



## CHRIST CHURCH (C of E) INFANT SCHOOL AND NURSERY

*Working together to build a strong foundation through  
Faith and learning."*

Updated: September 2016

### Special Educational Needs Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish information regarding our provision for pupils with Special Educational Needs (SEN). We hope parents of current and prospective pupils find the following information helpful.

Special Education Needs Co-ordinator (SENCO) - Mrs J Granger

(National Award for SEN Co-ordination, October 2015)

Contact: [jgranger@christchurchinfantschool.co.uk](mailto:jgranger@christchurchinfantschool.co.uk)

SENCO Link Governor - Mrs J Charnell-Kear

#### Introduction

At Christ Church we aim to provide, within a Christian Foundation, the highest standards of education and care. We recognise and celebrate the limitless potential of all our young children and seek to maximise their natural enjoyment of and enthusiasm for learning. In order to do this many steps are taken to support our children through their learning journey. Quality teaching is vital. However, for some children either throughout or at any time during their school career they may need additional support to help them achieve their potential.

### Christ Church Special Education Needs policy is based on the following principles:

All our children are entitled to an education that enables them to make progress so that they:

- achieve their best
- overcome potential barriers to learning
- feel secure
- know that their contributions are valued
- become integrated into the school community

### All Staff at Christ Church will:

- take account of SEND requirements
- share responsibility for meeting the needs of pupils with SEND
- identify a child's needs at an early age and monitor progress
- work together with parents in order to meet their child's needs
- discuss targets and progress with each SEN child

### ASSESSING A CHILD'S SEN NEEDS

Informal teacher assessment is continuous throughout the Foundation Stage and Key Stage 1. Progress in Reading, Writing and Maths will be assessed and evaluated through observation, verbal questioning, pupils work and informal testing where appropriate e.g. spellings, phonics, number bonds.

On entry to Nursery children are assessed against Development Matters age related expectations. They are tracked throughout Nursery and any child working well below/below Age Related Expectations may be identified and given specific interventions as required.

On entry to Reception children's progress continues to be tracked against Development Matters criteria. Assessments are then carried out at the end of Reception where children are reported to be emerging/expected/exceeding against the Early Years Foundation Stage Profile. Children not making progress despite interventions may require additional support from Outside Agencies.

In Year 1 a formal assessment of a child's phonic ability is made through the national phonic assessments and any child not achieving the expected level are put on an intervention program in year 2. They are then re-tested at the end of Y2.

Y2 children are assessed against the New National Curriculum at the end of Key Stage 1 in Reading, Writing, Maths & Science. The interim assessment judgements are carried out based on three standards:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

If a pupil is below the level of working towards the expected standard, they can be assessed against a new interim judgement:

- growing development of the expected standard

Any pupil working below this standard will be assessed against P-Scales as has happened previously.

All these standards are formally reported to the authority and to Junior Schools.

### The Graduated Approach to SEN

#### Quality First Teaching/Wave 1

The key to success with all learners is quality first teaching also described as wave 1 intervention. At Christ Church all pupils are offered high-quality teaching to meet their individual learning needs and to engage and motivate them in their learning.

#### Intervention/Wave 2

At Christ Church we carefully monitor the needs and progress of all pupils. Any child who is not on track to meet their end of year targets, or behind where they should be, is put on an intervention program. This targeted catch up provision is to 'put children back on course'. We ensure the child receives 1:1 or small gp support sessions with a TA either daily or 2/3 times a week. The child will also work in a small group with a teacher/TA during focussed classroom work. Intervention work is recorded, dated & signed in a child's individual book

by the adult working with them. This work and the child's progress is shared with parents at Parent Consultation Evenings (termly).

Other intervention programs include:

- Phonics
- Cool Kids
- Funky Fingers

### SEN Support/IEP

The next stage of SEN identification and support is where a child is placed on the school SEN Provision Map. An Individual Education Plan is drawn up with up to three targets being identified. These SEN targets break down the child's learning into smaller steps, allowing key concepts to be re-visited on a regular basis. The IEP targets are reviewed and set on a termly basis and shared with the child and parents.

### Further Support from Outside Agencies/Wave 3

If a teacher or parent is concerned about the lack of progress being made by a child following intervention and SEN support, they can ask the SENCO to seek advice from the Special Needs Early Years' Service or Inclusion Support Team. Both offer a range of services that work with children, their families and schools to help to identify and overcome barriers to learning.

### SNEYS

The Special Needs Early Years' Service is based at:

Warstones School  
Warstones Road  
Wolverhampton  
WV4 4LU

Debra Baker: 01902 558406

### Inclusion Support

Educational Psychologist: Gemma Hemming

Counselling and Behaviour Service: Christopher Waldron

Specialist Teacher: Wendy McKinnon

### Outreach Support

At Christ Church we have forged close links with local Special Schools. Their Outreach Staff are able to provide expertise and advice for children who are experiencing difficulties in accessing a mainstream curriculum. In addition resources may be borrowed from these schools and advice given regarding the purchase of specialist equipment. A transition program is introduced gradually, if a child should need to move from a mainstream setting into specialist provision.

- Tettenhall Wood Special School Outreach Co-ordinator - Paul South
- Broadmeadow Special School Outreach Co-ordinator - Dawn Beamer
- Penn Fields Outreach Service - Amanda Moran

### Involving Children in Target Setting

Any child who receives SEN support will be made aware of their targets and given the opportunity to say how they feel they are progressing towards them. They are invited to sign and write a comment on the IEP form or express their feelings and have an adult scribe for them.

### Reporting to Parents

Parents of children with SEN will be consulted and informed on a regular basis (termly/half-termly) about their child's progress and additional needs. This may take the form of an informal meeting to discuss IEP targets or a more formal review of targets involving outside agencies.

### Parents who have Concerns/complaints about Child's Progress/Behaviour

- Speak to child's class teacher
- Request meeting with SENCO (Mrs J Granger)/Deputy (Mr C Potter)

Further information about the authorities SEN Local Offer and SEN provision can be found at: [www.wolverhamptongov.uk/SEND](http://www.wolverhamptongov.uk/SEND)

Parents may also seek further support from:

Wolverhampton Information, Advice and Support Service

[www.wolvesiass.org](http://www.wolvesiass.org)

01902 556945

A full copy of the school SEN policy is available on request.

This SEN information report will be updated regularly (at least annually) in line with government and local authority recommendations.

Mrs J.Granger (SENCO) September 2016