

Christchurch Junior School

SEND Information Report 2026/27

Our Approach to Supporting Pupils with SEND

Christchurch Junior School is a mainstream setting where children come first. We aim to provide the best possible education for every child within a warm and caring ethos. We are committed to ensuring equality of education and opportunity for all pupils. We believe that all pupils are entitled to a broad, balanced and relevant curriculum that can be adapted to meet any specific need. We provide “high quality teaching” to allow all children to reach their potential. However, at times a child may require additional support beyond this practice.

Our teachers closely monitor each child’s progress. If a child is not making expected progress or is working below age-related expectations, we take a closer look at their work and learning behaviours. If concerns remain despite adjustments to teaching, we may consider additional support. In such cases, your child may be added to our SEND register, and we will work together with you to create a personalised SEND Provision Map.

Types of SEND Support We Offer

We provide a range of small group and individual interventions tailored to meet different needs. For example:

Small Group Interventions:

- *Little Wandle (Phonics)*
- *Words First (Word knowledge and meaning)*
- *ELSA groups*
- *Learn to Move, Move to Learn*
- *Sensory Circuits*
- *Busy Bees (Sensory OT intervention)*
- *Literacy or Maths Interventions*

Individual Interventions:

- *Reading intervention (Rapid Reading or Words First)*
- *Precision teaching*
- *Speech and language programmes by ELKAN or Speech Therapist*
- *1:1 counselling such as Art therapy, MHST, Little Lives counselling*

Key Staff and Expertise

We are proud of our dedicated team who bring a wealth of experience and training in supporting children with SEND. Below are some of our key staff members:

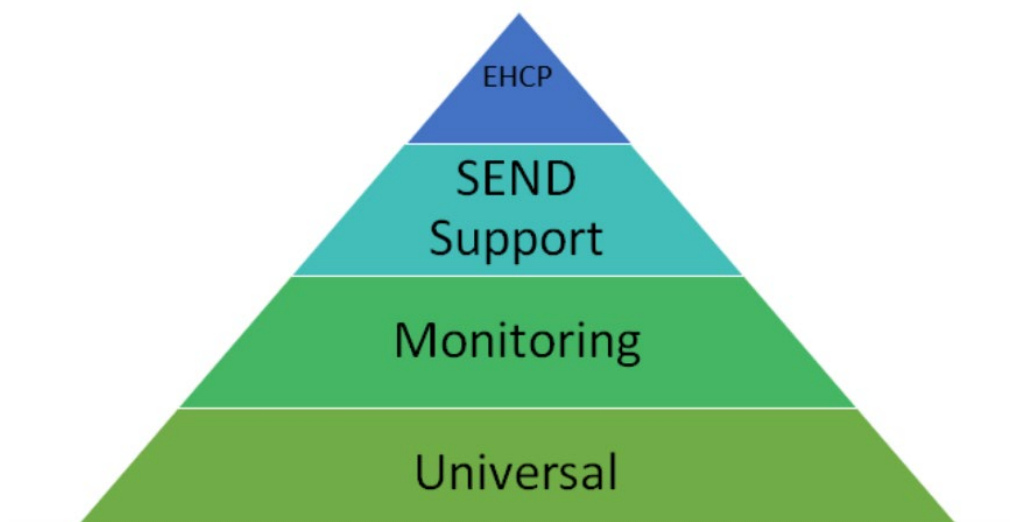
Name	Area of Expertise	Qualification/training
Fiona Utley	SENDCO & Specific learning disability (dyslexia)	SENDCO Accreditation Award and OCR level 5 teaching Children with Dyslexia
Leah Yeatman	Deputy SENDCO	SENDCO Accreditation Award.
Lisa Sykes	Pupil & Family Support Worker Pastoral	CPCAB Level 4 Diploma in Therapeutic Counselling (BACP Approved) Diploma in trauma Informed Schools Registered Member of the British Association for Counselling and Psychotherapy (BACP).
Nina Gibson	Welfare Assistant - First Aid – Pastoral	ELSA trained
Rebecca Ledgard	Pastoral support	ELSA trained
George Brown	Speech and Language	Elkan trained.
Lucy Howie	Speech and Language	Derbyshire Language Scheme training PEIC-D, early interaction skills

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Identifying and Assessing SEND

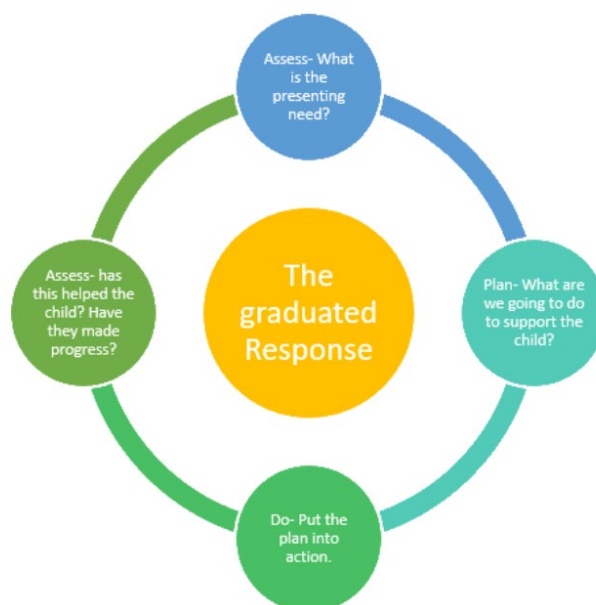
We use ongoing assessments and a tracking system to monitor progress. If a child is not progressing, termly reviews help identify concerns and guide adjustments. Parents' evenings in Autumn and Spring allow both parties to raise issues, and parents can also book appointments with class teachers, year leaders, or the SENDCo at any time.

At Christchurch Junior School, we follow 'The Graduated Response' when there is a possibility that a child may have a special educational need. The Graduated Response is based on a four-stage process:



We follow a **graduated response** model, in line with BCP guidance:

1. **Assess** – Gathering information from parents, teachers, and professionals.
2. **Plan** – Identifying barriers and planning targeted support.
3. **Do** – Implementing the support and strategies.
4. **Review** – Evaluating progress and adjusting the plan as needed.



Universal	The junior school provides a universal offer that promotes inclusion and supports the social, emotional, and academic development of all pupils.
Monitoring	If a child is not making the progress that would be expected of them or is displaying other needs which are a 'barrier' to their learning, their class teacher/form tutor may choose to 'monitor' their learning and follow the graduated response cycle for two terms then review.
SEN support	If your child is recognised as having additional needs, they will be placed on the SEND register and receive a Provision Map. This will identify strengths, SEND needs, in class strategies, targets and interventions. This document will be shared with you by your child's class teacher as part of a combined Provision Map and parent consultation meetings and will be reviewed termly.
EHCP	Most children will have their needs met through SEND Support and inclusive practice. However, for a small number of children they may require a higher level of support which needs to be provided through an

	Educational Health Care Plan (EHCP). Requests are made to the local authority for children whose needs are more complex and where support for the special educational needs of the child cannot be provided from within the school's own resources. Once a child has an EHCP, teachers are responsible for completing an 'EHCP Provision Map.' The EHCP Provision Map includes termly targets which relate to the outcomes stated in Section F of the EHCP document. Reviews for pupils with and Educational Health Care plan take place annually.
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Working Together with Parents

We value our partnership with parents and encourage you to be actively involved in your child's learning journey. Parents of children with SEND are invited to attend termly Provision Map meetings with their class teacher. They are also invited to meetings with relevant professionals such as outreach teachers, MHST (Mental Health Support Team workers) or Educational Psychologists to share needs, set targets and review progress.

If your child has an Education, Health and Care Plan (EHCP), you'll be invited to annual review meetings to discuss their support and progress.

We also encourage regular home learning, such as reading, spelling practice, TTRS and Doodle Maths. You're welcome to speak with teachers for advice on supporting your child at home.

Listening to Pupils

Children with EHCPs are supported to share their views through child-friendly formats and pupil voice activities. Children with a SEN Support or EHCP Provision map share their voice via pupil voice. We also conduct surveys and learning walks to gather feedback from children of all abilities, helping us shape our curriculum and support strategies.

Working with External Professionals

We work closely with a range of external agencies to ensure children receive the best possible support:

- Speech and Language Therapy
- Vision and Hearing Support Services
- Community Paediatrics
- Occupational Therapy
- Specialist Outreach (Linwood and Tregonwell)
- Physiotherapy
- MHST (Mental Health Schools Team), Little Lives Counsellors, Aspire Adoption Agency, CAMHS (Child and Adolescent mental Health Services)

- Early Help Family Practitioner

Transition Support

Infants to Juniors:

We understand that starting a new school can be a big step for children and families, and we're here to make that transition as smooth and reassuring as possible.

Our induction programme is designed to support children moving from first school into our junior school environment. In the summer term, we arrange visits to Christchurch Infant School to allow us to speak with Inclusion Lead, teaching and support staff about any pastoral, special educational, or health requirements your child may have, so we can prepare the right support in advance. If a visit isn't possible, our SENDCO will contact key staff or the first school SENDCO by phone to gather important information.

Children are invited to visit Christchurch Junior School several times before starting in the autumn term. These visits help build confidence and allow us to get to know your child better. The enhanced transition project includes sessions with parents and key junior staff, pupil and parent sessions, classroom visits on transfer day and extra 'get to know you' activities. For children who may benefit from extra support, we can arrange additional visits and one-to-one sessions to help them feel comfortable and familiar with the school environment.

Every child receives an induction booklet with photographs of key areas of the school, their classroom, and the teacher who will be working with them.

Our classrooms are designed to be inclusive and accessible, with clearly labelled resources, visual prompts, and easily available support materials such as visual timetables, pencil grips, reading rulers, and spelling aids. These help children develop independence and confidence in their learning.

In year transition

At the end of each academic year, current and new teachers meet to share key information about each child, including academic progress, pastoral needs, and medical requirements. Children also visit their new classrooms and meet their new teachers during our annual transition day. Additional visits and transition booklets with photos of new staff and classrooms are provided for children who need extra support.

Junior to High school

When children move on to their chosen high school setting, we work closely with their new SEND team and Year leads to ensure a smooth transition. The SENDCO liaises with the high school to share support needs for pupils with EHCPs, SEN support or children that are on the monitor register. Children are identified for enhanced transition packages alongside normal transition projects. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

Twynham Secondary School is the school the majority of our pupils move to in Year 7; this is a link to their admissions page: [Admissions – Twynham School](#)

Transition of records is supported within Twynham learning schools through the use of Provision Map.

Teaching Approach

At Christchurch Junior School, our desire is for the children to leave as well-adjusted, highly-informed students who pursue ambitious learning in the future. We will do all that is possible to enable pupils to reach the highest levels of academic achievement, staying true to our school values of Belonging/Achieving/Growing. This will be achieved through a truly broad curriculum which provides rich experiences and by engaging fully with our community. Children will graduate into secondary education as motivated young people who have maintained a love of learning.

Our teachers carefully adapt lessons to ensure all children can participate fully, regardless of ability, background, or learning style. High quality teaching, scaffold to support for individual children, is the first step in responding to children who have or may have a barrier to learning.

We use a range of strategies to support learning for each area of need, including:

- Scaffolded tasks tailored to individual needs
- Whole school teaching key vocabulary (Word Aware)
- Zones of regulation
- Use of ICT and assistive technology
- Adaptive tools such as pencil grips, wobble cushions, therabands, writing slopes, fiddle toys, easy grip rulers
- Additional adult support

Inclusivity in Activities

We are proud to offer a wide range of activities and trips that are inclusive and accessible to all pupils. Risk assessments are carried out for children with behavioural or health needs to ensure their safety and wellbeing. In some cases, we may invite you to accompany your child on a trip if it's felt to be beneficial.

For children who may find certain activities challenging due to their SEND needs, we offer alternative activities and personalised support. These arrangements are always discussed with you in advance so you know how your child will be included and how best to prepare them.

Supporting Emotional and Social Development

At Christchurch Junior School, we place great importance on supporting the emotional wellbeing and social development of every child.

- We are an inclusive school that holds a child's emotional and social development as a priority. The class teacher is the initial point of contact. Daily pastoral support is provided by class teachers and learning support assistants. Staff are available as trusted adults for children to talk to if they're feeling upset or affected by events at home or school.
- Our Pupil and Family Support Worker Mrs. Sykes and our Welfare Officer Mrs. Gibson, work individually with children or in small groups to provide a range of interventions such as ELSA, Lego Therapy/Think Bricks, Social Communication, Art Therapy and Busy Bees (OT).
- Through our PSHE curriculum (*Jigsaw*) and themed assemblies, children explore feelings, emotions, and relationships. We encourage children to build positive relationships, take turns, share, listen, and work collaboratively.
- Pastoral staff are currently undertaking training with Trauma Informed Schools UK to deepen their understanding of the impact of trauma, attachment, and adverse experiences. This training ensures that our responses to pupils are focused on emotional regulation and wellbeing.
- The Boxall Profile is used to identify pupils' social, emotional, and behavioural needs, highlighting those in the amber or red zones for targeted support.
- Emotional well-being is supported through dedicated spaces such as the BeeHive (sensory rooms), wellbeing areas, and quiet lunch/nurture clubs, which help individuals regulate and feel safe.
- Strong relationships with families are made through regular communication with FSW (Family Support Workers), joint meetings, and multi-agency collaboration (e.g., TAF (Team Around the Family), Aspire Adoption Agency, MHST (Mental Health Schools Team), KFC (Keeping Families Connected). Families are signposted to relevant support agencies such as SENDIASS, Turquoise Development and Umbrella Support group. The school has an allocated Parent Champion who can provide free confidential advice.

Supporting Medical Needs

If your child has a high-level medical need, we encourage you to speak with the SENDCO, Welfare Assistant and class teacher. For long-term or life-threatening conditions, a **Health Care Plan** may be required. These are initiated by your child's hospital and may include conditions such as severe allergies requiring an EpiPen or epilepsy.

In these cases, we will arrange a meeting with you and relevant staff to ensure everyone understands your child's medical needs and the procedures to follow. With your consent, a photo and key medical information may be displayed in the staff room, the school kitchen and first aid area to alert staff.

Staff receive training in administering EpiPens, and epilepsy-related medication, and additional medical training is arranged as needed. Qualified first aiders are always on duty, including during break and lunch times. For lower-level health needs (e.g. mild allergies), information may also be shared with staff.

Children with Asthma are required to have their inhaler in their school bag at all times. The use of an emergency inhaler is available to children diagnosed with asthma. Consent to use the emergency inhaler must be provided by you at the beginning of the school year.

An Administration of Medication form needs to be completed for all EpiPens and Inhalers.

Health needs are carefully considered during school trips, and risk assessments are carried out to ensure your child's safety. Referrals to the school nursing team can be made by Mrs Gibson and Mrs Sykes.

Evaluating Effectiveness of SEND Provision

We regularly review our SEND provision to ensure it meets the needs of our pupils:

- **Support plans** are reviewed once per term.
- **SEND learning walks** take place termly to observe provision in action and gather pupil feedback.
- **Book scrutiny** is carried out to evaluate how well strategies are supporting learning and whether they align with individual support plans.
- The SENDCO reports to the Head teacher and Local Advisory Board regularly to inform them about the progress of children with SEND and how resources are being used

This ongoing evaluation helps us ensure that every child receives the right support at the right time.

Handling Complaints:

We encourage open communication and welcome feedback from parents. If you have any concerns about your child's, SEND provision, please speak with their class teacher or the SENDCO. We would hope to resolve, any complaints you may have, which in the first instance should be directed to the SENDCO or Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level.

The [Twynham Learning Complaints Policy](#) outlines the principles and procedures for investigating any complaints.

[Click here](#) to read further information about making a complaint about provision for a child's Special Educational Needs and Disability (SEND).

Local Offer

You can find more information about SEND services and support available in the local area by visiting the **Bournemouth, Christchurch and Poole (BCP) SEND Local Offer** on the <https://www.bcpCouncil.gov.uk>.