



Christ Church New Malden Primary School

SEND information report

2024-2025

BECOMING THE PEOPLE GOD MADE US TO BE

CREATING COMMUNITY - EMBRACING DIVERSITY - ACHIEVING WIDELY



At Christ Church we are committed to creating an inclusive learning environment that is welcoming to all. Our approach is *inclusive by design*, ensuring that every child feels nurtured and supported throughout their educational journey. We take pride in our *open-door* policy, encouraging communication between parents, staff, and pupils to ensure we are meeting the needs of your child. Whether through interventions or adapted learning strategies, our goal is to foster a supportive atmosphere where every student can thrive.

CCNM has adopted the AfC 'Inclusion Charter'

With thanks to members of our governing body and parent SEN community who have provided feedback on this SEN information report.

Everyone is welcome here!

All children and young people are unique

We promise:

We will get to know you

We will respect you

We will listen to you

We will help you be healthy and happy

We will include you

Everyone learns in different ways

We promise:

We will teach you in a way that suits you

We will give you the support you need

We will give you information you understand

We will make learning interesting and exciting

We will help you do more things independently

We will help you reach for your goals

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Who can I talk to about my child's difficulties with learning, SEN or disability?

We warmly welcome parents/ carers to visit the school to discuss their child's needs.

The school has an open-door policy and should parents / carers wish to discuss a concern about their child's learning we can arrange a face to face meeting or, if preferable, online via a googlemeet.

In the first instance, please arrange to speak to your child's class teacher.

If you feel you need further information or help you can also contact the school's SENCO (Special Educational Needs Co-ordinator).

Our Infant SENCO is Beatrice Roberts and our Junior SENCO is Mrs Alex Roe.

What do we mean by SEN?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision* to be made for him or her. The Special Educational Needs Code of Practice 2014 states that a child has SEN if they:

1. Have a significantly greater difficulty in learning than the majority of others of the same age or
2. Have a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for others of the same age in a mainstream school.

Special educational needs are broadly defined by the following four areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

* “Special educational provision”, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age.

What kinds of special needs can be provided for at CCNM?

At some point in a child's education, a need may arise that requires extra support for them to make progress.

At Christ Church we can make provision for children with special educational needs with or without an Education Health and Care Plan (EHCP).

Currently, or in the past, CCNM have supported children with the following types of need.

- Communication difficulties
- Speech production and clarity
- Autism (ASD)
- ADHD
- Specific learning difficulties such as dyslexia / dyspraxia
- Physical difficulties and medical needs
- Sensory difficulties
- Emotional and mental health needs
- Speech and language difficulties
- Genetic disorders
- Hearing / visual impairment

Admission for pupils with SEN

My child does not have an ECHP

The admission arrangements for pupils without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

Admission will follow the usual school admissions procedures.

My child has an ECHP

Please speak to your child's ECHP co-ordinator as the process of applying for school places are different

'Assess, plan, do, review' at CCNM

CCNM follows an Assess, Plan, Do, Review cycle :

- **assess** the child or young person's needs
- **plan** what can be done differently or in addition to what it is already happening
- **do** what is planned
- **review** progress and the effectiveness of the support.

We consider how this looks across the whole school, for year groups and individual children.

Whole-school level:

The leadership team meets regularly to discuss the SEN needs of each year group. We recognise that each year group has different needs; support is targeted accordingly.

Individual:

When a child requires additional support they may be placed on the SEN support register. Parents will be informed if their child is placed on this register.

Support given to children will be monitored to ensure that the provision in place is having the expected impact.

Year group:

Our staff are vigilant at raising concerns and do so at Pupil progress meetings. Plans can be made for targeted support or further assessments within the year group.



How does CCNM identify and assess pupils with SEN?

CCNM monitors the progress and attainment of children closely in their day to day learning as well as their social and emotional wellbeing. We believe that early identification and intervention is vital to ensure success.

We track and monitor the progress of all children from nursery to Y6 at a termly pupil progress meeting involving all year group teachers and members of the Senior Leadership Team. This regular review of data allows us to track the progress of all pupils.

Children already at SEN support and / or who are entitled to Pupil Premium funding or who fall into the 'bottom 20%', are the focus of discussion to ensure that progress is being made and which interventions and assessments are needed.

The school uses a wide range of information to assess pupils eg: Baseline, Early Years foundation stage assessment, Y1 phonics tracking and screening, analysis of GL assessments in reading, English, spelling and reading, termly teacher assessments, PASS survey.

The school holds a register of children with identified needs and who are on the SEN register at SEN Support. In addition to this, we also have a list of children who are a 'cause for concern' and are monitored to check whether they are making adequate progress or whether further support is needed.

What are types of support available for children with SEN ?

At CCNM all teachers are teachers of children with SEN.

*“Evidence tells us that teachers should instead prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their pupils with SEND. This means understanding the needs of individual pupils and weaving specific approaches into everyday, high quality classroom teaching—being **inclusive by design** not as an afterthought.”*

(Education Endowment Foundation)

Scaffolding - Scaffolding means providing support to a learner in order to help them to complete a task or acquire a skill, and then as confidence grows this support can reduce gradually withdrawing that support

What does ‘inclusive by design’ look like in the classroom?

You may also hear this phrase: Quality First Teaching

This is the first level of support for all children, including those with SEND, and means:

The teacher has the highest possible expectations for your child and all pupils in their class.

Teaching is based on building on what your child already knows, can do and can understand.

Different ways of teaching are in place so that your child is fully involved in learning in class.

Specific strategies are in place to support your child to learn independently.

What might support look like in the classroom?

- Chunking learning tasks and instruction
- Sentence starters
- Using talk to text
- Vocab mats
- Show not tell - WAGOLL
- Flexible seating
- Stem sentences - remaining consistent
- Easily visible working walls.
- Number mats - with related numicon
- Get physical and 'do'!
- Easily accessible resources
- Video clips with key words to listen for
- Use of highlighters
- Vocabulary ticksheets (which ones do I feel confident to use?)
- Choice of presentation

- Teacher considers pace and wait time
- Targeted questioning
- Writing frames
- Visuals and manipulative
- checklists
- Modelling 'thinking aloud'
- Flexible groupings
- 10 frames
- Clear boundaries and expectations
- Consistent routine
- Partially completed tables / graphs
- Cloze procedure
- Now / next boards for a task
- Uncluttered visuals / slides
- Matching activities eg words to meanings
- Linking parts of sentences (substitution tables)

Targeted intervention support

Your child may receive further in-class support and small group intervention delivered by the class teacher or a trained teaching assistant in specific interventions.

These groups will be for children who have been identified by the class teacher as needing some extra support in school to help them with specific gaps in their understanding/learning or to help them with social skills or to build confidence and self-esteem.

Children in these groups may or may not be on the SEN register.

The next slide has examples of types of support which might be offered.

Targetted Intervention Support

Cognition and Learning

- Precision teaching
- Little Wandle phonics groups
- Pre-teaching
- Targeted 1:1 reading
- Early morning reading / maths / grammar group
- Logins for Spelling Shed / Times table rockstars / Rollama
- Meemo
- Conferencing
- Assistive technology

Communication and Interaction

- School start and narrative programmes in Yr / Y1 / Y2
- Communication / social skills groups
- Use of Makaton / Wiggit and visuals
- Transporters
- Speech link
- Lego Therapy (can teach to 1:1 TAs)
- Attention Autism
- 1:1 speech production
- Colourful semantics

Social and Emotional

- Pastoral mentors
- Nurture / Quiet spaces around the school
- Lego Therapy (can teach to 1:1 TAs)
- Attention Autism
- Social skills groups
- Zones of Regulation
- Drawing and Talking

Sensory and Physical

- Brain Breaks
- Fine motor control
- 'Dough disco'
- Sensory Circuits
- Assistive equipment - attention tools / wobble cushions/ ear defenders

The Ark

You may hear staff refer to 'The Ark'.

At our infant site we have rooms available for 1:1 and small group intervention. Collectively we call them the Ark. Each of the spaces has a different purpose:

The Cabin - space for small group work / creative activity.

The Lighthouse - resourced as a calming space with mood lighting and sensory equipment

The Lookout - comfy seating area for reading and our RE reflection area

The Coastguard - if Mr Burkinshaw / SLT are not in here, then this is a space for 1:1 reading

Review - how CCNM evaluates the effectiveness of SEN provision

Effective SEN support goes beyond literacy and numeracy; it considers the whole child. Progress isn't always measurable by data but is reflected in a child's confidence, self-esteem, readiness to learn, friendships, and ability to express feelings or communicate ideas.

At CCNM, we track effective provision through termly pupil progress review meetings, which focus on progress and assessment information from teachers to determine if good progress is being made.

Effective SEN provision in literacy and math is indicated by narrowing the gap between the child and their peers or preventing it from widening.

To evaluate the effectiveness of our Social Emotional and Mental Health (SEMH) support, children provide feedback to their pastoral mentor during and after the program. The goal of SEMH support is to enhance children's self-help, social, and personal skills so they are "ready to learn." The pastoral team reviews progress with the class teacher and SENCO. Success in SEMH support can be shown by a decrease in the frequency of visits or successful completion of the support program.

Effective communication and language support is evident when a child masters specific speech sound difficulties, allowing them to articulate ideas and feelings more clearly and engage with peers during playtime.

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

The school is committed to inclusivity, ensuring that all children can participate in every aspect of the curriculum, including extracurricular activities.

If there are concerns about safety or accessibility, adjustments are made to meet individual needs. Parents or carers are involved in discussions to ensure their child is included.

Before residential trips, the school communicates with all parents to address concerns such as sleep, food, or anxiety. Additional meetings with teachers and TAs are arranged to ensure a successful trip for every child.

Examples of some adjustments we have made in the past

Attending the residential trip location as a 'day-trip' so that children can feel included in the experience.

Bikeability provided an adapted bicycle for a physically disabled child, enabling them to experience riding a bike for the first time.

Children with SEN are active members of our choir and attend such events as concerts at the Rose Theatre.

Our approach to support children's overall wellbeing

We work to ensure that your child feels safe, secure and listened to. We understand that emotional, mental and social difficulties can have an impact on learning.

We recognise that behaviour is a form of communication.

Our staff offer a high level of pastoral support. Pupils are encouraged to talk to staff if the need arises.

Our behaviour policy gives clear guidance on expectations, rewards and sanctions. We take into account a child's SEN when putting the behaviour policy into practice.

Children's SEMH needs may be highlighted at pupil progress meetings or through discussion with parents / carers / class teachers at other times during the term.

We monitor attendance and work closely with our Education Welfare Officer to take necessary action to prevent prolonged, unauthorised absence.

Support can be sought from our pastoral team, [Mental Health Support Team or CAMHS.](#)

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

Staff have been trained in Zones of Regulation and emotion coaching approaches.

Lunchclub - available for children who are vulnerable during unstructured times; they may find the playground overwhelming, a child may be having difficulties with friendships, lunch club is a quiet space.

1:1 and group sessions can focus on self-esteem, anger, friendship and relationships, resilience, support to cope with difficult situations such as parental illness or separation/divorce.

Our KS2 pastoral mentor is trained in: Drawing and talking therapy, ESA, Lego therapy, Bereavement counselling and sand play.

Each site have quiet / safe places equipped with a range of resources to support a child's emotional regulation.

Once a child comes off the Pastoral mentor register, it is always with the knowledge that, should support be needed again, it can be sought.

Some children and families work with the local [MHST](#).

What training do staff have to help them support children with SEN?

We invest time and money in training our staff, to ensure quality first teaching for all.

Weekly Continuing Professional Development meetings include dedicated training for core subjects and the wider curriculum which we offer.

We value the training needs of our Teaching Assistants and organise dedicated training sessions including those led by our Educational Psychologist.

School access Continuing Professional Development through Achieving for Children

All staff take part in our appraisal process and training needs are identified.

The school has accessed individualised support through request via EAIP, EISS, resilience network and Early Year Inclusion Advisor and outreach from Dysart School.

Training in the last 3 years has included (but not limited to):

Precision Teaching

Equality and diversity in the curriculum

Attachment Theory Training

Zones of regulation

Dyslexia

Emotion coaching

Attention Autism

Colourful semantics

De-escalation techniques

Guided reading

First aid and safeguarding

What specialist services and expertise can be accessed by CCNM?

Headways Educational Psychologist Team

AfC Educational Psychology Service,

Speech and Language Service,

Occupational Therapy Service,

Physiotherapy Services

Moor Lane (for under 5's community paediatrics)

EISS (Educational Inclusion Support Service)

Resilience Network

Early Years Advisory Team

Educational Service for Sensory Impairment (ESSI)

How are parents of children with SEN involved at CCNM?

We believe working closely with parents is the best way to support a child's learning.

All parents at CCNM can discuss their child's progress throughout the year and receive an annual report.

Parents of children with special educational needs (SEN) will have at least three meetings a year, as required. We are also happy to arrange meetings at other times and can offer virtual meetings if in-person ones are difficult.

Parents of children with an EHCP will be invited to annual reviews, and those working with specialists (e.g., educational psychologists) can meet with those teams. The SENCO is available during parent evenings.

In addition to involving parents of children with SEN, we involve all parents in the life of the school including, but not limited to:

- Parents are invited to curriculum information evenings throughout the year.
- The Headteacher holds a termly Parent Rep meeting where parents can come with non-child specific issues to raise.
- Our governing body includes parent governors and we have a strong Parent Teacher Association with a large group of parent volunteers

How will CCNM support my child to transition?

Transition and induction are vital to ensure that a pupil makes a good start in one setting and a good beginning in the next.

Entry to Nursery

A welcome evening is held for parents.

Children and parents are invited to a 'stay and play' session.

SENCO is available to speak with parents who may already have involvement from agencies such as speech and language

Entry to Reception

A welcome evening is held for parents.

A taster session in the term before the children are due to start.

There is a graduated settling in period at the start of September.

The SENCO is available at the welcome evening to discuss any specific needs.

We liaise with local nurseries if children are not transferring from our own Rainbow nursery.

Transfer from Infant to Junior Site

CHUMS: Across the school, children are paired with their 'Christ Church Chum'. Y5 are paired with children in Y2 so that there is a familiar older pupil when the Y2 children visit.

Children from the Infants are invited to Christmas productions and music concerts.

During the summer term, there is a move-up morning when children coming into Y3 will spend the morning in their new classroom.

Additional visits can easily be made should a child need more support to help with the transition.

How will CCNM support my child to transition - secondary and ECHP?

My child does not have an EHCP

Please apply via the local application process.

Transferring to secondary school is a detailed process. Local feeder schools may visit the children and meet with our teachers. If needed, children can visit their new school individually, in addition to the usual Secondary Transfer day organised by the Local Authority (LA) for all transitioning pupils.

While primary and secondary SENCOs no longer meet face-to-face regularly, they arrange for individual handovers and information sharing.

My child has an EHCP

A different process begins in Year 5 - you will not need to apply via the local application process.

During the Year 5 annual review, your child's EHCP will be updated with Key Stage 3 objectives in preparation for secondary school. The meeting will include discussions and advice about secondary school options.

If your child has an EHCP, you'll be asked to choose a school by September of the year before the transition.

It's a good idea to attend secondary school open evenings in the autumn of Year 5. Go and speak to the SEN department to ask any questions about the types of support they can offer.

Complaints

Our school aims to be fair, open and honest when dealing with any complaint. We aim to resolve complaints through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues.

If any parent / carer is unhappy with the education or support that their child is receiving, we encourage that person to talk to the child's class teacher in the first instance. It is hoped that a complaint can be resolved without formally invoking the complaints procedures as set out in the 'Complaints procedure' document.

The complaints procedure and documents are easily accessible on the school website.

Who can I contact for more information?

MHST (Mental Health Support Team)

The school is able to refer to the MHST for support for individual and families both in and out of school
Please see this [flyer](#) for information

Kingston parent carer forum

'Kingston Parent Carer Forum is made up of local parents and carers who work to ensure children with special educational needs and disabilities and their needs are heard and understood by local services and decision makers.

There is also information about access to events and information that may be useful for SEND families.
<https://kingstonpcf.co.uk/>

SENDIASS

The Information, Advice and Support Service (SENDIASS) in Kingston and Richmond offers advice and support across a wide range of subjects. This may include help with: finding local support networks; education, health and social care services; your rights in education, health and social care; mediation and dispute resolution.

The service is a free, confidential and impartial. It is for children and young people up to the age of 25yrs who have special educational needs or disabilities, and their parents or carers.

The Moor Lane Centre, Moor Lane,
Chessington KT9 2AA.
Freephone number: 0808 164 5527
Email: info@RKsendiass.co.uk
Website: rksendiass.co.uk

Local Offer

The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0-25 years with special educational needs or disabilities. It can be found at :

https://kr.afcinfo.org.uk/local_offer

If you are resident outside of the boroughs of Kingston and Richmond, please refer to the Local Offer in your home local authority.

Local support services / networks / activities for children

ADHD	ADHD Embrace (Richmond)	https://adhdembrace.org/
Autism	National Autistic Society Express CIC -local support	https://www.autism.org.uk/what-we-do/branches https://www.expresscic.org.uk/ https://www.autismcentral.org.uk/
Dyslexia / Dyspraxia	National organisations offering advice	http://www.bdadyslexia.org.uk/ http://www.dyslexiaaction.org.uk/
Local playscheme	Challengers Local offer	https://disability-challengers.org/our-services/ https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/activities-and-clubs-for-children-and-young-people
Speech and language	National organisation offering advice	https://speechandlanguage.org.uk/help-for-families/
Social and emotional	Local organisation	https://jigsaw4u.org.uk/what-we-do/