

## CHRIST CHURCH SCHOOL – OUR LOCAL OFFER

### 2. HOW DO WE DEVELOP THE KNOWLEDGE, SKILLS AND EXPERTISE OF SCHOOL STAFF?

All staff, including teaching assistants - have regular training and guidance to meet the needs of our children. The school's Inclusion Leader and Head teacher have responsibility to arrange and provide this training which ensures that all staff:

- have an awareness of the different Special Educational Needs and Disabilities in our school.
- are able to plan and teach/support lessons which meet the needs of all children.
- understand the social, emotional and mental health needs of children with SEN/D

Every year we do an AUDIT of staff training needs – this includes knowledge and expertise about different SENDs.

We sometimes take part in National Awareness Days, for example, on Autism, Speech Language and Communication Needs and Down syndrome. We build in a focus on disabilities into our assemblies and curriculum, including themed weeks, to heighten awareness beyond our curriculum.

Our Staff Handbook and SEN policy provides written guidance about the different SENDs in our school according to the categories of SEND:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical needs

We know that children will frequently have a range of needs.

We provide an annual whole staff briefing on the procedures set out in our SEND policy – all staff receive a copy and it is available for all parents on our school website:

[www.christchurchschool.co.uk/parents/policies](http://www.christchurchschool.co.uk/parents/policies)

We provide training for all of our Teaching Assistants who are working with children with particular SENDs.

We provide specialist training for Teachers and Teaching Assistants who support children with the most complex needs - for example general Learning Difficulty, Hearing Impairment, Autism and access specialist support from the Local Authority as required and class teachers and teaching assistants regularly meet external professionals (e.g. speech and language therapist, language and communication teacher, educational psychologist) to discuss specific needs of children in their class and to access support.

Members of our school staff often attend training sessions run by national and local organisations.

We use the eight national Teaching Standards to develop the knowledge, skill and confidence of all of our Teachers as part of their professional development.

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### FREQUENTLY ASKED QUESTIONS – SKILLS, KNOWLEDGE AND EXPERTISE OF SCHOOL STAFF

Q. How do you make sure that staff new to the school are able to meet my child's needs?

A. All staff new to the school have an induction programme which includes a meeting with the previous class teacher, the Head teacher and Inclusion Leader. We provide detailed information about the range of pupils in her/his class, personal support and detailed guidance on how to provide high quality teaching and support. Inclusion and differentiation are built into all leaders' monitoring to ensure practice is constantly being monitored, evaluated and reviewed.

Q. Will there be someone in the school who understands my child's needs as soon as he/she starts?

A. As soon as we know that a child is coming to our school with particular needs, we review our provision and provide relevant ongoing training. The Inclusion Leader offers a second, more detailed meeting with you. From here a plan is formulated with you as to how Christ Church will meet your child's needs. Depending on the child's level of need a meeting may be called in advance of their start date so that all professionals involved can ensure that the correct provision and information is transferred from the previous provision and from parents/carers.

Q. Will my child with an Education Health and Care Plan have a Key Worker – what does the Key Worker do?

A. Yes. We will allocate a Key Worker at the start of the school year or when a SEN support programme is put in place. The Key Worker is usually the Inclusion Leader and, together with the class teacher and Head teacher, will coordinate provision and monitor the achievement and well-being of your child.