



# Christ the Sower SEND Information Report 2022-23

## Vision statement

*At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all our children to flourish; where every child can learn and explore who they are created to be, with the high expectation that we, individually and collectively, will enable every child to be and do the best they can.*

*A loving place where we all care, learn and grow together.*

## Members of staff responsible:

Headteacher: Ms Mel Nugent

SEND Governor: Rev Mike Morris

SENDCo: Mrs Alison Summerfield

Inclusion and Well-Being Lead: Mrs Mandy Robertson

**Email: [school@cts.odbst.org](mailto:school@cts.odbst.org)**

At Christ the Sower Ecumenical Primary School we strive hard to meet the needs of all children so that each is able to reach their full potential. We are an inclusive school and aim to meet the needs of children through highly effective teaching and learning as well as a nurturing, caring approach that is based on our Christian values and ethos.

We recognise that some children may need additional support in order to reach their goals and make the good progress that we want for all. Additional support can take many forms and we ensure that provision is tailored to individual need within our school capacity. Rigorous monitoring of learning is a core part of our work, and this ensures that we are able to identify any potential underachievement or difficulty early on.

Christ the Sower is a mainstream school and a member of the ODBST academy group. We provide for children with a wide range of Special Educational Needs and/or Disabilities. Children are able to join our Early Years setting, and other year groups where possible, without reference to ability or aptitude and we follow the admissions procedures of the ODBST.

This information report should be read alongside our school policy for SEND which can be found on our website [www.cts.milton-keynes.sch.uk/](http://www.cts.milton-keynes.sch.uk/)

### Identification

As detailed by the Code of Practice 2015 (including 2020 updates), a child presents with possible SEND when they are demonstrating:

- A significantly greater difficulty in learning than their peers
- A disability that prevents or hinders them from making use of the facilities in their setting

Throughout the academic year class teachers undertake a range of assessments to monitor the progress of all children. Termly pupil progress meetings are held each term to discuss these assessments and to track learning for all children. Pupil progress meetings are held with senior leaders, including the SENDCo, and class teachers to focus on any child who is making less progress than their peers and a range of strategies and catch-up interventions are put in place to address this.

A FACT assessment (First Assess Communication tool) is Milton Keynes' first base assessment tool, and this can lead to a further assessment using FACT+ (additional social communication needs). This is usually carried out by the class teacher and is discussed with the SENDCo. FACT assessments look at learning through communication and learning behaviours and give clear pointers for what additional help might be appropriate.

At Christ the Sower we recognise that parents/carers know their child well. We encourage parents/carers to come in and talk to us about any concerns they have about their child and their development. Children are not always the same at home as they are in school, and we strive to work in partnership with parents/carers to ensure we have a full and clear picture.

The four broad areas of need that are covered by the Code of Practice and are recognised by our school are:

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

These areas give a broad overview, but a child might have difficulties that present in more than one area and a difficulty in one area can impact on progress in another area.

The needs of an individual child can and do change over time and so recognition of this is important; regular monitoring and assessment plays a significant role in the early identification of additional needs.

There are currently (September 2022) 51 children on our SEND register and of those 9 hold an EHCP.

### Interventions and Monitoring

This school runs a range of interventions for children with a sound research base which enable us to closely track their effectiveness. Interventions cover all aspects of need and children generally follow them for a 12-week period followed by a review. Adaptations are made to the classroom environment to meet the needs of specific children; specialist items and resources are available for children according to need and specialist advice and the use of IT to support learning are also part on individual plans for children.

We have a small number of additional rooms that enable teachers to plan for small group work and to set up personalised learning environments for pupils who sometimes require greater adaptations and adjustments.

All additional intervention is monitored closely to ensure that it meets the needs of children and that it is accelerating progress. This can be academic progress but may also be enhanced well-being and improved levels of confidence.

### Expertise and Training

This school has a commitment to providing professional development for all staff. In order to maintain and develop the quality of teaching and provision, all staff undertake regular training. The SENDCo regularly leads and organises training to share best practice and implement new strategies and initiatives. All staff are able to access external training and have access to external agency advice.

The Local Offer is a directory of information that helps families to find and access support. All local authorities are required to have their own local offer as part of the government's SEND reforms. The Local Offer for Milton Keynes can be found on the following website:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SEND>

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SEND/what-send-team-does/what-send-local-offer>

At Christ the Sower Ecumenical Primary School we work in partnership with services to meet the needs of our SEND children and families:

- Inclusion and Intervention Team
- Sensory/IT Team
- VI and HI Team
- Child Protection Services
- Children and Family Practitioners
- School Nurse
- CAMHS
- Community Paediatrics
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Educational Psychologists

Where appropriate the school will make referrals to other agencies including health and social care, voluntary and community groups and MK support services in order to meet the needs of SEN pupils and their families.

At Christ the Sower our Inclusion and Well-being Lead, Mrs Robertson, works closely with the SENDCo, class teachers and teaching assistants to ensure that children feel happy and safe in school. She liaises closely with parents/carers and outside agencies to support any additional social, emotional and mental health difficulties. She also monitors children's attendance and can provide support to parents with this. We aim to teach children to become respectful, resilient and mindful of others' thoughts and feelings through a consistent approach to expectations of behaviour across all year groups. Bullying is not acceptable in the school towards any child but especially not towards those children with SEND.

Our behaviour policy, anti-bullying policy and physical restraint policy are all available on our website. [www.cts.milton-keynes.sch.uk](http://www.cts.milton-keynes.sch.uk)

The Governing Body review the effectiveness of the school's liaison with other agencies when looking at the progress of pupils.

### Adaptations to the Curriculum and the Learning Environment

All children have access to a broad and balanced curriculum and teachers set high expectations for every child. Lessons are planned to address potential areas of difficulty and to remove barriers to achievement. SEND pupils are taught within the classroom with the curriculum and learning environment differentiated to meet their needs. In many cases, such planning will mean that pupils with SEND will have full access to the National Curriculum. Additional group work is put in place to provide further support for learning, and this may have an academic focus around Maths and English or a more social and pastoral focus around developing social relationships and communication skills. This enables our SEND children to remove barriers to learning that otherwise mean they are unable to succeed.

We also strive to ensure that SEND children can fully participate in extra-curricular activities. All staff, including those bought in from external providers, are kept well informed about the strategies needed to manage children's needs effectively and to ensure that other children understand and respond sensitively.

Some children require a more personalised approach to learning, and this might take the form of 1:1 provision and intervention. Children with Sensory needs have access to a Sensory Room. These children have greater levels of need and usually, but not exclusively, will have an EHCP or a personal healthcare plan.

Other adjustments may be in the form of word processors, iPads, vocabulary banks, word maps and practical Maths resources, or more specific support equipment often pertaining to health needs.

The school building is fully wheelchair accessible including two lifts to reach the upper level and two ramps to access the higher levels of the school grounds. There are disabled toilets around the building and a shower for pupils who have additional medical needs that necessitate this facility.

Advice from external agencies is welcomed to further develop and train staff in the adaptations of lessons and the provision of more specialist interventions. All support aims to encourage as much independence as possible within a safe and caring environment for all.

The school has a Notional SEN budget each year. This funding is used to provide additional support or resources to support children with special educational needs and disabilities that might include:

- Providing specialist equipment (e.g. use of ICT, sloping board)
- Providing additional intervention programmes to help a child learn and progress
- Providing in class support aimed at increasing skills in specific areas (e.g. learning behaviours, organisation)
- Providing implementation of strategies from support agencies (e.g. behaviour support, emotionally based school avoidance)

Children with an EHCP have a budget allowance that is in addition to the whole school budget.

The Governing Body reviews the spending of the school SEN budget to ensure it is directed appropriately and that it secures progress for children with SEND.

### Involvement of Parents/Carers and Children

Any children with additional needs will have their progress closely monitored by the SENDCo. We welcome parental involvement in any decisions about how to support children in school and aim to keep parents/carers up to date with their child's current progress. Our SENDCo is available to meet with parents before, during and after school to discuss their child's needs as required.

Parents/carers of children with EHCPs will be invited to a meeting to discuss any changes that need to be made to their child's support at an annual review. Where possible these meetings will involve the parents/carers, SENDCo, class teacher and any teaching assistants working in school with the child. We aim that all children with an EHCP will make a positive contribution to the annual review.

Each child has an individual provision map which will show parents/carers what is being done in school to support their child. This is reviewed every 12 weeks and shared with parents/carers, so they have an accurate view on what is working well and how much progress their child is making. Parents/carers and children are invited to contribute to the IPM and to express their thoughts as part of an active partnership and on-going dialogue with them. Children's views are valued by all adults. Pupil voice is gathered relevant to the child's age and stage of development. All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education.

## Transition

### Starting in Foundation

For children that start Christ the Sower School in Foundation, parents/carers are offered the following during the summer term before they begin in September:

- An in-person or virtual meeting carried out by members of staff from the Foundation Team or SENDCo.
- A visit to Christ the Sower Ecumenical Primary School to enable their child to spend some time with other children who will be in their class. This forms part of our whole school 'Changeover Morning.'
- For children with any additional needs, the SENDCo will contact staff in their current pre-school or nursery as appropriate to discuss their needs and the provision which is in place.
- For children who have an EHCP, in addition to the above, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure that arrangements are in place for the child's transition to Christ the Sower School.

### Joining Christ the Sower Ecumenical Primary School at other times

When children join Christ the Sower School in-year, the SENDCo will liaise with the child's previous school wherever possible if the child has any additional needs. This helps to ensure a smooth transition. For children who have an EHCP, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure that arrangements are in place for the child's transition into Christ the Sower School. These meetings will involve Christ the Sower School staff, school staff from the pupil's previous setting and parents.

### Moving to secondary school

During the summer term before children move to Secondary School, the SENDCo will ensure that transition arrangements are in place for children with additional needs. Meetings may be held with the year 6 teachers and/or SENDCo of Christ the Sower School and the SENDCo of the child's new school to discuss the child's needs. For those children with an EHCP, the SENDCos from both schools will discuss some additional transition visits for children as appropriate. Any teaching assistants that support the child at Christ the Sower School will also be involved in this transition process. For those children transferring to other schools, the SENDCo will liaise with the SENDCo from these schools to organise an individual transition schedule as appropriate to the needs of the pupil.

If you wish to make a complaint about any aspect of the SEND provision at Christ the Sower School, please do so by consulting the procedures detailed in our Complaints Policy. This can be found on our school website [www.cts.milton-keynes.sch.uk](http://www.cts.milton-keynes.sch.uk)

If you have any concerns regarding your child, please speak to the class teacher in the first instance. They will be happy to arrange an appointment at a mutually convenient time.

You can also contact:

SENDCo: Mrs Summerfield – 01908 867356 usual working days Monday to Wednesday.  
[SEN@cts.odbst.org](mailto:SEN@cts.odbst.org)

SENDIAS – 01908 254518 from 10am to 3pm, Monday to Friday (answer machine facility)  
Email: [contact@mksendias.org.uk](mailto:contact@mksendias.org.uk)

SENDIAS is a parent support body who gives impartial advice to parents/carers around managing SEN provision.

**Policy date:** September 2022

**Review date:** September 2023