



Churchfields Primary School

Headteacher Sarah Atherton

Deputy Headteacher Sally White



Quality First
Education Trust

John Grove Chief Executive Officer

Company Number 07768645

SEND Information Report: 2023-2024

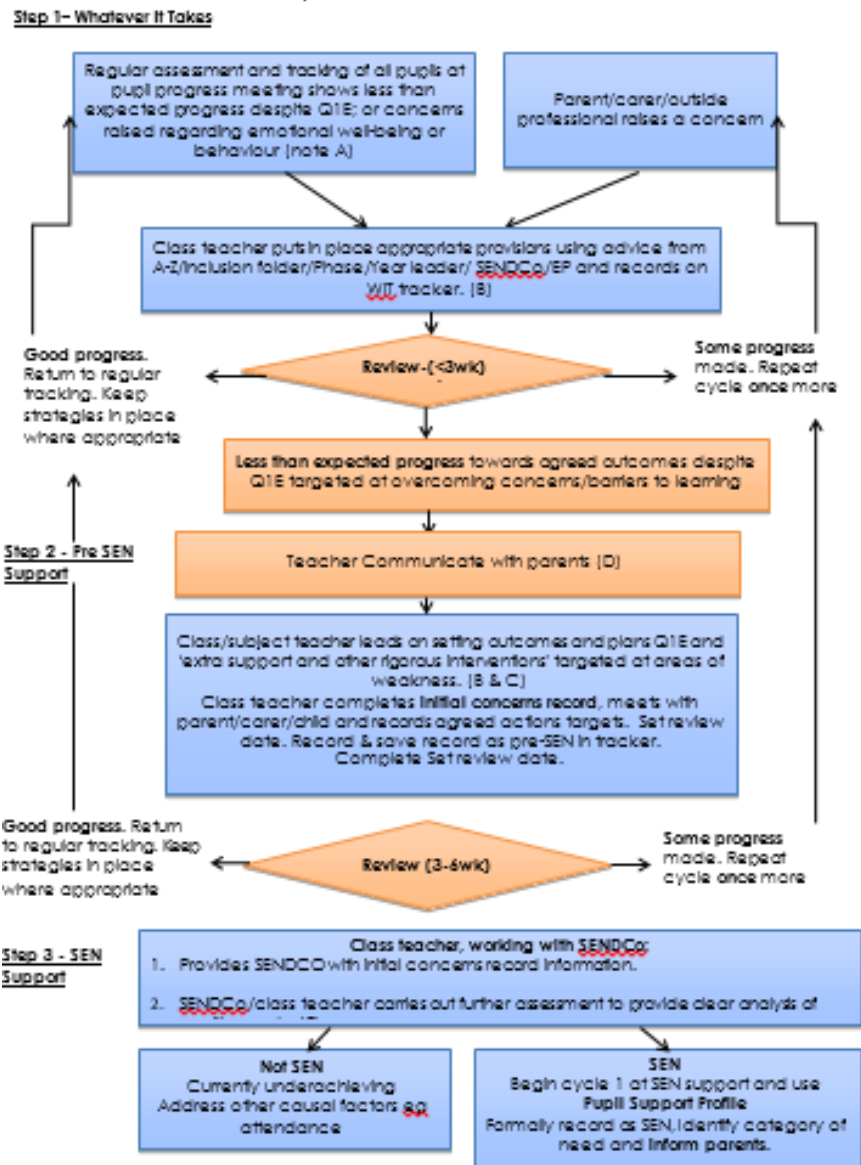
Churchfields is committed to meeting the needs of all pupils. We have a fully inclusive ethos and high expectations of all the school community. We believe that all pupils, regardless of their specific needs, should be offered an inclusive education, using Quality First Teaching (QFT), which enables all to make the best possible progress.

We carefully monitor the achievement of different groups of learners in order to make appropriate provision for ever-changing needs. We use varied strategies and teaching styles to ensure that all pupils are provided with an appropriate and accessible curriculum which allows them to develop and progress at their own level.

At Churchfields Primary and Nursery School we work closely with our stakeholders to support all children in our school become excellent learners. This SEND Information Report has been produced in consultation with our Senior Leaders, MAT SEND Team, governors, teachers, support staff, parents and pupils. Any further feedback or comments on the SEND Information Report are welcome and should be addressed to admin@churchfields.q1e.org.uk

Identification of Needs

As stated above, most children's needs will be met through QFT. There may be times when children require provision that is 'additional to' and 'different from' their peers. This may mean they require a Personal Support Plan (PSP); this will show how they are being supported and the targets they are working towards. In some cases, a child with significant needs may require an Education Health Care Plan (EHCP).



The views of parents/carers and children are a vital part of the process of identification and support of a child with Special Educational Needs. Churchfields aim to work in partnership with families in order to provide the best possible support for all children. Regular meetings will take place to discuss your child's needs, targets, progress and provision. Parents/carers and children (where appropriate) will be involved at every stage and all aspects of the process will be explained to you.

Contacts

If you have a concern about your child's needs, in the first instance, please speak with their **class teacher**.

Dependent on the circumstances, you may then be directed to the **Inclusion Leader**.

Class Teachers are responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils
- Checking on the progress of your child and identifying, planning and delivery of any additional support
- Contributing to devising PSPs to prioritise and focus on the next steps required for your child to improve learning
- Directing Support Staff in the delivery of interventions

- Applying the school's SEND policy in their daily practice.

Inclusion Leader (Sally White) is responsible for:

- Coordinating provision for children with special educational needs across the whole school (ARC & mainstream)
- Liaising with external agencies offering advice and support to help pupils and families.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of different needs within the school
- Attending meetings with families and external agencies.
- Acting as a point of contact for families seeking support including; foodbank, school uniform, wraparound care etc.
- Building and maintaining strong relationships with families of vulnerable children
- Attending meetings with families and external agencies
- Monitoring school attendance
- Acting as a signpost for families to relevant agencies.

Ensuring parents are:

- Involved in supporting their child's learning and access
- Kept informed about the range and level of support offered to their child
- Included in reviewing their child's progress
- Consulted about planning successful movement (transition) to a new class or school.

Director of SEN for Q1E (Claire Antrobus) is responsible for:

- All of the above as well as
- Developing provision for children with additional needs and training staff as required, providing advice and support for all children, staff and parents across the MAT.

Headteacher (Sarah Atherton) is responsible for:

- Day to day management of all aspects of the school, including the provision made for pupils with SEND in mainstream and The ARC.

SEN Governor / Trustee (Karen Parkinson & Tess Marjoram) are responsible for:

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the mainstream The ARC.

Contact can be made with any of the above through: admin@churchfields.q1e.org.uk

Support Offered

Daily planning takes into account individual needs and requirements including targets from PSPs, PRAs, EHCPs or Behaviour Support Plans.

Adaptation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning, this is met through Quality First Teaching.

Homework is set regularly for all children and to suit the needs of individuals.

Grouping arrangements and additional adults are organised flexibly, with opportunities for both ability and mixed setting to maximise learning opportunities

for all, with the long-term goal of developing independent learning skills and avoid pupils over reliance and dependence on adult support.

For children with medical needs, Individual Plans are written with parents and overseen by the Inclusion Leader and Pastoral Support.

We also offer different forms of additional provision, specialist resources and equipment. These can include:

- Small intervention groups
- Access to specific resources
- Counselling
- Speech and Language Therapy
- Social Skills groups
- Lunchtime club
- ELSA (Emotional Literacy Support)
- Specific intervention groups run across the Key Stages
- Music Therapy
- Play Therapy
- Soundfield system in some classrooms and the hall.

These additional provisions are overseen by the Inclusion Leader and are implemented by Teachers and Support Staff.

All additional provisions and interventions are designed to match the needs of the child and cover the 4 areas of need under the SEND Code of Practice:

Communication and Interaction: We have a Speech and Language Therapist who works closely with the school to offer advice and set targets for children who need support in this area. Follow up input is led by support staff across the school.

Cognition and Learning: Intervention groups are run across the school to support the learning of our children. They have clear targets and are regularly reviewed for impact.

Social, Emotional and Mental Health: We have a strong ELSA program which includes small groups including breakfast and lunchtime clubs for those who need them. Our school counsellor is in school each week and works with many children across the school. We also have a music and play therapist who regularly attend and work with small groups of children. Individual behaviour Plans maybe written and discussed with parents to decide on strategies to best support the child.

Sensory and/or Physical: A Soundfield system is fitted in the hall and in some classrooms to support children with a hearing impairment. Access plans are written as needed in order to support children's physical needs.

We also have a Sensory Room, available to all children with sensory needs, as well as facilities and staff trained in Sensory Circuits.

Parent Support Agency Contacts

There are a number of local agencies that provide support services to parents of SEND pupils. Among these are:

Information, Advice & Support Service (IASS)

<https://bromlayiass.org.uk>

Bromley Parent Voice

www.bromleyparentvoice.org.uk

Bromley Children Project

https://www.bromley.gov.uk/info/200071/parental_support/769/bromley_children_project

Staff Knowledge, Training and Skills

The Inclusion Leader actively engages in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support pupils with SEN.

Churchfields and Q1E regularly review, evaluate and develop the provision for all SEN children.

An on-going program of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN and Additional Needs.

Recent staff training includes:

Effective teaching and learning drawn from research and best practice

Staff Meetings to update staff on the Code of Practice and areas of need in school

Sensory Support for all staff members

Visual Aid use for all staff members

The use of Colourful Semantics

Understanding Dyslexia

Supporting challenging behaviours in the classroom

The use of manipulatives in the classroom

Makaton and PECs Update De-escalation and SEMH

Providing Quality First Inclusive Strategies

Supporting children who have experienced trauma.

Assessment, Planning and Review (inc' access to assessments)

Termly Parent's Evenings are held with the Class Teacher. Between these times, you may request a meeting with the Class Teacher by contacting them directly via the class email or Admin Team.

Every child is formally assessed each term in Spelling and Grammar, Reading Comprehension, Compositional Writing and Mathematics. Each class teacher attends a half-termly meeting with the Head teacher, Senior Deputy and Inclusion Leader in order to review the progress of each child and identify any additional intervention that each child may need.

If needed, and after discussions with key staff and parents, additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the child about their support will be given consideration at this stage where appropriate.

This additional support is documented on a Class Provision Map, reviewed every half term by the Class Teacher and Inclusion Leader. A PSP is completed for those on the SEN Register. In consultation with parents, the class teacher and Inclusion Leader agree termly targets which prioritise key areas of learning or behaviour to address.

Where external agencies are involved, their advice and recommendations are included in these support programs.

Actions agreed take into account each pupil's strengths as well as their difficulties. Children with a PSP are encouraged to contribute by identifying their own strengths and where they feel that they need extra help. This is updated with each new teacher during a handover meeting and is noted on the front page of the PSP. Some children may need a Behavioural Support Plan (BSP), which is reviewed fortnightly with a member of the Senior Leadership Team, in line with Churchfields Behaviour Improvement Policy.

Additional funding can be available for children who have significant needs. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement will be drawn up and implemented with the school's designated Educational Psychologist and other professionals where appropriate.

Further details about this process will be explained in the LA Local Offer (<https://www.bromley.gov.uk/LocalOffer>).

Review meetings for children with a PSP are held termly with the Class teacher. An EHCP review is held each year with parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of academic assessments.

This could include:

- Additional time
- Rest breaks
- Enlarged texts for visually impaired children
- Modified audio spelling tests for the hearing impaired
- The use of a scribe or reader for English and maths tests.

The Inclusion Leader will inform parents about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by NCA can be accepted for access arrangements for public examinations.

Transitions

Children and young people with SEN can become particularly anxious about moving on and change, so we seek to support successful transitions to the next phase of life by:

- **Starting at Churchfields.** We will contact the child's current provision and make arrangements to visit the child and gain information from their key worker. Where appropriate, we will make a transition booklet to give to the child and parents will have opportunities to visit the school before they start.
- **Moving to the Next Class.** An information sharing meeting will take place with the receiving teacher. If appropriate, there will be opportunities for your child to visit the new class and meet the teacher and other key staff. We will make a transition booklet to support the change.
- **Moving to secondary school.** The Inclusion Leader will make contact with the Year 7 leader or SENCO once a school has been named to start planning for transition. Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child will be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the new setting and to reduce any anxieties.
- **Moving to another school.** We will contact the school and share information about the support that your child receives with us. It may be necessary for them to come and visit or your child to visit their new school to ensure the transition goes smoothly.

ARC (Additionally Resourced Classes)

Churchfields has an additional resourced provision (ARP) for pupils with severe and complex needs. All children in The ARC have an EHCP and are able to access more individualised teaching and support through a smaller class and higher level of adult support.

The ARC curriculum is designed to meet the needs of children with complex difficulties and enable them to progress with their learning whilst also following many aspects of the mainstream school curriculum.

Children in The ARC take part in Inclusion sessions, within the mainstream classes, for some subjects and have specialist lessons, as in mainstream classes.

Children are placed within the ARC by Bromley and to access a place, they must have Churchfields ARP named on their EHCP.

Please look under the ARC tab of the SEND & Inclusion section of the website for further information about The ARC.

Enrichment

There are a number of extra-curricular enrichment clubs and groups, which children are able to join and be part of. These range from football to cooking and choir. See the full list under the 'Wider School Life' tab on the website.

Complaints

If there is something you are not satisfied with regarding the SEND policy and practices, we urge you to speak to one of us as soon as possible.

In the first instance, please speak to the class teacher or Inclusion Leader.

Following this, if you feel that your child's needs are still not being met, you should make an appointment to see the Head Teacher. If concerns are still unresolved, parents may wish to contact the Information, Support and Advice or engage with the school complaints procedure.

School Day

The timings of the school day are as follows:

Nursery: 9.00 – 3.30

Reception: 8.55– 3.25

KS1: 8.50 – 3.15

KS2: 8.50 – 3.20