



3. How does Christ Church School support pupils with SEND?

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

The SEND Code of Practice focuses on meeting children's needs within the classroom. All teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND. Adaptive teaching is our first approach when responding to pupils who may have SEND. All staff have a responsibility to meet the needs of each individual pupil to the best of their ability, with or without a formal assessment.

We make the following adaptations to ensure all pupils are able to access learning:

- Adapting the curriculum to ensure all pupils can access it, for example through grouping, changes to teaching approaches, lesson content or levels of support
- Adapting resources and staffing where appropriate
- Using recommended aids and resources, such as laptops, visual timetables, enlarged font or other specialist equipment
- Adapting teaching approaches, for example through longer processing time, pre-teaching vocabulary, modelling, scaffolding and reading instructions aloud where appropriate

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

Wherever possible, we strive to provide one teaching assistant within each classroom for at least part of each day, although this may vary from year to year. Teaching assistants and class teachers work collaboratively to provide support for all children within the classroom.

Where adaptive teaching alone does not enable a child to make sufficient progress, additional support may be provided for example, targeted interventions designed to address a specific need or additional adult support.

Inclusion and participation

As an inclusive school, we seek to make all activities available to all children and we make every effort to make reasonable adjustments where necessary.

All extra-curricular activities, school visits and residential opportunities are available to all pupils.

All pupils are expected and encouraged to participate in assemblies, performances, sporting activities, trips, clubs and wider school life.

As we seek to provide life in all its fullness for all in line with our school vision, children are not excluded from activities because of their special educational need or disability. However, there may be occasions where participation in certain activities is temporarily restricted due to unsafe or unacceptable behaviour where this is necessary to maintain the safety and wellbeing of the child or others.

Supporting emotional and social development

We recognise that emotional wellbeing and social development are important aspects of school life and seek to support pupils in the following ways:

- Encouraging pupils with SEND to participate fully in all aspects of school life whilst recognising and celebrating their strengths
- Supporting positive relationships and opportunities for collaborative learning
- Supporting pupils to participate in wider opportunities across the school community
- Working with outside professionals and services where appropriate

We have a zero-tolerance approach to bullying and recognise that pupils with SEND may be more vulnerable to bullying behaviours.