



SEND Policy

Our vision, rooted in the words of Jesus (Matthew 19:14), “*Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these,*” is to provide a safe, happy and caring environment where all pupils are nurtured and valued within a Christian ethos.

To achieve our vision we:

- provide inspirational and enjoyable learning experiences through a curriculum that is broad, balanced and based on the needs of our children
- work hard to reach our full potential
- share each other's success
- promote a sense of belonging to our school, local and Church community
- foster high self-esteem and nurture high aspirations
- ensure pupils become more confident independent learners
- provide a safe, warm and welcoming Christian environment within which everyone feels valued and respected
- develop spirituality, a moral ethos and an appreciation for Christian values
- enable everyone to grow and blossom into responsible and successful citizens through the firm Christian foundations we provide and an appreciation of national and global communities.

We are a strong team of proud pupils, parents, staff, governors, the Church and the local community.

Our Christian faith gives rise to our service to God and to the community. Our core principles are friendship, forgiveness, hope, trust and courage. These give rise to justice, wisdom and thankfulness.

March 2025

Accepted by Governors

March 2026

Date for review

Special Educational Needs and Disabilities (SEND) Policy

Introduction

Across school, every member of staff is committed to supporting children who have Special Educational Needs.

Definition of Special Educational Needs

The Special Educational Needs Code of Practice (2014) states 'a child has special educational needs if he/she has a learning difficulty, which calls for additional educational provision to be made for him or her.'

A child has a learning difficulty if he/she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age. This includes a difficulty in learning due to behaviour.
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.
- c) is under five and falls within the definition at (a) or (b) above or would do so if special educational provision was not made for the child.

The four areas of SEN:

- Cognition & learning
- Communication & intervention
- Emotional, behaviour & social
- Sensory & physical

Many children with SEN may also have a disability- 'a physical or mental impairment which has a substantial and long term adverse effect on the ability to carry out normal day to day activities.'

At Christ Church CE Academy, we promote equality and strive to develop personalised learning experiences for our children. Children with SEND may require provision to be additional or different.

Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners/outside agencies involved in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all areas of the curriculum and school life.
- To enable all children to reach their full potential.

The aims of the school are:

- To assess children's needs clearly and at an early stage.
- To implement any measures deemed necessary for a child to access the curriculum.
- To keep parents involved in discussions about their children's progress and informed of strategies we are using.
- To provide the resources necessary for a child to access the curriculum.
- To liaise with outside agencies to provide the best possible support for a child.

To regularly review and monitor the efficient implementation of the whole policy with the governing body and staff team.

Identification and Assessment

We have adopted a whole school approach to SEND policy and practice. Pupils identified with SEND are, as far as is practicable, integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and other aspects of school life.

Teachers are responsible for identifying children with SEND. Within every classroom, quality first teaching is used to ensure that all pupils are able to engage with the curriculum effectively and make progress. This means that the teacher has high expectations of the children and through effective marking and assessment they are able to use a range of strategies to build on a child's existing knowledge and understanding. Personalised, differentiated learning is essential to meet the needs of every child.

Special Educational Needs may be identified through:

- Regular monitoring and tracking of progress.
- Pupil Progress Meetings
- Informal Assessment.
- Information from parents/carers.
- Information and assessments from other professionals.
- Standardised assessments and specific assessments related to the learning need.
- Observations of the child in different settings and their response to change.
- Teacher and/or parent/carer concerns reported.

Termly assessment data and more informal interactions will allow teachers and other staff working with the pupil to identify any areas of need that the pupil may have. Additional support may be required to ensure that the pupil is able to make progress. In some instances, children may require additional support due to other factors such as physical difficulties or social, emotional and mental health issues.

Where a child is identified as not making expected progress, we incorporate a **graduated approach** response following the model of **assess- plan- do- review** to identify outcomes and provision that will support learning and accelerate progress.

In each case the class teacher will work alongside the SENDO and curriculum leaders to plan the suitable support package for a child that will ensure that receive the best possible learning experience at school. These will be reviewed as part of Pupil Progress meetings and formal reviews

Children with English as an additional language will be monitored carefully to establish whether their needs are due to a learning difficulty within their understanding of English. We do not consider that children who are having learning difficulties solely because their home language is different from English to have Special Educational Needs. In these instances, support is provided by our Literacy Development Worker to assist a child in developing their understanding of English.

The Stages of SEND

Where children are identified as having special educational needs, they will follow a progressive system that aims to provide the best support for the child's need:

Quality First Teaching

At Christ Church CE Academy, high quality, inclusive teaching, monitoring and assessment is evident in every classroom.

Quality First Teaching (with Intervention)

Where pupils are displaying gaps in learning or are progressing at a slower pace, every attempt will be made by a class teacher to ensure that the needs of these pupils are met through differentiated learning and carefully planning programmes of intervention. These are tracked and monitored through Pupil Progress Meetings.

SEND Support

However, in some instances, some pupils require support that is additional or different to the quality first teaching taking place in the classroom. Where a concern is raised by a parent, class teacher or outside agencies, staff will complete a 'cause for concern form' and the SENDCO will undertake further discussions and observations. If it is identified that the pupil requires specific intervention to support their learning needs, they will be placed on the SEND register and details of provision and progress recorded on a School Support Plan (SSP). School run a number of provisions that support learning and communication difficulties, physical difficulties and social, emotional and mental health needs.

School may also begin to seek further assessment and support from external services.

SEND Support (with a My Support Plan/ I-APDR)

For some children whose needs cannot be directly met in school, a request for the involvement of specialist services is made, who will support school and parents in meeting the needs of the child.

These children will be placed on a My Support Plan and termly meetings will take place to discuss the outcomes, provision and progress across all areas of SEND relevant to the child.

Education, Health and Care Plans (EHCP)

Where educational progress continues to be limited, despite the support provided by school and external professionals, a request for a statutory assessment of the needs of the child may be sought from the Local Authority.

It may be that an **Education, Health and Care Plan (EHCP)** is necessary to support the pupil's academic progress and personal development.

An Education, Health and Care plan (EHCP) is a **legal document which describes a child or young person's aged up to 25 special educational needs, the support they need, and the outcomes they would like to achieve.**

The EHCP is reviewed annually and reported to the Local Authority.

How is an Education Health and Care Plan (EHC plan) created?

For children who require further support to access the learning within a mainstream school, a request will be made for a statutory assessment of the pupil's needs.

The request will provide evidence of:

- The school's action through SEND support
- targets for the child or My Support Plans
- Records of reviews and their outcomes
- The pupil's health including medical history where relevant
- Attainments in literacy and maths
- Specialists reports
- Views of parents and child
- Involvement of other professionals
- Social service or educational welfare service involvement

When the request is completed it will be forwarded to the Local Authority and will be looked at by a specialist panel who will decide whether an assessment of need is required.

When deciding whether or not to carry out an EHC assessment, the Request for Assessment panel will consider two things **(this is called the Legal Test)**:

1. Whether the information provided shows that the child or young person has or may have special educational needs
2. Whether the information provided shows that it may be necessary for additional support to be provided for the child or young person above what would be normally available in school.

They will also consider the following:

- Has the educational setting identified the young person's needs and then provided support which is relevant to these needs and which has a clear outcome?
- Have learning levels and rates of progress been provided?
- Have they included relevant reports from other professionals?

Where an assessment is agreed a range of professionals will need to carry out an assessment of the child or young person, including an Educational Psychologist, health colleagues and Social Care. This will include updates from the educational setting and information provided by the pupils and their parents/carers.

The outcomes of the assessment will form the basis of the EHCP. **Sometimes it may be decided that an EHCP is not required.** It may be that the assessment shows that the child or young person can be supported by a school or setting without additional funding.

A child will retain their EHC Plan throughout their educational career. The targets on a plan will be reviewed annually with the parents, the child, the Local Authority, the school and specialist services that are involved. They will consider whether any changes need to be made to the description of the pupil's needs or to the special educational provision specified in the plan.

The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Curriculum and Provision

We pride ourselves providing an inclusive education which supports all pupils to learn, contribute and participate in all aspects of school life. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence. We ensure that all pupils have access to a curriculum that supports that individual learning outcomes and allows them to engage with all school activities. We use various strategies to make adaptations to the curriculum to support are children with SEND:

- Use a range of teaching and learning styles
- Differentiated learning materials.
- Practical resources to support learning tasks
- Access to ICT and Technology
- Provide additional in class support
- Provide additional out of class support
- Opportunity for outdoor learning- ie: Forest School
- Wellbeing programmes or bespoke packages to support SEMH needs.

- Provide enrichment opportunities to enhance learning experiences
- Use flexible groupings - including small group work and intervention
- Give every child the entitlement to a sense of achievement.
- Use appropriate rewards and sanctions
- Ensure that staff are aware of individual needs and how these can be effectively met through high quality planning, teaching and differentiation.
- Set outcomes and targets to stretch the abilities of the pupil and allow them to make progress.
- Review outcomes and short-term targets for pupils as part of the assess, plan do and review process.

For some children, it may be necessary to provide a personalised timetable of provision, which allows them to access provision from many areas of school in order to meet their individual needs. Personalised timetables are implemented in consultation with the SENDCO, class teacher, 1:1 support, parents and external professionals.

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan**.

Transition for Pupils with SEND

Support for children with SEND starting at our school

As Christ Church CE Academy has nursery provision, we already know the majority of our new starters well. Where a child has attended another setting, EYFS teachers will liaise with the staff there to ensure that they are fully aware of the child's abilities, interests and needs. We have a series of transition visits for new starters and parents so that there are opportunities to become familiar with the setting and to meet and talk to staff. For children with SEND, the SENDCO will meet with parents, the previous setting and external professionals to discuss the support required for the child and further visits can be arranged to help with support the transition to a new school.

Support for transition to a new class

When the children are reaching a transition point between two classes, we have transition days so that they can become familiar with the new setting and any different routines. For children who may find change challenging, additional visits may be organised and time provided to allow the child to get to spend time with new adults who they will be working with in their new class.

Support for transition to a new school

Children with SEND are given an extensive level of support before they move to their new school. We work closely with parents and their school of choice to make transition as smooth as possible. As well as having visits from the SEND co-ordinator at the new school, there are opportunities for extra transition visit. The new school will be invited to attend SEND review meetings in the summer and all relevant paperwork is passed on.

Role of governors

The governing body will ensure that:

- provision is of a high standard.
- a 'responsible person' is identified to liaise with the SENDCO and report on issues surrounding SEND.
- children are fully involved in school activities.
- they have regard to the Code of Practice when carrying out its duties.
- parents are reported to on the implementation of the school's SEND policy.
- they are aware of school policy and ensure its implementation.

Our SEND Governor is: Dr Anthony Gray

Role of Head teacher

- inform the governing body about SEND within school.
- meet regularly with SENDCO to ensure clear strategies are in place for the management of SEND.
- work with the SENDCO to develop a positive, flexible, working relationship with parents and outside agencies.

Role of SENDCO

The key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

- overseeing the day-to-day operation of the school's SEND policy.
- coordinating provision for children with special educational needs and disabilities.

- to liaise with staff in order to monitor pupil progress.
- to meet with the SEND governor on a half termly basis to evaluate pupil progress and discuss any SEND issues that may arise.
- to report to governors.
- to liaise with parents and arrange reviews/meetings.
- to liaise with external agencies.
- to support teachers involved in drawing up support plans, EHCP requests and review the work of the school in this area.
- to lead formal reviews
- to ensure records are kept up to date.

Role of class teacher

- being aware of the school procedure for the identification and assessment for SEND pupils.
- collaborate with the SENCO to decide the action required to assist the pupil to progress.
- Implement the provision to support pupil progress
- work with SENCO to collect all the available information on the pupil.
- to be responsible for collating information on the Individual Support Plan and writing and reviewing My Support Plans.
- develop constructive relationships with parents, sharing targets, reporting on progress.

INSET

INSET is provided where necessary and will be included in the SEND action plan for Christ Church CE Academy.

Where staff feel they require training around any of the issues associated with SEND, they will be able to attend any relevant courses.

The SENDCO will attend termly SENDCO network meetings and keep staff informed of national and local issues regarding SEND.

Staff who deliver intervention will receive appropriate training before intervention begins.

Partnership with Outside Agencies

The school will liaise with outside agencies to discuss how to provide the best support for children with special educational needs. We will keep them fully informed of the support being provided in school. Similarly, outside agencies will report to school on any issues that have been raised through their meetings with a child.

Partnership with parents

The Children and Families Act (2014) emphasises that the child and their families are central to the SEND process in school. Christ Church CE Academy believes in developing a strong relationship, particularly with parents. This will enable children with SEND to achieve their potential. We recognise that parents have a unique overview of their children and how best to support them. This provides them with a key role in the partnership. At all stages of the SEND process the school will keep parents fully informed and involved. We will take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

Partnership with pupils

Whenever appropriate, from an early age, children will be encouraged to be actively involved in setting targets and reviewing their performance.

Complaints procedure

The school complaints procedure is available to parents/carers on the school website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents as required.

Evaluation

Christ Church Academy will evaluate the success of the policy in the following areas:

- Resource allocation and its use.
- Children identified at each stage with SEND.
- Progress of identified children.
- Scrutiny of documentation

Reporting

The effectiveness of this policy is reported to the governing body via the SEND Governor and by the evaluations noted. The head teacher will keep governors updated in the termly Head Teacher's Report.

This policy will be reviewed annually by all staff and the governing body.