Reviewed: September 2025

Corpus Christi SEND Information Report 2025 – 2026

Department for Education

"A child has a special educational need if they have a learning difficulty or disability which requires special educational provision to be made which is different from or additional to that normally available to pupils of the same age."
SEND Code of Practice 2015

Key Contacts

Head teacher and Designated Safeguarding Lead– Anna Neilson
Assistant Head teacher and Deputy Safeguarding Lead– Ana Ayers
Special Educational Needs Co-Ordinator (SENCO) – Victoria Green
Special Education Needs (SEN) Governor – Craig Philbrick

What is an Information Report?

SEND information reports are intended to tell you how the school's SEN policy is used. How help and support for pupils with SEND works in that setting. What happens and how, not what they aspire to.
The SEND information report should be written in a way that makes the information clear and meaningful for parents.

This document is set out in a question and answer format and answers the following questions:

- Who are the best people to talk to in this school about my child's progress, Special Education need or disability?
- How could my child get help in this school?
- What are the different types of support available for pupils with SEN in school?
- How can I let the school know that I am concerned about my child's progress in school?
- How will the school let me know if they have any concerns about my child's learning in school?
- How is extra support allocated to children and how do they move between levels?
- Who are the other people providing services to children with SEN in this school?
- How are the teachers in the school supported to work with children with SEN and what training do they have?
- How will the teaching be adapted for my child with SEN?
- How will we measure progress of your child in school?
- What support do we have for you as a parent of a child with SEN?

Who are the best people to talk to in this school about my child's progress, Special Education need or disability?

- Class teacher. The class teacher is responsible for checking on the progress of your child, identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support). The class teacher may work with you to write 'Individual Education Plans' (IEPs) in our Learning Journey Books, sharing and reviewing these with parents at least once per term and planning for the next term. The will ensure that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. Teachers will ensure that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN as well as contribute towards EHCPS applications and Annual Reviews.

- Special Educational Needs Co-ordinator (SENCO). The SENCO is responsible for co-ordinating all the support for children with SEND and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. They will ensure parents and carers are involved in their children's learning and reviewing how they are doing, and kept informed about the support their child is receiving. The will liaise with others who may be able to come into school to help your child. This could include Speech and Language Therapy, Educational Psychology or any other outside agency as appropriate. The SENCO will maintain and regularly update the school's SEND record (previously called the SEN register) and provide specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. They will work alongside the class teacher and other adults working with the child on EHCPS applications and Annual Reviews.
- Head teacher, Assistant Head Teacher and Senior Leadership Team. They are responsible for the day-to-day management of all aspects of the school including support for children with SEND. They make sure that the Governing Body is kept up to date about any issues in the school relating to SEN and create and maintain an environment and code of behaviour that promote and secure good teaching, effective learning and high standards of achievement, good behaviour and discipline and which enables teachers to meet the standards set out in the professional development framework so that every child, including those with SEN, may learn and achieve. They ensure that improvements in the curriculum are a priority for all pupils, including those with special educational needs and maintain the principle of assessment for learning and effective use of pupil's data, in order to set challenging yet realistic targets to move pupils on. They create and maintain an effective partnerships with parents to support and improve pupils' achievement and personal development, working closely with the SENCO to meets the needs of all special needs children – including financial matters.
- Governor responsible for SEND. The governor is responsible for making sure that the necessary support is made for any child who attends the school who has a special educational need. The will attend courses devoted to SEN and get to know the SEN Code of Practice and the language of SEND. The will meet regularly with the SENCO to discuss how the SEN strategy is going to the school and ask about resources from the school budget allocated to SEN and the school's accessibility plan. They should be aware of targets related to SEN and accessibility that appear in the School Improvement Plan (SIP)and get involved with monitoring their progress. They will report to the full Governing Body on the progress and attainment of all groups of SEN children; as well as the efficiency (i.e. management and resourcing).

How could my child get help in this school?

Children in school will get support that is specific to their individual needs. This may be provided by the class teacher or may involve other staff within the school, staff who visit the school from the Local Authority services (including Language and Communication outreach team and Sensory Service) and staff who visit from outside agencies, such as the Speech and Language Therapy Service. Your first contact if you have concerns about your child's progress and learning should be their class teacher.

What are the different types of support available for pupils with SEND in school?

The support we can provide at school is outlined within the school's Provision Map, added at the end of this report. It outlines the 3 waves of support available. This includes:

- Wave 1 including Quality First Teaching. This means that the teacher has the highest possible expectations for your child and all pupils in their class and all teaching is based on building on what your child already knows, can do and can understand. There may be different ways of teaching in place so that your child is fully involved in learning in class, which may involve things like using more practical learning. It includes specific strategies in place to support your child to learn and careful reviews of children's progress to identify gaps in their learning and identify additional support to help them make the best possible progress.
- Wave 2 including targeted support. This can include small group work, conducted both inside and outside of the classroom which is run by a teacher or a trained Learning Support Assistant or Teaching Assistant. At this stage of support, additional referrals may be made to supporting agencies.

- Wave 3 including specific individual support and specialist groups or interventions run by school staff or outside agencies. This is for when a specific need is recognised and requires specialist skills not usually available within the school workforce. Children may have an individual timetable with activities in addition to the normal school timetable. The children receiving Wave 3 support may have an Education, Health Care Plan (EHCP) or Top Up Funding. These are usually applied for by the SENCO with support from teachers and other adults working with your child.

How can I let the school know that I am concerned about my child's progress in school?

We operate an open door policy and would always welcome the opinions of parents and carers; longer conversations or conversations with senior staff may require appointments.
In the first instance, concerns over a child should be raised with the class teacher, following that the SENCO, the Head of School, Executive Head Teacher and finally the SEN Governor would be contactable.
As a first port of call a personal visit to the class teacher is always best, if you are not able to get to school you can telephone and ask to speak with the teacher.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. We will listen to any concerns you may have, plan additional support your child may receive and discuss and possible referrals to outside professionals to support your child's learning. If your child is participating in intervention groups, parents and carers will be informed.

How is extra support allocated to children and how do they move between levels?

The school budget, received from the Local Authority includes money for supporting children with SEND. The Head teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Head teacher and the SENCO decide on how the money should be allocated depending on the identified needs of the children. The type of information that will be used in the discussion will include whether the child is already receiving additional support, their need for additional support and children who have been identified as not making as much progress as would be expected. All resources/training and support are reviewed regularly and changes are made as needed.
The school holds a regular pupil progress meetings assessment, during which the progress of every child is discussed. Provision is then allocated on a needs basis. There is fluid movement between universal provision and targeted support. Further investigation and assessment from outside professionals generally comes before we look to apply for an Education, Health and Care Plan (EHCP). An EHCP can only be issued by the Local Authority following their guidelines. These can be found at:
https://search3.openobjects.com/mediamanager/northsomerset/fsd/files/6_ehc_needs_assessment_guidance_2019_v5_1.pdf .

Who are the other people providing services to children with SEN in this school?

We have many visits each year from outside professionals who support us with our children with additional needs. We work hard to refer pupils who may need their input, with the support and involvement of the parents/carers.
Outside professionals who include but are not limited to:

- Community Paediatrics Team
- Speech and Language
- Occupational Therapy
- Educational Psychology
- Support Services for Education (SSE) – Advisory Teachers
- Social Care
- School Nursing Team
- Children and Adolescent Mental Health Service (CAMHS)
- Hearing Teacher for the Deaf
- Autism and Communication Service

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How are the teachers in the school supported to work with children with SEN and what training do they have?

All teaching staff regularly attend training on SEND issues via Inset days and staff meetings, and receive support from the SENCO or outside agencies as required. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. This includes Speech and Language Therapy, Hearing support Dyslexia and Dyspraxia training and emotion coaching.

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all children in their class and will ensure that your child's needs are met. Specially trained support staff may work with the class teacher to adapt planning to support the needs of your child where necessary including specific resources and strategies. Planning and teaching will be adapted on a daily basis as needed to meet your child's learning needs to ensure that they can engage in learning as fully as possible.

How will we measure progress of your child in school?

All children's progress is continually monitored by their class teacher. Their progress is reviewed formally every term against the 2014 National Curriculum end of year expectations in reading, writing and maths. If your child is in Year 1 and above, but is not yet working with the National Curriculum expectations, a more sensitive assessment tool is used, which shows their level in more detail and will also show smaller but significant steps in their progress. In some cases the 'Engagement Model' may be used. If they are achieving higher than this, their attainment may be measured against the Pre- Key Stage Standards for Key Stage 1 and 2. At the end of each Key Stage (end of year 1 and 2), all children are required to be formally assessed using Standard Assessment Tests (SATs). If your child is working significantly below the expected standard, we will not expect them to complete SATs.

Children who are being identified as having additional needs will also have personalised learning targets as part of the Assess, Plan, Do, Review cycle (APDR). These targets will be reviewed with the class teacher, parents and other relevant adults at least three times each academic year.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education and termly reviews of Individual Education Plans (IEPs) are held with the class teacher and parents or carers.

Links to assessment levels can be found at:

- ✓ Engagement model: https://www.gov.uk/government/publications/the-engagement-model
- ✓ Pre-Key Stage 1 standards: https://www.gov.uk/government/publications/pre-key-stage-1-standards
- ✓ Pre-Key Stage 2 standards: https://www.gov.uk/government/publications/pre-key-stage-2-standards

What support do we have for you as a parent of a child with SEN?

If any special educational needs are identified your SENCO will plan how to help your child with the involvement of both yourself and the class teacher. There are helpful sites on the SEN page on the school website.

You may also find it helpful to contact Supportive Parents, our local Parent Partnership Service for Parents and Carers of children with Special Educational Needs who can tell you how special educational needs are identified and assessed by schools and can offer information advice and support to parents and carers. You can contact them via their website (www.supportiveparents.org.uk) or on the phone (0117 9897725).

North Somerset Parent Carers: Working Together is the local forum for parents and carers with children who have special educational needs or disabilities. You can contact them via email (northsomersetpcwt@gmail.com) or on the phone (07434 678 832). They also have a FaceBook page rather than a website which can be found at https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=fghB3CmuacE.

Additional information about special educational needs can be found on the North Somerset Council website: https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/family.page?familychannel=5000

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Corpus Christi Catholic Primary School Provision Map

Area of Need	Wave 1 Class level responsibility Quality First Teaching		Wave 2 Class level responsibility & notification to SENCO SEN concern/SEN Support	Wave 3 SENCO co-ordination and Link with professionals. (See Graduated Response) SEN Support/EHCP
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome In-class TA support In-class targeted teacher support Increased visual aids and cards Visual timetables/now and next boards to provide clear learning routines Word mats	Use of writing frames/WAGOLLS Access to ICT – chrome books/ipads/laptops Team teach/modelling Pre/post teaching Regular recap learning activities Home learning/homework	Additional home learning tasks Learning mentor Individual differentiation Built in learning breaks Individual reward systems Coloured overlays/different coloured paper Referral to SPA	Small group or 1:1 literacy/numeracy support Exam concessions/extra time Alternative provision for some or all of the day Individual curriculum Advice from EP/Specialist teacher Forest School Food Explorers
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words Visual timetables Use of symbols/communication and picture cards Structured school and class routines with prior warning around changes	Purple folder Regular check ins In class ICT – chrome books/ipads Timers for activities Tasks broken into smaller chunks Break out cards/emotion cards Environmental cues	In class support with focus on supporting speech and language Learning mentor support (e.g. time to talk) Social stories Time to talk intervention Home-school communication book Referral to SPA	Small group or 1:1 support Social skills group Speech and Language support/advice/1-1 sessions Makaton/Sign support PECS board Visual organiser Alternative provision Bucket time Advice from EP / Specialist teacher Love 2 Listen Talk Boost Skills for Independence
Social, Emotional and Mental Health	Whole school behaviour policy Class charter Whole school reward and sanctions systems (traffic lights/weather) Jigsaw PSHE/circle time	Worry box One off learning mentor time Individual jobs/responsibilities in class Purple folder	Regular Learning Mentor support time individually or in groups (social skills, anger management, friendships etc.) In class support for supporting behaviour targets Emotion identification cards Lunch/break time buddy Social stories Home-school communication book Individual reward/behaviour system and timetable Referral to SPA	Small group or 1:1 support Individual counselling/mentoring Re-integration programme Advice from EP/Specialist teacher Pastoral support plan CAMHS involvement Personal Emergency Evacuation Plans (PEEPs) Individual engagement plan Lego therapy We Thinkers/Social Detectives Dare 2B Different/Happy Confident Me Transition Meditation sessions Inclusion support from outside agencies
Sensory and Physical	Flexible teaching arrangements (seating plans etc) Staff aware of implications of physical impairment Deaf-friendly initiative Writing slopes Pencil grips	Wobble seats/cushions Improved accessibility of building – ramps Different levelled tables and chairs Ear defenders Pegs to paper intervention	Intervention time focusing on fine motor skills/gross motor skills In class support for supporting access, safety Soundfield speaker system Makaton Individual toileting routine with adult support Referral to SPA	Individual support in class Use of appropriate resources e.g. radio aids Advice from EP/Specialist teacher/teacher of the deaf/occupational therapist Steps and ramp to access areas Intimate care plan Mighty movers Specialist music lessons Food Explorers

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Signed by A. Neilson

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