether SEND support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

In addition to section 1, at Christow we expect to:

- Pay regard to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches
- Provide teaching and support staff with comprehensive guidance in relation to identification processes
- Have clear processes for staff and parent / carers to raise concerns regarding pupil progress and learning
- Use a range of appropriate screening and assessment tools to identify needs
- Gather evidence of pupil needs through KS results, baseline testing and progress data
- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Babcock Devon Educational Advisory Service etc. in order to gain a better understanding of a pupil's needs
- Designate a qualified teacher to be responsible for co-ordinating SEND provision (the SEND co-ordinator, or SENDCO), ensuring appropriate experience or qualifications are in place
- Inform parents/carers when we are making special educational provision for their child and have processes in place for parents/carers to provide feedback on provision
- Inform pupils when we are making special educational provision for them and have processes in place for the pupils to provide feedback
- Identify the nature of each pupil's SEND needs; sometimes a child or young person can have needs in more than one area which requires an individualised approach
- Regularly review the SEND register and other processes used for identifying and making needs known

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including— a) how the school evaluates the effectiveness of its provision for such pupils;

At Christow we expect to:

- Have clear systems in place for evaluating quality of provision by reviewing staff expertise through classroom observations, linking to appraisal/performance management systems
- Evaluate quality of provision through rigorous analysis of pupil progress including work analysis and pupil observations
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Track the progress of different pupil groups and cohorts
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data
- Use the feedback from the Devon SEND audit for Primary and Secondary schools to inform our evaluation of provision
- Have a well-designed and comprehensive school improvement plan that accounts for specific development of SEND provision and addresses any areas of weakness

4. Christow's arrangements for assessing and reviewing the progress of pupils with special educational needs;

At Christow we expect to:

- Have procedures in place for consulting and working in partnership with parents and pupils. Our SENDCo is Maugan Collins. Mrs Collins's role is to help staff to co-ordinate all the specific provision that is put in place, liaise with the class teachers and, together with all the adults involved, monitor the pupil's progress and wellbeing. Mrs Collins also liaises with a range of external agencies such as speech therapists who can give us more specialised advice.
The SEND Code of Practice describes how help for children with SEND should be made by a step-by-step or graduated approach.
Teachers will choose the most appropriate way to help each child learn from a range of activities within the classroom, or differentiating the curriculum.
- Track and monitor pupil progress on a regular basis and communicate this information effectively to parents
- Establish and review 'additional to' or 'different from' provision in response to current need
- Identify aspirational key outcomes for individual pupils and develop clear steps to achieve these
- Robustly use school data to identify, monitor and respond to progress of pupils with SEND
- Ensure reliability of data gathered through triangulation of evidence, including work analysis, discussion with pupil/staff, observations and learning walks
- Have clear monitoring processes in place, including scrutiny of pupil books and work analysis, that are effective in closing the gap for vulnerable pupils
- Ensure that every teacher is responsible for pupil progress in his/her own class, and that this information feeds into wider school processes that monitor pupil progress effectively
- Ensure that appropriate rates of progress are made in line with national expectations and all staff are clear about what is expected and adjust practice accordingly
- Evaluate the impact of interventions through pre and post assessment data analysis, ensuring that this is linked to a clear pupil plan (i.e. My Learning Plan)
- Learning Plans are written by teachers in consultation with support staff, parents and children to provide timely, achievable and purposeful targets for individual children specific to their need. This ensures impact can be measured effectively and children can achieve.
- Learning Plans are written and saved on a secure platform called EDUKey, a website used by all schools in ESW.
- Targets set are also designed to incorporate key recommendations from external agencies where relevant.
- Gather pupil feedback as part of the process to review quality of interventions and provision
- Hold regular parent meetings, with the pupil, as appropriate, to discuss pupil progress (at least three times a year)
- Regularly evaluate progress towards personalised targets with the pupil and include parents where

appropriate

- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEND pupils

- Track the progress of different pupil groups and cohorts - e.g. Autism Spectrum Disorder (ASD) Condition (ASC), pupils with Dyslexia, Moderate Learning Difficulties (MLD) etc.

5. Christow's approach to teaching pupils with special educational needs;

At Christow we expect to:

- Ensure all pupils access high quality first teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use our best endeavours to secure the special educational provision required for the pupil needs
- Make appropriate use of the resources in our delegated budgets to support children and young people with additional needs - to include adult support where appropriate
- Identify early a pupil's lack of adequate progress and review individual needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum
- Differentiate lessons to match the pupil's level of learning as part of the school's universal provision
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon Graduated Response Toolkit document for support to tailor provision and to provide an individualised support programme for pupils with more complex needs.
- Where and when needed, seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning

6. How Christow adapts the curriculum and learning environment for pupils with special educational needs;

Every school is required to meet the SEN of the children or young people that they support

At Christow we expect to:

- Ensure all pupils access high quality first teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs. Support can also be offered in the form of group work or interventions with teaching assistants. Parents will be made fully aware and engaged in the planning of support and interventions and, where appropriate, be asked to contribute or reinforce progress at home.

Interventions offered at Christow include:

- Speech and Language
 - Emotional Literacy
 - Read Write Inc Fast Track Tutoring/ Fresh Start
 - Precision teaching
-
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs
 - Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
 - Identify early a child or young person's lack of adequate progress and review their needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum. For children who do not make expected progress after school-based interventions, the school will liaise with parents and outside agencies to involve the support of other professionals, such as Speech Therapists and counsellors. Where, despite the school having taken relevant action to meet the needs of the child, progress is still not achieved, the school and parents can consider requesting an Education, Health and Care Needs assessment. At this stage, a child is likely to be assessed by an Educational Psychologist. If considered appropriate the pupil will have an Education Health Care Plan, which may result in very individual support being made available to help progress.
 - Adaptive teaching approach in lessons to match the pupil's level of learning and adapt the learning by using groupings that target specific needs
 - Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
 - Use our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
 - Refer to the Devon Graduated Response Toolkit for support to tailor provision to provide an individualised support programme for more complex pupils.
 - Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

7. Additional support for learning that is available to pupils with special educational needs;

Every school is required to meet the SEN of the children or young people that they support

At Christow we expect to:

- Ensure all pupils access high quality first teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Identify early a child or young person's lack of adequate progress and review their needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum

- Differentiate lessons to match the pupil's level of learning
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Follow our anti-bullying policy

8. How Christow enables pupils with special educational needs and/ or disabilities to engage in the activities of the school(including physical activities) together with children who do not have special educational needs and/or disabilities;

At Christow we expect to:

- Carry out our duties under the Equality Act 2010
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Review Equality Information and Objectives (accessibility plans) regularly
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND. Christow is all on one level with accessible facilities for wheelchair users. We also make every effort to ensure children with SEND are included in activities outside the classroom such as clubs and trips, including residential.

9. Support that is available for improving the emotional, mental and social development of pupils with special educational needs

At Christow we expect to:

- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Regularly review and evaluate the impact of SEND provision on the progress and attainment of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Provide a safe environment for children and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse
- Be aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs
- Be alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs
- Assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Ensure appropriate provision is in place, such as additional pastoral support for those pupils identified with social, emotional and mental health difficulties
- Have in place clear processes to support children and young people, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils
- Regularly review our SEND, anti-bullying and behaviour policies
- Establish processes to facilitate feedback from all pupils, including pupils with SEND, e.g. pupil voice
- Have pupil forums, school councils, pupil feedback processes in place as appropriate to the age of the children and young people

- Where appropriate seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development
- Have regard to the Early Help Pathway and where appropriate use this pathway to access further advice and support

10. Christow's SEN co-ordinator

Maugan Collins

sendco@rydonprimary.org.uk

School Telephone number: 01647 252542 / 01626 356420

11. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Schools and settings are expected to:

- Regularly audit and review staff training needs and provide relevant training to develop whole school staffs understanding of SEN and strategies to support inclusion and high-quality teaching
- Use our best endeavours to secure the special educational provision called for by the child's or young person's needs.
- Provide staff with information about effective strategies to use within their class
- Adhere to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- Acknowledge the key role of the Special Educational Needs Co-ordinator (SENDCO) in providing professional guidance to colleagues and contributing to professional development of all staff
- Ensure that the SENDCO has sufficient designated time to fulfil their role adequately
- The SENDCO has appropriate access to the SLT in order to input on whole school strategy with regard to SEND Provision
- The SENDCO has completed the National Qualification for SEN Coordination.
- Have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book / work scrutiny and pupil observations
- Understand the processes that govern access to external support services and agencies and access the training and support that we can offer our staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

12. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

At Christow we expect to:

- Make appropriate use of the resources in our delegated budgets to support children and young people with additional needs
- Use our best endeavours to make sure that a child with SEN gets the support they need
- Carry out our duty to make reasonable adjustments under the Equality Act 2010
- Pay regard to the criteria and understand the processes for accessing the additional funding that the Local Authority holds in its High Needs block to provide additional support for pupils with an exceptional level of need in Early Years settings, Primary and Secondary Schools and Post 16 settings.
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities

- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Remain up-to-date with all statutory moving and handling training, where required.

13. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

Schools **must** provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular updates for parents on how their child is progressing.

At Christow we expect to:

- Provide children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform parents when we are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home.
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out annual reviews through an appropriate person-centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice, pupil forums and school councils.
- Encourage the active participation of the child and their parent / carer

14. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

It is important that all professionals listen, understand and address any concerns raised by children and young people themselves.

Schools **must** provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular progress updates for parents and pupils.

At Christow we expect to:

- Provide children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves

- Inform pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback
- Ensure pupils are aware of the planned support and interventions
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out annual reviews through an appropriate person-centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice, pupil forums and school councils.
- Encourage the active participation of the pupil

15. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

SEND Governor: Mike Wharton

16. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

At Christow we expect to:

- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Pay regard to the criteria and understand the processes for accessing additional funding and support through the EHC P funding or Early Help, including those services provided by Health and Social Care

17. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

- Devon's Local Offer can be accessed through the School Website
- School SENDCo, Maugan Collins, can be contacted on 01647 252542 or sendco@rydonprimary.org.uk
- School Nurse Team, can be contacted on 03332 341901 or southernphnhub@devon.gov.uk

18. Christow's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

At Christow we expect to:

Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches. There are a range of transition arrangements in place for all children and additional ones can be implemented depending on individual need. When starting in

reception, home and pre-school placement visits will be arranged. If appropriate additional visits can be made. When transferring across year groups children will meet their new teacher and teaching assistant (if applicable). Transition work could include “All About me” booklets and pupil passports. When transferring to secondary school, our SENDCo will meet with secondary SENDCos/ Heads of Year to share information and arrange meetings with the parents of children with SEND and extra visits to the new school for individuals or groups. An extra support programme is run by Teign School, called ‘Rising Stars’ to enable our more vulnerable children to have an extended transition.

- Provide children with SEN or disabilities, and their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Develop an appropriate person-centred planning approach to all transitions between schools or key stages; the pupil and family should be at the heart of the planning process.
- Begin transition planning as early as required
- Establish clear links with the receiving or feeder school or setting.
- Monitor the on-going transition process, building on previous assessments and reviews
- Carry out annual reviews through an appropriate person-centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Ensure that planning and provision considers the pupil’s next phase of education or transition into adulthood and takes steps to prepare the pupil accordingly

19. Information on where the local authority’s local offer is published.

Christow Primary School links to the Devon’s local offer and this information is made available to parents, either through the link on the school’s website or directly through this link www.devon.gov.uk/send