



## “Let your light shine”

Christ Church C of E (VA) Primary school we believe that every child should be encouraged to reach their full potential and let “Their Light Shine”. This concept underpins our values and is integrated into all areas of our school life. We have keywords that help us link these principles, these are:

S - Successful  
H - Happy  
I - Included  
N - Nurtured  
E - Enriched

We are committed to narrowing the attainment gap between SEND and non SEND pupils. We use a range of interventions and support strategies to help close this gap. Children have individual targets set to help achieve this and they are reviewed regularly to ensure they are appropriate.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

## 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 encourage all pupils, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs to achieve their full potential in all areas; personally, socially, emotionally and academically. This document sets 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.

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

We have 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 is closely monitored. Targets are set for the children depending on their individual needs.

**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 welcome you and your child and invite you to discuss your child's needs before they start with us. If a need develops during your child's time with us please feel confident that we will listen to your concerns and act on them appropriately.
- The teachers and support staff who teach your child have had professional development and training they need to understand how children learn, including those children who have learning difficulties.
- We provide a variety of teaching and learning programmes to meet the individual needs of each child. These may include literacy, numeracy and/or behaviour programmes all of which help support learning and develop skills to help access all aspects of the curriculum with more independence.
- 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.
- 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.)
- We will keep you informed about how your child is progressing at least twice yearly and through a written annual report detailing progress and will be happy to discuss your child's progress, at other times. Please make an appointment to discuss this. If your child has a Special Educational Need you will be invited to attend regular SEN meetings with the schools SENCo to discuss your child's progress and next steps.

- We will invite you in to school to discuss any concerns we may have if we feel new issues present themselves. If you or your child has 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.

### **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 of an Education and Health Care Plan (EHCP)

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

- Talk to you about your child's difficulties 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 . 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.
  - Check on progress at least once a term and invite you to a meeting to discuss that progress.
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- Work with and seek advice from Child Educational Psychologists, Advisory Teachers, Speech and Language Therapists or Health colleagues 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. In Sandwell these are SEND IASS 0121 500 4010.
- 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 particular learning or behavioural difficulties such as a 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. We will therefore monitor the need for this and reduce as appropriate. We will keep you informed about this during our regular meetings.
- If your child has made progress then school will discuss with you:
  - whether there needs to 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 your child's needs you must first raise your issue with the SENCo if the concern is more significant then contact the Head Teacher. If you are still unhappy, raise your concerns with the Chair of Governors at the school. The Parent Partnership Service is also there to help and your school will have the contact details.

### **EHCPs**

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an EHCP. This process begins with a meeting about your child's needs with the professionals involved in their support. These are normally the child's parents, the SENCo, support member of staff, someone from Inclusion support and any other outside agencies who are involved in supporting your child. This meeting is called a CAM. As a group the decision to

request a Statutory assessment is made. If the local authority agrees to begin the process; an Education and Health Care Plan (EHCP) takes 26 weeks to complete. Your child will continue to be supported by the school using the SEN resource while the EHCP process 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 an EHCP due to the complexity of their needs.
- The EHCP will specify to 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 an EHCP 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 EHCP 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. This annual review looks at the provision within the EHCP and if it is still relevant. Any changes are noted and the EHCP is altered accordingly. Annual reviews can take place at any point during the school year but must be held within 12 months of the last one.
- 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 with a diagnosis of Autism**

Our Focus Provision rooms are equipped and organised in an appropriate way to provide suitable education for pupils with ASD. The staff are experienced in this area of special needs and undergo regular training to make sure they are able to fully meet the needs of the pupils in the provision.

Our Aim is that pupils with an EHCP and diagnosis of Autism are able to access a good balanced curriculum through lessons which are designed to meet their needs. It is important that they have a safe space where they feel comfortable and are able to work in a way that suits them best and are able to access the regular classroom as much as possible. In the provision the children work on individual targets. It is the local authority who allocate places within this provision we are not able to offer places ourselves.

Christ Church C of E (Aided) Primary school is a fully inclusive school which encourages all pupils to achieve their full potential. We believe that by offering a range of experiences pupil's learning will be enhanced and social experiences widened. We believe that all children regardless of their needs should be given the opportunity to have new experiences. We plan our curriculum and focus provision curriculum so that children with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Our Focus Provision curriculum has been specifically adapted to meet the needs of our children with ASD. We will not set a limit on what children can do or achieve but allow them to explore the activities and experiences depending on their individual needs and encourage them to take their learning as far as they are able. Activities and experiences are adapted to meet specific needs and learning styles.

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.