



3. What provision (including engagement of outside agencies) does Christ Church make for pupils with identified SEND?

The SEN Code of Practice focuses on meeting children's needs in the classroom. All teachers have the responsibility for effective teaching of pupils with SEND and all staff have the responsibility of meeting the needs of each individual pupil in their class to the best of their ability with or without a formal assessment. Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching (quality first teaching) is our first step in responding to pupils who have SEND.

We make the following adaptations as part of quality first teaching to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Arrangements are also put in place to ensure that pupils with SEND are able to access exams and other assessments.

No child is excluded from an activity because of their special educational need, although a child may be temporarily excluded from an activity due to unacceptable or dangerous behaviour.

Wherever possible, we strive to provide one teaching assistant in each classroom for at least half of each day. However, this can vary year on year. The teaching assistant and class teacher work as a team in order to provide support to all children in the class. Each week they meet as a team to discuss children's learning, relevant strategies, interventions and the week ahead.

Where quality first teaching does not allow the child to make sufficient progress, additional support for learning may be provided such as:

- Interventions (short programme of support targeted at a specific need and where progress is measured from a baseline, usually provided by a teaching assistant)
- Teaching in small groups
- 1:1 support - in rare cases it may be deemed appropriate for 1:1 support to be provided for a pupil in order to support their access to the curriculum

At Christ Church, we are committed to working with other professionals and external agencies in order to integrate support for the child. The inclusion leader liaises with various

professionals and external agencies to support children with special educational needs. These may include:

- Camden Educational Psychology Service
- Camden Social Services
- Primary Learning Support Service (PLSS)
- Child and Adolescent Mental Health Service (CAMHS, including the Tavistock Centre)
- Camden Language and Communication Service (CLCS)
- Camden Deaf and Hearing Impairment/Sensory Team

All these agencies can provide advice and guidance to staff and parents as well as carry out assessments with pupils. The level of involvement of the external agency is commensurate with the child's level of need.

Referrals to external agencies in relation to special educational needs are always carried out with the knowledge and permission of parents. The process for referrals is either through the online eCAF system or through a Single Point of Referral form (SPOR) with many agencies requiring supplementary forms to be filled in.

On occasion parents may commission their own external reports – we will always read and discuss these with parents with a view to incorporating their recommendations where possible.