

Special educational needs (SEN) information report

Emmanuel Christian School Leicester



Approved by:	Governing Body	Date: 7 th December 2023
Last reviewed on:	7 th December 2023	
Next review due by:	7 th December 2024	

Contents

Contents	2
1. What types of SEN does the school provide for?	2
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEN?	5
4. How will the school know if my child needs SEN support?	5
5. How will the school measure my child’s progress?	6
6. How will I be involved in decisions made about my child’s education?	6
7. How will my child be involved in decisions made about their education?	7
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?	8
10. How will the school resources be secured for my child?	9
11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND? ..	9
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	9
13. How does the school support pupils with disabilities?	9
14. How will the school support my child’s mental health and emotional and social development?	10
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	10
16. What support is in place for looked-after and previously looked-after children with SEN?	11
17. What should I do if I have a complaint about my child’s SEN support?	11
18. What support is available for me and my family?	11
19. Glossary	12

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website www.leicesterchristianschool.org.

Note: If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder ASD
	Speech and language difficulties

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Depression and stress
Sensory and/or physical	Multi-sensory impairment
	Physical impairment and visual impairment

2. Which staff will support my child, and what training have they had?

We have three LSAs at Emmanuel, they are introducing themselves below:



Hello! My name is **Mrs Libby Harris**. I live with my husband and two children, and my favourite thing to do (in the whole wide world) is bake! I love making yummy treats for people to enjoy and including that in lessons.

My least favourite thing (in the whole wide world) is wriggly worms – yuck! That’s one part of God’s wonderful creation that I’m happy to leave in the ground!

I have been working with children who have SEND for about 7 years. I’ve worked with a variety of ages with different social, emotional, educational, behavioural, and healthcare needs. I have had training in Autism awareness, ADHD/ADD and different health conditions including MND, Downs Syndrome and Cystic Fibrosis.



Hello! My name is **Mrs Donna Allen**, not to be confused with the other Mrs Allen – no relation! I live with my husband and four children. I like to read and draw although I don't always have time to do these. I love watching football, either on TV or supporting my boys in the team they play for.

My least favourite food is bananas, I don't like anything about them, the smell, the taste or the texture! Yuck! I know God made them, but he made them for others to enjoy, not me!

I have been working with children with SEND for about 2 and a half years. I started off by volunteering in year 2 and 3 here at Emmanuel before taking on a Learning Support Role with a year 4 pupil on a one-to-one basis. I have worked with various social, educational, emotional and behavioural healthcare needs within my role here at Emmanuel. I have completed training in ADHD and ASD within my time here and I rely heavily on God to equip me to be able to complete my role on a day-to-day basis in a way that glorifies Him.



Hello! My name is **Mrs Ruth Allen**, the new Mrs Allen of the school! I live with my husband and two daughters. I enjoy reading books when I have time, baking with my girls and doing crafty things. My favourite food is pizza.

My least favourite thing to do is ironing but fortunately, God has blessed me with my husband to help out.

I have worked with children who have SEN on a one-to-one basis for 2 ½ years in a school setting. Before having my girls, I had multiple jobs in different day nurseries where I worked with children with a variety of special educational needs. These included children with autism, speech and hearing impairment, physical disability and challenging behaviour.

I have training in both Understanding Autism and Understanding Children and Young People's Mental Health as well as training in manual handling of children with physical disability.

Training: The Head and SENCo co-ordinate training for staff supporting pupils with SEND. Training happens when need is found through regular meetings with the SENCo team and Pupil Passport or EHCP reviews. Additionally whole school staff training takes place on issues facing current pupils such as Autism, Mental Health, Behaviour Management, and Emotional Regulation. Individual members of SEND support staff attend appropriate courses as required. The school is also able to network with partner schools in the Christian Schools' Trust to provide advice and training also.

Our special educational needs co-ordinator, or SENCO



Our SENCO is **Mrs Caroline Vickers** you can contact her at c.vickers@leicesterchristianschool.org.

She has 6 years of experience as SENCo in a shared role and 2 years independently. She has worked at Emmanuel Christian School teaching children from all key stages for 20 years and is a qualified teacher with 30 years teaching experience. Caroline has training in SEN from the Independent Schools Association, from Autism Awareness, in ADHD and Access Arrangements online and attends the Leicestershire Dyslexia Association meetings for resources and advice.

Class/Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCo to meet the needs of pupils who have SEN.

Staff have been trained in identifying and teaching SEND, ADHD, Emotional Regulation and will have training on Autism from Leicester City Council at the beginning of January 2024. Some already have a qualification in Autism Awareness-Levels one and two.

Learning support assistants (LSAs)

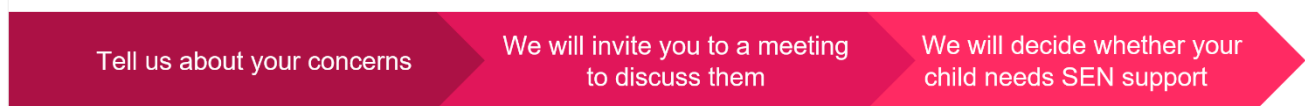
As seen above we have a team of three LSAs who deliver SEN provision. In the last academic year, LSAs have been trained in SEN awareness and interventions and support, Emotional Regulation and will receive Autism awareness training from Leicester City Council on 5.1.24.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- LCI team- Learning Communication and Interaction team
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

You can see them after school or contact the school office to arrange a meeting at office@leicesterchristianschool.org

They will pass the message on to our SENCO, Caroline Vickers who will be in touch to discuss your concerns.

You can also contact the SENCO directly. c.vickers@leicesterchristianschool.org

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will explain this to you in a meeting. If after interventions and help in the classroom your child doesn't make adequate progress your child will be added to the school's SEND register to receive more help, teaching and support and we will discuss this with you before putting anything in writing.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include those who struggle to remember the skills they need to learn to read or spell for example, or those who need extra work to learn or remember new processes in Maths, or those who aren't mixing with other children at playtime.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

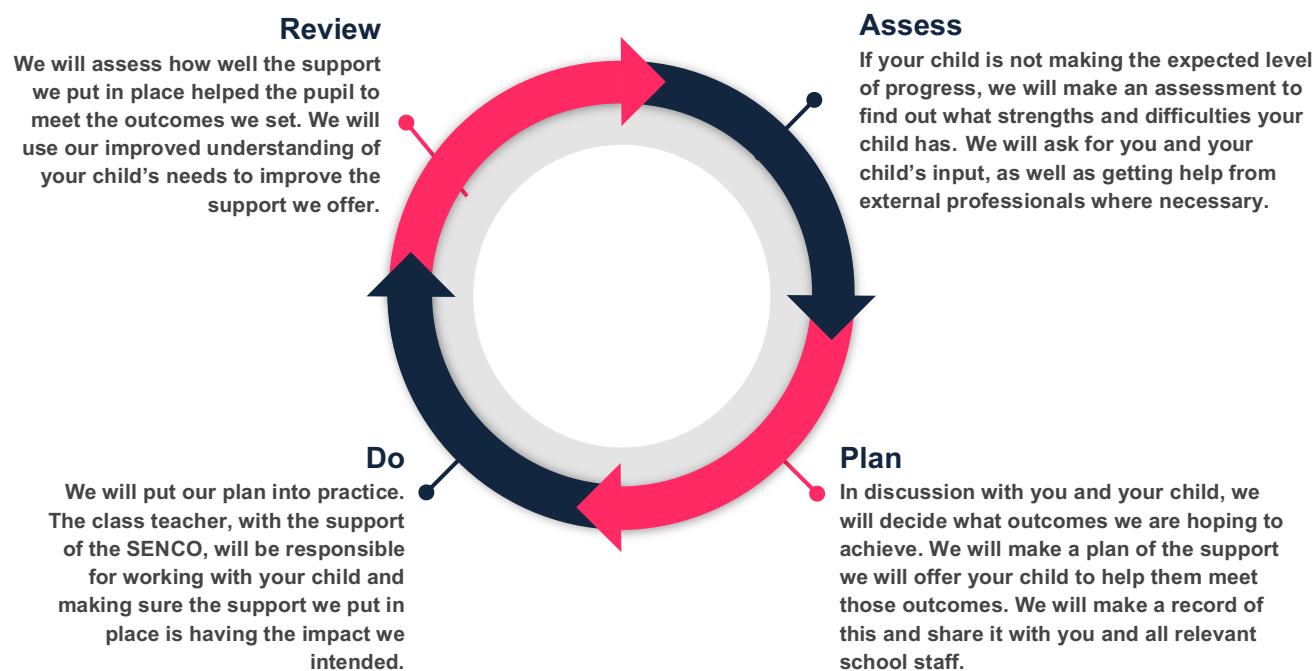
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will have termly meetings on your child's progress.

The SENCo, head of lower, middle or upper school and LSA will meet you three times a year to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

We know that you know your child very well when it comes to meeting their needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher either by coming into school at the end of the day or by contacting them through their email or through the school office email at office@leicesterchristianschool.org.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey.

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, writing instructions down etc.
- Adapting our resources and staffing and limiting our class sizes
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, ear defenders, iPads etc.
- Learning support assistants will support pupils on a 1-to-1 basis whenever this is required.
- Learning support assistants will support pupils on a 2-to-1 basis or in small groups when required.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories and language intervention Talkabout - communication support
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope and specific maths curriculum and interventions
	Moderate learning difficulties	Sessions of 1-to-1 intervention tailored to the needs and targets of the child
Social, emotional and mental health	ADHD, ADD	Quiet workstation and /or restbreaks
	Adverse childhood experiences and/or mental health issues	Sessions of 1-to-1 or small group intervention and 1:1 support-breathing exercises etc with their trusted person
Sensory and/or physical	Hearing impairment	
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Wedge cushions, quiet space, weighted jacket other physical interventions
	Physical impairment	

These interventions are part of our contribution to Leicester City Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term.
- Reviewing the impact of new SEN interventions after three weeks initially.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan).

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities.
- More learning support assistant hours.
- Further training for our staff.
- External specialist expertise.

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Funding for all this is from our local authority as well as free support from several suitably qualified volunteers.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips, including our residential trip to Harby in 2024.

All pupils are encouraged to take part in sports day/school plays/celebrations/special workshops/swimming.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- When parents approach us as being a place where they are considering that their child is educated the head and SENCo carefully consider as to whether the school can meet need.
- We take the prospective pupil for trial days so we can see how they are in our school setting before deciding if we will offer a school place.

13. How does the school support pupils with disabilities?

We recognise the need to provide adequate resources for implementing plans and will regularly review them. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Please see our website for our school's accessibility plan.

https://www.leicesterchristianschool.org/files/ugd/dcc31d_26d67b1e4d9f4d47804c68be5e928e8a.pdf

It covers how we will increase the extent to which disabled pupils can participate in the curriculum. It states how we will improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services that we provide. We have wheelchair access to everywhere in the main building and to our exam centre.

We have availability of accessible information to disabled pupils in the form of the use of iPads, reader pens and laptops.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- We provide extra pastoral support for listening to the views of pupils with SEN by providing Talkabout intervention and a quiet space such as the garden or foyer where conversations can take place with an LSA, their trusted adult or the SENCo.
- We run a discipleship club for pupils who need extra support with spiritual, social or emotional development.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by teaching pupils what to do if they feel they are being bullied in our PSHE lessons and assemblies.
- Pupils with SEN are encouraged to join the church after school clubs to help with friendship, team building and belonging.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we will:

- Ask both the current teacher and the next year's teacher to attend the handover meeting when the pupil's SEN is discussed.
- Schedule lessons with the incoming teacher towards the end of the summer term in year 9 before the pupil enters year 10.
- All children at school have the same teachers for a two-year period as our classes are mixed age.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between Phases

One of the great advantages of our school is that it is all on one site and caters from age 4-16 so staff and the environment are already familiar when the child leaves the lower school and joins the middles school and then again into the upper school.

The SENCO and teachers of pupils will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the secondary transition by:

- Practising with a secondary school timetable.
- Learning how to get organised independently.
- Plugging any gaps in knowledge.

Between Phases

For new pupils we arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCo in the first instance, in person or by email to the school office office@leicesterchristianschool.org. They will then be referred to the school's complaints policy. As we are a small school, problems can be dealt with fairly quickly.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. Below is a link to our School's complaints procedure:

https://www.leicesterchristianschool.org/_files/ugd/dcc31d_e66298a687c745b89a206d9c9276fca3.pdf

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission.
- Exclusion.
- Provision of education and associated services.

- Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. See <https://www.gov.uk/government/publications/send-disagreement-resolution-arrangements-in-england-review>.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Leicester City Council or Leicestershire County Council's local offer depending on your postcode. Leicester City Council publishes information about the local offer on their website: [Family Information | Family Information \(leicester.gov.uk\)](#).

Leicestershire County Council's website is <https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/information-and-support-directory>.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation for Leicester City is <https://sendiassleicester.org.uk>. For those who live in Leicestershire the link is <https://sendiassleicestershire.org.uk>.

A local charity that offers information and support to families of children with SEND is the Leicestershire Dyslexia Association (very helpful and for those living in both Leicester and Leicestershire) <https://ldadyslexia.org.uk/>.

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan, also called an EHCP
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs, also called an EHCP
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Caroline Vickers November 2023