

Special Educational Needs Report

(Our Contribution to Leicestershire's Local Offer)

Church Hill C of E Junior School

Let Your Light Shine



Together Everyone Achieves More

Reviewed on 22.5.25

School/College Name: Church Hill C of E Junior School

Address: Church Hill Road,
Thurmaston,
Leicester.
LE4 8DE

Telephone number: 0116 2692509

Name of Head teacher: Mrs Diane Brown

Website address: <http://www.churchhill-jun.leics.sch.uk>

Age Range of students: 7 - 11

Date of last OFSTED inspection: January 2022

Date of last SIAMS inspection: June 2024

Outcome of OFSTED inspection: Good

Outcome of SIAMS inspection: Judgement 1

Total number of students with special educational needs at Church Hill Junior School:

	SEND School Support	SEN Intervention Funding	Education, Health and Care Plans
Year 3	10	2	0
Year 4	12	2	4
Year 5	11	1	1
Year 6	11	0	2
Total	44	5	7

At Church Hill C of E Junior School, 17% of pupils are currently on the SEND register, representing a decrease of 1.9% compared to the previous year. Nationally, the average for primary schools stands at 17.1%, which is an increase of 1.1% from last year.

Currently, 2.7% of our pupils have an Education, Health and Care Plan (EHCP), a rise of 0.7% from the previous year. This remains slightly below the national average of 3%. Nationally, the largest increase in EHCPs has been seen at primary level, with an additional 18,900 pupils receiving plans since 2023.

Government statistics show that 33% of EHCPs in the UK are issued due to Autism Spectrum Disorder (ASD), with the majority of these pupils attending mainstream settings. One in four EHCPs are issued for speech, language and communication needs, while 22.7% are due to social, emotional and mental health (SEMH) needs.

At Church Hill Junior School, 70% of pupils on the SEND register have learning and cognition needs. Communication and interaction needs account for 30%, and 34% of pupils have social, emotional and mental health needs. SEMH is currently the fastest-growing area of need in our school.

What are the admission procedures for children with Special Needs and Disabilities?

Children with special educational needs, other than those who have an Education and Health Care Plan, will be subject to the same admission arrangements as all other pupils.

Children with an Education and Health Care Plan will be admitted to the school if the school is named in their EHCP and agreed by all parties.

Who are the best people to talk to at Church Hill about my child's difficulties with learning, Special Educational Needs and/or Disability (S.E.N.D.)?

At Church Hill, your child's class teacher is always the first person to speak to regarding concerns about your child because they will have detailed information about each child and their progress. Miss Oakman and Mr Scranage are the school's SENDCO (Special Educational Needs/Disabilities Co-ordinators). The role of the SENDCO is to co-ordinate provision for children with Special Educational Needs or Disabilities and to liaise with outside agencies such as Educational Psychologists, Speech and Language Therapists and the Specialist Teaching Service. We are always happy to discuss any concerns you may have or to offer advice. We also have a full time pastoral support worker, Mrs Stirk, who works closely with children and their families. She is available to meet with parents if you would like to discuss any pastoral issues.

What are the different types of support available for children with Special Educational Needs and Disabilities at Church Hill?

Support always begins with the class teacher, with high-quality classroom practice. Classwork will be differentiated to suit all ability levels. The school will always try to ensure that all children with SEND are included in all curriculum areas. If a child is not able to access the curriculum, the school will endeavour to either adapt the curriculum or the learning environment in order to accommodate the child. This will be in consultation with a child's Educational Health Care Plan.

Children with Special Educational Needs or Disabilities will be given specific, individual targets to work towards and these will be reviewed regularly, with close discussions between the class teacher, the child and the parents. On occasions, intervention groups may take place, when children are taught in smaller groups with teaching focused on specific skills.

At Church Hill we currently offer the following interventions:

Intervention:	Who it is for:	What it achieves:
High Frequency Word revisits	Children who struggle with the identification and speed of the first 300 high frequency words.	Increasing reading speed and accuracy.
Read Write Inc. Fresh Start	Children who find reading and spelling	It teaches phonics through a structured and supportive

	hard. Children with dyslexic tendencies.	programme. Used with years three, four and five.
Reading for inference.	Children who are able to decode but have difficulties understanding the text.	This promotes understanding of vocabulary and helps children to make links between their own experiences and clues in the text.
Additional handwriting support	Children who find handwriting hard. Children with dyspraxia.	A more fluent and fast script. Better motor control.
Additional sports coaching (gross motor skills) and access to sporting competitions for SEND pupils	Children who find motor skills hard. Children with dyspraxia. Children who lack confidence or who have low self-esteem.	Increased control of movement. Increased self-confidence.
Pre-teach Maths	For children who are not confident accessing whole class maths.	Small group support to look through lesson content before the lesson to raise confidence.
Drawing and Talking	Children who are anxious.	Children have an opportunity to explore and discuss their emotions.

Personalised programmes	Children with specific needs such as Autism.	Tailored to suit specific children's needs.
Personalised Speech and Language programmes	Children who see a speech and language therapist.	Follow up work in school to improve articulation or understanding of language.
Lego Therapy	Children with Autism or Social interaction difficulties.	Develop collaborative play skills
Board Game Club	Children who have social, communication and interaction needs.	Develops confidence, turn-taking and social skills.
Social, communication groups	Groups that support children's communication skills and turn-taking skills.	Develops confidence, turn-taking and social skills.
Support Groups and coffee events	Guest speaks from school nurses or Autism Outreach.	To support parents of children with SEND

Outside agencies provide support for some children with more complex needs. Examples of this type of support are Speech and Language, Educational Psychologist, the School Nurse, Autism Outreach, CAMHs, ADHD solutions, Oakfield Pupil Referral Unit and Occupational Therapy.

Progress and targets are reviewed regularly and some children with highly complex needs may need to be referred for an Education, Health and Care Plan, that will be reviewed annually with all agencies involved. If the child is in Year 6, the SENDCo of the secondary

school they choose will also be invited for transition discussions. Currently there are seven children with an Education and Health Care Plan at Church Hill.

How do you support the Social and Emotional Development of children?

At Church Hill, we also have a full time Pastoral Support Worker, Mrs Stirk, who runs a variety of sessions tailored to individual children's specific needs. She is also happy to meet with parents and carers to support our families. She has been trained in the following areas:

Drawing and Talking Therapy

Managing Anxiety

Managing Anger

Cognitive behaviour Therapy

Bereavement

Mrs Stirk is also a qualified Mental Health First-Aider and has completed ELSA training to become an Emotional Literacy Support Assistant.

An LSA within each year group has been appointed to work alongside Mrs Stirk. They will have regular pastoral meetings with children, identified by Mrs Stirk, and feedback to her accordingly. Mrs Stirk will meet with children that present with a higher need.

Additionally, we also run social communication groups for selected SEND children in all years. These groups help children with turn-taking, developing their social skills and confidence.

How are children with Special Educational Needs Identified?

Firstly, there are close discussion between any feeder school and Church Hill Junior school when the children transfer. Any children already identified as having Special Educational Needs or Disabilities will be included in our SEND record. If class teachers or parents have concerns about a child's progress, we have an initial concerns form that is filled in and the class teacher will discuss their concerns with parents and the SENDCo. If, through assessments, the child's learning continues to be a concern, the child will be included in the schools SEND record after discussions with parents and targets will be set to help the child develop. Additionally, a standardised score below 84, on nationally standardised tests, could be an indicator of SEND.

What assessments take place for children with SEND?

All children at Church Hill are assessed through marking and feedback during lessons. We also have written assessments at the end of each term. This enables staff to use the Assess, Plan, Do, Review Cycle. We assess the children, use these assessments to plan areas that need consolidation or next steps, complete work to move the children on and then review their learning during lessons or in the next set of written assessments.

We monitor progress, using standardised scores from termly assessments and also annual assessments of reading, maths and spelling ages.

For some children, we may use alternative ways of assessing progress and planning next steps. We use the Boxall Profile to assess progress and plan subsequent work for children who show needs in social and emotional areas. We also use other tests such as the Small Steps Tracker to provide more us with more information on a child's specific needs. For SEND children who are working significantly below their age related expectations, we use assessments that track small steps of progress, individualised to their needs.

We have links with outside agencies such as Education Psychologists, Specialist Assessors and Pediatricians who may also be asked to assess children with SEND. In these instances, parental permission would always be sought.

How will I know what my child's targets are?

Most children who have Special Educational Needs, will have targets that are discussed and written with the parents and the child themselves. Children on the SEND register will have an IEP (Individual Education Plan). These will be regularly reviewed with the child, parent and class teacher. In some cases, a Behaviour Support Plan can be used. If children have complex health needs or disabilities, a Care Plan will be written in consultation with health care advisors and the child's parents. For children with very complex needs, an Education, Health and Care plan (EHCP) will be requested from the local authority and this will be reviewed annually. Once requested, an EHCP can currently take up to two year to be finalised if it is accepted.

IEP targets will be discussed with a parent/gardian by the class teacher. Once all parties agree, a copy will be signed by everyone.

How are the teachers in school helped to work with children with S.E.N.D. and what training do they have?

The school's SENDCOs, Miss Oakman and Mr Scranage, hold the National Award for Special Educational Needs Coordination, from Bath Spa University. Miss Oakman also has a Postgraduate Certificate in Vulnerable Learners and Inclusion.

Our Head Teacher, Mrs Brown, also holds the National Award for Special Educational Needs Coordination from Northampton University. Mrs. Brown has a qualification in Specific Learning Difficulties: Dyslexia, accredited by Leicester University.

Miss Oakman and Mr Scranage regularly attend local authority meetings to ensure Church Hill is aware of local and national changes and best practise.

The school staff receive regular training through staff meetings, tailored to the type of need within the school. Recent training has been in ADHD, dyslexia, autism, dyspraxia, handwriting, reading interventions, supporting SEND children in Maths, attachment and trauma. Selected staff have also attended training on epilepsy awareness , anaphylaxis, asthma. All staff have recently completed an 'Understanding Autism' course, provided by Autism Outreach. Mr Scranage and Miss Oakman have completed the 'Leadership, Inclusion & Strucutral Reasonable Adjustment' Course (Old level 3).

What happens when a child with SEND leaves Church Hill?

Close discussions are always held between the SENDCo of any feeder secondary school and Miss Oakman/Mr Scranage. Whenever possible, secondary school staff are invited to meet the child in their usual learning environment at Church Hill. Additional visits are planned to feeder secondary schools, often accompanied by Church Hill staff. In some cases, a whole programme of additional visits have been planned for both parents and children when there has been particular anxiety about transition. Meetings are also held between the class teacher and the SENDCO of the secondary school to ensure that data and assessments are passed on and that the school has a clear idea as to the needs of the child.

What facilities are there at Church Hill that allow children with SEND to access the site and the curriculum?

At Church Hill, we have the follow in place to enable all parents, carers and children access to the building and site:

- Disabled car parking space
- Disabled toilet in the reception area
- Ramps to entrance in reception, year six classes and the hall
- Handrails on steps
- Secure site access during the school day
- Designated pastoral room.

We are committed to ensuring all children have equal access to the curriculum at Church Hill and children with SEND are not treated less favourably. Our culture is inclusive with an emphasis on equality

of opportunity. Here are examples of the many ways we endeavour to provide this:

- Differentiated lessons
- Additional adult support as required
- Booster/intervention groups as required
- Coloured overlays, work books with coloured pages, coloured work boards
- Visual timetables
- Dyslexic friendly books in our library
- Social Stories
- Pastoral support as required
- ICT and/or specialist equipment as required
- Additional transport arrangements or risk assessments for school trips
- Pupils with SEND actively encouraged to take part in all aspects of school life.

Please see the School Policies section of our school website for our accessibility plan.

<https://www.churchhill-jun.leics.sch.uk/page/?title=School+Policies&pid=9>

Who is the Governor for SEND at Church Hill and what do they do?

Victoria Bott is our governor for Special Educational Needs. The SENDCo meets regularly with the governors to discuss all matters regarding S.E.N.D. as well as attending governors' meetings. Miss Oakman and Mr Scranage report to the Governors regarding effectiveness of the provision for SEND and the SEND budget.

How is the effectiveness of the provision for SEND evaluated?

Each term, all teachers and the SENDCo evaluate the provision for SEND by analysing the progress children have made. This is done through meeting with the Head to discuss pupil progress and also meeting as a staff to update provision. The governors are informed of progress and also informed of any changes made to improve outcomes. Standardised scores for those children who attend specific provision are collated to ensure the provision is effective.

Interventions will still be delivered to those children that need it most. Each class has a support member of staff, either full-time or part-time, to ensure these interventions can go ahead in every class. The way we deliver these interventions may change but will always be in line with the Government's and Public Health England's guidance.

For further SEND information, please use the contact details below.

For a list of useful websites regarding SEND, please see the parental section and SEND area of our school website.

<https://www.churchhill-jun.leics.sch.uk/page/?title=Useful+Links&pid=24>

<https://www.churchhill-jun.leics.sch.uk/attachments/download.asp?file=685&type=pdf>

For more Information:

www.leics.gov.uk

www.dfe.gov.uk

Parent Partnership 0116 2752097 0116 305 5614

Together for Families 0116 2885353

Family Information Service 0116 3056545

The school supports Leicestershire County Council's local offer:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>