

# SEND INFORMATION REPORT

CORPUS CHRISTI CATHOLIC  
PRIMARY SCHOOL

*"Pupils with SEND learn well and are included fully in the life of the school." – Ofsted, 2024*



# SEND INFORMATION REPORT 2024-2025

*At Corpus Christi Primary School, we are committed to creating an inclusive, nurturing environment where every child is valued and supported to reach their full potential. We place the needs and views of our children, along with the involvement of their families, at the heart of everything we do. Through a broad, balanced, and carefully adapted curriculum, we ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), can thrive and achieve.*

*We believe in working in partnership with parents and carers and regularly reviewing progress to set ambitious goals for every child. With a strong commitment to equality and respect, we ensure that all children have access to the same opportunities and are supported in a positive and inclusive learning culture.*

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Review Date: November 2025

# WHAT TYPES OF SPECIAL EDUCATIONAL NEEDS DOES CORPUS CHRISTI PRIMARY SCHOOL PROVIDE FOR?

At Corpus Christi Primary School, we recognise that Special Educational Needs and Disabilities (SEND) can cover a range of areas.

These needs can vary from child to child, and some children may have needs in more than one area. Whether or not a child has a formal diagnosis, we work closely with parents and carers to ensure every child can thrive and reach their full potential. When a child is identified as needing additional support, we determine the most suitable intervention. Your child's teacher is always available to discuss the specific strategies used to support your child's needs.

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
<p>Children with speech, language, and communication needs may have difficulty communicating with others. They may struggle to express what they want, understand what is being said to them, or follow social rules for communication. These challenges can affect their ability to stay focused, interact appropriately, or understand instructions. Children may have a diagnosis of Autism Spectrum Disorder (ASD), Developmental Language Disorder (DLD), speech disorders, selective mutism, or other speech and language difficulties.</p>	<p>Cognition refers to the thinking skills a child develops through their experiences. Learning needs can vary and may affect different subjects or situations. Children with learning needs may learn at a slower pace than their peers, even with support in place. These difficulties can be general or specific and may impact one or more areas of the curriculum. A child may have a diagnosis of Dyslexia, Dyspraxia, Dyscalculia, or moderate learning difficulties.</p>	<p>Children and young people may experience a range of social and emotional difficulties, which can show in various ways, such as becoming withdrawn, isolated, or displaying challenging or disruptive behavior. These difficulties may relate to social or emotional development and can lead to issues like social isolation, behavior challenges, attention difficulties (such as ADHD), anxiety, depression, attachment disorders, low self-esteem, poor self-image, or trauma.</p>	<p>Children may have medical or genetic conditions that affect their motor skills, sensory processing, or physical abilities. This can include hearing or visual impairments, difficulty accessing the curriculum or building, oversensitivity to sensory stimuli, and challenges with toileting or self-care. These difficulties can arise from various causes, such as congenital conditions, injury, or disease. A child may have a diagnosis of hearing impairment, visual impairment, or physical impairment.</p>

# WHO WILL SUPPORT MY CHILD WITH SEND?

We believe that all teachers are teachers of SEND. This philosophy underpins our commitment to fostering an inclusive environment where all staff work collaboratively to support the needs of children with SEND. To ensure this, our staff receive regular training on SEND strategies and best practices, enabling them to meet a wide range of needs effectively and confidently within the classroom.

## **Inclusion Lead**

Our Inclusion Lead oversees the support and progress of all children requiring additional support across the school. They ensure that appropriate strategies and interventions are in place to meet the individual needs of children with SEND.

## **Class Teachers**

Your child's class teacher takes primary responsibility for planning, delivering, and monitoring the learning of children with SEND in their class. They ensure that tailored strategies are used to support progress in all areas of development.

## **Support Staff**

When deemed necessary by the class teacher, a Teaching Assistant may work with your child individually or in small groups to provide targeted support. We use a model of support that aims to foster pupils' independence, particularly as they progress through the school. Our excellent support staff are skilled in leading both pastoral and learning interventions, ensuring that children receive support tailored to their needs.

## **External Agencies**

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: – Behaviour Intervention (MABS/CAMHS); MHST; Health, including – GPs, school nurse, paediatricians, speech & language therapists; physiotherapists; social services including social workers and Educational Psychologists.

# HOW DOES CORPUS CHRISTI IDENTIFY CHILDREN WHO NEED EXTRA HELP?

## Academic and Developmental Indicators

- Children working below age-expected levels based on their starting points and national expectations.
- Identifications made by healthcare professionals such as paediatricians or doctors.

## Concerns and Observations

- Parents, teachers, or other staff may express concerns about a child's behaviour, self-esteem, or learning progress.

## Collaborative Processes

- Information and input from external professionals.
- Discussions involving the Headteacher, Curriculum Leaders, Class Teachers, and the Inclusion Leader.
- Liaison with a child's former school.

At Corpus Christi, we assess children's learning progress against national and age-related expectations. Teachers continuously evaluate each child's development, identifying areas of strength and those needing additional support.

We track progress from the Early Years (Year R) to Year 6, using methods aligned with the National Curriculum. If a child is not making expected progress, they are identified through Progress Review Meetings between the Class Teacher and the Senior Leadership Team (SLT). During these meetings, we discuss possible reasons for their slower progress and agree on the next steps, including additional support or targeted interventions, to help them move forward.

This proactive approach ensures that all children receive the support they need to succeed.

# WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?

At Corpus Christi, we value the knowledge parents and carers have about their children. If you are concerned about your child's learning or progress, it's important to share these concerns with us.

We encourage you to follow the steps below so we can work together to ensure your child receives the support they need to reach their full potential.



If you have concerns about your child, start by contacting their class teacher, who will meet with you to discuss your child's strengths and needs, agree on next steps, and monitor progress over a short period of time.

If concerns remain, the teacher will involve the Inclusion Lead to develop a plan (such as a pupil profile), which may include input from external agencies and will be reviewed at least termly.

Whether or not your child is added to the SEND register, we will regularly review their progress and adapt their support to help them succeed—please don't hesitate to speak with the class teacher, Inclusion Leader, or Headteacher for more information.

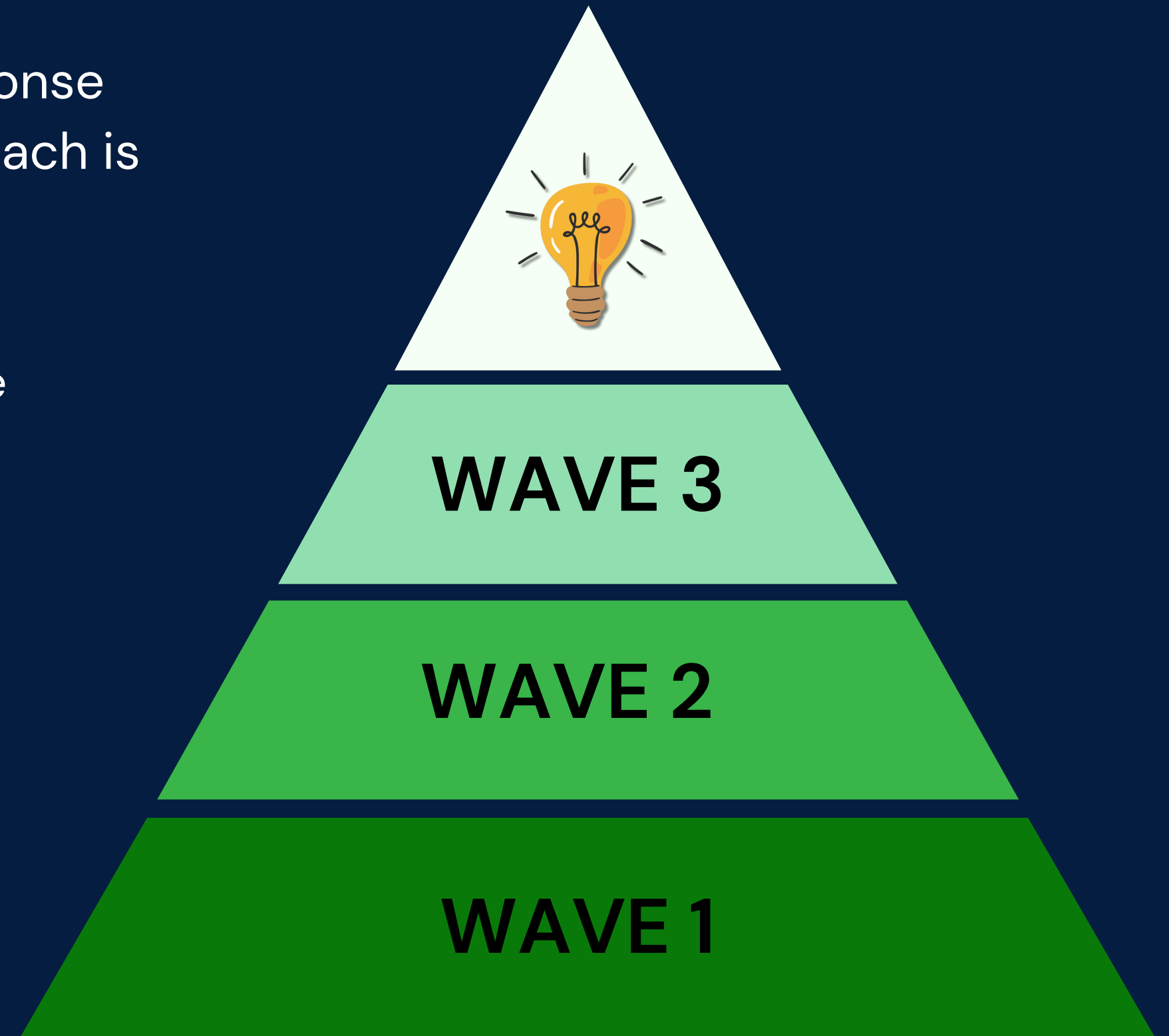
# HOW DOES THE SCHOOL SUPPORT CHILDREN WITH DIFFERENT LEVELS OF NEED?

At Corpus Christi, we provide a graduated response tailored to each child's level of need. This approach is often referred to as the Waves of Intervention:

Wave 1: Quality First Teaching with adaptations made within lessons to support all learners.

Wave 2: Targeted small group support for children working below age-expected levels.

Wave 3: Intensive, individualised programmes for children working significantly below age-expected levels.



# INTERVENTIONS AND SUPPORTIVE STRATEGIES AT CORPUS CHRISTI

## C+I

## C+L

## SEMH

## S+P

### EXTERNAL AGENCY SUPPORT:

- Multi Agency Behaviour Service (MABS)
- Education Pyschologist
- Mental Health Services Team
- Solent NHS Trust
- Cliffdale Outreach Advise and Support

- Lego Therapy
- Visual Timetables
- Springboard Speech and Language
- Whole-school Oracy approach

- ELSA
- MHST and MABS referrals
- The Ark and The Hug
- ND Team Consultations

- Memory Skills Groups
- Touch Typing
- The Ark
- Phonics Groups
- Colourful Semantics

- Sensory Circuits
- OT Referrals
- Work with HI/VI Team
- Gross and Fine motor skills support

**COMMUNICATION AND INTERACTION**

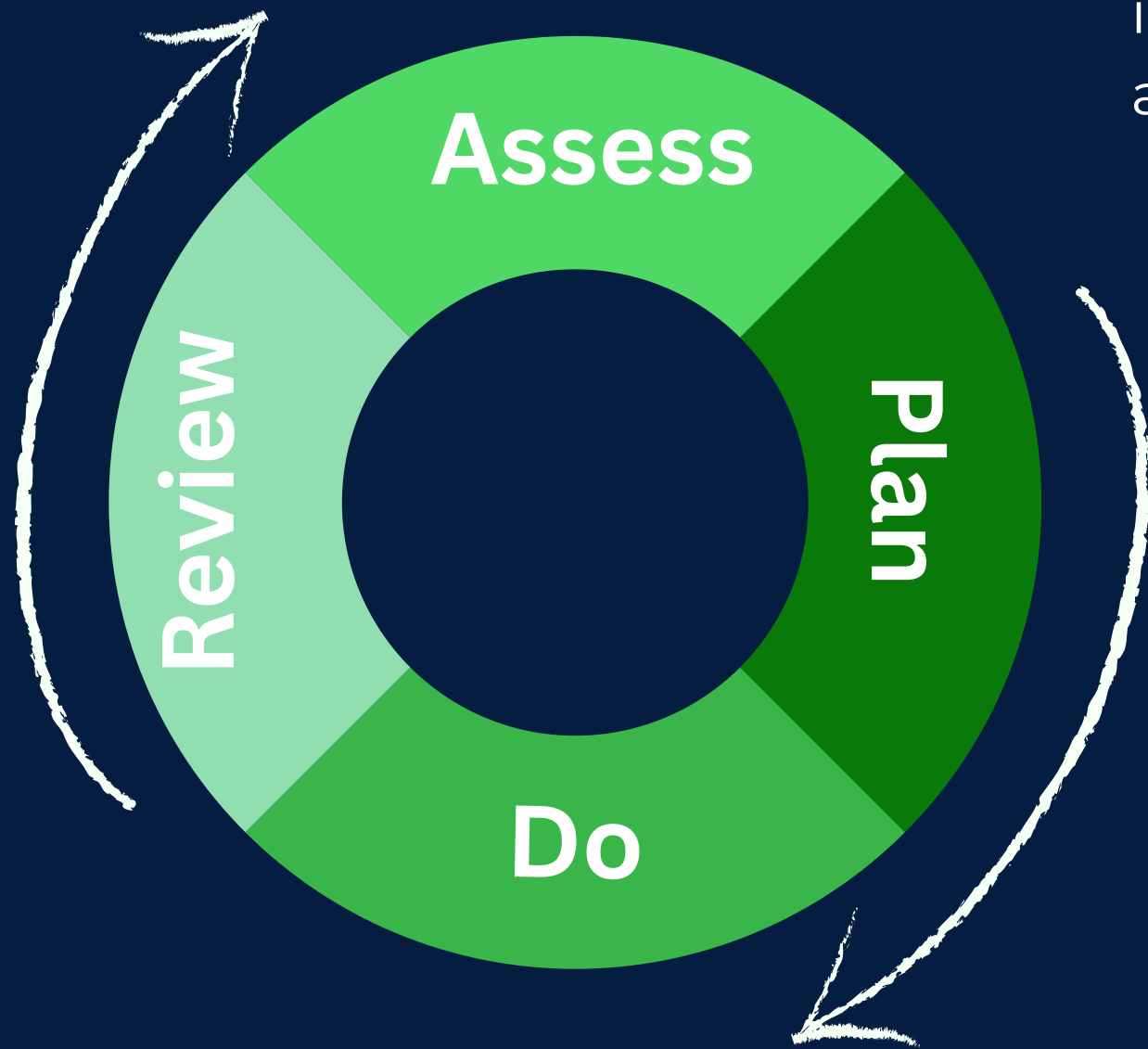
**COGNITION AND LEARNING**

**SOCIAL, EMOTIONAL, MENTAL HEALTH**

**SENSORY AND PHYSICAL**

# HOW WILL THE SCHOOL MEASURE MY CHILD'S PROGRESS?

At Corpus Christi Primary School, we follow the graduated approach to support children with Special Educational Needs and Disabilities (SEND). This is a four-part cycle of **assess, plan, do**, and **review** that ensures a consistent and personalised approach to meeting each child's needs.



**Assess:** Teachers regularly assess all children's learning and progress. If a child is identified as needing additional support, we gather information from parents, staff, and (where necessary) external professionals to build a clear picture of their strengths and needs.

**Plan:** Based on the assessment, we plan specific strategies or interventions to address the child's needs. These are tailored to the individual and may include adaptations to teaching methods, small group work, or one-to-one support. Parents are informed and involved in setting goals for their child's progress.

**Do:** The agreed support is put into place. Teachers and support staff work together to implement the interventions, ensuring that the child receives the help they need as part of their everyday learning.

**Review:** The impact of the support is reviewed regularly (at least termly). Teachers assess progress against the agreed goals and, in collaboration with parents, decide whether to continue, adjust, or change the support provided.

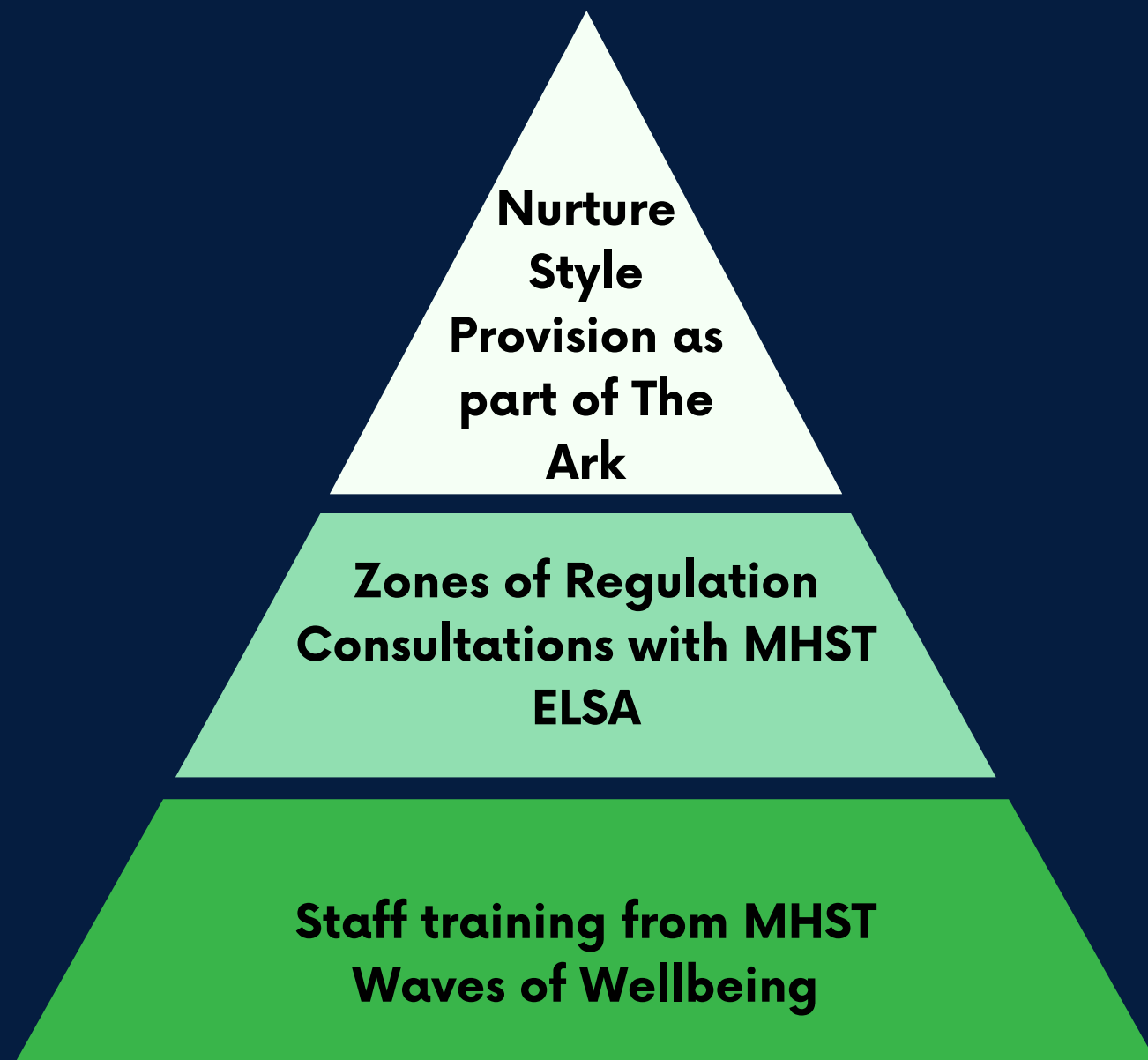
# HOW WILL I BE INVOLVED IN DECISIONS MADE ABOUT MY CHILD'S EDUCATION?



We aim to keep you fully informed about how we're meeting your child's needs and welcome your insights on what works best. Your feedback helps us understand how our support is impacting your child outside of school. You can expect termly communication on your child's progress and value your input as the expert on your child's needs and aspirations.. After any discussion, we will record agreed actions and share this with relevant staff and with you.

If you have concerns between meetings, please contact your child's class teacher.

# HOW WILL THE SCHOOL SUPPORT MY CHILD'S MENTAL HEALTH, AND EMOTIONAL AND SOCIAL DEVELOPMENT?



At Corpus Christi, we prioritise mental health and emotional and social development through a range of support. We have a zero-tolerance approach to bullying and actively seek and act on the voices of SEND pupils. Our 'Ark' classroom provides a supportive environment and incorporates elements of nurture provision for some pupils, and we work closely with the Mental Health Support Team, from whom staff receive training.

Our whole-school approach includes the Waves of Wellbeing program, with tailored interventions like Zones of Regulation for pupils needing additional support. We also offer Emotional Literacy Support Assistance (ELSA) sessions to help children develop coping strategies and resilience.

# MIND MAP

