

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

Our approach to teaching pupils with SEND and adaptations we make to the curriculum and learning environment

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:

- Making adaptations to 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, 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. As we seek to provide *life in all its fullness* for all in line with our school vision, 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

See section 6 for information on our engagement with outside agencies and specialist services.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

As an inclusive school, all activities are available to all children and we would make every effort to make reasonable adjustments to allow children with specific needs to participate. All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trip in year 6.

All pupils are encouraged to take part in class assemblies/sports day/school plays/arts projects etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability, although a child may be temporarily excluded from activities due to unacceptable or dangerous behaviour.

Support for improving emotional and social development of children with SEND

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take part in all areas of school life with their strengths and talents being recognised.
- Pupils with SEND are also encouraged during lessons to be valued members of group work so that it helps to strengthen teamwork/building friendships etc.
- Pupils with SEND are also encouraged to be part of the wider life of the school, for example, team members for clubs and sports.
- If necessary, we work with the Camden Language and Communication teacher in order to run sessions with small groups of children which focus on feelings and understanding emotions.
- Referrals into the Mental Health Support Team/CAMHS service can be made where appropriate.

We have a zero-tolerance approach to bullying and we recognise within our Positive Behaviour and Anti-Bullying Policy that pupils with SEND may be vulnerable to bullying behaviours.