



Christ Church (Brondesbury) C of E Primary School SEND Information Report September 2025

This report covers the academic year September 2024 – July 2025

The types of Special Educational Need provided for at Christ Church

Christ Church (Brondesbury) C of E Primary School is a Church of England mainstream primary school and welcomes children with SEND.

Our SEND profile reflects our school's inclusive ethos and the complex needs within our community. We work to ensure that all vulnerable pupils – including those with SEND, EAL, medical needs, SEMH, mobility or safeguarding vulnerabilities can Achieve, Belong and Thrive.

Christ Church SEND Profile for 2024 – 2025

Total number pupils on roll	166	
School support	11	6.6%
EHCP	13	7.8%
Total	24	14.4%

Headlines

- Around 1 in 7 children at Christ Church are on the SEND register.
- Our EHCP rate (7.8%) is higher than national averages for mainstream primary schools.
- This reflects our role in supporting children with complex needs, including pupils who transferred with EHCPs from other schools and those who access our St Joseph's resource base.
- Our SEN Support cohort remains carefully defined, ensuring pupils receive additional provision only when it is additional to or different from high-quality universal teaching.

Types of additional needs we support

We support pupils with needs in cognition and learning, communication and interaction, speech and language, SEMH and sensory/physical needs.

How Christ Church identified children with special educational needs

If you have a concern about your child's learning you are invited to speak to your child's class teacher initially as the teacher is responsible for planning the curriculum, differentiation and assessing your child's progress. Children are identified as having special educational needs when their progress in school has slowed or stopped and the interventions and

resources put in place have not led to an improvement that is age-expected.

The benefits of early identification are widely recognised; identifying need at the earliest point and providing good interventions, improves long-term outcomes for your child. The identification of educational needs is built into our overall approach to monitor the progress and development of all children.

You will be alerted by the class teacher at the earliest opportunity of any concerns and enlist your active help and participation. The class teacher and the SENDCo assess and monitor your child's progress in line with existing school practices establishing a clear analysis of your child's needs, drawing on:

Early, ongoing identification

- The class teacher will carry out assessment through observations and formal and informal assessments. This assessment will be regularly reviewed to ensure your child's current skills and attainment, establishing a clear analysis of need. This assessment will be regularly reviewed to ensure support is matched to need, and that a clear picture of the impact of interventions in place are developed.
- Information on behaviour including EYFS profile.
- Your child's development in comparison with peers, both in school and nationally.
- Your views and experience through structured conversation and informal meetings.
- Your child's views.
- Advice from external support services

Assessment

- Personal Learning Plans (PLP) are implemented and evaluated each term by the class teacher and the SENDCo
- Tracking of your child's progress – half-terminly through teacher assessment and pupil progress meetings
- Your child's progress in speech and language, if appropriate, is assessed and reviewed regularly throughout the year by Brent Speech and Language Therapy service (SALT) Speech and Language Therapist
- An Annual Review will be held for your child with an EHC Plan, if appropriate
- Interim reviews in autumn and spring terms
- When assessing children with SEND, consideration is given to recording needs e.g., a reader, scribe, additional time or rest breaks may be necessary.

This is an ongoing process known as the Graduated Response which features a circular assess, plan, do and review.

Our SENDCO/Inclusion Leader is non-class-based and works 3 days per week. She can be reached via the school office by calling 0207 624 4967.

How we involve parents of children with SEND and involve them

You will always be informed if it is considered that your child has an additional need. Both you and your child are involved in the planning to meet the need. Communication is regular and informal through home/schoolbooks, phone calls, letters, emails and informal catch ups at the beginning or end of the school day as and when needed.

- Christ Church School is very proud to have structured conversations fully embedded as a regular method of meeting and consulting with you. If you have a child with a special educational need you have a longer designated session to discuss your child's progress and needs with their class teacher. The SENDCO/Inclusion Leader may also be present in these meetings. Written records of these meetings are taken each time.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO/Inclusion Leader is available to meet with you separately to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal support plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parents are informed and actively encouraged to support shared goals at home.

The SENDCO/Inclusion Leader can recommend you to Brent SENDIAS and to other parent support groups.

How we consult with children with SEND

At Christ Church School each child is valued and encouraged to express their views on all aspects of school life. This is usually carried out through the Pupil Parliament which has an open forum for any issues or viewpoints to be raised.

- Children who have personal support plans discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. In all classes there are Worry Boxes which are regularly checked by the class teacher and acted upon.
- Children with SEND are represented on the Pupil Parliament by their peers.
- There are regular circle times for children to express and reflect on, their thoughts and feelings.

If your child has an EHC Plan their views will be sought before any review meetings and they will be invited to attend if this does not distress them. If your child has difficulty in expressing their needs verbally, we will use visuals to support this process.

How we assess and review children's progress towards their outcomes

We provide children with high quality first teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to children with SEND is monitored through several processes that include:

- a) classroom observation by the senior leadership team, the SENDCo, external verifiers,
- b) ongoing assessment of progress made by pupils with SEND to identify areas of development,
- c) work sampling and discussions on planning
- d) teacher meetings with the SENDCs to provide advice and guidance on meeting the specific needs of children with SEND; SENDCo monitoring of the effectiveness and impact of their interventions,
- e) children and parent feedback on the quality and effectiveness of interventions provided,
- f) Attendance and behaviour records, if necessary.

- Children with a disability or a learning need are provided with reasonable adjustments (such as auxiliary aids, extra time, reader, prompt, rest breaks, services or simply consideration in seating) to overcome disadvantage and increase access to the curriculum.
- Children with SEND have individual targets set to their specific needs recorded on their Individual Support Plan. Parents are informed of these through parent meetings or at structured conversations. Attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. Discussions are held in the termly progress meetings held between the class teacher and a member of the Senior Leadership team and if appropriate, the child.

- Interventions and additional strategies to increase rates of progress are implemented and the impact of this differentiated teaching being provided is recorded and reviewed.
- Where it is decided during this early discussion that special educational provision is required to support the rate of progress, parents are informed that the school considers their child may require SEND support and parental partnership sought to improve attainment.
- As we follow the Assess, Plan, Do and Review cycle any action put in place to support progress towards these outcomes are tracked and reviewed termly with parents and the child.
- An Annual Review is held for children with an Education Health Care Plan. This is centred on the progress and needs of the child and involves everyone involved in the child's education, health or care.

How we support children moving between different phases of education

We recognise that transitions can be difficult for your child with SEND and take steps to ensure that any transition is as smooth as possible. Before starting Nursery/Reception members of the Early Years Team meet children and their families either in their homes/current provision or at school.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher.
- If your child would be helped by a transition book to support them in understanding moving on then it will be made for them.
- Your child will be encouraged to meet their new teacher and classroom prior to transition.

In Year 6:

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. Your child may also have a transition book to support them in understanding moving on.
- Where possible your child will visit their new school on several occasions and in some cases, staff from the new school will visit your child at our school.

- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, we arrange additional visits. Our 'feeder' schools run programmes specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- Our Speech and Language Therapist prepares children with speech and language difficulties for secondary school.

If your child has an EHC Plan an annual review will be planned as a transition meeting during which we will invite staff from both schools to attend. The SENDCo, or delegated adult, will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school, and the specialist session for students with an ASD, as appropriate.

Our approach to teaching children with additional needs

At Christ Church School, our aim is for all children to reach their fullest potential and we are firm believers that all teachers are teachers of SEND. Therefore:

- All teachers have high expectations of all children
- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through whole class teaching.
- Specially trained support staff can adapt or modify the teachers' planning to support the needs of your child where necessary.
- Specific resources, equipment and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted daily if needed to meet your child's learning needs.
- The SENDCo helps to support the class teacher in planning for children with SEND.
- The SENDCo helps to decide what resources/training and support is needed.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from BOAT.
- Teachers are guided by strategies and recommendations in reports given by external agencies when written specifically for individual children.

All resources/training and support are reviewed regularly and changes made as needed as part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice 2015

How we adapt the curriculum and learning environment for children with SEND?

We respect and value all children and ensure that children with SEND have full access to the learning opportunities we offer at Christ Church School. Therefore, we have the following in place:

- All children have an assessment on entry to the school to identify needs.
- The ground floor of Christ Church School building is accessible to those with physical disabilities.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs. We have inclusive classrooms and teach using a multi-sensory approach.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- A child with a disability or a learning need is provided with reasonable adjustments (such as auxiliary aids, services or simply consideration in seating) to overcome disadvantage and increase their access to the curriculum.

St Joseph's SEND resource base

For a small minority of children, access to a mainstream curriculum may be at this point, very challenging for them. These children will be supported to engage with a 'personalised curriculum' that considers the child's learning approaches and developmental needs. Our SEND resource base runs every morning as an intervention class for core subjects. In the afternoons, the base is open to other children from across the school who require additional interventions and support.

The amount of time children spend in St Joseph's class is reviewed at termly pupil progress meetings with the SENCo and the class teacher who is our specialist teacher of children with SEND.

The expertise and training of staff to support children with SEND

Our SENDCo / Inclusion Leader is fully qualified and accredited with the National SENDCO postgraduate Award for staff supporting children with SEND. The SENDCo is a member of National Association for Special Educational Needs (NASEN). She is currently completing a Level 7 in SEND leadership.

- The SENDCo attends termly Professional Network meetings and works with other schools in the local cluster meetings.

- The SENDCo liaises with the Brent SEND Team to ensure that statutory practices are being implemented and maintained in the school.
- Our TAs & HLTAs have had training in delivering Maths and Literacy programmes.
- Where appropriate, TAs and HLTAs have had specialist training to deliver speech and language programmes.
- All TAs and HLTAs have been trained in delivering the Little Wandle Phonics and Early Reading Programme, with a focus on supporting children across the school with Special Educational Needs.
- Where appropriate, TAs and HLTAs are trained to deliver Lego Therapy and other interventions for children with specific needs. We are committed to access specialised training for staff to work more effectively with children who require it.
- Staff are trained in Makaton.
- Our specialist teacher of SEND is a qualified teacher with extensive experience of working in special schools and alternative provision. She is currently completing her NPQ in SEND.

To fall in line with best practice and the SEND 2014 legislation, children with ECHPs (Educational Health Care Plan) will no longer be allocated a dedicated 1:1 support. We have found that 1:1 support is highly ineffective in terms of academic attainment and personal development.

Instead, children will be supported in small groups to promote peer relationships. This approach is intended to minimise 'child/adult dependency' and seeks to ensure the development of core life skills. Some interventions will take place in the afternoon in St. Joseph's resource base. Children visiting the base will be supported by our highly trained team. Where a child requires a higher level of support, we would seek to support the child through the St. Joseph's resource Class curriculum.

Evaluating the effectiveness of the provision made for children with SEND

We evaluate the effectiveness of provision by collecting the views of parents. We review both parental feedback and children's surveys. We use quantitative data to examine both progress and attainment levels compared to those achieved by children without SEND in our school also, within the LEA and nationally for pupils with the same levels. Generally, our SEND children achieve according to their outcomes. We also use this data to forward plan provision for future years. This discussion is shared with our governors.

- We monitor the impact of interventions/support provided through our intervention tracking
- We hold regular meetings to discuss progress towards outcomes at termly meetings

- We monitor planning and other evidence to ensure that children with SEND are receiving a full and inclusive entitlement
- Analysis of progress data for children with SEND to ensure they make at least expected progress

How we enable children with SEND to engage in activities with those children who do not have SEND?

- All children are included in daily whole-class and small group shared activities based on the school curriculum.
- Children with high support needs will be supported by adults from our SEND resource base to participate in music, art or trips.
- We aim for all children to be included in school trips. Careful planning, support and detailed arrangements are made prior to the trip.
- All our extra-curricular activities – music, craft, creative and sports actively target children with SEND and in some cases, SEND children will be supported to put on their own productions and plays.
- Residential trips to outdoor centres are assessed to ensure our SEND children have access.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised.

How we provide support for improving emotional and social development

We have a caring, understanding team looking after the children at Christ Church School and a long history of supporting children to develop their emotional and social skills.

- The class teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class; therefore, this would be your first point of contact.
- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and children.
- Ms Qutab is a trained member of staff who is an ELSA (Emotional Literacy Support Assistant).
- Ms Qutab supports children through the ELSA programme on a weekly basis.
- If a child has behavioural difficulties an individualised programme is developed; a meeting is held alongside the child and parents to identify the specific issues, relevant support is put in place and targets set, this may include support from an external agency.
- After any behaviour incident, we expect the child to reflect on their behaviour with an adult and at times record, their views of the event. This helps to identify why the incident happened and what the child

needs to do differently next time to change and improve their behaviour.

- During unstructured times such as the daily lunch time, Support Staff supervise in order to minimise incidents, promote team spirit and taking turns, all the while developing skills, talents and interests. Moreover, adult mediation in situ, helps to resolve disputes, draw-in quieter personalities and promote social and emotional development.
- Our intervention room doubles as a quiet space with cushions and a beanbag for ELSA sessions and any 1:1 support our children need.
- The Attendance of every child is monitored on a daily basis by the admin department. Lateness and absence are recorded and reported to the head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

If further support is required, the class teacher liaises with the SENDCo / Inclusion Leader and Headteacher for further advice and support. This may involve working alongside outside agencies such as Health, Family Solutions and Social Care, and/or specialist educational services.

How we involve other organisations in meeting the needs of pupils with SEND and supporting their families

If a child has not made progress despite the delivery of high-quality interventions, we will seek advice from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.

As a school we work closely with external agencies that we feel are relevant to individual children's needs within our school to ensure that all relevant information is considered when making provision for our children with SEND including:

- Educational Psychology Service
- Brent Early Years Inclusion Team (EYIST)
- Specialist Services for HI/VI/ASD,
- Inclusion and Alternative Education Service;
- Health including – GPs, School Nurses, Clinical Psychologists, Art Psychotherapists, Paediatricians, Speech & Language Therapists, Physiotherapists, Occupational Therapists
- Brent Outreach Autism Team (BOAT)
- Brent Carers Centre
- Brent SENDIAS
- Social Services including locality teams, and Social Workers
- Education Welfare Service

Directly funded by the school

- Specialist Teacher of SEND
- Highly trained Teaching Assistants and Higher-Level Teaching Assistants
- ELSA trained teaching assistant
- Enrichment Programmes

Paid for centrally by the Local Authority but delivered in school (where relevant):

- Brent Outreach Autism Team (BOAT)
- Brent Early Years Inclusion Team (EYIST)
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Complex Needs Consultant (Physical/medical disabilities)
- Speech and Language Therapy for those children with a statement of SEN or an EHC Plan (provided by Health but paid for by the Local Authority).
- Parenting Classes

Provided and paid for by the Health Service (NHS Trust) but delivered in school (where appropriate)

- School nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy at School Support level
- Our SENDCo is fully qualified and accredited with the National SENDCO Award for staff supporting children with SEND.

For a very small percentage of children, whose needs are significant and complex, and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to assess education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Where can you find more information about SEND services in Brent and the Local Area (The Local Offer)

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and young people and those with SEND and their parents and service providers in its development and review.

Christ Church School cooperates with the Local Authority to:

- Make families aware of the kind of support available to them and where to find the Local Offer
- Help people access the Local Offer information, especially where there are barriers to them accessing it.
- Consult children and young people and their families directly in preparing and reviewing the Local Offer
- Keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to: Brent Local Offer: <http://www.brent.gov.uk/localoffer>

SEND Governor

Our governing body has a dedicated SEND Governor who provides strategic oversight of our SEND provision and monitors the effectiveness of our inclusion work.

How we handle complaints from parents of children with SEND about the provision at Christ Church

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- The class teacher
- The SENDCo / Inclusion Leader or another member of the senior leadership team
- The Headteacher
- For complaints, please contact the School Governor with responsibility for SEND. She can be contacted via the school office
- Please refer to the School's Complaints Policy, available via our website, or from the school office