Special Educational Needs and Disabilities (SEND) Report

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Approved by:	**LGB**	**On:**	**September 2026**
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Let your light shine- Matthew 5:16

We value each person simply for who they are and the gifts they have. Each of us should use whatever gift we have received to serve others as faithful stewards of

God's Grace (Peter 4:10) Being made in the image of God, we enable ourselves to flourish holistically following the examples Jesus provided of love, hope and generosity within the school community and beyond to live life in all its fullness.

1. What types of SEND does the school provide for?

Christ Church C of E Primary School provides for pupils with the following needs:

Communication and Interaction

- Autism spectrum disorder (ASD)
- Speech and language difficulties

Cognition and Learning

- Specific learning difficulties (dyslexia, dyspraxia, dyscalculia)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)

Social, Emotional and Mental Health

- Attention deficit hyperactive disorder (ADHD)
- Attention deficit disorder (ADD)

Sensory and/or Physical

- Hearing impairments
- Visual impairment
- Multi-sensory impairment
- Physical impairment

1. Which staff will support my child, and what training have they had?

SENCO

- Tracey Bennington: contact: t.bennington@christchurchsandwell.org
- Holds the *National Award for SEN Co-ordination*

Focus Provision for pupils with an EHCP and a diagnosis of ASD.

- Assistant SENDCO and Deputy Focus Provision Lead - Mrs S Piggott

- Overseen by the SENDCO

The curriculum within a focus provision is sequential, flexible, and person-centred. It includes Engagement Steps, Primary Steps, and progression into the National Curriculum, depending on each child's developmental stage. Core areas of learning include cognition and learning, speech and communication, social and emotional well-being, self-care and independence, and physical and sensory development.

Central aims include:

- Individualised Learning Plans based on each child's strengths and interests.
- Development of Critical Thinking and Reflection, encouraging children to explore ideas and express themselves.
- Essential Skill Development in communication, collaboration, and problem-solving.
- Speech, Language, and Communication support through total communication strategies, including AAC, signing, and visual supports.
- Continuous Improvement through staff training, family collaboration, and regular review of strategies.

Class Teachers

- All teachers receive in-house SEND training
- Supported by the SENCO to adapt teaching and learning

Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs)
Trained to deliver interventions such as:

- Precision teaching
- Rapid Catch-Up Phonics
- Speech and Language support
- Talk Boost
- Maths interventions

External agencies and professionals we work with:

- Speech and language therapists
- Educational psychologists
- Autism and Communication Team

- Inclusion support specialist advisory teacher for learning and SEMH
- CAMHS
- GPs, paediatricians, and school nurses
- Social services and education welfare officers

2. What should I do if I think my child has SEND?

Tell us about your concerns:

If you think your child might have SEND, the first person you should tell is your child's teacher, who can be contacted via the school office. They will pass the message on to our SENCO, Tracey Bennington who will be in touch to discuss your concerns. Alternatively, contact the SENDCO directly: t.bennington@christchurchsandwell.org

We will arrange a meeting to discuss them:

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.

We will decide if your child requires SEND support:

If we decide that your child needs SEND support, your child will be added to the school's SEND register.

3. How will the school know if my child needs SEND support?

- Teachers monitor all pupils' progress closely
- If concerns arise, the teacher will consult the SENCO and meet with parents
- The SENCO will observe your child, review data, speak to staff, and seek pupil/parent views
- Where necessary, advice from external specialists will be sought
- If SEND support is required, your child will be added to the SEN register and a SEN support plan will be created in partnership with you

4. How will the school measure my child's progress?

We use the graduated approach: *assess – plan – do – review*

- Assess: Identify strengths and difficulties (with input from parents, pupil, and professionals)
  Plan: Agree clear outcomes and strategies
- Do: Class teacher and SENCO implement support
- Review: Regularly evaluate progress and adjust provision

5. How will I be involved in decisions made about my child's education?

- Written annual reports provided
- 3 parent meetings per year to:
  - Set outcomes
  - Review progress
  - Agree support strategies
- The SENCO may attend meetings
- Parents' views are central, and records of discussions are shared with families

7. How will my child be involved in decisions made about their education?

Depending on age and ability, pupils may:

- Attend meetings about their progress
- Share their views through drawings, writing, or AAC
- Contribute via surveys or one-to-one discussions

8. How will the school adapt its teaching for my child?

Adaptations include:

- Differentiated curriculum and teaching style
- Extended processing time and pre-teaching key vocabulary
- Use of resources such as laptops, coloured overlays, visual timetables
- 1-to-1 or small group TA support

Interventions may include:

- Phonics catch-up, WellComm, Maths interventions
- Speech and Language Therapy, Social Stories, Visual timetables
- Nurture groups, Precision Teaching, Workstations, Talk Boost,

9. How will the school evaluate whether the support in place is helping my child?

- Termly reviews of progress towards goals
- Intervention impact reviews (6-week cycles)
- Pupil questionnaires
- Monitoring by the SENCO
- Annual reviews for EHCP pupil

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If this is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs.

11. How will the school make sure my child is included in activities?

- All school trips, clubs, and events are fully inclusive
- Reasonable adjustments are made to ensure participation
- Extra trips/opportunities are offered for the children in focus provision that are appropriate to their needs

12. What support will be available as my child transitions?

Between years

- To help pupils with SEND be prepared for a new school year we:

- Allow time for class teachers to meet during the Summer term to pass on information regarding children's needs
- Transition sessions are planned in the Summer term where children are taught by their new class teacher
- Meetings with SENDCO to discuss interventions that are in place

Between schools

- When your child is moving on from our school, we will pass on documents and external reports to the new setting. The SENCO will meet with the SENCO of the new school to pass on important information.

Between phases

- The SENCO of the secondary school will meet with our SENCO. They will discuss the needs of all the children who are receiving SEND support.
- Pupils will be prepared for the transition by:
- Learning how to get organised independently
- Visiting their new secondary school

13. What support is in place for looked after and previously looked after children?

- Designated teacher: Ms Ralph
- Works alongside Pastoral Team
- Looked after children also have a Personal Education Plan (PEP), aligned with SEND plans

14. What should I do if I have a complaint?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance.

If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the Headteacher. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

15. What support is available to me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Sandwell's local offer.

(SENDIASS) organisation can be contacted via their website:

- National charities:
    - IPSEA
    - NSPCC
    - Family Action
    - Special Needs Jungle

16. Links with other policies and documents

- SEND Policy
- Accessibility Plan
- Behaviour Policy
- Medical Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Local Offer Local Offer Sandwell

17. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams
Annual review – an annual meeting to review the provision in a pupil's EHC plan
Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or

sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Adaptive Practice – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHCP. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHCP – an education, health and care plan is a legally-binding document that sets out a
child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides
support in successive cycles of assessing the pupil's needs, planning the provision,
implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in
mind

Local offer – information provided by the local authority which explains what services and
support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any
disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children
with SEND

SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEND support – special educational provision which meets the needs of pupils with SEND

Transition – when a pupil moves between years, phases, schools or institutions or life stages