Purley Partnership Federation

Christ Church C of E Primary School

Nurturing lifelong learners with God's guidance

Love Courage Honesty Faith Forgiveness

SEND INFORMATION REPORT

Reviewed December 2025 and to be reviewed by December 2026

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Christ Church Special Educational Needs Link Governor: Funsho Oluwandy

SEND Overview

Some children have needs or disabilities that affect their ability to learn. These special educational needs and/or disabilities (SEND) can include a child's:

- behaviour or ability to socialise, e.g. not being able to make friends
- reading and writing, e.g. they have dyslexia
- ability to understand and process information
- concentration levels, e.g. they have attention deficit hyperactivity disorder (ADHD)
- physical and/or sensory needs or other impairments.

Christ Church C of E Primary School's 'Local Offer'

Our school's commitment to SEND has its starting point in the Christian Gospel, which recognises the uniqueness and value of the individual and which touches every area of human need. We believe that Christ's ministry is characterised by His openness to, and concern for, each person, in particular those needing support.

At Christ Church we embrace the fact that every child is different and, therefore, the educational needs of every child are different; this is certainly the case for children with Special/Additional Educational Needs. Christ Church endeavours to ensure the necessary provision is made for any pupil with SEND. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department of Education Code of Practice for SEND.

In terms of what we offer children with SEND, this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant Christ Church staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. a speech and language therapist or an educational psychologist – a more extensive list of outside agencies is provided below).

Typically, a child with SEND will have an additional support plan and when needed a costed provision map. This sets out targets that are currently being worked on and describes the additional provision that is put in place for the child. The content of the additional support plan and provision map is negotiated, as appropriate, with the child and the child's family. This is why it is so important that parents/carers attend our Parental Consultation Evenings. These plans are reviewed termly.

For many children, targets will be connected to learning and often are specifically to do with literacy and numeracy. For other children, they might be to do with social interactions, communicating with children and adults, or strategies to manage emotional difficulties or overcoming physical issues (for example, problems to do with fine motor control). The most important point is that the targets depend on the needs of the child.

The school offers many different forms of additional provision, for example in-class support, out-of-class support, one-to-one support, flexible groupings (including small group work), access to specific resources, mentoring, counselling, and access to a wide range of outside agencies. Additional provision is overseen by the school's qualified SENCo and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of teaching assistants. Like with individual targets, the most important point is that additional provision depends on the needs of the child.

'This is a friendly and inclusive school with high expectations of pupils. Leaders and staff work together to achieve the best for pupils. The schools ethos and values of love, courage, honesty, faith and forgiveness are at the centre of school life' Ofsted 2022

Furthermore, all Christ Church pupils benefit from a range of teaching and learning styles, a differentiated and creative curriculum, a range of differentiated learning materials (both for reinforcement and extension), assessment procedures that emphasise pupils' strengths and achievements, access to ICT, and a broad range of extra-curricular activities (including residential trips).

We actively ensure that all our extra-curricular activities are adapted for children's specific needs. We are delighted by the number of pupils with Special Educational Needs who participate fully in school trips, residential visits, extra-curricular clubs, art endeavours, sports teams and school committees (e.g. our School Council and our Eco Task Force).

'The school provides an environment in which pupils can thrive' Ofsted 2022

For more information about our 'Local Offer' for children with Special Educational Needs and/or Disabilities, and/or if you have any questions or queries about SEND, please speak to Mrs Porter, Christ Church School's SENCo.

FAQs

Who should I contact to discuss the concerns of my child's needs?

If you have any concerns about your child you should speak to your child's class teacher first. Depending on the outcome of these discussions you may have follow up meetings with the SENCo.

- **The class teacher** is responsible for adapting and refining the curriculum to respond to the strengths and needs of all pupils. They will check on the progress of your child and identify, plan and deliver any additional support required to support progress. They will contribute to devising provision maps to prioritise and focus on the next steps required for your child to improve in learning. Class teachers are also responsible for organising any allocated SEND support within their class and monitor the progress of this to feedback to the SENCo and parents.
- **The Special Educational Needs Coordinator (SENCo)** is responsible for:
    - coordinating provision for children with SEND
    - developing the school's SEND Policy
    - liaising with a range of outside agencies who can offer advice and support to help pupils overcome any difficulties
    - providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEND
    - ensuring that parents are involved in supporting their child's learning and access
    - ensuring that parents are kept informed about the range and level of support offered to their child
    - tracking and monitoring the progress of all children on the SEND register
    - including the parents and the child in reviewing the progress
    - ensuring the parent is involved in the transition process to a new class or new school.
- **The Executive Headteacher** is responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEND.
- **The SEND Link Governor** is responsible for supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

How will the school decide if my child needs extra help? How can I find out about how well my child is doing?

Meetings are held between the Class Teacher and the Executive Headteacher to look at and discuss the progress of all pupils.

Where there are concerns that a pupil is not making progress, further assessments will take place and, as required, there will be discussions with the SENCo and key staff to plan for additional support to be in place and the outcomes expected from this intervention. Parents/carers will be invited to contribute to these discussions and, if appropriate, the child will be involved too.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.

Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in a provision map. This will take into account your child's strengths as well as areas of difficulty. It will identify ways in which parents/carers can help at home too.

The impact of this additional support will be reviewed regularly and you will be invited to be part of a termly review meeting.

In some cases, it may be necessary to increase or change the nature and level of support to help the child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychology Service or Speech and Language Service. A referral for support from an outside agency will be made with the parent/carers consent.

If, despite increased level and nature of support, it is evident that the severity and complexity of the child's needs require provision beyond that can be offered by our own resources, a request for high needs funding through the Croydon Locality Support Service or an Education, Health and Care Plan (EHCP) will be made.

The SENCo will explain this process to you and show you how you can find out more information about this and give details of parental support organisations which can support you.

What do I do if my child needs extra support/time for exams?

For some pupils additional arrangements and adjustments can be made to enable them to fully access the statutory tests. This might include additional time, rest breaks or the use of a scribe.

The SENCo will talk to you if she feels that your child will benefit from these arrangements.

How will the teaching be adapted to meet the needs of my child?

Our teachers are skilled and supported to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils needs and requirements.

Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils, with long term goal of encouraging and developing learning skills.

If more specific interventions are required, support groups and individual work to develop key areas of learning and development can occur. Details of the additional support offered to your child will be included in their SEND provision map.

Please see the SENCo for full details of the range of additional support available within the school.

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extracurricular activities?

We have an equalities plan and SEND policy in place to ensure that pupils with SEND can take part in all aspects of school life. Both are updated annually and can be viewed on the school's website (http://www.christchurch.croydon.sch.uk/). Depending on the specific needs of your child, a more personalised access plan or medical plan will be drawn up in consultation with the parents/carers. This will be reviewed and updated on a regular basis.

How skilled are the staff in meeting the needs of my child?

Ongoing training occurs to ensure all teachers and support staff have appropriate skills and knowledge to support provision for children with SEND.

The SENCo actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiative and policy to support pupils with SEND.
The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff meet the needs of the child to plan, do and review provision for pupils who have the most complex needs.

'The inclusion team works effectively with class teachers and external agencies to provide strong support for pupils with special educational needs and/or disabilities. The new 'willows' provision has enabled leaders to extend and target that support, including for vulnerable pupils who need help as a result of the pandemic' Ofsted 2022

What support from outside does the school use to help my child?

Below are some of the outside agencies that may be involved in supporting pupils with SEND at Christ Church Primary School:

Education services

Special Educational Needs Support Service, Educational Psychology, Portage (pre-school – home-based), Service for physical disability, Hearing Impaired Service, Visually Impaired Service, Education Welfare Service (attendance), Parent Partnership Service.

Health/social services

Speech and Language Therapy, Occupational Therapy, Specialist consultant, General Practitioner, Paediatrics, Health Visitor, School Nurse, Child and Adolescent Mental Health Service (CAMHS), MHST (Off the Record), Social Services, and Physiotherapy.

Please see the SENCo for more details on what certain services can offer.

The Local Offer within Croydon Local Authority

The full range of local support available to support your child both within and outside of school can be found in the Croydon Local Offer for pupils with SEND. Please visit https://www.croydon.gov.uk/education/special-educational-needs for more details.

How will the school help my child to move to a new class/year group/different school?

Children and young people with SEND can become particular anxious about 'moving on' so we seek to support successful transition in the following ways:

- **When moving to another school**, we will contact the SENCo of the new school and share information about special arrangements and the support that has been made to help your child achieve their learning goals. In certain cases a face-to-face transition meeting will be held with the SENCos of Christ Church and the new school, parents/carers, the current class teacher and, where appropriate, the child. We will also ensure that all records are passed on as soon as possible.

- **When moving between classes**, an information sharing meeting will take place with the receiving teacher. If appropriate there will be opportunities for the child to visit the new class and meet the teacher and other key staff.
- **When moving to secondary school**, the SENCo will make contact with the Year 7 leader and/or SENCo once a school has been named to start planning for transition. Multi agency meetings might be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support the child can be shared with the receiving school and additional visits to the new setting might be planned to help the child to become familiar with the new setting and to reduce anxieties. The involvement of parents and carers in this process will be critical to supporting a successful move.