Southwark Diocesan
Board of Education
Multi-Academy Trust

SEND INFORMATION REPORT

Christ Church Streatham Church of England Primary School

2026–2027

At Christ Church, inclusion is central to our Christian ethos. We want every child to belong, participate and achieve. We recognise that children learn, communicate and regulate in different ways, and we adapt teaching, the environment and support so that pupils with special educational needs and/or disabilities (SEND) can take a full part in school life.

We are a small, inclusive primary school with a significant and varied SEND profile. Our provision is built around the individual child, with close partnership between families, class staff, the Inclusion Team, specialist teachers and external professionals.

1. What needs do we support?

We support children across the four broad areas of need described in the SEND Code of Practice:

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

Children may have needs in more than one area. We focus on the individual child rather than a label and review support as needs change.

2. Who should I speak to?

Your child's class teacher should usually be your first point of contact. They know your child's day-to-day learning and are responsible for adapting teaching and monitoring progress. The Inclusion Manager/SENCO coordinates SEND provision across the school and works with families, staff and external professionals. The Headteacher retains overall responsibility for SEND provision.

Our Team:

Name	Role	Name	Role
Charlotte Purcell	Headteacher	Alisha Bhatnagar	Office Manager
Mrs Sharma	Deputy Headteacher/ Class teacher		
Michelle Baker	Inclusion Manager / Class teacher	Shaz Dookie	Nursery EYE
		Theresa Harrison	Nursery Assistant
Michelle Hawkridge	EYFS Lead / Class teacher	Irene Yadija	Learning support assistant
Adriana Salas	Student Teacher (EYFS)	Allen Mugwanya	Learning support assistant
Harmoni Richards	Class Teacher	Adejoke Adewunmi	Learning support assistant
Sadia Ahmed	Class Teacher	Rita Douglas	Learning support assistant
Annum Ali	Class Teacher	Jennifer Carribon	Learning support assistant
Yasmeen Barkat	Class Teacher	Mia Nyero-Ladujah	Learning support assistant
Ms Youngah	Class Teacher	Ms Saunders	Learning support assistant
Lucy Callagher	SEND Teacher	Irja Sharma	Learning support assistant
		Ms Asif	Learning support assistant

3. How do we identify SEND?

Teachers continually assess how children are learning, participating and progressing. A child is not identified as having SEND simply because they are working below age-related expectations or are learning English as an additional language.

We may identify a possible special educational need through:

- teacher assessment, observation and pupil work
- progress over time and response to high-quality teaching and targeted support
- information from parents/carers and the child
- information from a previous setting or an existing Education, Health and Care Plan (EHCP)
- screening or assessment tools, including assessment of literacy and dyslexia-related difficulties where appropriate
- advice or assessment from specialist professionals.

Where concerns remain, the class teacher and Inclusion Manager/SENCO work with the family to decide next steps. Support follows an assess–plan–do–review cycle and is adjusted in response to progress and changing needs.

4. What does SEND provision look like at Christ Church?

Most pupils with SEND spend the majority of their time learning with their class. Our starting point is high-quality, adaptive teaching. We then add targeted or specialist provision according to need.

Inclusive classroom support

Our classrooms are designed to support different ways of learning, concentrating and regulating. Depending on individual need, this can include:

- adapted teaching, tasks, resources and ways of recording learning
- visual timetables, prompts, structured routines and individual workstations
- carefully chosen seating or positioning to reduce distraction and improve access to learning
- movement/resistance bands on chair legs and planned movement or regulation breaks
- fidget and sensory tools to support attention, concentration and self-regulation
- sensory resources and adjustments to reduce overload
- a designated calm space, including a tent in every classroom, giving pupils access to a quieter, lower-stimulation space when they need to regulate or manage anxiety.

Emotional regulation and therapeutic support

We recognise that children need to feel safe and regulated in order to learn. We use Zones of Regulation and other individual strategies to help pupils recognise emotions, understand what their bodies are telling them and develop strategies for self-regulation.

Where appropriate, pupils may also access more individualised therapeutic support, including play-based and art-based approaches, to support emotional wellbeing, communication, relationships and engagement with learning.

Literacy and dyslexia

For pupils with literacy or dyslexia-related needs, support may include dyslexia-friendly classroom practice, adapted presentation and recording methods, targeted literacy teaching, appropriate screening or assessment, specialist advice and carefully selected resources or technology. Support is matched to the pupil's identified barriers rather than relying on a diagnosis alone.

Speech, language and communication

Christ Church provides enhanced support for speech, language and communication needs. This can include targeted individual or small-group work, classroom strategies, visual communication support and programmes informed by Speech and Language Therapy (SALT) advice. School staff work alongside specialist professionals so that recommended strategies are used consistently across the child's day.

Enhanced provision: The Nest

The Nest is our enhanced provision for a small number of pupils with significant and complex SEND. It provides a quieter, highly structured environment with more individualised teaching, regulation and support. Pupils remain part of the wider Christ Church community and access their class and wider school

experiences wherever this is appropriate and beneficial. Provision is planned around each child's needs and, where applicable, EHCP outcomes.

5. Specialist expertise and partnership

We do not work in isolation. Christ Church draws on specialist expertise within school, through SDBE MAT and through local and external services.

- support and advice from SDBE MAT central SEND services
- work with SEND Partners to review needs, provision and next steps
- partnership working with local specialist provisions and outreach services
- access to a qualified SEND teacher for specialist teaching and support for pupils with more complex needs
- Educational Psychology
- Speech and Language Therapy (SALT)
- Occupational Therapy and Physiotherapy
- autism and specialist advisory/outreach services
- sensory services for pupils with hearing or visual needs
- school nursing, community paediatrics, CAMHS and other health or wellbeing services
- Lambeth SEND and social care services where relevant.

The professionals and services involved depend on the individual child. Specialist recommendations are incorporated into school provision where appropriate, and staff are supported to use strategies consistently.

6. What happens if my child has, or may need, an EHCP?

Some children require provision beyond ordinarily available SEND support. Where appropriate, the school and family may request an Education, Health and Care needs assessment from the Local Authority. Families can also make a request directly.

For pupils with an EHCP, provision is planned around the outcomes and provision set out in the plan. Progress is reviewed throughout the year and formally through the statutory Annual Review process. We work closely with families, the Local Authority and relevant professionals.

7. How are parents and children involved?

Families know their children best and are important partners in SEND provision. We aim to communicate openly and involve parents/carers when concerns arise, when support is planned and when it is reviewed.

- Parents/carers can speak to the class teacher and Inclusion Manager/SENCO.
- Individual targets, plans and strategies are shared and reviewed with families.
- External professional advice is discussed with parents/carers.
- Children are supported to express their views, strengths, needs and aspirations in ways appropriate to their age and communication needs.
- Pupil and parent views contribute to EHCP reviews and transition planning.

8. How do we know whether support is working?

We look at the whole child. Academic attainment is important, but progress may also be seen in communication, engagement, independence, attendance, emotional regulation, relationships, behaviour, self-help skills and access to the curriculum.

Class teachers monitor progress routinely. SEND provision and individual targets are reviewed regularly with the Inclusion Manager/SENCO and families. EHCP provision and outcomes are reviewed through the Annual Review process. Leaders use this information to evaluate the impact of provision and identify where support needs to change.

SEND leadership, governance and quality assurance

The Inclusion Manager/SENCO works closely with the Headteacher and senior leaders to monitor the quality, consistency and impact of SEND provision. This includes reviewing pupil progress and outcomes, provision, implementation of EHCPs, attendance and participation, and the effectiveness of interventions and reasonable adjustments.

The Local Governing Body provides oversight and challenge through its SEND governor and wider governance arrangements. Governors receive information about SEND provision and outcomes and undertake monitoring activity, including discussion with the Inclusion Manager/SENCO and visits where appropriate.

Trust oversight and support

As part of SDBE MAT, Christ Church benefits from Trust-level oversight, support and challenge around SEND and inclusion. This provides an additional layer of quality assurance and enables the school to draw on SEND expertise, professional advice and practice across the Trust.

Local authority, cluster and professional networks

The Inclusion Manager/SENCO works closely with Lambeth Local Authority and local SEND professionals and attends relevant SEND networks, cluster meetings and professional development opportunities. This supports collaborative working, keeps practice informed by local and national developments and strengthens links with services and other schools.

The Inclusion Manager/SENCO also has access to professional supervision and opportunities to reflect on complex SEND practice, alongside support from Trust colleagues, SEND Partners, specialist teachers and external professionals.

9. How are staff supported and trained?

The Inclusion Manager/SENCO supports teachers and support staff to plan, deliver and review provision. Staff training is shaped by the needs of pupils in school and may include whole-school training, coaching, Trust and Local Authority networks, SEND Partners, specialist teachers, local specialist provisions and external professionals, as well as child-specific medical or SEND training. Learning from networks, supervision and specialist advice is shared with staff so that effective practice is embedded across the school.

10. Accessibility and participation

We make reasonable adjustments so that pupils with SEND can access learning and participate in the wider life of the school, including trips, clubs and enrichment wherever possible. Much of the site has ramped access, there are accessible toilet facilities, and classroom locations, equipment and learning environments can be adapted in response to need.

Further information about accessibility is set out in the school's Accessibility Plan.

11. How do we support transition?

We recognise that changes of class or school can be particularly significant for children with SEND. Transition support is tailored to the child and may include additional visits, photographs or transition books, meetings between staff, parent meetings and direct liaison with the receiving setting.

For pupils moving to secondary school, we share relevant information with the new SENCO and work with families and receiving schools to plan additional transition support where needed.

12. What if I am concerned about SEND provision?

Please raise concerns early. Start with your child's class teacher or the Inclusion Manager/SENCO so that we can understand the issue and try to resolve it. If concerns remain, you can speak to the Headteacher. Formal complaints are considered through the school's Complaints Policy.

Independent information, advice and support for families is available through Lambeth's SEND information, advice and support arrangements. The Lambeth Local Offer provides information about SEND services and support available across the borough.

13. Review of this report

This SEND Information Report is reviewed at least annually and updated during the year when significant information changes.