

CHRIST CHURCH SCHOOL – OUR LOCAL OFFER

4. HOW DO WE IDENTIFY AND ASSESS CHILDREN WITH SEND - WORKING CLOSELY WITH PARENTS AND CARERS?

Our starting point is to have a conversation with parents/carers from the moment their child starts school – or at any earlier opportunity if possible: they are the first educators of their child. We need their knowledge in order to know how to plan effectively. The Inclusion Leader and/or class teacher may also visit the child's previous school or setting in order to support the transition to Christ Church. On school visits and initial meetings with the Head teacher and/or Inclusion Leader will ask whether parents/carers have any concerns about their children – for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once he/she starts school. The procedures for any new child joining the school are set out in our Welcoming new children and their parents document. Any new parent to Christ Church will be offered an initial meeting with the class teacher within the first two weeks, followed up by a review meeting with the Head teacher and class teacher after the first half term. All new Reception parents meet individually with the class teacher and Head teacher within the first two weeks of September.

If a child has attended a Nursery School or Children's Centre we use information to plan from day one the best programme of support. This will involve a Transition Plan for children with SEND.

In addition we assess all children in the first half term in our school through careful and sensitive classroom observation and an early review of progress. In Reception classes we give children time to settle in before assessing. In Years 1-6 we assess children after three months to ensure we don't miss anything. With children transferring from other schools, we always call the previous school for a discussion with the class teacher, Inclusion Leader and/or Head Teacher depending on the level of need. We also listen to children to find out how they are settling in to school.

We are committed to personalised planning and regular assessment and review to make sure that your child makes progress. We continue to assess and monitor all through the child's time in school so that we can look out for any Special Educational Needs that might arise later on. Class teachers discuss all our children at least every term through pupil progress meetings with the Head teacher.

We take great care to establish whether lack of progress is because a pupil has English as an additional language (EAL), for example by talking to the child (and parents) in her/his home language. We also work with specialist services – for example Educational Psychologists and Speech Therapists - who provide expertise in finding out the type and range of the student's needs, for example, in terms of language and communication needs or slow progress in acquiring reading and number skills. This link explains how the Educational Psychologist team support our school <http://www.localoffer.camden.gov.uk/template/32/educational-psychology-service>

We follow Camden's guidance for the identification of SEND. You can see more details on how we identify children with SEND in our SEN policy: www.christchurchschool.co.uk/parents/policies

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FREQUENTLY ASKED QUESTIONS – HOW WE ASSESS CHILDREN WITH SEND

Q. If my child has been assessed as having a SEND, what happens next?

A. Class Teachers regularly assess the progress of the children in their class and if they have any concerns, they will talk to the Inclusion Leader and discuss what the next steps will be. Initially this will mean extra support from the Class Teacher and/or Teaching Assistant and sometimes we will involve a specialist service or further intervention beyond the class Teacher's adaptations/provision.

Q. What should I do if I think my child has a SEND?

A. You should contact the school and ask to talk to your child's Class Teacher. S/he will then talk to the Inclusion Leader about possible next steps. The Inclusion Leader will always talk to you about your concerns and may begin an assessment of needs. If there is an agreement that your child has a Special Educational Need the school will work with you to plan a programme of support.

Q. I am a Carer of a boy in Year 5 – he has been looked after (LAC) for three years. I think that he may have special educational needs. Who do I talk to about this?

A. Arrange a meeting with our Inclusion Leader. She will assess his needs and make provision which will help him to make progress. We will also make sure that we work closely with the school's designated teacher for LAC and with services and link workers to make sure that we "join up" our support.