



“Let your light shine”

The Local Offer at Christ Church C of E (VA) primary School

Christ Church C of E (VA) primary school is a fully inclusive school, which endeavours to provide a curriculum that will ensure that all pupils regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs will achieve their full potential in all areas; personally, socially, emotionally and academically. This document set out to give you information, regarding the ways in which we ensure we support all our pupils, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we use as these are developing constantly to ensure their effectiveness with all pupils on an individual basis.

Date: September 2016

Pupils at Christ Church C of E (VA) primary school with SEN

Christ Church C of E (Aided) Primary School has an inclusive approach to all children in our care.

Data shows that children with SEN make good progress overall. The school uses a provision map to monitor the type of support children are given and the impact that this support has on pupil's learning. This is closely monitored.

What Christ Church C of E (aided) Primary school provides for all children:



As a parent/carer or young person you can expect that:

We encourage you to familiarise yourself with our policies and approaches to learning.

We welcome you and your child and invite you to discuss your child's needs before they start school.

The teachers and support staff who teach your child have had professional development and training so that they know about how children learn including those children who have difficulty in learning.

We provide a variety of teaching and learning programmes to meet the individual needs of each child. This may include literacy, numeracy and behaviour programmes to support children's learning. (See Whole school Provision Map)

We accurately assess the level at which your child is working, this informs what and how we teach.

Our teachers are able to differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at an appropriate level.

We use a range of resources, strategies and teaching methods to take account of any barriers to learning.

We will keep you informed about how your child is progressing at least twice yearly, through parent evenings and through a written annual report detailing progress and will be happy to discuss your child's progress, at other times. In addition we will invite you in to school to discuss any concerns we may have. If you have any concerns we encourage you to make an appointment. We feel that a partnership between school and home is essential in supporting you and your child.

The school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths or if they have difficulty managing their behaviour.

School may ask you if they can consult with a speech and language therapist, advisory teacher or educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour.

School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning.

The school's Special Educational Needs Coordinator SENCo may talk to you about this. (All schools have to have a SENCo with experience

and/or additional qualification in special educational needs and this person will meet with you, and advise staff in the school, about how best to help your child to make progress.)

The school will also be able to signpost you to support, advice and any extra curricular activities that may be available.

Additional SEN Support Offer

The Department for Education provides every school with funding to support children with SEN. The amount of funding means that most children's need for support and interventions can be met without the need for a Statement.

If your child has a Special need or a disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child's learning so we know which skills they need to learn next.
- The Special Educational Needs Coordinator (SENCo) will support and advise teachers so that your child can learn in the best way.
- Have a range of programmes available to help support children with their reading, maths or manage their behaviour (see provision map). These programmes will often mean that your child works 1:1, or in a small group, with a teacher or a member of the support team on the aspects of learning or behaviour with which they are having difficulty.
- We have trained staff that have completed Speech and Language training to enable them to deliver targets set by speech and language therapists.
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Work with and seek advice from educational psychologist, advisory teacher, speech and language therapist or health colleague to support your child's progress. As a parent you can request that school seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests. Click on the link to see information about [access to the Inclusion Support Team](#)
- Tell you how to get in touch with Parent Partnership services who can offer advice and support.
- Talk to you if we think we need to consider asking the local authority to make a statutory assessment of your child's needs because more advice/resources are needed to help your child make progress.
- If your child has a particular learning or behavioural difficulty such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language , moderate learning or specific learning difficulty; teachers and support staff in the school will seek additional professional advice to ensure that they can best meet your child's needs.

- Your child may have some support in class for some lessons, if we think this will help them to make progress. They will not always need, or benefit from 1:1 support in class, because they need to learn to work independently.
- If your child has made progress then school will discuss with you:
 - whether there needs be a further period of intervention;
 - if your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place;
 - or, that such good progress has been made that support is no longer needed.
- If your child has not made progress the school should consult with outside agencies to seek further advice on strategies and programmes.
- If you are not happy about your child's progress ask for further meetings with staff in school and outside agencies to ensure that you have confidence in the provision.
- If you wish to complain about the school's response to meeting you child's needs you must first raise your issue with the head teacher. If you are still unhappy raise your concerns with the Chair of Governors at the school. If you are still not satisfied then register a complaint with the Local Authority at Sandwell Council House. The Parent Partnership Service is also there to help and your school will have the contact details.

Education and health Care plans

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need a Statement of SEN. If the LA agrees to begin the process; an Education and Health Care Plan (EHCP) takes 26 weeks to complete. Your child will continue to be supported from the school's SEN resource while the EHCP is completed.
- For most children this is likely to be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require a Statement due to the complexity of their need.
- The Statement will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff will access additional professional development in order to ensure that they have the skills to teach your child
- Many children who need a statement will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the Statement is developed.
- We will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the EHCP.
- If your child is not making expected progress then the school should request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.

Focus Provision for pupils who have an Autistic Spectrum Disorder (ASD)

- Our Buttercup and Daisy rooms are equipped and organised in an appropriate way to provide a suitable education for pupils with ASD. The staff are experienced in this area of special needs and undergo regular training to make sure that they fully meet the needs of the pupils in the unit. Our aim is that the pupils with an EHCP for ASD are able to access the regular classroom as much as possible but that they have an area where they feel safe, comfortable and are able to work in a way that suits them best. In this provision the children will be working on individual learning plans which best suit their needs and encourages them to develop and reach their potential. All pupils in the Focus provision are treated as individuals and their needs met in the most suitable way.

Christ Church C of E (Aided) Primary school is a fully inclusive school which ensures that all pupils achieve their potential. We believe that by offering a range of different experiences pupil's learning is enhanced and social experiences widened. We believe that all children regardless of their SEN need should be given the opportunity to have new experiences.

Whether you are a parent of a child at our school or a prospective parent we strongly encourage you to come in and see us. We are a welcoming friendly school that always seeks to do the best we can for all of our children regardless of their abilities or disabilities.