Corpus Christi Catholic Primary School

Special Educational Needs and Disability (SEND) Information Report
September 2026

Mission

Jesus Christ, the Way the Truth and the Life,
calls us all to share in His Life and His Mission.

We are the Body of Christ.
We are Corpus Christi!

Vision

The Catholic Faith is taught, lived and witnessed in the daily life of our school, and our faith inspires and encourages us to reach out in love to others.

Recognising that everyone is made in the image and likeness of God, we will:

- Encourage all to strive for excellence and achieve their individual God given potential
- Respect and nurture every child in our school
- Provide enriching, exciting and creative learning opportunities
- Prepare children for life in a modern and diverse society
- Work in partnership with our staff, Governors, parents, Parishes and the wider community for the good of all

As a Catholic school we are called to be a school of prayer reflecting on Sacred Scripture and celebrating the Sacraments. Through this we are inspired to lead and nurture every member of the school community to grow in the knowledge and love of Jesus as we pray and worship together.

SEND School Report – Corpus Christi Catholic Primary School.

Definition of SEN

The Special Educational Needs Code of Practice 2015 (https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Admissions of pupils with SEND to Corpus Christi are considered on the same basis as those without SEND. The School Admissions Code of Practice (https://www.gov.uk/government/publications/school-admissions-code--2) requires children and young people with SEN to be treated fairly.
Admissions authorities:

· must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures

· must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs

· must not refuse to admit a child on the grounds that they do not have an EHC plan.

Statement of Intent for Special Educational Needs and Disability (SEND)

At Corpus Christi Catholic Primary School, we are committed to equality and equity for all. We aim for every pupil to fulfil their god-given potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and to value diversity for all children and families.

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all adults in our school are teachers of children with special educational needs and it is therefore a whole school responsibility to ensure that these children's needs are addressed. By staff working together as a team, and in partnership with pupils and their parents and carers, we strive to ensure that the following aims are met:

We aim to:

- *Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued*
- *Include and value the contribution of all families to our understanding of equality and diversity*
- *Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people*
- *Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity*
- *Make inclusion a thread that runs through all of the activities of the school and is embedded in our practise*
- *To ensure that all pupils have equal access to a broad, balanced curriculum, which is adapted to meet individual needs and abilities*
- *To ensure that our school development plan strategically incorporates the needs of our pupils with SEND*
- *To follow the guidelines set out in the SEN Code of Practice*
- *To identify children with Special Educational Needs as early as possible and plan a programme of support and intervention to address their needs*
- *To regularly monitor the progress of children with Special Educational Needs through review meetings, lesson observations, Support Plans and data analysis*
- *To ensure that all staff working with SEND children are clear about their role*
- *To provide high quality, regular training for staff in relevant areas of Special Educational Needs and evaluate the impact of staff training and provision/intervention programme*
- *To give regular feedback to children and their parents/carers and involve them in the SEND process*
- *To ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs*
- *To make good links with other mainstream and special needs primary schools, feeder nursery schools and local secondary schools*
- *To work effectively with a range of other agencies and organisations*

A graduated approach to SEN

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2015)

Teachers are responsible and accountable for the progress and development of the pupils in their class including any support pupils access from teaching assistants or specialist staff. The first step in responding to pupils who have or may have SEN is high quality teaching, adapted for individual children by the teacher, ensuring that our approach to teaching and learning is of high quality and personalised to meet the individual needs of children.

Children must receive 'special educational provision'. This is when a child needs educational provision that is ***additional to or different from their age-related expectations.*** *To meet the requirements the school, advised by internal and external assessments where appropriate, employs some additional teaching intervention and approaches. Although additional staff often deliver this intervention the class teacher will remain responsible for the child's education and wellbeing.*

All levels of support consist of a four-part process

- *Assess*
- *Plan*
- *Do*
- *Review*

Assess: *Class teachers, with the support of the senior leadership team, track the progress of all children on a termly basis which enables us to review each child's progress. It also allows us to make informed decisions around adapting the curriculum and learning environment for all children, including those who may need additional support. More frequent and specific assessments of children with special educational needs may be needed to inform targets and to measure small steps of progress. In addition, the Senior Leadership Team (SLT), alongside class teachers regularly observe the quality of teaching for all of our children, including SEN. We will make special educational provisions if a child has a significantly greater difficulty in Cognition and Learning, Communication and Interaction, Sensory and Physical and Social, Emotional and Mental Health than their peers.*

All staff have access to training to help identify and support vulnerable pupils and we regularly use the services of other professionals to support our assessments. The whole assessment process involves the child, the SENCO, the class teacher, the teaching assistant/Learning support assistant and any external agencies.

SEND Monitoring list: *Sometimes a child may be identified as having additional needs which may be impacting on their progress and attainment but they are not considered as having a Special Educational Need. These children will be monitored and interventions will be put in place if needed. The class teachers will take steps to further adapt the learning to better support the pupil.*

Plan: *At the planning stage discussions between the teacher, SENCO and parents are scheduled to agree to any adjustments, Interventions and support that are required. At times it may be necessary to consult with external agencies to receive more specialised expertise and parents' permission will be gained, before referrals are made. This more detailed and specialist assessment supports our planning to ensure that any additional resources and different approaches needed are put in place. Provisions will be shared with parents during extended parents' meetings and recorded on each pupil's provision map which are reviewed termly, and refined / revised if necessary. Additional requirements for pupils with SEN will also be recorded on lesson plans.*

Do: *The class teacher remains responsible for working with the child on a day to day basis, and where possible, in the classroom. They will also be responsible for any interventions and will work closely with teaching assistants, learning support assistants and if needed, the SENCO, to plan and assess the*

impact of support and interventions and ensure links with classroom teaching.
Review: *All children's progress will be reviewed regularly and the process will evaluate the impact and quality of the support and interventions and whether the planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account and shared at termly review meetings. Outcomes will be revised and based upon the pupil's progress and development and shared with the SLT.*
The SEN Code of Practice (2015) describes adequate progress as:
- *is similar to that of children of the same age who had the same starting point*
- *matches or improves on the pupil's previous rate of progress*
- *that which allows the attainment gap to close between the pupil and children of the same age*

For pupils with an Education, Health and Care Plan (EHCP) there will be a formal Annual Review which will consider the special educational needs support that has been in place for the last 12 months and determine whether any adjustments to an EHCP are necessary. The review will take place within 6 months if the pupil is under 5 years of age.

How does the school make provision for pupils with SEND?

Tier 1 – Universal offer

- *It is expected that the teaching at Corpus Christi will not only be of high quality but also inclusive, with focus around our whole school Corpus Christi values - our 6C's (Cooperation, Curiosity, Compassion, Courage, Conscientious and Creative)*
- *We strive for excellence in our approach to teaching and learning, personalising this to meet the needs of individual children*
- *For many children with additional needs, good quality teaching, which includes adaptation, support and challenge is sufficient to enable them to make appropriate progress*

Tier 2 - Targeted support

- *We of course ensure that, where particular needs or gaps have been identified for individuals or small groups, these are addressed through intervention or additional support, which may be provided by the teacher, or Teaching Assistant (TA)*
- *Intervention at Tier 2 is part of our general support offering and is usually delivered through small groups with the aim that children catch up with their peers in the short term*

Tier 3 – Targeted plus (Specialist advice)

- *Some children need educational provision that is '**additional to or different from**' that which is usually available - this is special educational provision*
- *According to the Special Educational Needs and Disability Code of Practice 2015: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." Intervention at Tier 3 is usually longer term and individualised*
- *Any child with this level of provision will have a 'SEND Individual Support Plan' (ISP) through the Edukey Provision Map software. This is written by the class teacher in consultation with parents/carers, the SENCO and, where appropriate, the child. All regular cover teachers and staff who work with the child have access to this document in order to provide consistency in the teaching approaches used*
- *External specialist involvement (e.g., Speech & Language Therapists, Educational Psychologists) may be used alongside school-delivered interventions.*

Tier 4 – Specialist provision and EHCPs

- *This is intensive, highly individualised support for pupils with severe, complex, or persistent needs almost always backed by an Education, Health and Care Plan (EHCP). This is a legally binding document created by your Local Authority (LA). It outlines your child's specific educational, health, and social care needs and sets out the exact, funded support they must receive.*

Our School Environment - *Please also see our Accessibility Strategic Plan (2023 - 2026) for further information.*
(https://www.corpuschristikingston.co.uk/attachments/documents.asp?id=250)

- *We have a Sensory/ELSA Room named 'The Den' which is a room used for the ELSA intervention and as a space for children who need OT or sensory support*
- *We make provision for a quiet area or quiet time within the classroom or shared area (OT area) for pupils with disabilities and for other children with a need if required. Children also have access to 'Corpus Cafe' resources in class to aid regulation.*
- *In addition, we have the 'Zen Den', a purpose-built space to aid sensory regulation which is accessible to everyone*
- *We are fully accessible for wheelchair use and have an accessible toilet*

- *The school will purchase playground equipment suitable for use by physically challenged, HI or VI children as necessary*
- *There is an area that is clean and private for injections (MEDICAL ROOM)*
- *We have individual medical plans for those children who require them*
- *Visitors and people with mobility needs are able to access the disabled parking bay at the front of school if required*
- *Careful considerations of which classrooms are suited to a particular class are made by the SENCO and Head Teacher*
- *Travel arrangements - We support the local authority to deliver their home to school travel functions for children with SEND , and share information with parents and staff to ensure that the children's needs are met. We may also need to take travel arrangements into account and make reasonable adjustments to the child's school day. In addition, we ensure that the statutory guidance for local authorities, 'Travel to school for children of compulsory school age' published in January 2024, is easy for parents to find and understand (See link on page 17)*

What expertise, training and experience do school staff have in SEND and what advice is available for school staff? How does the school get that advice?
● *All teaching staff hold Qualified Teacher Status* ● *Mrs. Singfield, SENCO, is a qualified teacher and has undertaken the National Award for SENDCOs, achieved in September 2024* ● *School staff also have access to specific Continuing Professional Development through Achieving for Children as and when required.* ● *Corpus Christi does not have any Special Educational Units attached to the school.* *See below for the types of specialist training and support school staff have received and can offer and what support we can access from specialist services.*

Area of need: Cognition and Learning		
Specific Learning Difficulties *(SLD), including dyslexia, dyspraxia and dyscalculia and moderate learning difficulties* ***Moderate Learning Difficulties*** *(MLD) refers to pupils who experience significant barriers across all areas of the curriculum, attaining well below expected age levels despite receiving quality targeted support.*		
Need	***School based support***	***Specialist support from outside agencies***
Literacy difficulties	*Read, Write Inc. 1:1 Tuition* *Precision Teaching* *Colourful Semantics (sentence structure)* *Memory magic (working memory skills)* *1:1 daily reading*	*Educational Psychology Services - consultations, observations and assessments* *SENCO discusses identified children each term with the EP and plans work for the term following* parental consent. *Local Education Authority - consultants support subject leads in staff CPD*
Numeracy difficulties	*Precision Teaching Regular refresher training delivered by SENCO as required)* *'Ready to Progress' - The criteria provides a coherent, linked framework to support pupils' mastery of the primary mathematics curriculumAdditional small-group maths*	

Area of need: Communication and Interaction		
Need	***School based support***	***Specialist support from outside agencies***
Social Communication difficulties *Autism Spectrum Disorder (ASD)*	*Autism Friendly Classrooms* *Lego Therapy* *Attention Autism groups/strategies* *Sensory circuits and movement breaks* *Visual timetables* *Social stories* *Speech and language support if needed* *Language for thinking programme*	*Support from the Head of Advisory/Outreach Service for Autism/SLCN with Achieving for Children (AfC) accessed through the Education Inclusion Support Service, including staff CPD* *Support from Dysart School* *Support from the Head of Advisory/Outreach Service for Autism/SLCN with Achieving for Children (AfC) to run the Social Communication Intensive Package (SCIP) for children in Yr R and Y1* *Support from AfC Early Intervention Advice Panel (EIAP)* *Support from Speech and Language Therapy Service following a referral*
Speech and language difficulties	*Assessment and intervention through the RWI Programme in the Early Years Foundation Stage (EYFS)* *Carrying out speech and language provision from therapists*	*Support from AfC Early Intervention Advice Panel (EIAP)* *Referrals to Speech and Language Therapy Service made by SENCO.* *Parents may also wish to refer to SaLT via their health visitor and/or GP.*

Area of need: Social, Emotional and Mental Health		
Need	***School based support***	***Specialist support from outside agencies***
ADHD, ADD	*Soft start and morning check-ins* *Wake and Shake* *Sensory circuits* *Corpus Cafe regulation resources*	*ADHD Embrace charity*

Self-esteem, anger/ behaviour management, adverse childhood experiences and/or mental health issues	*Soft start and morning check-ins* *Individual adaptations made to meet need* *One teaching assistant is trained as an ELSA (Emotional Literacy Support Assistant). Teachers can refer children whom they think are struggling with their SEMH.* *The Mental Health Support Team (MHST) provides individual, class based and family based support* *Behaviour training with EISS - staff received training on how to manage positive handling*	*Educational Psychology Service provide training and supervision* *Tier 2 CAMHS (Child and Adolescent Mental Health Services)* *Emotional Health Service (EHS) is an early intervention approach for children and young people, who experience prolonged periods of emotional distress and present with difficulties that fall within the mild-moderate range of mental health disorders.* *https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/health-services/emotional-health-service* *Tier 3 & 4 CAMHs Tier 3 and Tier 4 services are provided by South West London and St George's Mental Health Trust. Tier 3 offer assessments, diagnosis and treatments to children and young people who have signs and symptoms of an emerging mental health disorder which is having a global impact on their ability to function. Tier 4 offers inpatient services for children and young people with exceptionally high levels of distress and complex mental health disorders. To access these services, a child or young person has to have a GP registered within the boroughs of Richmond or Kingston.* *SENCO will refer, following parental consent through the Single Point of Access (SPA)* *School can also refer families to family support via the Single Point of Access (SPA). They can help families to set up systems in the home to help manage children's behaviour and/or additional needs.* *Education Inclusion Support Service (EISS) - Schools can refer to the EISS for support for pupils who are struggling to maintain their placement. Enrichment can be offered off site.*

Area of need: Sensory and Physical		
Need	***School based support***	***Specialist support from outside agencies***
Eating and Drinking difficulties	*Teaching Assistants support children following recommendations by Speech and Language Therapists.*	*Speech and Language Therapy Service - usually referred through GP*

	Training received to support children with ARFID (Avoidant/Restrictive Food Intake Disorder)	
Fine/Gross Motor difficulties	*Sensory circuits in OT space* *Handwriting interventions* *Sensory circuits set up daily to support children with sensory integration dysfunction.*	*Referral to Occupational Therapy Services for a programme of support or training for TAs as required*
Sensory Processing	*Use of sensory equipment e.g. light tube, musical instruments, peanut ball, wobble cushions, fiddle toys etc.*	
Visual/Hearing Impaired	*In the past, teaching assistants have been supported in delivering interventions for children with visual impairments or hearing impairments.* *Experience with the Roger Clip-On Mic for the hearing impaired*	*Support through the Educational Service for Sensory Impairment (ESSI)*
Special toileting needs	*One member of staff is experienced in using a ceiling hoist and changing bed*	*Moving and Handling Training - either through the Specialist School Outreach team or paid for privately.*

Trailblazer Mental Health Project

We have been part of the Trailblazer project with schools in our cluster and the local Mental Health Support Team since 2021. The main aims of the project were to support our school communities and young people in improving mental health. This work was supported by four Education Wellbeing Practitioners (EWPs), two CAMHS Practitioners, one Mental Health Clinician and one Clinical Lead that we are able to continue to utilise across our schools to do one to one work, group work, presentations, workshops CPD etc.

Attachment Aware Award 2024

We achieved the Gold Attachment Aware Award in July 2024 which aims to increase the wellbeing of all children by improving their sense of belonging. All staff received training in Emotion Coaching and continue to use the strategies to support our pupils.

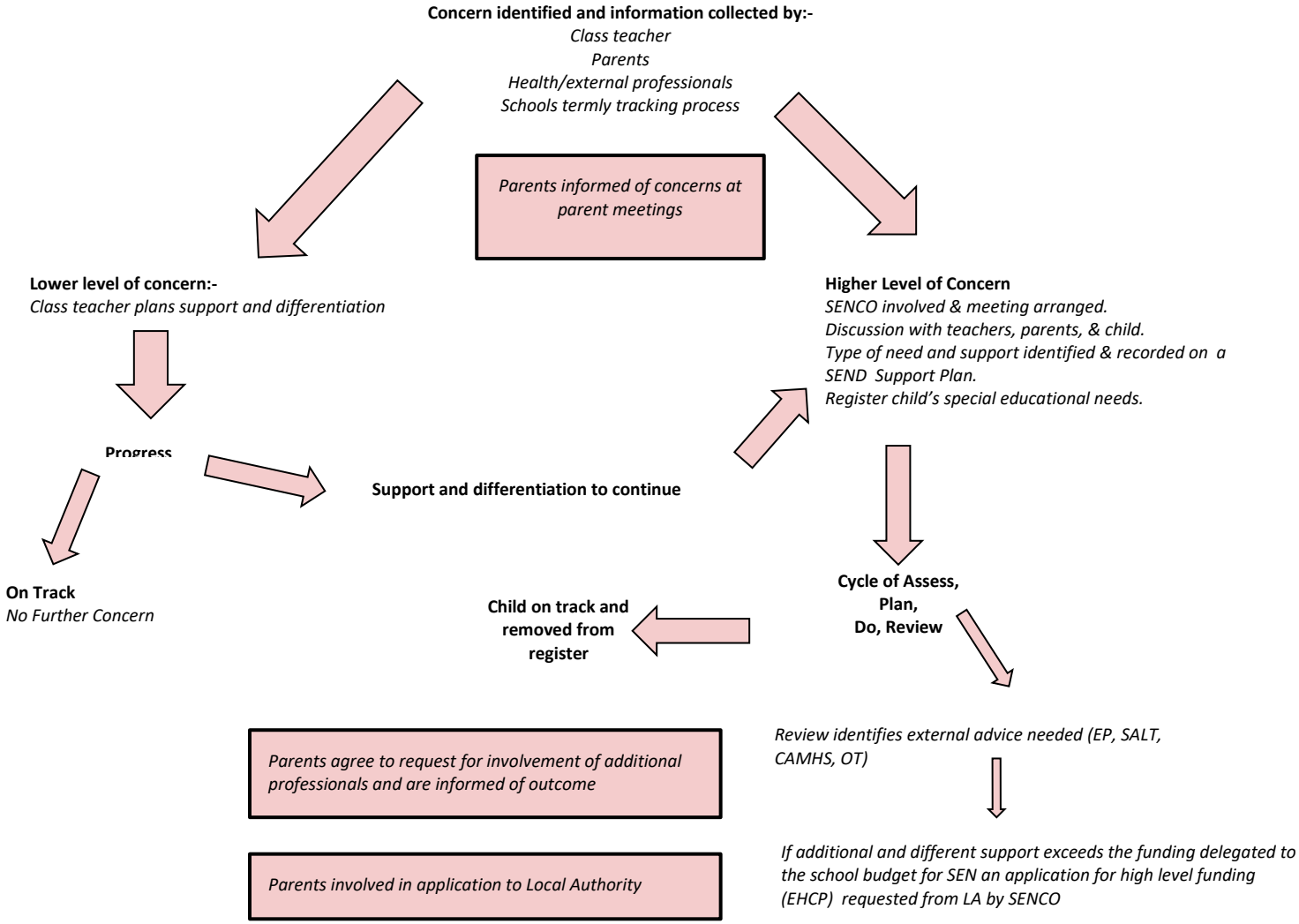
ADHD Ambassadors

Two members of staff have trained to become ADHD Ambassadors. Their role is to raise awareness of ADHD across the school community and be advocates for our young people with ADHD and their overall wellbeing in school.

ADHD training *- All staff across the school have been trained by 'ADHD Embrace' charity to understand neurodiversity, including ADHD. We have explored how pupils with traits of ADHD might present in school and what adjustments we can make to meet their needs effectively.*

Neurodiversity training *- In addition, all staff received training from 'ND Bright Brains' to gain a better understanding of what neurodiversity is and how it can affect our sensory regulation. We then looked at strategies to use across the school to support our pupils.*

How will I know how my child with SEN is doing in school or if they may have SEN?



How does the school know if its SEN provision is effective?

- *Teachers and teaching assistants review their intervention provision every half term. Here they will record if a child is making progress; if a child still requires that support or if they need something else; or if there were any barriers which led to the intervention being ineffective i.e. absence/lateness of the child. This is then reviewed with the SENCO and the senior leadership team and decisions are made for the intervention to be continued or adjusted accordingly.*
- *Parents are regularly surveyed giving them the opportunity to review the effectiveness of the school's provision, and any comments are addressed*
- *Any changes to the Information Report and where to find it is sent out via the school newsletter and is available on the school website. Parents are encouraged to report back any comments (positive or negative) to the SENCO.*

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

- *Corpus Christi is committed to safeguarding and promoting the welfare of all our children and expects all staff and volunteers to share this commitment. Our designated Safeguarding Officer is Mrs Sanders (Headteacher) supported by Mr Sheehan (Assistant Head) and Mrs Singfield (SENCO). Our safeguarding Governor is Dr Ricarda Micallef. The school has a ' Keeping Children Safe' policy (https://www.corpuschristikingston.co.uk/attachments/documents.asp?id=237) which can be viewed online or at the school office.*
- *Building positive relationships is key and here at Corpus Christi we pride ourselves on the relationships we build with the children. All of our staff give a high level of pastoral support to our pupils. Pupils are encouraged to talk to staff if the need arises. Our 'Promoting Good Behaviour and Positive Relationships' Policy (https://www.corpuschristikingston.co.uk/attachments/documents.asp?id=238) gives clear guidance on expectations, rewards and sanctions and is fully implemented throughout the school. As a school we focus on praising positive behaviours. We do not tolerate bullying and take any accusations very seriously.*
- *We rigorously monitor attendance and work with our Education Welfare Officer to take necessary actions to prevent prolonged, unauthorised absence.*
- *For those children who require support beyond what their class teacher can provide, we have an ELSA (Emotional Literacy Support Assistants) who is trained to deliver social skills, emotional, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills and friendship support.*
- *Miss Sophie Grey is our PSHE lead. We follow the Scheme of Work 'Life to the Full' which incorporates the statutory RSE curriculum and supports our Catholic teaching. It is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.*

How will I be involved in discussions about, planning for, and involvement in, my child's education?

- *For children on the SEND register, parents are invited to attend extended parent consultations three times a year, in the Autumn, Spring and Summer terms. The SENCO and class teachers are present and together, with parents, they review the progress their child has made so far and plan for next steps.*
- *There may be matters which arise in between these set meeting days so please do not hesitate to contact either the class teacher or SENCO should you wish to discuss these. Likewise, if the need arises, we will also contact you. Early intervention is key.*
- *The school offers parents support in understanding what and how their children are learning. Workshops are led by teachers on Phonics, Reading and Maths support.*
- *We have Class Friends meetings and a thriving Parent Teacher Association where all parents are welcome to give as much or as little time as they can spare to help raise money to provide extra funds for our school.*
- *N.B Parents **must** be DBS checked before working in our school in line with our Safeguarding policy.*

Who, outside of school, can I turn to for advice and support?

Kingston Parent Carer Forum

"Kingston PCF is made up of local parents and carers who work to ensure children with special educational needs and disabilities and their needs are heard and understood by local services and decision makers. Part of a national network we try to ensure by feeding in the experiences and needs of Kingston parents and carers who have children with additional needs and disabilities, better, more relevant and responsive services will follow. As local SEND parents ourselves we bring a wealth of different experiences of helping our own children and young people through life."

For details please see their website.

Website: https://kingstonpcf.co.uk/

Richmond Parent Carer Forum

"Richmond Parent Carer Forum (PCF) is an independent group run by parents for parents or carers of children/young people (aged 0 – 25 years) who have any form of special educational need or disability. Your child does not need an official diagnosis for you to become a member and we support families of children with any type of additional need including learning difficulties like dyslexia.

We receive funding from the Department for Education and our purpose is to ensure that the voices of parents, children and young people are heard in the planning and implementation of SEND services in Richmond. We can also help you to access services and provide valuable peer support, connecting you with other parents who understand the special joys and challenges of raising a family with additional needs."

For details please see their website.

Website: www.richmondpcf.org.uk

SEND Information, Advice and Support (SENDIASS)

The Information, Advice and Support Service (SENDIASS) in Kingston and Richmond offers advice and support across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus:

- *support with understanding reports and letters, attending meetings and preparing for assessments and reviews*
- *information and signposting to support services in your area*
- *support with Transition and Preparing for Adulthood*
- *support with and signposting to mediation*
- *advice and support on benefits*

These services offer advice to children and young people as well as parents and carers.

Phone: 0808 164 5527

Website: https://www.rksendiass.co.uk/

Travel to School for children of compulsory school age

https://assets.publishing.service.gov.uk/media/659d7ebb0dd0a200138b612a/Travel_to_school_for_children_of_compulsory_school_age.pdf

How does the school involve children/young people with SEND in their education and in the decision making process?

For children with identified high levels of need or SEND, we adopt a graduated approach to meeting their needs and monitor the effectiveness of the provision every step of the way.

Assess

- *Teachers, TAs and members of SLT carry out observations on children's learning within lessons or of their behaviours on the playground*
- *They make assessments on the child's learning in lessons, through question and answers and when marking their work. Termly or half-termly assessments are also carried out*
- *They hold discussions with key staff (TAs, SENCO or other members of SLT)*
- *Teachers meet the child's parents and (if appropriate) the child themselves to discuss their strengths, needs and aspirations for the future.*
- *If the needs cannot be identified by in-school expertise, outside agencies such as the Speech and Language Therapy Service and Educational Psychology Services will be consulted*

Plan

- *Teachers hold discussions and meet with children, parents, staff and any specialist services involved to plan for what needs to happen*
- *We ensure that the 'plan' is outcome focused e.g. for children to improve, to develop, to achieve*
- *Interventions and support are arranged. Interventions are time focused and monitored by class teachers and the SENCO*
- *Review dates are set in advance*

Do

- *Class teachers, support staff and parents will then work together to implement the plan and support the child in their learning.*

Review

- *Additional support and interventions are reviewed at least termly. We discuss what has gone well and what needs to change*
- *Parents are invited to attend meetings and contribute to discussions on the support their child is receiving*
- *Children meet with their class teacher to discuss their progress towards their targets and make comments on their learning*

How will Corpus Christi support my child when they move classes or move schools?

We recognise that transition can be difficult for children with SEND and take steps to make this process as smooth as possible.

- *If your child is moving to another school we will make contact with the SENCO of that school and make sure that they know of any special arrangements or support that has taken place in our school. We also actively work to support the child and their family by organising additional meetings or visits to the new school*
- *We will make sure that all records about your child are passed on within 5 days of their new term date*

When moving to another class:

- *Detailed information will be passed on and discussed with the new teacher at the end of the summer term*
- *The SENCO ensures that all documents and paperwork pertaining to individual pupils are available on the shared Google Drive, and all staff are signposted to the relevant area. Additional meetings with the SENCO and/or parents will take place if required*
- *We have transition sessions at the end of the summer term to familiarise pupils with their new teaching staff and environment, including a session at the end of the day so that parents can meet the new teacher*
- *A transition booklet may be made for the child prior to the visit to the new class. This may include pictures of the new teacher and teaching assistant, new playground and equipment that will be needed*
- *On some occasions, if necessary, we have recorded a welcome message from the receiving class teachers*

In Year 6

- *The SENCO will make contact with the Secondary School SENCOs after the child knows their Secondary School. Plans are made for children to have extra visits to their Secondary Schools before their Induction Day*
- *Secondary School SENCOs are invited to the Annual Reviews of those children in Year 6 who have an EHCP/Statement or special transition meetings are arranged if the Annual Reviews are held before secondary places have been allocated*
- *Secondary School Heads of Year may visit the children in school in the summer term and meet with the class teacher and SENCO*

Where can I find information about Local Authority provision for children and young people with SEND?

- *The "**Local Offer**" from Kingston Local Authority is a website which provides information on local services available to families including children and young people aged 0-25 years with special educational needs or disabilities. .https://www.kr.afcinfo.org.uk/local_offer*
- **Special Educational Needs and Disability Register -** *All local authorities must have a record or register of children with Special Educational Needs and / or Disabilities (SEND) in their area. If you live in either Kingston or Richmond, we encourage anyone whose family includes a child or young person who has a special educational need or disability to register.*

- *Everyone on the register will benefit from:*
  - *Information about support, services, activities and events*
  - *Information aimed at young people with disabilities*
  - *Opportunities to have your say about the services that are important to you*
  - *The knowledge that your anonymous statistical data is helping us to plan and improve services Find out more and register on the SEND Local Offer website*

How should complaints regarding SEND provision be made and how will they be dealt with?

- *Any parents are encouraged to share their worries or concerns initially with the class teacher.*
- *If the issue is not resolved parents should make an appointment with a member of the management team such as the SENCO, Key Stage Leaders, Assistant Head teacher or Head Teacher.*
- *In the vast majority of cases we find that by talking through any concerns or worries they can be resolved or we can find an appropriate solution. If you remain unhappy with the school's performance you can obtain a copy of the school's complaint procedure at the school office.*

Who at Corpus Christi do I contact for further information and support re: SEND?

*You can contact **Mrs. Singfield** for further information via the School Office on 0208 9422645 or email sendco@corpuschristi.rbksch.org*

When was this information last reviewed and when will it be updated next?

*This information was updated in **September 2026** and will be reviewed in September 2027.*
Parents have been given the opportunity to comment on the content of this report.

Explanation of acronyms:

EP - Educational Psychologist
CAMHS - Child and Adolescent Mental Health Services
OT - Occupational Therapist
SALT - Speech and Language Therapist
SENCO - Special Educational Needs Coordinator
SLT - Senior Leadership Team
TA - Teaching Assistant
LSA - Learning Support Assistant (work 1:1 with children)
MHST - Mental Health Support Team
EISS - Education Inclusion Support Service
ISP - Individual Support Plan