

What type of support is available for my child?

- Small teaching groups
- Quality first teaching
- Appropriate, accessible and concentric curriculum
- Bespoke timetabling and Individual Learning Plans (ILPs) created through Individual Health and Care Plans (IHCPs)
- 1:1 time with key teacher/support staff
- High adult to pupil ratio
- Induction and transition planning involving all those important to your child
- Thrive intervention
- Outreach support delivered in the home or in the mainstream school setting.
- Intervention programmes

Who do I talk to about my child's needs or if I have any concerns?

- Head teacher – Kate Kingsford
- SENCO – Ashlee Jacobs
- Teacher with responsibility for SEND:
 - Cath Sparrow
- Teachers
- Learning and Progress staff



SEN Information Report Summary

St.Christopher's Academy 2023-24

How does the school support my child with transition?

On entry– Through induction process including a home visit, home school visit and visit to St.Christopher's, developing the student profile and ILP

On exit– Personalised transition plans, schools visits, regular meetings with families and outside agencies, sharing information and exit reports with setting

How does the school communicate with me?

- Weekly reports sent home
- Regular phone calls, meet and greet and/or email
- Raedwald Trust Website, Instagram and Twitter
- Parent/Carer meetings
- Annual Reviews
- Meetings with outside agencies
- End of placement reports
- Every child's needs are considered on an individual basis
- Pupil progress meetings
- Written reports

What support will there be for my child's wellbeing?

- Nurture based setting and ethos
- High adult to pupil ratio
- Personalised target setting
- Thrive approach
- Daily welcome and breakfast
- School nurse
- Meetings with lead clinicians
- Monitoring attendance
- Home visits
- Risk assessments
- PSHE curriculum developed to meet current pupil need
- Regular pupil progress meetings
- Interventions to support SEMH if required and directed by clinical team

How does the school identify and assess students with needs?

- Information from parents/carers and home school
- Pupil views (through induction and regular discussions with staff and observations)
- Information from outside agencies and clinical teams working with the young person
- Baseline assessments upon entry and from previous settings
- EHCP outcomes and Annual Reviews
- Regular pupil progress meetings

How does the school meet my child's needs?

- Detailed baseline assessments on entry
- Social, emotional & mental health – social skills groups/games, anger management, self-esteem work, PSHE curriculum, 1:1 time with key adults, ILPs, Thrive
- Cognition and learning needs – Small learning groups, SEND friendly learning environments, interventions tailored to pupil need
- Sensory &/or physical – disabled toilet, sensory room and resources, coloured paper/overlays, sensory circuits, visual timetables, access to quiet spaces
- Communication and interaction – structured and modelled social times, social skills games, 1:1 time, small group teaching, high staff to pupil ratio, visual timetables displayed
- Referral to specialist agencies as appropriate- SALT, Educational Psychology, Occupational therapy, nurse practitioners
- Staff receive regular training to update their knowledge regarding SEND
- Every child's needs are considered on an individual basis