

## **CHRIST CHURCH SCHOOL – OUR LOCAL OFFER**

### **7. HOW DO WE MAKE SURE THAT CHILDREN WITH SEND ENJOY A BROAD AND BALANCED CURRICULUM?**

It is our aim at Christ Church School to ensure that all children have access to the National Curriculum. We provide a curriculum that is broad, balanced, motivating and accessible to all children. Teachers will endeavour to ensure that all activities are planned with appropriate differentiation and additional help is given to allow all children to participate and achieve.

We want our exciting curriculum to be one of the many reasons our children love coming to school! We work hard to ensure that all of our children achieve in lots of different ways as well as academic learning – for example, in drama, sport, music, dance, showing leadership and taking on responsibilities.

We encourage children with SEN/D to play a full part in the life of our school. We arrange educational visits and journeys and make sure that all of our children can take part. We do a risk assessment and when necessary make reasonable adjustments to plans and arrangements.

Year 6 take part in a five day residential school journey in the autumn term where they take part in a wide range of outdoor activities.

We also believe that withdrawing children from class is appropriate for some children. Small groups of children receive specific and structured practice in particular tasks related to National Curriculum targets and class activities. A child's individual targets are taken into account when planning these sessions.

Depending on the needs of particular cohorts of children, the inclusion leader and class teacher may also arrange for other sessions to take place e.g. handwriting, social skills, language and communication, often in collaboration with external agencies.

We use a range of specialist and targeted support and interventions to accelerate children's progress in, for example, reading, writing and mathematics. These sessions run for a limited time and they are provided by a trained teacher or Teaching Assistant.

Our Inclusion Leader and Head teacher monitor the quality and effectiveness of these interventions every term as part of pupil progress meetings. For example, we measure a reading level at the start of a reading intervention and then assess progress over time and levels of attainment. If a child is not making sufficient progress and/or is falling short of national expectations we will consider other forms of support in discussion with you and your child.

No child is excluded from an activity because of their special educational need, although a child may be temporarily excluded from an activity due to unacceptable or dangerous behaviour.

We also adapt the curriculum to include children with SEN/D, for example:

- Providing quiet time or activities out of the classroom for a child with behavioural needs,
- Providing a visual timetable and clear explanations of tasks for a boy with autistic spectrum disorder,

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- Providing assistive technology (including radio aids for hearing impaired child) to ensure effective communication.

Additional staff provide support for learning in the classroom and sometimes in small groups away from the main part of the lesson for a short period of time. These staff include:

Staff	Examples of what they do
Teaching assistants	In class support. Working with a child with a Statement or EHCP. Small group support in class.
Intervention Teaching assistant	Small group or individual interventions or additional support.
Reading Volunteer	Individual reading support for individuals.

### FREQUENTLY ASKED QUESTIONS – OUR CURRICULUM

Q. What happens if my child is not making progress in reading? Is there any extra support available?

A. We provide additional support through a variety of approaches. These include targeted literacy support in the classroom and in one to one and small group teaching sessions. We always consult you when we are planning to do this and we report when it starts and report back on your child's progress.

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

A. As soon as we know that a child is coming to our school with needs requiring new expertise we make a plan to develop that expertise and provide relevant ongoing training. The Head Teacher and/or Inclusion Leader will offer a meeting with you as early as possible. 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 professionals meeting may need to be called in advance of their start date to ensure the correct provision and information is transferred from their previous provision. The Inclusion Leader and/or class teacher may also visit your child's previous setting if relevant.

Q. Will my child miss out on important lessons in the classroom if they are taken out for an intervention?

A. We will always try to make sure that a child does not miss important parts of a lesson. The learning support teacher or teaching assistant will ensure that the child is quickly settled into their learning when they return to the lesson after an intervention.

Q. How will my child get involved in extra-curricular activities?

A. The curriculum includes a wide variety of clubs and activities that take place after school and we monitor the attendance and access of our most vulnerable children at these activities. If a child needs additional help to get involved we provide that help.

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Q. My child has an SEN statement and works very slowly. Are there are special arrangements to support him/her during the SATs?

A. Yes, with advice from our Educational Psychologist, we provide specially tailored access arrangements to ensure that he will be able to show what he knows and can do.