

Christ Church CoE Primary School

SEND Information Report 2026 - 2027

Approved by	Full Governing Body
Date Approved	01.10.2026
Review Date	Autumn 2027

1. What kinds of special educational needs does the school make provision for?

Christ Church C of E Primary School aims to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*. Working closely with parents and professionals, we will always seek to educate every child so they can achieve their best.

The SEND Code of Practice identifies four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical Needs. The school provides support across these areas.

We aim to cater for any Special Educational Needs and Disabilities (SEND), including Physical Disabilities and medical needs that our children have.

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

We identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.

At Christ Church, concerns may be identified by parents, class teachers, support staff, previous settings, health professionals or through the school's ongoing monitoring of progress, attendance, behaviour, wellbeing and engagement.

The first response is always high-quality inclusive teaching, including adaptive teaching, reasonable adjustments and ordinarily available provision within the classroom. The class teacher remains responsible for the progress and development of every pupil, including those receiving additional support from a teaching assistant or specialist staff member.

Where concerns continue despite appropriate classroom support, the class teacher will discuss these with the SENDCo and gather a wider range of evidence. This may include teacher assessment and observation, the child's response to targeted support over time, attendance information, communication, sensory, physical or emotional needs, discussions with the child and family, previous-setting information and advice from professionals.

Slow progress or low attainment alone does not necessarily indicate SEND. The school carefully considers whether difficulties may be linked to factors such as attendance, English as an Additional Language (EAL), limited previous learning opportunities or other contextual circumstances, whilst recognising that these factors can coexist with SEND.

Where a special educational need is identified, parents will be involved in discussions and the child may be placed on the SEND Register at SEN Support. A SEND Support Plan will then be developed and reviewed through the Assess, Plan, Do, Review cycle.

If you feel that your child may have special educational needs you should initially talk to your child's class teacher and discuss your concerns.

3. How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

Christ Church follows the graduated approach of Assess, Plan, Do and Review. This means that support is regularly reviewed with the child, parents/carers and professionals to ensure it remains appropriate and effective. The class teacher closely monitors the progress, achievements and overall well-being of every child in their class. In addition to this, the SENDCo will liaise with the class teacher to monitor the progress of children with Special Educational Needs and Disabilities. Where appropriate, SEND Support Plans will be developed with SMART Targets (Specific, Measurable, Achievable, Relevant and Time-bound) that will seek to raise expectations and achievements for that child. Targets will be set and reviewed together with the family to ensure that support is provided in the areas of need. Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having the required positive impact. Regular reports are provided to governors who also monitor the progress of children. Reviews consider progress towards outcomes, independence, curriculum access, attendance, wellbeing, participation and the views of pupils and families.

The Head Teacher and SENDCo also seek comments from parents through conversations and questionnaires / surveys. This includes an annual stakeholder review which helps inform priorities for school improvement.

The effectiveness of provision is reviewed termly through SEND Support Plan reviews and ongoing monitoring. Reviews consider progress towards individual outcomes, access to the curriculum, independence, participation in school life, attendance, wellbeing, behaviour, pupil voice and parent feedback.

Reviews are used to determine whether provision should continue, be adjusted, be increased, be reduced or cease altogether. The school considers not only academic

progress but also wider outcomes such as confidence, communication, social relationships and independence.

4. How will both the school and I know how my child is doing and how will the school help me to support their learning?

Children are continually monitored. Their progress is tracked and appropriate interventions are planned through evaluation of a child's progress. If a child is not making expected progress, changes in provision are planned for by the class teacher with support from the SENDCo. Meetings take place with parents and the child's progress is discussed. Parents are given the opportunity to talk about any concerns and to discuss ways in which they can support their child's learning.

5. What is the school's approach to teaching pupils with special educational needs?

As a school, we believe in high quality teaching for all. This is known as "high-quality inclusive teaching". We seek to deliver a broad, balanced, engaging and fully-inclusive curriculum so that all children are given the opportunity to reach their potential and see themselves as learners. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Appropriate interventions are put into place for any child - with or without special educational needs - who are not making expected progress. Reasonable adjustments are made in accordance with the Equality Act 2010 to remove barriers to learning and participation.

There is a clear graduated response to a child's needs depending on the complexity of that need. Outside support and expertise may be sought from external professionals and services available to the SENDCo, who will be attending a termly multiagency meeting called Springboard. Parents and carers are consulted about all choices that are made concerning their child.

Concern identified → Teacher assessment and adaptive teaching → Ordinarily Available Provision (6–8 weeks) → Review with SENDCo → SEND Support Plan → Assess–Plan–Do–Review cycle (termly) → External advice if required → Consider additional funding or an EHCP assessment (note – no funding is currently given for an EHCP)

6. How will the curriculum and learning be matched to my child's needs?

Teachers use adaptive teaching, scaffolding, mixed ability learning partners, flexible groupings, intervention and reasonable adjustments to support access to the same ambitious curriculum. The approach to teaching children with Special Educational Needs and Disabilities listed above is employed when the needs of a child are outside the regular parameters seen within a class. The school curriculum is regularly reviewed by the Head Teacher and Inclusion Lead, together with the SENDCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

7. How are decisions made about the type and amount of support my child will receive?

The class teacher and the SENDCo will work together to assess the needs of an individual child. If necessary, further advice will be sought from external professionals.

All pupils are entitled to ordinarily available provision delivered through high-quality inclusive teaching and reasonable adjustments. Where a pupil requires provision which is additional to or different from that ordinarily available within the classroom, support may be provided through SEN Support. If a pupil's needs are significant and require provision beyond the resources normally available to the school, the SENDCo may work with parents and professionals to apply for additional funding through Nottinghamshire County Council. Where a child continues to experience significant barriers to learning despite appropriate support and graduated interventions, the school may work in partnership with parents and professionals to request an Education, Health and Care Needs Assessment.
Decisions about support are based on identified need and not on the availability of funding.

The school uses SEND Support Plans, provision records, inclusion files, attendance information, behaviour records, academic assessment information and pupil voice to monitor progress for pupils with SEND.

Where appropriate, B Squared assessment materials are used to evidence and celebrate small-step progress for pupils working significantly below age-related expectations. Provision is regularly evaluated to ensure that resources are being used effectively and that support is having a positive impact on outcomes for pupils.

The Senior Leadership Team allocate teachers and teaching assistants according to the needs of all children within school.

8. How will my child be included in activities outside the classroom, including school trips?

All children are included in school activities and trips. Where children have additional needs there will be child specific risk assessments completed and adequate support put in place to ensure a safe and successful trip for all. Parents may well be consulted on this. No pupil will be excluded from educational visits because of their SEND unless a risk assessment demonstrates that this cannot be safely managed despite reasonable adjustments. We endeavour to work closely with parents to try and ensure that every child can attend.

9. What support will there be for my child's overall well-being?

Children are closely monitored. They have opportunities to talk to staff about their experiences within school. We work closely with parents and ask about their child's wellbeing. When necessary, we work with external professionals and services such as: CASY counselling, SBAP (School Behaviour and Attendance Partnership), CAMHS and the Children's Bereavement team to provide the best support for our children. At Christ Church we have a member of staff trained in ELSA (Emotional Literacy Support Assistant) who can work with children who might need some additional support. The school works closely with families, safeguarding staff and external professionals to support pupils' emotional wellbeing, attendance and positive relationships. The school promotes positive relationships and belonging through its Christian values, pastoral support and inclusive ethos. Robust anti-bullying and safeguarding procedures are in place. Where appropriate, pupils are supported with attendance, emotionally based school avoidance, medical needs, intimate care and the development of independence skills.

10. Who is the school's Special Educational Needs and Disability Co-ordinator (SENDCo) and what are their contact details?

Mrs Lindsey Burn is the school's Special Educational Needs and Disabilities Coordinator (SENDCo). She holds the National Professional Qualification (NPQ) for SENCOs. The SENCo is also a member of the SLT.

Inclusion Lead – Mrs Charlotte Butcher

Mrs Julie Haigh is the governor responsible for monitoring SEND provision and ensuring statutory duties are fulfilled.

email via:
sendco@christchurch.notts.sch.uk

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11. What training have staff supporting special educational needs had and what is planned?

All staff work together to provide what each child needs in order to make progress both academically, and in life skills.

The SENDCo has regular coaching / training organised by the Family of Schools SENDCo. She also has access to a wide range of training from relevant local and national providers. This understanding can then be disseminated to the school staff in staff meetings or individual coaching / mentoring when the need arises.

School staff have also been trained to provide a variety of specialist support. Where a training need is identified and the expertise not present, the school is committed to ensuring that any training gaps are promptly addressed (e.g. through Specialist Services, the local Behaviour Partnership, Newark school family, CPD staff meetings or other training). All staff have the opportunity to be involved in sessions with other services, such as the Speech and Language Therapist Service.

Our teaching assistants have accessed a variety of specialist training, including Early Talk Boost Speech & Language. They are skilled in using different communication and behaviour strategies.

We are also fortunate to have an ELSA on our Staff (Emotional Literacy Support Assistant), who is able to plan to meet our children's emotional and mental health needs.

Staff meetings for SEND are held regularly and meetings take place at least each term between the SENDCo and SEND Governor to monitor provision and highlight needs.

Current training priorities for 2026-2027 include adaptive teaching, communication and interaction needs, speech and language development, SEMH needs, attendance and inclusion, graduated response processes and supporting pupils with complex SEND.

12. What specialist services and expertise are available or accessed by the setting/school?

If the progress of a child has been monitored and strategies discussed with parents and it is agreed that additional expertise is desirable, external specialist services can be accessed by the SENDCo through the termly multi-agency Springboard meeting. Signed parental permission forms are required so that the children can be discussed and additional services can be accessed to support the child. The school has access to a wide field of additional services e.g. Education Psychologists, Early Years Specialist, visual and hearing support, speech and language therapy, occupational therapist, school nurse etc. Where appropriate, the school works collaboratively with health and social care professionals to coordinate support for pupils with SEND.

13. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school?

Specialist equipment which is not readily available can be sourced for any specific additional needs. This is often accessed through the external specialist who has recommended a specific piece of equipment. The school premises are easily accessible for all children and includes direct access from the playground to every classroom as well as accessible toilets and shower facilities.

The school's Accessibility Plan outlines how we improve access to the curriculum, physical environment and information for disabled pupils. Reasonable adjustments are made to ensure pupils with disabilities can participate fully in school life. The Accessibility Plan is available on the school website.

Christ Church welcomes applications from disabled pupils and works proactively to ensure that disabled pupils are not treated less favourably than their peers. Reasonable adjustments are made to ensure pupils can access learning, facilities, activities and educational visits. Accessible facilities include step-free access to classrooms, accessible toilet facilities and adaptations where required. The school's Accessibility Plan details how access to the curriculum, physical environment and information will be improved over time and is available on the school website.

14. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child?

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Parents are kept up to date with their child's progress through termly reviews, parents' evenings, and reports at the end of the year.

Prior to review meetings, parents are invited to share their views, successes and concerns. Families receive copies of reviewed SEND Support Plans and are encouraged to contribute to outcome setting and decision-making throughout the graduated response process. The school aims to communicate in an accessible and timely manner and seeks to resolve any concerns through open discussion and early collaboration wherever possible.

Parents can make an appointment to talk to the class teacher or SENDCo at any time if they have a particular concern about their child and/or the provision being made for their child.

15. What are the arrangements for consulting children and involving them in their education?

We value and respect the voice of each pupil, and work to enable those with difficulties in communication to be able to express their views. All pupils are supported to contribute their views using an appropriate communication method.

We aim to include the views of both our children and their parents when we are writing their SEND Support Plans. We believe that wider outcomes (individual interests, hobbies and aims for the future) are really important. We seek to write shared targets influenced by our structured conversations and that these targets will feed into provision not only to meet academic needs, but also to support life skills and these wider outcomes.

16. What do I do if I have a concern or complaint about the SEND provision made by the school?

Parents are encouraged to bring any concerns to the attention of the Class Teacher and to the Head Teacher. The SENDCo may also be contacted. For more detailed information please refer to the Complaints Policy on the school website. If parents remain

dissatisfied after following the school's complaints procedure, they may contact Nottinghamshire County Council or seek independent advice through Ask Us Notts.

Concern or Complaint Raised

⬇️

Class teacher

⬇️

SENDCo

⬇️

Headteacher

⬇️

School's Formal Complaints Procedure

⬇️

Governing Body / Relevant Complaints Stage

⬇️

Independent Information and Advice (Ask Us Notts)

⬇️

Appropriate External Route (where applicable)

17. How does the governing body involve other organisations and services in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SENDCo is usually the person who involves other organisations and services and reports directly to the Senior Leadership Team. The SENDCo also reports to the governor with specific responsibility for SEND. Governors can see the anonymised data that informs them of the progress made by children so that they can ask questions to ensure that all children's needs are being met.

The school recognises that some looked after and previously looked after children may also have SEND. The SENDCo works closely with the Designated Teacher, families and external professionals to ensure that support is coordinated and responsive to the child's individual needs.

18. How does the school seek to signpost organisations, and services who can provide additional support to parents and children?

- 1:1 conversations with teaching staff and / or the SENCo
- School website links
- Through referrals for additional support (e.g. Healthy Families Team, Speech & Language, Early Help etc)

Parents can also access Nottinghamshire's SEND Local Offer and Ask Us Nottinghamshire for independent advice and support. The SENDCo may signpost families to local support groups, health services, voluntary organisations and the Nottinghamshire SEND Local Offer where appropriate.

19. How will the school prepare my child to join the school; transfer between phases of education or educational settings; prepare for adulthood and independence?

Enhanced transition arrangements may include additional visits, transition booklets, photographs of key adults and environments, meetings with parents, social stories, staff liaison and personalised transition plans. Additional support may be provided when children move into Nursery or Reception, between classes and key stages, when joining or leaving the school mid-year and when transferring to secondary education. Throughout primary education, pupils are encouraged to develop independence, communication skills, self-advocacy, positive relationships and participation in the wider community.

We prepare children to join the school through gathering information from parents, educational settings, Health and Care services prior to the child's entry into the school. When appropriate, transition may include staff making a home visit. Appropriate transition arrangements will be agreed and remain flexible to respond to a child's needs.

The school is a member of The Newark Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. We have many links with other local Primary schools to support transition and ensure that all Staff are involved with our children at these transition times.

When a pupil is moving to a new school setting, the SENDCo will liaise with the new school to devise an appropriate transition plan. The SENDCo will pass on all information to the receiving school and invite the SENDCo and Class Teacher to a handover / review meeting with the parents. If a child has an EHCP that is due for its annual review, the SENDCo will invite the child's new school to attend.

Children are taught self-care skills and are supported to develop good learning behaviour. They are also encouraged to tell a member of staff when they are worried or concerned about anything.

20. Where can I access further information?

https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send

Nottinghamshire's SEND Local Offer - Your Notts Directory

https://askusnotts.org.uk/support/parents-and-carers