



Christ Church Juniors is a mainstream two-form entry junior school. We are a single storey school, which welcomes and embraces all children and families. As a caring church school we are committed to promoting and developing **the Christian values of trust, hope, friendship, forgiveness, peace and love**, reinforcing the Christian ethos of the school.

Our School Ethos

We aim to:

- Create a happy, caring school, where all feel valued and secure.
- Value the efforts of all, ensuring we all meet our full potential.
- Provide a broad, balanced and stimulating curriculum to engage all learners, regardless of gender, race or ability.

Glossary

- **SEND – Special Educational Needs and Disability:**
 - The Code of Practice says that children have SEND ‘Where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’
- **PPP – Personalised Provision Plan:**
 - A plan written by school, parents and others working with the child and sets how out the school meets a child’s specific needs.
- **SENCo – Special Educational Needs Coordinator:**
 - Oversees the education and support for all children identified as having Special Educational Needs or Disability.
- **FLO – Family Liaison Officer:**
 - Works closely with the SENCo and Learning Mentor to support children and their families.
- **Learning Mentor:**
 - Works closely with the SENCo and FLO to support children and their families.
- **TA – Teaching Assistant:**
 - Supports learning in class or groups, working closely with the class teacher.
- **EHCP – Education, Health and (Social) Care Plan:**
 - A plan for children and young people aged up to 25 who have more complex needs and needing a plan to support their education, health and care needs.
- **SBR – School Based Review:**
 - A meeting held in school with the Educational Psychologist, the SENCO and class teachers to share strategies and support for individuals or groups of children. The school’s link specialist teacher might also be a part of the meeting.
- **STLS – Specialist Teaching and Learning Service:**
 - An agency that can provide advice and support on children’s learning.
- **SALT – Speech & Language Therapist:**
 - Advises the school on how to support children with speech and language needs.
- **CAMHS – Child & Adolescent Mental Health Services:**
 - Services that work with children and young people who have difficulties with their emotional or behavioural wellbeing.
- **EH - Early Help:**

- Provides early help for families so any educational, social and emotional needs are met quickly and children can achieve good outcomes.
- **ASC - Autistic Spectrum Condition:**
 - ASC is the name for a range of conditions that affect a person's social interaction, communication, interests and behaviour.
- **ADHD - Attention Deficit Hyperactivity Disorder:**
 - ADHD includes a combination of persistent problems, such as difficulty with attention and concentration, hyperactivity and impulsive behaviour.
- **ODD - Oppositional Defiant Disorder:**
 - Frequent and persistent pattern of anger, irritability, arguing, defiance or vindictiveness toward parents/carers and other authority figures.
- **HNF – High Needs Funding:**
 - Local Authority funding that can be applied for to support pupils with SEN and disabilities (SEND).

How does the school know if children need extra help and what should I do if I think my child has SEND?

At Christ Church Junior School children are identified as having SEND through a variety of ways:

- Concerns raised by parents or teacher.
- Liaison with previous school.
- Child performing significantly below age expected levels or not progressing, with appropriate support.

How will I raise concerns if I need to?

As soon as you have any concerns or worries, please talk to staff at school:

- First point of contact is always your child's class teacher.
- If you need further support you might want to contact:
 - SENCo – Julie Holder. jholder@christchurchjuniorschool.co.uk
 - Head Teacher – Mr Tucker. headteacher@christchurchjuniorschool.co.uk
 - You may also want to talk to the Family Liaison Officer, Mrs Davies or the Learning Mentor, Mrs Prime and can do so at any time. sdavies@christchurchjuniorschool.co.uk, jprime@christchurchjuniorschool.co.uk
 - SEN Governor – Dr Clarke. tclarke@christchurchjuniorschool.co.uk

We have an open door policy and hope that parents will feel confident to approach us with any concerns or questions they have.

How will school support my child?

- **All teachers are teachers of children with SEN.**
- The SENCo oversees all children requiring additional support.
- The class teacher plans differentiated work for each child with additional needs to ensure that progress is made in all areas.
- There may be a TA working with your child either individually or in a small group, within the classroom or as part of a specific intervention.

- The planning of this work and any intervention taking place is the responsibility of the class teacher. The teacher works with the TA to ensure any intervention is effective in ensuring children make progress.
- ***If your child is taking part in an intervention it does not mean they have been identified as having SEND. They may be taking part in a 'catch up' programme or to help accelerate learning. The class teacher will talk to you about this. If your child has been identified as having SEND the class teacher and/or SENCo will have already discussed this with you.***
- The class teacher and/or will meet with parents of children identified with SEND regularly, through parent consultations and/or on a more informal basis.
- Depending upon the level of need, there may be more formal and regular meetings with the SENCo and any support agencies e.g. Speech and Language Therapist etc.

How are governors involved?

- The SENCo reports to the governors every term to inform them of progress of children with SEND. Confidentiality and anonymity is maintained at all times.
- Trevor Clarke is the governor with a responsibility for SEND.
- Through discussions with the Headteacher and the SENCo the governors agree priorities for spending within the SEND budget. The overall aim is that all children receive the support they need to help them to make progress.

How will the curriculum be matched to my child's needs?

- **High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.**
- Work in the class is differentiated so all children can access the curriculum.
- Extra adult support may help your child to access the curriculum.
- Your child may have specific resources to help them access the curriculum, for example:
 - Individual visual timetable or other visual support.
 - Wobble cushion, writing slope or pencil grip.
 - Behaviour reward system.
 - Enlarged text or word bank.
 - Adult support.

How will I know how my child is doing and how will you help me to support my child?

- We offer an open door policy and you are welcome any time to make an appointment with the class teacher, SENCo or FLO/Learning Mentor to discuss how your child is getting on. We can offer practical advice to help your child at home.
- We believe your child's education is a partnership between home and school so we like to keep communicating and meeting regularly, especially if your child has complex needs.
- If your child has complex needs they may need a Personalised Provision Plan. This is a plan that is written with parents (and child when appropriate), school and other people supporting your child, to ensure your child is making progress.
- Targets are set at an initial meeting, and we hope that your child will achieve the targets by the next review.
- PPs are reviewed termly and parents have copies of everything from these meetings.

How does the school know how well my child is doing?

- At school we measure the progress and achievement of all children.
- The class teacher assesses each child throughout lessons and notes areas where they are improving and where further support is needed.
- Children who are not making expected progress are identified through meetings with the class teacher and the SENCo.
- In these meetings we discuss individual children who are not making expected progress and what we can do to help.
- If you are concerned about your child's progress we would encourage you to talk to your child's class teacher as quickly as possible.
- If there is a concern about your child's progress, the class teacher will talk to you about it as soon as possible.

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

- We are an inclusive school and we welcome and celebrate diversity.
- All staff know that high self-esteem is crucial to children's well-being. Children learn best when they feel happy and safe. We have a caring and understanding team looking after your children.
- The class teacher has overall responsibility for the care of every child in their class and so is the first point of contact for parents if you have any concerns.
- If further support is needed the class teacher will talk to the SENCo for further advice. This may involve raising a child at LIFT (Local Inclusion Forum Team), which enables the school to seek the advice of support agencies e.g. Specialist Teaching Service (STS) or Educational Psychology Service (EPS).
- The school has a FLO and a Learning Mentor who provide further support for parents and children as needed.
- If a child needs anything further to support their well-being, we will work with you and meet with you regularly to decide the best way to help your child reach their full potential at school.
- The school has a Sensory Room which is used to support children when they are feeling anxious or angry, or are in need of a quiet space for a short amount of time. Children can access this room with an adult until they are ready to return to class.
- Zones of Regulation is used across the school to help all children recognise a range of emotions and provide them with strategies to help them when feeling anxious, overwhelmed, angry etc..

How does the school manage the administration of medicines?

- The school has a Managing Medicines in School Policy. You can find this on the school website.
- Parents need to contact the class teacher if medicine has been prescribed by **health professionals** and is needed during the school day.
- The school office staff oversee and administer prescribed medication to specific children. They are trained first aiders. A form must be signed before any medication can be given at school. **Children must not bring any medicine into school by themselves.**
- Staff are trained regularly with updates on conditions and medications to enable them to manage a child's specific medical needs.
- If needed, the FLO or a member of the office staff will work with parents and health professionals to write a health care plan. Please contact the office if you feel a health care plan might be needed to support your child's medical needs in school.

What support is there for behaviour, avoiding exclusion and increasing attendance?

As a school we recognise that behaviour is often a symptom that something else is going on for a child. Due to this we have a very positive approach to challenging behaviour:

- There is a clear reward and sanction system that is followed by all staff and children.
- We celebrate achievements within class on a regular basis and have weekly Celebration Collective Worship where Head Teacher Awards are given out to reward work and behaviour.
- If a child is finding some areas of school life a challenge, individual systems are put into place with the child and parent to support and improve this for the child.
- After any incident, we help the child to reflect on their behaviour and decide how they can make the situation better. This reflection helps to identify why the incident happened and what the child can do differently next time to change this behaviour.
- **There is a more detailed Discipline and Behaviour Policy which can be found on the school website.**
- Attendance is monitored on a daily basis. Lateness and absence are recorded and reported to the head teacher. All unexplained absences are followed up with a phone call home on the first day of absence. Good attendance is actively encouraged throughout the school.
- The FLO and Learning Mentor do visits when children are absent.
- **There is a more detailed Attendance Policy which can be found on the school website.**

How will my child be able to contribute their views?

- We have an active School Council, Faith Team and Online Council team.
- There is an opportunity for children to speak to the Head teacher, SENCo or FLO/Learning Mentor at any time.
- If your child has complex needs they may have an Education, Health and Care plan. Their views will be sought before any review meetings.

What expertise is in the school?

- The SENCo meets and works with local school SENCos. They regularly attend SEND updates and information sharing sessions.
- As a school we work closely with any support agencies that can help us support children in our school. These include:
 - Specialist Teachers
 - Health professionals e.g. school nurse
 - Educational Psychologists, Clinical Psychologists and Paediatricians
 - Counsellors
 - Speech and Language Therapists
 - Occupational Therapists and Physiotherapists
 - Social Services
 - Early Help Workers

What training have the staff had in order to support children with SEND?

- All staff are trained to support a child with SEND. This training is regularly updated.

- In addition we have a number of staff trained in specific interventions that can support all children.
- All staff are trained in delivering appropriate English and Maths programmes.

How will my child be included in activities outside the classroom including trips?

- We like all children to be included in all parts of the school curriculum including educational visits off the school premises. If the safety of a pupil (or others) cannot be guaranteed because of their inclusion in the visit, then we would need to consider alternative arrangements to ensure the safety of all.
- If necessary additional staff will support children to enable all children to safely take part in all activities.
- Please talk to your child's class teacher if have any concerns with your child going on a school trip.
- We will talk with you if we have any concerns about your child's safety when going on a school trip.

How accessible is the school environment?

- The school site is accessible for all.
- **There is a more detailed Accessibility Plan which can be found on the school website.**

How will the school prepare and support my child when moving to a new school/class?

- We encourage all new children to visit the school prior to starting for a tour of the school. For children with SEND we encourage additional visits where appropriate.
- In the summer term, Covid 19 permitting, we have a full transition programme for those children starting school in September, moving onto secondary school or moving into a new class.
- We liaise closely with staff in other schools and classes to make sure all paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs transition meetings for all staff will be arranged prior to your child moving to a new school.
- For some children we send home a 'My New School' or 'My New Class' booklet to be shared with the child over the summer break. This booklet is personalised with photographs of their new teacher/classroom etc.

How are the school's resources matched to SEND needs?

- The needs of children with SEND are met as fully and to the best of the school's ability as far as school funds allow.
- Through discussions with the Head teacher and the SENCo the governors agree priorities for spending within the SEND budget.
- In consultation with teaching staff and the head teacher, the SENCo has the responsibility for buying classroom resources needed to support children with SEND.
- High Needs Funding can be applied for to help support provision that is needed including equipment and facilities that may need to be secured.

How much support my child will receive?

- For most children there is no 'expected' amount of time allocated to support. The class teacher and SENCo discuss individual children to consider what level of support is needed to help your child reach age related expectations.
- If your child has complex needs they may have an Education, Health and Care Plan. Support may be 1:1 for specific interventions, as part of a small group, or supporting your child within the class.

How do we know if support/interventions have had an impact?

- By reviewing children's targets on PPs and making sure they are being met.
- The child is making progress academically against national/age related levels.
- They are narrowing the gap with their peers.
- Verbal feedback from teachers, parents and/or pupils.
- Children may move off the register if they have caught up or made sufficient progress.
- The SENCo regularly monitors and analyses interventions, to ensure they are effective.

Who will I contact for further information?

- First point of contact is always your child's class teacher.
- You could also arrange to meet Julie Holder – SENCo, Mrs Davies – FLO or the Learning Mentor – Mrs Prime.
- Look at the SEND policy on the website for further information.
- Look at the Kent's Local Authority Offer on kent.gov.uk
- Contact Kent Parent Partnership Service on kent.gov.uk
- Contact the school's office on 01843 593350 if you wish your child to join Christ Church Junior School. We will always be pleased to make an appointment to discuss your child's needs.
- Look at the school website for further information:
<https://www.christchurchjuniorschool.co.uk/index.php/wellbeingandsen>