

SEND Information Report 2023/2024

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Next review due: December 2024

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SEND Governor: Rachel Myatt

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Christ Church School Vision

“Love must be completely sincere. Hate what is evil, hold on to what is good.
Love one another warmly as Christians and be eager to show respect for one another.

Work hard and do not be lazy.

Serve the Lord with a heart full of devotion.

Let your hope keep you joyful, be patient in your troubles, and pray at all times.”

Romans 12:9-12

Christ Church C.E. Primary School is part of Chester Diocese Academies Trust (CDAT). It is a two form entry mainstream primary school, with 383 children currently on roll. It also has a pre-school for 3 and 4 year olds.

Christ Church is a caring and nurturing school, where all staff, both teaching and non-teaching, are committed to inclusion and strive to cater for the needs of *all* our children.

This SEND Information Report outlines how we at Christ Church identify, assess and make provision for our children with Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice (2015).

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WHAT DO WE MEAN BY 'SEND'?

SEND is an acronym that stands for **S**pecial **E**ducational **N**eeds and **D**isabilities. The SEND Code of Practice (2015) gives this definition of SEND:

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

Some children who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes and epilepsy.

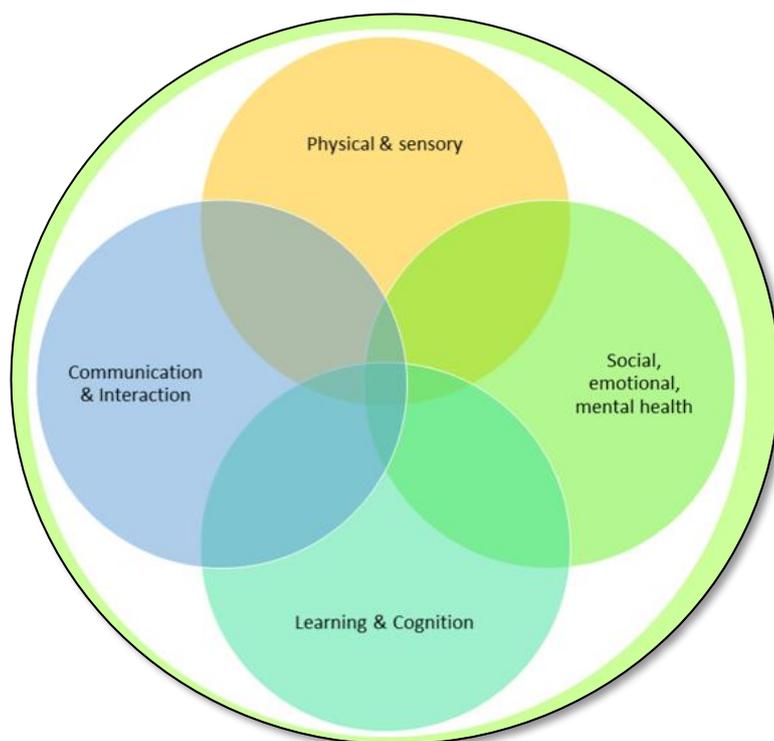
Children who have special educational needs do not necessarily have a disability. Some disabled children do not have special educational needs.

WHAT KIND OF 'SEND' ARE PROVIDED FOR AT CHRIST CHURCH?

The SEND Code of Practice (2015) describes four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

As indicated in this diagram, children may have needs in more than one area. We see each child as an individual, each with strengths as well as differences.



At Christ Church, our percentage of children with SEND is *above* the national average, although we have fewer than the national average of children with an EHCP, as shown in this table:

	Christ Church Moreton (December 2023)	National – GOV.UK (June 2023)
Children with EHCP	2.6% (includes children with EHCP pending)	4.3%
Children on SEN Support	18.8%	13%
Total	21.4%	17.3%

The table below gives a picture of how our children with SEND are spread across the school and their **primary areas of need**. However, it must be noted that the majority of these children have additional needs in more than one area. These numbers are constantly changing as needs are identified and ‘unpicked’.

Year	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical	Total
FS2	0	0	1	1	2
Y1	3	0	2	1	6
Y2	12	0	2	1	15
Y3	8	0	2	2	12
Y4	4	2	2	0	8
Y5	5	4	7	0	16
Y6	5	3	5	0	13
Total	37	9	21	5	72

Our percentage of children with neurodevelopmental differences such as ADHD and ASD is also above the national average:

12.8% of our children have a diagnosis of ADHD or are on the ADHD Pathway.

12.5% of our children have a diagnosis of ASD or are on the ASD Pathway.

There is a wide range of other special educational needs and disabilities amongst our current cohort, including dyslexia, dyspraxia, long term medical conditions, vision and hearing impairments, selective mutism, speech and language disorders and difficulties.

Admissions

All children with SEND are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to make the right provision to meet the needs of the children SEND at our school, in partnership with parents.

In-year transfer requests are considered, relevant to the needs of existing cohorts and school capacity.

Where a child has an Education, Health and Care Plan (EHCP) which names the school, then that child will be admitted. Allocation of places for all children with an EHCP is dealt with by the Local Authority.

WHO CAN PARENTS TALK TO IN SCHOOL IF THEY HAVE CONCERNS ABOUT THEIR CHILD?

Class Teachers

Regular contact with the class teacher helps to strengthen home/school relationships and gives opportunities to keep school up to date with how a child is developing outside school.

There are formal opportunities to meet with teachers in the Autumn and Spring Terms and there is another evening in the Summer Term, after the end of year reports have been issued.

Parents are invited to email teachers via the Year Group email address or phone the school office on 0151 677 5152, to make appointments to speak to the teacher via phone call, Zoom or face-to-face meetings.

Teachers are generally available at the beginning and end of day for quick conversations, but it is advisable to make an appointment to discuss concerns regarding SEND, rather than talking on the playground.

Class teachers are responsible for:

- Checking on children's progress and identifying, planning and delivering any additional help that may be needed.
- Writing SEN Support Plans and sharing and reviewing these with parents at least once each term.
- Ensuring that any member of staff working a particular child is helped to deliver the planned work/ programme, so that child can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Sharing concerns about behaviour, attendance or learning needs with the Leadership Team.
- Sharing concerns with parents and endeavouring to work in partnership at all times.
- Ensuring that the four-part graduated approach ('Assess, Plan, Do, Review') is in place for all children with SEND (see 'How do we support children's needs in school?' section).

Head Teacher

Our Head Teacher, Mrs Amanda Donelan, oversees the tracking of pupil progress across the school and discusses any children who are not making expected progress with staff at Pupil Progress Meetings.

She liaises with the class teachers, Assistant Head Teachers and SENCO regarding pupil progress and the impact of interventions.

Mrs. Donelan allocates school resources to ensure the best outcomes for all pupils and works with the School Business Manager, SENCO, Senior Leadership Team and Governors to ensure we have the correct staffing structure to meet our children's needs. She also supports the SENCO in other ways, e.g. by ensuring that we are working effectively with external agencies; contributing to paperwork and meetings for children with complex needs; engaging in discussion regarding how to best meet the needs of specific children; communicating with the Local Authority etc.

The Head Teacher is responsible for responding to national requirements and reporting to the Governing Body and Local Authority. An appointment can be made with Mrs. Donelan via the school office.

Assistant Headteachers

Miss Mina Shahi and Mrs Louise Grant-Jones are our Assistant Head Teachers. They support the Head Teacher in tracking children's progress and supporting their well-being. An appointment can be made with either of the Assistant Head Teachers via the school office.

SENCO – Special Educational Needs Co-ordinator

Mrs Jenny Thornton is our SENCO and is responsible for managing the day to day provision for children with special educational needs and disabilities. She works closely with parents, class teachers, teaching assistants and other professionals to review provision, assess children and provide appropriate advice and support.

Miss Gill Baker (Child and Family Mentor) and Mrs Rachel Parrington (Behaviour/SEMH Lead) meet regularly with the SENCO, to ensure children are being well supported in all their areas of need.

Mrs Thornton is responsible for reviewing the impact of interventions, reviewing termly the provision map and SEND Register and reporting to the Head Teacher and Governing Body. She reviews the school Special Educational Needs and Disability Policy with staff and updates according to the changing needs of the school and National requirements.

An appointment can be made with Mrs. Thornton via the school office or by email:

jthornton@christchurch-moreton.wirral.sch.uk.

Governors

Christ Church's Governing Body demonstrates the school's commitment to SEND by protecting the SENCO's three days non-teaching time, in order to fulfil the demands of the role and to be available to children, parents, staff and external services.

Lynda Jones is Chair of Governors and Rachel Myatt is our SEND Governor.

If a parent has an issue which they feel needs to be raised, governors may be contacted in writing via the school office.

HOW DO WE IDENTIFY IF CHILDREN HAVE ADDITIONAL NEEDS?

Identification	School based assessments
	Record transfer from other schools or pre-school settings
	Information from other agencies or professionals working with a child
	Parental concerns that are raised with class teachers are forwarded to SENCO
	Class teacher concerns are discussed with SENCO
Assessment of needs	Standardised tests completed from Foundation Stage 2 to Year 6
	Observations from classroom and playground
	School knowledge of individual child
	SENCO discussion with parents
	Information from / discussion with external agencies and services e.g. Paediatricians, Speech and Language Therapists, Educational Psychologists, ADHD Foundation Therapists...

WHO DO WE WORK WITH TO GET THE BEST SUPPORT FOR CHILDREN?

External Agencies and Services		Independent Educational Psychologist	Independent Speech & Language Therapist	ADHD Foundation
Community Paediatricians	SALT	0-19 Team	ASC Team	Local Authority
Occupational Therapist	Physiotherapist	Hearing Support	Vision Support	Continence Team
Specialist Consultants	Epilepsy Nurse	Diabetes Nurse	Cystic Fibrosis Nurse	CAMHS (MHST)

This diagram shows some of the external professionals who work alongside us at Christ Church, to get the best support for our children with SEND; this is not an exhaustive list.

The SENCO liaises with parents and teachers and submits referrals to these services, as necessary. School and parents can then draw on the expertise and advice of these professionals, through meetings, appointments, phone calls and written updates.

As a school, we buy-in to the following services:

- Independent Educational Psychologist (6 days per year)
- Independent Speech and Language Therapist (½ a day per week)
- ADHD Foundation (23 x ½ days per year)

These services provide highly effective support for our children and work with staff to ensure children are getting the best possible provision.

The SENCO is able to undertake various assessments to unpick children's needs e.g. Dyslexia Portfolio and Wide Range Intelligence Test. The results of these are discussed with parents, teachers and often external services who can then offer additional advice and support.

School staff are always eager to work with external professionals to support children's progress in the different areas of SEND. Professionals often comment that the Christian ethos of the school permeates everything, including our support of children with SEND. Professionals often say they are impressed with how well we know our children and how much we do to support them.

One visiting professional commented:

“When I visit Christ Church, it is like visiting an extended family. All staff welcome me, making me feel valued and appreciated. I see the genuine care that teachers and non-teaching staff have for the children's wellbeing; nothing is too much to give to help a child flourish...”

HOW DO WE SUPPORT CHILDREN'S NEEDS IN SCHOOL?

All teachers are directly responsible for *all* the pupils in their classes, including those children with SEND, as stated in the SEND Code of Practice (Department for Education and Department of Health, 2015).

However, supporting our children with SEND is a team approach. Teaching and non-teaching staff are passionate about ensuring our children have the best possible experience of school and that they feel loved, valued and cared for.

Our kitchen staff are used to catering for a range of dietary needs, including food allergies and intolerances and are happy to consult with parents on how this can best be managed in school. They are also empathetic and flexible in catering for our children with sensory needs, who like to eat specific foods at lunchtime.

Our approach is very much about building relationships with the children. We work hard to try to find what works for them on an individual level and aim to remove those things that cause barriers to learning.

Children are supported through what is known as 'High Quality Teaching' or 'Quality First Teaching'.

This means that:

- The teacher has the highest possible expectations for all pupils in their class, including those with SEND.

- All teaching builds on what each child already knows, can do and can understand.
- Different ways of teaching are in place so that each child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support the learning of children with SEND.
- Class teachers carefully check on each child's progress; they may decide that a child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Sometimes support includes specific work within a smaller group of children or even 1:1. These groups, often called an 'intervention groups', may be:

- Run in the classroom or in a different part of the school.
- Run by a teacher or most often a TA who has had training to run these groups.
- Run by an external professional e.g. a Speech and Language Therapist or ADHD Foundation therapist.

This type of support is available for children who have specific gaps in their understanding of a subject/area of learning or are struggling to access learning. This is discussed with parents.

This summarises our approach to High Quality Teaching:

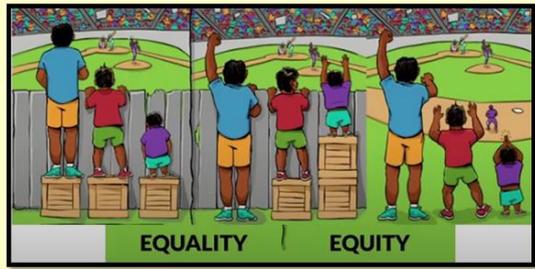
High Quality Teaching

- 'All teachers are teachers of SEND'
- Positive relationships with children
- Child-centred approach
- Involvement of parents
- Reasonable adjustments and accommodations
- Removing barriers
- Act on advice of external professionals
- Carefully planned interventions
- Learning environments
- Access to CPD

EVERY CHILD CAN LEARN



JUST NOT IN THE SAME WAY



Individual Plans (IPs or SEN Support Plans) are drawn up by class teachers, for children on our SEN Register. These plans outline outcomes, actions and support to be put in place. These are written using Edukey's Provision Map software.

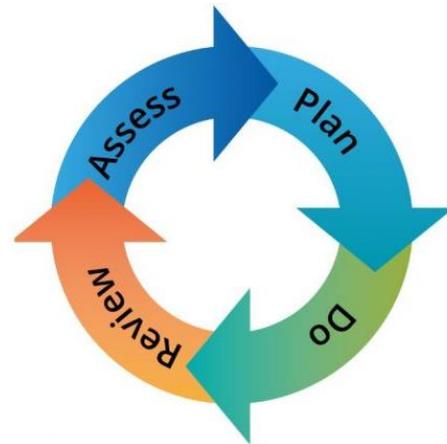
SEN Support Plans are shared with the child and their parents and form part of parent teacher meetings and reviews.

At Christ Church we offer many different forms of additional provision. This can include additional in-class support, out-of-class support, one-to-one support, flexible groupings (including small group work), access to specific resources and access to a wide range of outside agencies.

Additional provision depends on the needs of the child. Generally targets will be connected to learning and will often be English or Maths based. However, for some children social interaction, communication, sensory needs, emotional difficulties, motor skills and other areas may need to be developed and targets for these areas may also be specified on a child's SEN Support Plan.

In supporting children with SEND, we use the '**graduated approach**', as specified in the SEND Code of Practice. This ensures that our children with SEND are well provided for and make progress.

This is a cycle of Assess, Plan, Do and Review.



ASSESS

We carry out an analysis of a child's needs, drawing on the teacher's assessments and experiences of the pupil, their previous progress and attainment. Sometimes additional assessments are carried out by the SENCO. The school liaises fully with outside agencies who also conduct assessments. Any concerns raised by parents are actively listened to and recorded. Assessments are reviewed every term and form a vital part of planning the child's next steps.

PLAN

The teacher, parent, SENCO and child agree on the adjustments, interventions and support to be put in place as well as the expected impact on progress. We write Individual SEN Support Plans, also known as Individual Plans (IPs) for children with SEN, using Edukey's 'Provision Map' Software. We also write one-page profiles for our pupils with SEND, ensuring that all staff working with the child are aware of how best to support.

DO

This is when the plans are implemented. The SENCO, along with the Senior Leadership Team, SEMH Lead and Child and Family Mentor may support the class teachers in problem solving and advising on the effective implementation of support and further assessments. The teachers remain responsible for working with the child directly or for overseeing the delivery of interventions. Teachers work closely with specialist staff involved, to ensure advice is linked to classroom practice.

REVIEW

Reviews of SEN Support Plans are carried out termly and shared with parents. New SEN Support Plans are written following a review, taking the progress the child has made and further assessments and advice into account. The next steps are decided in terms of specific targets, support in class, interventions and any further referrals and assessments that may be needed.

A fuller explanation of Wirral's Graduated Approach can be found on the Local Offer:

<https://www.sendlowirral.co.uk/>

A small percentage of children at Christ Church have an Education, Health and Care Plan (EHCP). An EHCP is written by the Local Authority, following a statutory assessment of that child's needs. EHCPs are for children who need more support than is available through SEN Support. See Wirral's Local Offer for more information on this.

In addition to the informal, termly (or more) meeting with the class teacher, parents of pupils with an EHCP are invited to contribute to and attend an Annual Review, which, wherever possible, will also include other agencies involved with the pupil.

HOW ARE CHILDREN INVOLVED IN ENSURING THEIR INDIVIDUAL NEEDS ARE MET?

Our children are consulted about their preferred learning styles and what helps them to learn. Class teachers talk to individual children about what they feel helps them in class or on the playground and every child completes an individual profile – All About Me. For those children with more complex needs, time is spent either with the class teacher, TA or SENCO to develop a more detailed person-centred plan which provides detailed information about their learning styles and gives children the opportunity to have some ownership of how their needs are met.

Children are taught strategies to develop confidence, communication, resilience, resourcefulness and independence; opportunities for these skills to be transferred across the school setting are provided.

A wide variety of resources to facilitate access to the curriculum are used. These include mathematical models and images, coloured overlays, iPad apps, recording devices such as talking tins, writing slopes, pencil grips, laptops and posture support cushions and other specialist equipment.

Children meet individually with their class teacher to review their learning. Where appropriate, they attend their termly progress meetings with their parents and teacher to share their progress, targets and any support in place.

Children who have a SEND Support Plan discuss their outcomes and actions at the progress meeting. If a child has an Individual Pupil Funding Agreement (IPFA) or an Educational Health Care Plan (EHCP), they are invited to contribute to their review by writing/discussing comments about their progress and attending part of the review meeting.

Children are encouraged to talk about the progress they are making on their specific interventions and are involved in the decisions to support their own needs.

All children who require additional support are monitored and tracked using 'Provision Map' and 'Target Tracker'.

WHAT DO OUR CHILDREN THINK?

We have a child-centred approach and are always keen to hear the views of the children themselves. These quotes are from some of our children:



My teacher tells me some things to calm down me. The calm down area for when I cry or pain in my leg. I don't lie down, I just go and look at some things. Teacher listens to me. I like people helping my speech. In little school my tongue was in the wrong place so it was really hard to talk.

Y1 child

When I'm in the playground I sometimes need help to sort things out with my friends.

In class I get help with understanding stuff and my writing. I need to know what's coming next, so I have a timetable to help me.

Y6 child

I get help with my work. I like having a fiddle toy and I like it when the teachers do the instructions again and again so I understand.

Y3 child

My teacher lets me have my squidgy fiddle football in class. She talks to me when I'm ready to talk – she doesn't try talking to me when I'm angry. The work is hard but I get help with the hard things like divide and English. My favourite thing is learning all about Jesus – I'm a huge fan!

Y4 child

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S WELL-BEING?

At Christ Church, we care for the mental and physical health of our children, not just their academic progress. The school offers a wide variety of pastoral support for pupils encountering emotional difficulties, including:

- Staff are available to discuss issues and concerns
- Specific support from our Child and Family Mentor (Gill Baker)
- Small group work / interventions
- Person Centred Planning
- Clubs and extra adult supervision from TAs at lunch time to support children who find such times challenging
- Children who have some difficulties in communicating and interacting with others, participate in small groups, promoting positive social relationships with peers in a 'safe' situation
- Support from external agencies (e.g. ADHD Foundation, Educational Psychologist) for those children who have difficulty making and maintaining friendships and dealing with their own emotions

With all that our children and their families have been through during the Covid pandemic, we recognise that support in this area is probably more needed than ever. Staff are pro-active in recognising signs that a child or family may be struggling in an area of their wellbeing. We can offer support and signpost families to external agencies if appropriate.

We recognise that supporting children with SEND in the home can raise particular issues and our Child and Family Mentor and SENCO are available to discuss these issues at a time convenient for the family.

When a pupil has an identified medical need, an Individual Health Care Plan (IHCP) is written with parents/carers, class teacher, SENCO and the input of medical professionals. All staff who work with the child are made aware of this IHCP.

Where necessary and in agreement with parents/carers, medicines are administered in school and with a signed medication consent form, to ensure the safety of both child and staff. Medication is kept in the school office and any medication given is witnessed and recorded. Staff are trained in First Aid and FS2 staff are also trained in Paediatric First Aid. A number of staff and support staff are trained in using defibrillators.

Information regarding all children's medical needs is stored securely in the following places, in case of emergency:

- School Office
- Canteen
- First Aid Room

Parents are responsible for providing class teachers with any updates regarding their child's medical condition and ensuring that medications kept in school are in date.

HOW DOES SCHOOL SUPPORT PARENTS OF CHILDREN WITH SEND?

At Christ Church, we strive to create an ethos of collaborative working between parents, children and staff. We encourage an open dialogue between parents and staff so we can work together to best meet the needs of the children. We share information about what is working well at home and at school, discussing strategies.

Class teachers are in regular communication with families and are usually the first port of call for parents who have concerns or who would like further information on how their child is in school, whether that be with learning, social skills, behaviour or some other area.

The SENCO is also available to discuss concerns, with staff and with parents; a phone call or meeting can be arranged to do this. At this meeting, the next steps will be decided and agreed with parents. Depending on the child and the individual circumstances, this could be monitoring by class teacher; adjustments in class; observation or assessment by SENCO or another professional; an intervention; a referral to an external agency or service or some other course of action.

The child would only be referred to an external agency or assessed by the SENCO, with the consent of a parent.

Parents of children with an EHCP or additional funding, will play a big part in their child's Annual Review. Parents of children who are going through the EHCP process will be supported by the SENCO and Head Teacher, in conjunction with the Local Authority.

Parents of all children on the SEND register will have an opportunity to work with teachers to determine the outcomes for their child. School will endeavour to keep parents as up to date as possible with all aspects of their child's progress and needs.

Class teachers work with parents to review SEN Support Plans each term, inviting suggestions and input from parents. Ideas for how parents can support their child at home are discussed.

Homework is differentiated to meet the needs of individual children where necessary. Staff encourage parents to share how things are going with homework, so that further adaptations can be made if needed.

For some children it may be helpful to have a home/school contact book, to support communication with parents.

If a child is to take part in any interventions, to support an aspect of their learning, their social skills, or some other area of need, parents will be informed.

All information from outside professionals will be shared with parents. This is usually shared directly by the professionals; sometimes it will be the SENCO who shares the report. Meetings will also be arranged with parents to discuss any new assessments that have been undertaken by the SENCO in school.

The SENCO regularly contacts parents of children with SEND to share information from the Local Authority; Sally Tittle (SEND Participation Officer for Wirral) keeps parents updated with 'SEND SNAPSHOT' news, informing them of the support and services available to them and their children. This is also available on Wirral's Local Offer.

The SENCO encourages parents to get involved with support groups and training events e.g. those arranged by the ADHD Foundation.

WHAT DO OUR PARENTS SAY ABOUT US?

At Christ Church, we enjoy working closely with parents and aim to build positive relationships. However, we acknowledge that we don't always get it right and we work carefully with parents to resolve any issues that may arise.

We are always encouraged by positive feedback from parents of children with SEND.



Thank you so much. You really go above and beyond! I appreciate all your help... He would not be where he is today without all your support and encouragement... Yourself and everyone else who supports him at Christchurch have set him up to succeed as much as he possibly can. I will always be truly grateful for everything you have done for him. **AO**

HOW DOES CHRIST CHURCH SUPPORT TRANSITION?

Parents and children are welcome to look around Christ Church Primary School, to see what provision we offer and whether you feel we can meet the needs of your child.

We recognise that many children, but particularly those with SEND, will find transition difficult. We aim to support in the following ways:

Starting at Christ Church	<ul style="list-style-type: none"> • In September 2022, we opened our Pre-School at Christ Church. This is already having a positive impact on the smooth transition to FS2. • When school has the confirmed list of children due to start FS2 in September, Foundation Stage 2 Teachers make phone calls to all parents and all pre-school settings, in order to gather information and build a picture of the children who will be starting at Christ Church. • Visits are made to pre-school settings. • Once initial information has been gathered, the F2 Lead meets with the SENCO to discuss the needs of the children. • The SENCO makes additional phone calls to parents of children with SEND (or those with concerns), to introduce herself and to give parents the opportunity to ask any questions about provision for their child.
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	<ul style="list-style-type: none"> • SENCO makes contact with external agencies who support individual children. • SENCO makes contact with the pre-school settings to discuss provision and ensure funding applications are made where necessary. • Transition meetings are held (remotely or face-to-face) for those children who have more complex needs or where multiple agencies are involved, as well as those children who have an EHCP. • Christ Church arranges a series of transition events for all new children to attend. Where extra visits or more bespoke visits are necessary, this is arranged between parents and the F2 Team/SENCO. • SENCO teaches in F2 on Fridays and therefore gets to know the children and parents well, as they begin their Christ Church journey.
<p>Moving classes at the end of each school year</p>	<ul style="list-style-type: none"> • Information on individual children will be shared with the new class teacher at information sharing meetings which are held in the summer term. All SEN Support Plans and other documentation regarding the children are shared with the new class teacher at this time. • The SENCO provides all class teachers with an overview of the children in their year group who are on the SEND Register or who have medical needs. These overviews inform the teachers of any external professionals involved with the child; any diagnoses; assessments that have been undertaken; resources the child may need and any other pertinent information. • Some children will have a transition book which they and the TA have made in order to help the child understand the changes that will take place in the new school term e.g. what classroom they will be in, where to hang their coat up etc. • All children complete an 'All About Me' profile which will then enable the new class teacher to learn more about the child. • Class teachers provide children and parents with photos and video clips of their new classrooms and other important places. Families can then use these over the summer break, as they talk about the new school year. • Individual children may need additional support at these times e.g. they may visit school on the INSET day so they can see everything set up and say hello to their new teacher.
<p>Moving from Christ Church to Secondary School</p>	<ul style="list-style-type: none"> • Very positive relationships are fostered with Secondary School staff • SENCOs from secondary schools meet with Year 6 teachers and Mrs Thornton, the SENCO, in order to discuss the specific needs of individual children. • If a child requires more than one transition visit to their new school, then these extra visits can be arranged. In some cases staff from the new school will visit a child at Christ Church. Secondary SENCOs are also invited to attend the final review meetings if the child has an EHCP or is in receipt of additional funding. • Children will do focused learning about aspects of transition, to support their understanding of the changes ahead. They will make a transition book with their teacher or TA.

	<ul style="list-style-type: none"> • A TA may accompany a child on an extra visit, where appropriate. • Children will attend the Secondary Transition Day held in July. • Document Transfer forms are completed and all SEND records about the children are passed on to secondary school by the SENCO.
Moving to another primary school	<ul style="list-style-type: none"> • A member of Christ Church staff, who knows the child well, will contact the new school's SENCO and ensure that he/she knows about any special arrangements or support that need to be made for the child • School will make sure that all records about a child are passed on as soon as possible and that a Document Transfer form is completed.

WHAT TRAINING HAVE STAFF HAD IN SUPPORTING CHILDREN WITH SEND?

As a school, we ensure that staff are equipped to meet the needs of the pupils in their classes, by making the most of the many training opportunities on offer. This forms part of our Continuing Professional Development.

The SENCO successfully completed the National SENCO Award in 2017, achieving a Distinction. She keeps up-to-date with training in various areas of SEND. She is also involved with several SENCO groups, giving opportunities for sharing good practice and engaging in professional discussions. She has delivered training to other schools, as they too seek to develop their provision for and understanding of children with SEND.

All teachers and TAs have access to a wide range of training opportunities. This training continued throughout the Covid pandemic, via remote sessions and webinars.

Back in 2018, Christ Church received the ADHD Foundation's 'ADHD Friendly School Award' and staff have continued to build on their knowledge and good practice in this area.

As previously mentioned, school buys-in to the support of the ADHD Foundation and an Independent Speech and Language Therapist. Both of these services are able to support staff with specific pupils, as they visit school regularly. Staff have also received more general training from these services.

Some of the ADHD Foundation sessions:

- Understanding and supporting children with ADHD
- Understanding and supporting children with ASD
- Understanding and supporting children with Sensory Processing Difficulties
- Understanding Emotional Self-Regulation
- Understanding Attachment and Trauma
- Understanding and Supporting Anxiety
- How to use Sensory Circuits Effectively

Many of our *non-teaching* staff have also taken advantage of the training delivered by the ADHD Foundation.

The NHS Speech and Language Service (SALT) has offered various training sessions and staff regularly engaged with these:

- Supporting children with language difficulties in the classroom
- Supporting children with social communication difficulties in the classroom
- Supporting children with selective mutism
- Speech Sound Training, including Sound Listening Programme

We work closely with Krystina Eneh (Private Speech and Language Therapist) and 4 members of staff have been trained in the Elklan course 'Speech and Language Support for 5 – 11s' (2023).

Over the course of the past year, different members of staff have received other training related to SEND, including sessions on:

- Autism Education Trust – Early Years Good Practice and Making Sense of Autism
- Social and Communication Difficulties
- Attachment and trauma
- Sensory needs
- Speech and Language
- Dyslexia
- Dyscalculia
- Occupational Therapy and strategies to use within the classroom
- Social, Emotional and Behavioural needs
- Managing challenging behaviour

HOW WILL CHILDREN BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM?

At Christ Church Primary School, we try to make sure that all of our extra-curricular activities are adapted for children's specific needs based upon risk assessment, to ensure they are safe and appropriate.

Pupils with SEND are actively encouraged to take part in school trips, residential trips, extra-curricular clubs, sports teams and social committees, such as our School Council.

We are a fully inclusive school and all our children take part in the full curriculum and off-site activities. The extent to which each child participates and the level of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part.

Our school Sports Coach and SENCO have worked together with some of our teaching assistants to ensure children with motor skills difficulties are well supported.

We also have links with a variety of special schools, who have supported the teaching and promotion of inclusive PE sessions and organised competitions for children with SEND.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

Christ Church is a single storey building, so all classrooms are at ground level, with no stairs to encounter.

We are able to provide a medical room with shower and changing facilities.

There is access to a disabled toilet along the main corridor.

There are ramps to access the main building by the front door, the hall door, the canteen and the Year 6 building.

The playgrounds are accessible to all.

There is a disabled parking bay in the car park.

Provision for children with a physical disability is discussed with parents and professionals prior to the child starting at Christ Church. This provision is under regular review, as the child develops and on-going advice from external agencies and services is received.

We work closely with Occupational Therapy and Physiotherapy Services, to ensure that children are provided with appropriate resources where necessary e.g. Breezi chairs.

The SENCO also liaises with the Local Authority's 'Specialist Teacher for Children with Medical and Physical Needs', who helps to ensure that these children have all they need.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

SENCO:	Mrs Jenny Thornton
Head Teacher:	Mrs Amanda Donelan
Child and Family Mentor:	Miss Gill Baker
Assistant Head Teacher:	Miss Mina Shahi
Assistant Head Teacher:	Mrs Louise Grant-Jones
Behaviour Lead:	Mrs Rachel Parrington
Class Teachers:	Via year group email addresses

All the above staff can be contacted via the school office:

Tel : 0151 677 5152 Email: schooloffice@christchurch-moreton.wirral.sch.uk

Or you can email the **SENCO** directly: jthornton@christchurch-moreton.wirral.sch.uk

WHERE IS THE LOCAL OFFER PUBLISHED?

- Details of Wirral's Local Offer can be found at: <https://www.sendlowirral.co.uk/>