

Christ Church C of E Junior School



*"Working together to build a strong foundation for
success through faith and learning."*

Special Educational Needs (SEN) Information Report

Updated: July 2016

Approved by parents: 20.07.16

Christ Church (Church of England) Junior School
SEN 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 Educational Needs Co-ordinator (SENCO): Miss S. Hancock

(National Award for SEN Co-ordination, October 2015; member of the Senior Leadership Team)

Contact: shancock@christchurchjunior.org.uk

Link Governor: Mrs L. Percival

Introduction

At Christ Church Junior School 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 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.

Identification and assessment of pupils with SEN

Monitoring

At Christ Church Junior School we carefully monitor the needs and progress of all pupils. Pupil progress meetings take place each half-term whereby pupil progress is discussed and children needing extra support are identified and provision is planned. Teacher assessments are carried out, recorded and reported to Mrs Blower (Head teacher) on a half-termly basis. The progress each child makes in Reading, Writing and Maths is tracked and additional support is provided to children as required. This support may be in the form of one-to-one sessions or small group work, as appropriate. Pupil interventions are

reviewed regularly, whereby teachers and teaching assistants review the outcome of provision and plan next steps.

SEN Support/Register

If, after additional support has been provided, a child is still not making progress, it may be decided after parental consultation, that an Individual Education Plan (IEP) is required to further support their learning. The child will be placed on the school SEN register and an IEP will be written by the class teacher with up to three targets being identified. These SEN targets break down the child's learning into smaller steps, allowing key concepts to be revisited on a regular basis. The IEP targets will be reviewed at least termly by the class teacher with outcomes clearly recorded. Pupils will participate in the target setting and review process. Parents will also be invited to participate in the target setting and review process.

SEN support will continue until the child has made sufficient progress and a joint decision between the SENCO, teacher and parents has been made that the child no longer requires additional support in the form of an IEP. The class teacher will continue to closely monitor the progress being made by this child for up to two terms, providing intervention as appropriate as part of provision mapping.

Involvement of outside agencies

If a teacher or parent is concerned about the rate of progress being made by a child following intervention and SEN support, they can ask the SENCO to seek advice from the Education Authority's Special Educational Needs Support Service (SENSS) / Area 5 team. Parents will be informed of any external support before it is requested. Professionals such as the area Educational Psychologist / SENCO, Speech and Language services, Occupational Therapy Unit, hearing impaired specialist teachers, as well as staff at neighbouring special schools, have expert knowledge that can provide invaluable information in creating appropriate targets and identifying effective strategies to support children with additional needs.

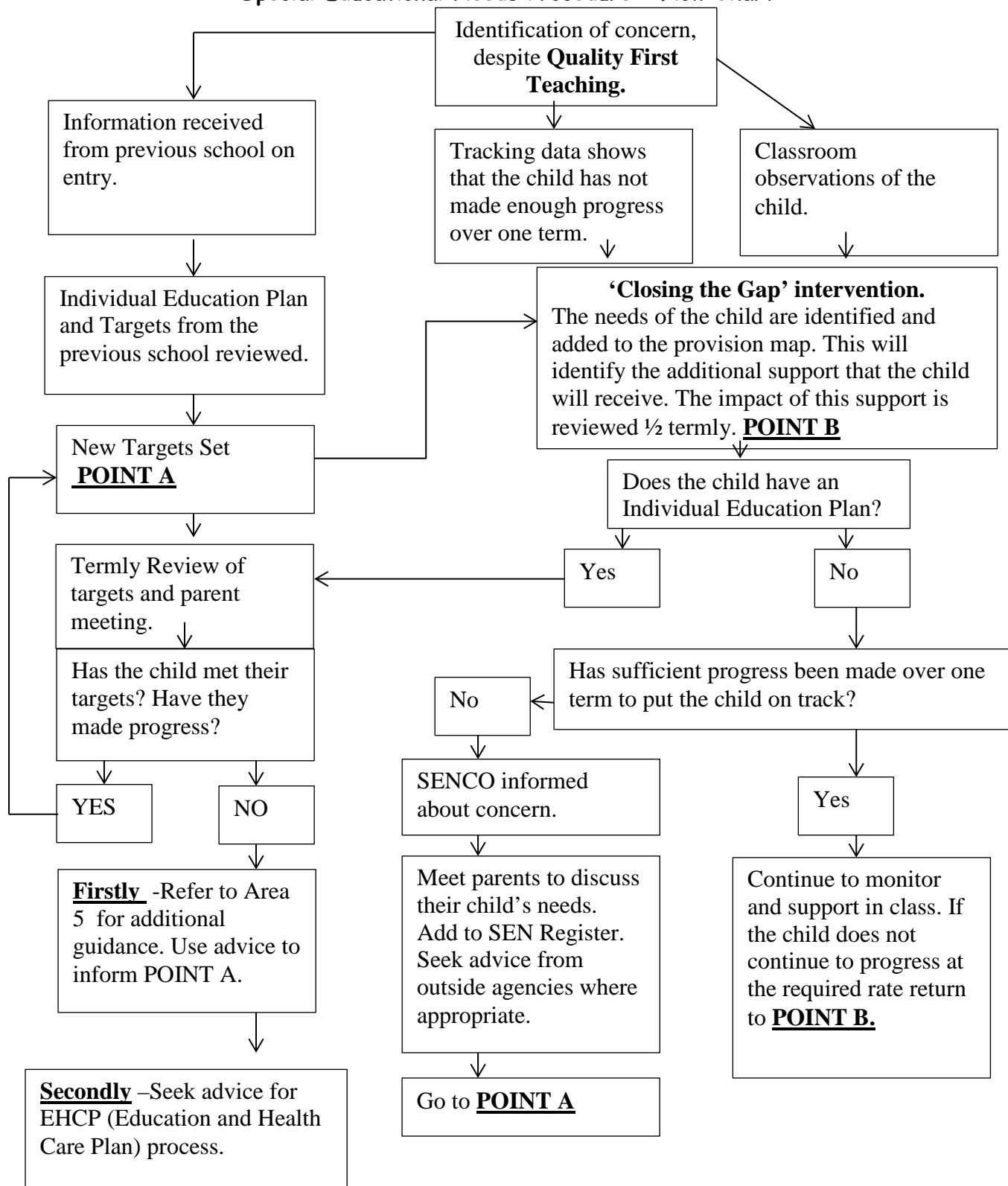
AREA 5 Team

Valley Park Campus, Cromer Gardens, Wolverhampton
Educational Psychologist: Dr Chris Wood / Gemma Hemming
Area SENCO: Sue Collett / Wendy Mackinnon
Behaviour and Mental Health Support: Louise Taylor

Education and Health Care Plans

If a pupil presents complex and severe needs and has made little or no progress despite support and intervention through an IEP and specialist advice and support from outside agencies, a meeting will be arranged with the SENCO, class teacher and parents to discuss statutory assessment for an Education and Health Care Plan (EHCP) (previously a 'Statement of SEN'). Parents will be informed of further information about EHCPs as appropriate.

Special Educational Needs Procedure - Flow Chart



Information about Year 6 children's SEN requirements are communicated with the relevant secondary school before transition to Year 7.

Support for children with medical / health / disability requirements

We endeavour to provide a good quality education for all children, regardless of their individual physical and health requirements. Upon enrolling at Christ Church Junior School, parents are able to discuss a child's individual needs with Mrs Blower (Head teacher). If appropriate, a plan will be put in place to ensure that the child's needs are met.

Extra-curricular activities and trips

We currently organise two residential trips: Dunfield House in Year 4 and a trip to the Pioneer Centre in Year 6. Parents are welcome to book an appointment with Mrs Blower, Miss Hancock and / or the teachers leading the residential visit to discuss their child's individual needs. Similarly, parents are welcome to discuss their child's individual needs and requirements before day trips and to enable their successful inclusion in extra-curricular activities.

Support for children with emotional needs

Sue Ghale is our school counsellor and works with children on an individual basis when needed, to support their emotional wellbeing and development.

Parent Partnership

An effective partnership with parents plays a key role in enabling children to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and invited to play an active role in their child's education, including contributing to IEP target setting and reviews. The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any concerns or questions.

A meeting with the SENCO (Miss Hancock) or Head teacher (Mrs Blower) can be arranged on request.

In addition, parents can seek the impartial advice and support from The Wolverhampton Information, Advice and Support Service:
<http://www.wolvesparentpartnership.org/>

Parents can find further information about the Local Authority's SEN Local Offer and SEN provision at: <http://www.wolverhampton.gov.uk/send>

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.

Miss S. Hancock