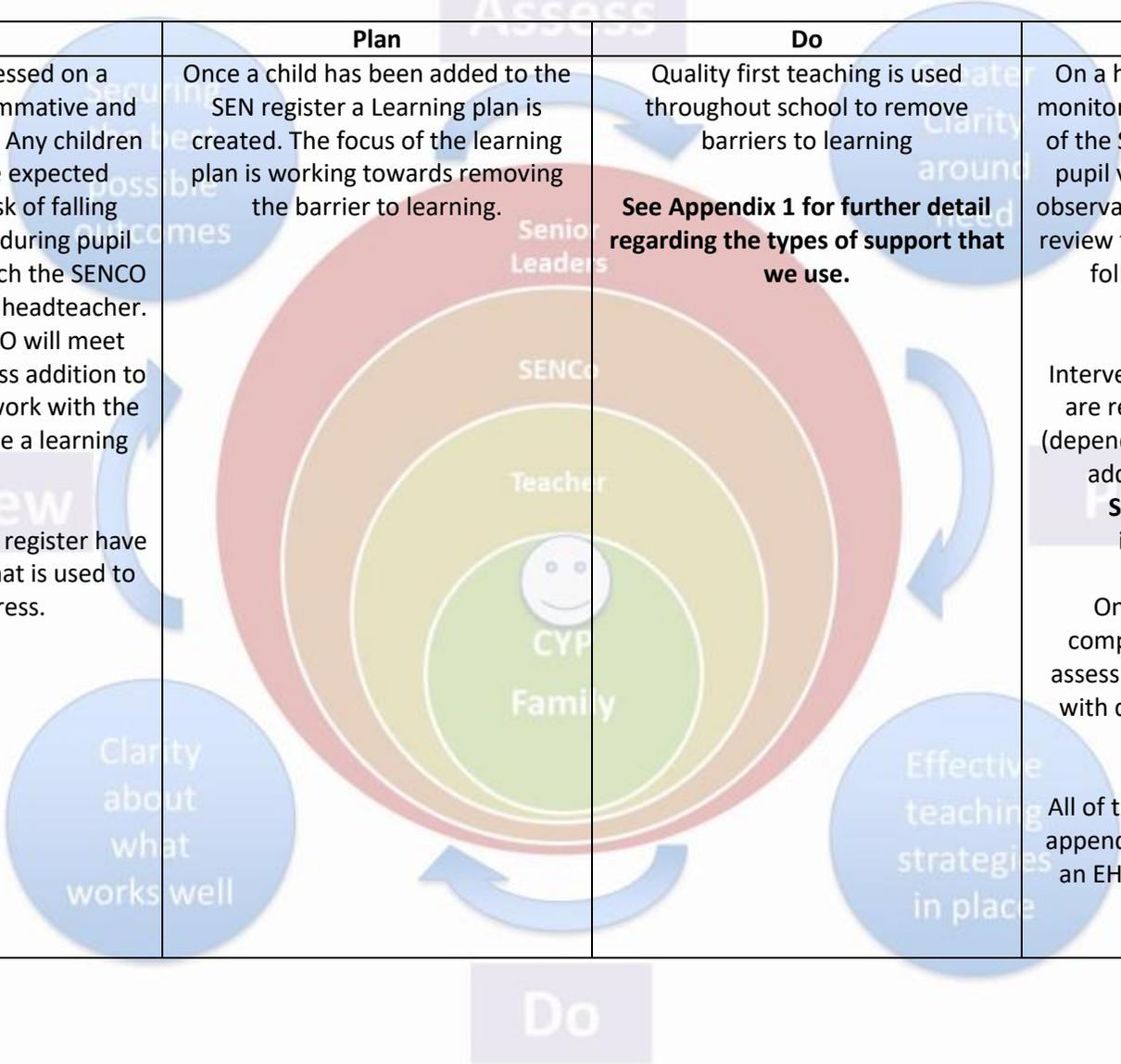


Christ Church SEND Offer

Assess	Plan	Do	Review
<p>All children are assessed on a regular basis using summative and formative assessment. Any children that have not made expected progress or are at risk of falling behind are discussed during pupil progress meetings which the SENCO attends along with the headteacher. If required, the SENCO will meet with parents and discuss addition to the SEN register and work with the class teacher to create a learning plan.</p> <p>All children on the SEN register have an assessment plan that is used to monitor progress.</p>	<p>Once a child has been added to the SEN register a Learning plan is created. The focus of the learning plan is working towards removing the barrier to learning.</p>	<p>Quality first teaching is used throughout school to remove barriers to learning</p> <p>See Appendix 1 for further detail regarding the types of support that we use.</p>	<p>On a half termly basis the SENCO monitors the progress of all children of the SEN register. They complete pupil voice, book scrutiny, lesson observations and look at planning to review that learning plans are being followed and that they are appropriate.</p> <p>Interventions that are put in place are reviewed on a regular basis (dependant upon the program) and added to the learning plan.</p> <p>See Appendix 2 for the interventions we use</p> <p>Once the review has been completed, we then will either assess and start the process again with different targets or refer to other services.</p> <p>All of the appropriate strategies in appendix 1 will be explored before an EHCP application considered.</p>



Appendix 1

Barrier to Learning	<p>Christ Church understands that children who are not making expected progress will often have underlying reasons that we need to unpick and try to overcome before the need for more focused interventions. The information below gives an overview of the most common reasons for children at risk of falling behind and the strategies that we use to overcome them. As we work very closely with all stakeholders the strategies that we use are personalised for individual children and added to their learning plan.</p> <p style="text-align: center;">Lots of these areas overlap.</p>
Low self-esteem and/or anxiety	<ul style="list-style-type: none"> • We focus on strengths and use positive reinforcement throughout the day. The praise is specific and descriptive rather than general. The way this is done is dependent upon the child. (Some children prefer quiet more private praise) • We plan different types of activities to allow all children the 'let their light shine' and help children to recognise their strengths. • We use reflective listening by checking the learner's input/ideas by asking questions to confirm understanding • We plan activities that allow for positive outcomes- for example our draft, write, publish model for writing. • Never put a child on the spot to answer a question- always give thinking time and this should be built into lessons. • Time to talk box in school to allow children to reach out to adults for support in a non-threatening way
Attention and Concentration	<ul style="list-style-type: none"> • We will always try to give very clear, short instructions which require one activity at a time. • We ask specific questions to ensure instructions have been understood • We repeat instructions several times- always using the same language • Recording devices are used for children to remind themselves of instructions • We use tick lists of tasks that need to be completed • Large font may be used to allow information to be clearly read avoiding block capitals, underlining and italics. . • Some learners are really adversely affected by the use of bright white paper, so we use a softer colour. • We use hyperbird on computers to minimise information and allow focus. (see our website for more information) • Don't speak and give instructions whilst children are working
Behaviour	<ul style="list-style-type: none"> • We understand that some behaviours are all about concealing or covering up anxiety. Anxiety and fear can show itself in students as anger/ annoyance. • We work with all stakeholders to understand triggers – what is it that will make a learner anxious. We work together to put strategies in place that can remedy the anxiety which in turn can remedy the poor behaviour. • We are aware that anxiety may take different forms. With some it is obvious, resulting in the pupil 'acting out' with poor behaviour. With others it may be hidden - many pupils simply shy away preferring not to be noticed. We acknowledge both types.

	<ul style="list-style-type: none"> • We ensure the classroom is a positive environment, thinking about seating, ear defenders, concentration stations • Create an atmosphere of trust • Prepare learners for what is coming next, eg, visual prompts, timetables discussion and pre learning if it is new to the child • Voice recorders so children can remind themselves of instructions • Timely use of time out- carrying messages, carrying heavy items, exercise on trim trail • Quiet time to regulate and discuss and validate emotions • We use zones of regulation as an intervention to teach children about understanding and identifying their own emotions • Staff work with small groups of children to model good play and communication this is built up to bigger groups as appropriate. • Chew/fiddle toys are provided for children that need to then to focus
Attendance	<ul style="list-style-type: none"> • Every Half Term attendance letters are sent to all children which have attendance below 90%. • Families with attendance below 90% for more that a term are invited in for a meeting to discuss support with can offer. This support could consist of: early help, the purchase of alarm clocks, support with families writing morning routines, parenting classes. • We do first day telephone calls and if no response we will visit the home for a welfare check. If we still can't contact the family, we will contact children's services. • School staff will collect children from home if required.
Language and Communication	<ul style="list-style-type: none"> • We use simple sentences • 'think time' is build into lessons so that pupils can process information, instructions and/or questions. • We avoid (or explain) idioms/double meanings • We will always avoid sarcasm • Now and next boards are used • Staff wear lanyards to encourage communication by the reinforcement of language through pictures • We use devices and programs such as Clicker 8 to support children with their writing.
Reducing Memory load	<ul style="list-style-type: none"> • We break any task down into manageable sizes – bite size. • We use signal words to alert learners to what is required of them. • We regularly check understanding through specific questions • We provide written instructions using numbered bullet points that children can tick off • Recording devices are used to remind children of instructions.

Appendix 2

Resources provided by school	Interventions provided by school
Visual timetables Concentration stations Clicker 8 Task Planners Weighted pens Adapted books/paper Manipulatives Scaffolding of activities Help sheets/word mats Wobble cushion Chew buddies Fidgets Weighted blankets Ear defenders Home collection Breakfast	Wellbeing worker in school Mental health practitioners Consultations provided through the mental health support team Little wandle phonics Talk about Language for thinking Zones of regulation Toe by toe Speech therapy strategies Language and communication strategies Trauma informed work Mastering maths