

Christ Church CoE Primary School

Special Educational Needs and Disabilities (SEND) Policy

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Part 1: Mission Statement, Aims, Legal Framework, Definitions, Roles and Responsibilities

1. Mission Statement

Together, We Flourish

At Christ Church Church of England Primary School, our vision is for every member of our school community to experience "Life in All Its Fullness" (John 10:10). We are committed to nurturing deep personal growth, enabling every child to discover who they are and who they might become. Through our Christian values, we encourage everyone to take care of themselves, one another and the world around them, to go beyond expectation and to shine in all they do.

We believe every child is uniquely created in the image of God and has inherent dignity, worth and potential. We are committed to providing an inclusive, welcoming and ambitious learning environment in which all pupils, including those with Special Educational Needs and Disabilities (SEND), are valued, respected and supported to achieve their best academically, socially, emotionally and spiritually.

We recognise that inclusion is the responsibility of every member of our school community. We work collaboratively with pupils, parents and carers, governors, the local authority and external agencies to ensure that every child receives the support they need to participate fully in school life and to achieve positive outcomes.

2. Aims

Christ Church CoE Primary School is committed to providing an inclusive education that enables every pupil to achieve their full potential.

We aim to:

- identify pupils with SEND as early as possible through effective assessment, observation and partnership with parents and carers;
- provide high-quality, inclusive teaching that meets the needs of all learners;
- ensure that pupils with SEND receive appropriate support through a graduated approach in accordance with the SEND Code of Practice;
- remove or minimise barriers to learning, participation and achievement;
- make reasonable adjustments to prevent disabled pupils from being placed at a substantial disadvantage compared with their peers;
- promote independence, resilience, confidence and wellbeing;
- enable pupils with SEND to participate fully in all aspects of school life, including educational visits, clubs and enrichment opportunities;
- work in genuine partnership with parents, carers and pupils, ensuring that their views, wishes and aspirations inform decision-making;
- work collaboratively with education, health and social care professionals to secure the best possible outcomes;
- prepare pupils for successful transition between classes, schools and later life;

- foster a culture of respect, inclusion and belonging where diversity is celebrated and discrimination is not tolerated.

Our provision is underpinned by the principle that every teacher is a teacher of pupils with SEND.

3. Legal Framework

This policy has been developed in accordance with the following legislation and statutory guidance (as amended):

- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Education Act 1996
- Children Act 1989 and Children Act 2004
- The SEND Code of Practice: 0–25 years (2015), which remains statutory guidance
- Supporting Pupils at School with Medical Conditions (DfE)
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children
- Behaviour in Schools (DfE)
- Suspension and Permanent Exclusion Guidance (DfE)
- Working Together to Improve School Attendance (DfE)
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child

This policy should be read alongside the school's:

- Accessibility Plan
- Equality Information and Objectives
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Medical Needs Policy
- Complaints Policy
- SEND Information Report
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy

4. Definition of Special Educational Needs and Disability (SEND)

The school adopts the definition of SEND set out in Section 20 of the Children and Families Act 2014.

A child or young person has Special Educational Needs if they have:

"a learning difficulty or disability which calls for special educational provision to be made for him or her."

A pupil has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally available for other pupils of the same age.

The four broad areas of need identified in the SEND Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

These broad areas provide an overview of need and are not intended to fit every pupil into a single category. Individual pupils may have needs that span more than one area.

The school recognises that some pupils may experience barriers to learning arising from disability, medical conditions, attendance, English as an Additional Language (EAL), or other circumstances. These factors do not automatically constitute SEND but will be carefully considered when assessing a pupil's needs.

Equality, Inclusion and Reasonable Adjustments

Christ Church CoE Primary School is committed to promoting equality of opportunity for all pupils.

In accordance with the Equality Act 2010, the school will:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity;
- foster good relations between different groups;
- make reasonable adjustments for disabled pupils;
- ensure disabled pupils are not placed at a substantial disadvantage;
- promote full participation in school life.

Reasonable adjustments may include changes to teaching approaches, resources, communication methods, the physical environment, assessment arrangements or the provision of auxiliary aids where appropriate. Christ Church also fulfils its duties through its Accessibility Plan, which is reviewed regularly by governors.

5. Roles and Responsibilities

Governing Body

The Governing Body has overall responsibility for ensuring that the school fulfils its statutory duties relating to SEND.

Governors will:

- ensure the school complies with the Children and Families Act 2014 and Equality Act 2010;
- appoint a qualified SENDCo;
- monitor the effectiveness of SEND provision;
- ensure appropriate resources are available;
- review this policy annually;
- ensure the school's SEND Information Report is published and kept up to date;
- monitor the impact of SEND provision on pupil outcomes;
- promote an inclusive culture throughout the school.

The Governing Body has appointed a SEND Governor who meets regularly with the SENDCo to monitor provision and report to governors.

Headteacher

The Headteacher has overall responsibility for the strategic leadership of SEND across the school.

The Headteacher will:

- ensure the school's statutory duties are fulfilled;
- ensure high-quality teaching for all pupils;
- ensure appropriate staffing and resources are available;
- support the work of the SENDCo;
- promote inclusive practice throughout the school;
- monitor the quality of SEND provision;
- ensure staff receive appropriate training.

Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo is responsible for coordinating the day-to-day operation of SEND provision.

The SENDCo will:

- oversee the operation of this policy;
- coordinate the graduated approach (Assess–Plan–Do–Review);
- advise and support staff regarding inclusive teaching strategies;
- maintain the SEND Register;
- monitor pupil progress and the effectiveness of interventions;
- liaise with parents and carers;
- coordinate referrals to external agencies where appropriate;
- work closely with education, health and social care professionals;
- coordinate Education, Health and Care (EHC) needs assessment requests where appropriate;
- ensure statutory annual reviews of Education, Health and Care Plans are completed;
- contribute to staff training and professional development;
- support transition arrangements between classes, schools and educational phases;
- maintain accurate SEND records in accordance with data protection legislation.

Class Teachers

Every teacher is responsible and accountable for the progress and development of every pupil in their class, including those receiving additional support.

Class teachers will:

- provide high-quality inclusive teaching;
- identify pupils who may require additional support;
- implement the graduated approach;
- work closely with the SENDCo;
- monitor progress regularly;
- involve pupils and parents in reviewing progress;
- implement agreed reasonable adjustments and interventions;
- ensure teaching assistants are deployed effectively;
- maintain accurate records of provision and progress.

Teaching Assistants

Teaching assistants work under the direction of the class teacher and contribute to the delivery of high-quality provision.

They will:

- deliver interventions where appropriate;
- promote independence and participation;
- provide feedback to teachers;
- contribute to assessment and review processes;
- participate in relevant professional development.

Parents and Carers

Parents and carers are valued partners in their child's education.

The school will work collaboratively with parents and carers by:

- listening to their views and aspirations;
- involving them in decision-making;
- sharing information openly and regularly;
- reviewing progress together;
- providing information about support services, including the Local Authority's SEND Information, Advice and Support Service (SENDIASS).

Pupils

The views, wishes and feelings of pupils are central to the school's approach.

Pupils will be supported to:

- express their views;
- contribute to planning and reviewing support;
- understand their strengths and areas of need;
- develop independence and self-advocacy;
- participate fully in school life.

The level and method of participation will be appropriate to each pupil's age, understanding and communication needs.

Part 2A – Identification of SEND, the Graduated Approach and SEND Support

6. Identification of Special Educational Needs and Disabilities (SEND)

Christ Church CoE Primary School is committed to identifying pupils with Special Educational Needs and Disabilities (SEND) at the earliest opportunity to ensure that appropriate support can be provided promptly. Early identification enables barriers to learning and participation to be addressed before they become more significant and supports positive educational, social and emotional outcomes.

Identification of SEND is an ongoing process that forms part of the school's graduated approach to meeting pupils' needs. It is based on a range of evidence rather than a single assessment or diagnosis.

Information used to identify potential SEND may include:

- information provided by parents or carers;

- previous educational records and transition information from early years settings or other schools;
- teacher observations and professional judgement;
- ongoing formative and summative assessment;
- progress and attainment data;
- attendance and behaviour information where relevant;
- the pupil's own views and aspirations;
- advice from health, educational psychology, therapy or other external professionals.

The school recognises that slow progress or low attainment does not automatically mean that a pupil has SEND. Equally, attainment in line with age-related expectations does not necessarily mean that SEND is absent.

When considering whether a pupil has SEND, the school will also take account of factors that may impact learning but do not, in themselves, constitute SEND. These may include:

- disability where no special educational provision is required;
- attendance or punctuality issues;
- health or medical needs;
- English as an Additional Language (EAL);
- being in receipt of Pupil Premium funding;
- being a looked after or previously looked after child;
- safeguarding concerns;
- temporary emotional or social difficulties.

Where concerns remain following appropriate assessment and high-quality teaching, the school will consider whether special educational provision is required.

The Four Broad Areas of Need

In accordance with the SEND Code of Practice, the school recognises four broad areas of need.

Communication and Interaction

Pupils may experience difficulties with speech, language or communication, including understanding or using language effectively. This includes pupils with speech and language difficulties and those with Autism Spectrum Condition (ASC).

Cognition and Learning

Pupils may learn at a slower pace than their peers or experience specific learning difficulties such as dyslexia, dyscalculia or dyspraxia, or more general learning difficulties requiring additional educational provision.

Social, Emotional and Mental Health (SEMH)

Some pupils may experience social, emotional or mental health difficulties that affect their learning and participation in school. These may include anxiety, emotional regulation difficulties, attachment needs or behavioural responses arising from underlying SEND.

Sensory and/or Physical Needs

Some pupils require specialist support because of visual impairment, hearing impairment, physical disability, multisensory impairment or long-term medical conditions that impact access to learning.

These broad areas are not intended to fit pupils into fixed categories. Many pupils have needs across more than one area, and support will always be tailored to individual strengths and needs.

Early Identification

The school places great importance on early identification and intervention. Where concerns are identified, the class teacher will discuss these with parents or carers at the earliest opportunity. Parents are encouraged to share information about their child's development, strengths and any concerns they may have. The SENDCo may become involved to advise on further assessment or strategies where appropriate. Where appropriate, the school may seek advice from external professionals, with parental knowledge and involvement, to support accurate assessment and planning.

A pupil will only be placed on the school's SEND Register where it has been determined that they require special educational provision that is additional to, or different from, that normally available through high-quality teaching.

High-Quality Teaching

High-quality teaching is the first step in responding to the needs of all pupils and forms the foundation of the school's approach to inclusion.

Every teacher is responsible and accountable for the progress and development of every pupil in their class, including those who access additional support from teaching assistants or specialist staff.

Teachers will:

- provide adaptive teaching that meets the needs of all learners;

- maintain high expectations for every pupil;
- use ongoing assessment to inform planning;
- provide appropriate differentiation and reasonable adjustments where required;
- create an inclusive learning environment;
- monitor progress regularly;
- work collaboratively with parents, the SENDCo and other professionals.

The school recognises that additional intervention should complement, rather than replace, high-quality classroom teaching.

7. The Graduated Approach

Where a pupil is identified as requiring additional support, the school will adopt the graduated approach described within the SEND Code of Practice.
This is a continuous cycle of:

- Assess
- Plan
- Do
- Review

The graduated approach enables support to be carefully matched to need, evaluated regularly and adapted where necessary to improve outcomes.
Parents, carers and pupils will be actively involved throughout this process.

Assess

The first stage involves developing a clear understanding of the pupil's strengths and needs.

Assessment may include:

- teacher assessment and professional judgement;
- observations;
- attainment and progress data;
- information from parents and carers;
- the pupil's views;
- previous educational records;
- specialist assessments where appropriate;
- advice from external agencies.

Assessment is an ongoing process rather than a single event and will be reviewed regularly to ensure provision remains appropriate.

Plan

Following assessment, the class teacher, supported by the SENDCo where appropriate, will agree the provision required.

Planning will identify:

- the pupil's identified needs;
- desired outcomes;
- adjustments to teaching;
- interventions or targeted support;
- responsibilities of staff;
- arrangements for monitoring progress;
- review dates.

Parents and carers will be fully involved in agreeing planned provision and will receive clear information about the support being provided. Where appropriate, pupils will also contribute to setting their own outcomes and reviewing progress.

Do

The class teacher remains responsible for the pupil's learning on a day-to-day basis.

Although interventions may be delivered by teaching assistants or specialist staff, responsibility for planning, monitoring and evaluating progress remains with the class teacher.

The SENDCo will provide advice, coaching and support to staff where appropriate.

Teaching assistants will be deployed to promote independence, confidence and participation rather than creating unnecessary dependency.

Support will always complement high-quality classroom teaching.

Review

Provision will be reviewed regularly to evaluate its effectiveness and determine the next steps.

Reviews will consider:

- progress towards agreed outcomes;
- attainment and wider development;
- attendance where appropriate;
- wellbeing and participation;
- pupil voice;
- parental views;
- effectiveness of interventions.

Following the review, provision may be:

- continued;
- amended;

- increased;
- reduced; or
- ceased if the pupil no longer requires special educational provision.

The graduated approach is cyclical and will continue for as long as additional provision is required.

8. SEND Support

Where, despite high-quality teaching and appropriate adaptations, a pupil is identified as requiring special educational provision that is additional to or different from that ordinarily available, they will receive SEND Support. The decision to place a pupil on the SEND Register will be made collaboratively with parents or carers and will be based on evidence that special educational provision is required to meet identified needs.

SEND Support may include:

- adaptive teaching strategies;
- evidence-informed interventions;
- specialist programmes;
- assistive technology;
- communication support;
- therapeutic advice implemented within school;
- reasonable adjustments;
- additional assessment;
- targeted support from external professionals.

The support provided will always be proportionate to the pupil's identified needs and will be reviewed regularly through the Assess–Plan–Do–Review cycle.

Parents and carers will receive clear information about:

- the nature of their child's needs;
- the provision being made;
- expected outcomes;
- progress towards agreed outcomes;
- how they can support learning at home.

Where a pupil no longer requires special educational provision, following discussion with parents and consideration of evidence, they may be removed from the SEND Register. The school will continue to monitor progress to ensure that appropriate support remains available should needs change in the future.

Part 2B – Education, Health and Care Needs Assessments, Education, Health and Care Plans (EHCPs) and Multi-Agency Working

9. Requesting an Education, Health and Care (EHC) Needs Assessment

The majority of pupils with SEND will have their needs met through high-quality teaching and SEND Support using the graduated approach. However, where a pupil has significant or complex needs and, despite purposeful and evidence-informed support, is not making expected progress, the school may consider requesting an Education, Health and Care (EHC) needs assessment from the Local Authority.

An EHC needs assessment may be appropriate where there is evidence that:

- the pupil has, or may have, special educational needs that require provision beyond that which is ordinarily available within the school's delegated resources;
- the pupil's needs are severe, complex or long-term;
- the graduated approach has been implemented, reviewed and refined over time;
- advice from relevant education, health and social care professionals indicates that a coordinated multi-agency assessment is required.

A request for an EHC needs assessment may be made by:

- the school (with the knowledge of parents or carers);
- a parent or carer;
- a young person over compulsory school age; or
- another professional where permitted by legislation.

Before requesting an assessment, the school will normally have:

- implemented and reviewed SEND Support over an appropriate period;
- gathered evidence of the pupil's strengths, needs and progress;
- consulted with parents or carers and, where appropriate, the pupil;
- sought advice from relevant external professionals where appropriate.

The request submitted to the Local Authority may include evidence from:

- parents or carers;
- the pupil;
- class teachers;
- the SENDCo;
- educational psychologists;
- health professionals;
- speech and language therapists;
- occupational therapists;

- physiotherapists;
- social care professionals;
- other specialists involved with the child.

The Local Authority is responsible for deciding whether an EHC needs assessment will be undertaken. Parents and carers will be informed of their rights throughout the process, including their right to mediation and appeal where applicable.

10. Education, Health and Care Plans (EHCPs)

Where an EHC needs assessment concludes that special educational provision should be secured through an Education, Health and Care Plan (EHCP), the Local Authority will issue the plan in accordance with the Children and Families Act 2014.

An EHCP is a legally enforceable document that describes:

- the pupil's strengths and aspirations;
- identified special educational needs;
- agreed outcomes;
- special educational provision required;
- health provision where applicable;
- social care provision where applicable;
- the educational placement.

Christ Church CoE Primary School will work collaboratively with the Local Authority, parents or carers, the pupil and relevant professionals to implement the provision specified within the EHCP.

The school is responsible for:

- delivering the educational provision specified within Section F of the EHCP;
- ensuring staff understand their responsibilities in implementing the plan;
- monitoring progress towards agreed outcomes;
- maintaining regular communication with parents and carers;
- contributing to statutory reviews.

Provision identified within an EHCP will be incorporated into the pupil's individual planning and monitored through the school's assessment and review processes.

Annual Reviews of Education, Health and Care Plans

The school will work with the Local Authority to ensure that every EHCP is reviewed at least annually in accordance with statutory requirements.

The purpose of the Annual Review is to:

- evaluate the effectiveness of the provision specified within the EHCP;
- review progress towards agreed outcomes;

- consider the pupil's aspirations and changing needs;
- review the appropriateness of the educational placement;
- recommend amendments where necessary.

The Annual Review process will involve:

- the pupil, wherever appropriate;
- parents or carers;
- the class teacher;
- the SENDCo;
- representatives from the Local Authority where appropriate;
- relevant education, health and social care professionals.

Prior to the review meeting, advice and reports will be requested from all relevant professionals. Following the meeting, the school will prepare and submit the review documentation to the Local Authority within statutory timescales.

The Local Authority remains responsible for deciding whether to:

- maintain the EHCP;
- amend the EHCP; or
- cease to maintain the EHCP.

Parents and carers will be informed of their statutory rights to request mediation and appeal decisions made by the Local Authority.

Reviewing Progress and Exiting SEND Support

The school's graduated approach is based upon continuous assessment and review.

Following each review cycle, the class teacher, SENDCo, parents or carers and, where appropriate, the pupil will consider whether:

- current provision remains appropriate;
- outcomes have been achieved;
- different or additional provision is required;
- specialist advice should be sought;
- SEND Support should continue.

Where evidence demonstrates that a pupil no longer requires special educational provision that is additional to or different from that normally available, the school may decide, in consultation with parents or carers, to remove the pupil from the SEND Register. Removal from the SEND Register does not mean that support will cease entirely. The pupil will continue to receive high-quality teaching, appropriate classroom adaptations and ongoing monitoring. Should concerns re-emerge, the graduated approach will be reinstated promptly. The school recognises that pupils' needs may

change over time and remains committed to responding flexibly to changing circumstances.

Record Keeping and Information Sharing

The school maintains accurate, secure and up-to-date records relating to pupils with SEND.

Records may include:

- assessments;
- SEND Support plans;
- provision maps;
- review documentation;
- reports from external professionals;
- records of meetings with parents or carers;
- correspondence with the Local Authority;
- Education, Health and Care Plans;
- Annual Review documentation.

SEND records are used to:

- inform planning;
- monitor progress;
- evaluate provision;
- support effective transition between classes and schools;
- ensure continuity of support.

Information will be shared only where it is lawful and appropriate to do so, in accordance with:

- the UK General Data Protection Regulation (UK GDPR);
- the Data Protection Act 2018;
- safeguarding legislation;
- information sharing guidance issued by the Department for Education.

Parents and carers have the right to access information held about their child in accordance with data protection legislation.

11. Working with External Agencies

The school recognises that effective partnership working is essential to securing the best possible outcomes for pupils with SEND.

Where appropriate, and with parental knowledge and involvement, the school will seek advice and support from relevant education, health and social care professionals.

These may include, but are not limited to:

- Educational Psychology Service;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- Specialist Teaching Services;
- Autism and Communication Support Services;
- Sensory Impairment Services;
- Child and Adolescent Mental Health Services (CAMHS) or other appropriate mental health services;
- School Nursing Service;
- Paediatric Services;
- Children's Social Care;
- Early Help Services;
- the Local Authority SEND Team.

External professionals may contribute to:

- assessment;
- observations;
- staff training;
- recommendations for reasonable adjustments;
- intervention planning;
- reviews of progress;
- statutory assessments and Annual Reviews.

The SENDCo will coordinate communication between professionals to ensure that advice is implemented consistently and reviewed regularly. The school values the expertise of all agencies involved and will work collaboratively with families to ensure that support is coordinated, timely and centred on the needs and aspirations of the pupil.

Partnership with Parents and Pupils

Parents, carers and pupils are central partners throughout the SEND process.

The school is committed to ensuring that they:

- are listened to and treated as equal partners;
- receive clear and accessible information;
- are involved in planning and reviewing support;
- understand the provision being made and the intended outcomes;
- are informed of their rights, including access to the Local Authority's Special Educational Needs and Disabilities Information, Advice and Support Service

(SENDIASS), mediation services and the First-tier Tribunal (Special Educational Needs and Disability), where appropriate.

The views, wishes and feelings of the pupil will be sought and given due weight in accordance with their age, understanding and communication needs, ensuring that their voice remains central to all decisions affecting their education.

Part 3A – High-Quality Teaching, Inclusion and Access to the Curriculum

12. High-Quality Teaching and Adaptive Practice

At Christ Church CoE Primary School, we believe that high-quality teaching is the foundation of effective provision for all pupils, including those with Special Educational Needs and Disabilities (SEND). Every teacher is responsible and accountable for the progress and development of every pupil in their class. Teachers will plan and deliver lessons that are ambitious, inclusive and responsive to the needs of all learners. They will use assessment effectively to identify pupils' strengths, address barriers to learning and adapt teaching to enable every pupil to achieve their potential.

Adaptive teaching may include:

- adapting teaching approaches, explanations and modelling;
- providing appropriate levels of challenge and support;
- using scaffolding to develop independence;
- adapting resources and learning materials;
- using visual supports, practical equipment and multisensory approaches where appropriate;
- providing additional processing time;
- adapting classroom organisation and seating arrangements;
- using assistive technology where appropriate;
- pre-teaching or revisiting key vocabulary and concepts;
- adapting methods of recording and demonstrating learning.

The school recognises that adaptive teaching is an integral part of quality-first teaching and should enable pupils to access the same broad curriculum as their peers wherever possible. Adaptations are made to remove barriers to learning without unnecessarily lowering expectations.

Teaching assistants and other support staff work under the direction of the class teacher to complement high-quality teaching. Their deployment is carefully planned to promote pupil independence, participation and confidence rather than dependence on adult support.
The SENDCo provides guidance and support to staff to ensure that adaptive teaching strategies are evidence-informed, proportionate and regularly reviewed.

13. Inclusion

Christ Church CoE Primary School is committed to creating a welcoming, inclusive and respectful learning community in which every pupil is valued and enabled to flourish.

Inclusion is embedded throughout the life of the school and reflects our Christian vision that every child is uniquely created, valued and loved.

We are committed to ensuring that pupils with SEND:

- participate fully in the life of the school;
- have equal opportunities to learn alongside their peers;
- are encouraged to develop independence, confidence and resilience;
- are respected for their individual strengths and differences;
- are supported to achieve ambitious outcomes.

The school actively promotes equality, diversity and inclusion and does not tolerate discrimination, harassment or victimisation on the grounds of disability or any other protected characteristic.

Where appropriate, reasonable adjustments and additional support will be implemented to enable pupils to participate fully in:

- classroom learning;
- educational visits;
- residential experiences;
- clubs and enrichment activities;
- sporting activities;
- performances and celebrations;
- worship and wider school life.

Where individual needs require alternative arrangements, these will be carefully planned in partnership with pupils, parents or carers and relevant professionals.

14. Access to the Curriculum

The school provides a broad, balanced and ambitious curriculum for all pupils.

Our curriculum is designed to enable every pupil, including those with SEND, to develop the knowledge, skills and understanding necessary to achieve their potential and prepare for future learning and adult life.

Access to learning is achieved through:

- high-quality adaptive teaching;
- evidence-informed intervention where appropriate;
- effective use of assessment;

- carefully planned support from teaching assistants;
- specialist advice where required;
- appropriate resources and equipment;
- collaborative working with parents and external professionals.

Where appropriate, individual learning outcomes and personalised provision may be planned to meet specific needs while maintaining high expectations and promoting inclusion.

Withdrawal from whole-class learning will only take place where there is a clear educational rationale and where it is expected to improve participation, progress or independence. Wherever possible, interventions will complement rather than replace high-quality classroom teaching.

Pupils with SEND will have equitable access to all areas of school life, including:

- the National Curriculum;
- Religious Education;
- Physical Education;
- educational visits;
- outdoor learning;
- extra-curricular activities;
- school performances;
- leadership opportunities;
- collective worship;
- social experiences.

Where examination access arrangements become relevant, these will be implemented in accordance with the regulations of the relevant awarding bodies.

Reasonable Adjustments

In accordance with the Equality Act 2010, Christ Church CoE Primary School has a duty to make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers.

Reasonable adjustments are considered on an individual basis and may include adjustments to:

- teaching approaches;
- learning materials and resources;
- classroom organisation;
- communication methods;
- assessment arrangements;
- behaviour support;
- policies and procedures;
- timetabling;

- physical access;
- participation in school activities.

The school will also consider the provision of auxiliary aids and services where these are required to support access to education.

Decisions regarding reasonable adjustments will take account of:

- the individual needs of the pupil;
- professional advice;
- the views of the pupil and their parents or carers;
- the effectiveness of proposed adjustments;
- the resources available to the school.

Reasonable adjustments will be reviewed regularly to ensure they continue to meet the pupil's needs effectively.

Accessibility

The school is committed to improving accessibility for disabled pupils, staff, parents, carers and visitors. The Governing Body maintains and reviews an Accessibility Plan in accordance with the Equality Act 2010.

The Accessibility Plan identifies actions to improve:

- access to the curriculum;
- the physical environment;
- access to written information;
- communication with pupils and families.

Where appropriate, information will be provided in accessible formats to meet individual needs.

The school continually reviews its learning environment and practices to reduce barriers to participation and to promote equality of opportunity.

Accessibility considerations are incorporated into school improvement planning and future developments wherever reasonably practicable.

Specialist Resources and Assistive Technology

The school is committed to providing appropriate resources and specialist equipment that support pupils with SEND to access learning and participate fully in school life.

Resources may include:

- visual timetables and communication aids;
- coloured overlays and reading aids;

- writing slopes and adapted stationery;
- specialist seating or positioning equipment;
- sensory resources;
- hearing enhancement systems where appropriate;
- adapted ICT equipment;
- speech-to-text or text-to-speech technology;
- electronic recording devices;
- specialist software and applications;
- alternative methods of recording learning.

The selection of specialist resources will be informed by assessment, professional advice and ongoing review of the pupil's needs.

Where pupils require specialist equipment provided through external agencies or the Local Authority, the school will work collaboratively to ensure that equipment is used safely, maintained appropriately and integrated effectively into everyday learning.

Staff will receive appropriate training to ensure that specialist resources and assistive technology are used confidently and effectively to maximise pupils' independence, participation and progress. The effectiveness of specialist resources will be reviewed regularly as part of the graduated approach to ensure that provision continues to meet the changing needs of the pupil.

Part 3B – Medical Needs, Mental Health, Attendance, Behaviour and Safeguarding

15. Supporting Pupils with Medical Conditions

Christ Church CoE Primary School is committed to ensuring that pupils with medical conditions are fully supported so that they can access education, participate in school life and achieve their potential. The school recognises that some pupils with medical conditions may also have Special Educational Needs and Disabilities (SEND). Where this is the case, the school will ensure that provision is coordinated so that medical and educational needs are considered together.

Christ Church will fulfil its statutory duties under Section 100 of the Children and Families Act 2014 and the Department for Education's statutory guidance *Supporting Pupils at School with Medical Conditions*.

Where appropriate, Individual Healthcare Plans (IHPs) will be developed in partnership with:

- parents or carers;
- the pupil, where appropriate;
- healthcare professionals;
- relevant school staff.

Individual Healthcare Plans will normally include:

- details of the medical condition;
- medication requirements;
- emergency procedures;
- responsibilities of staff;
- arrangements for educational visits and extracurricular activities;
- any reasonable adjustments required to enable full participation.

The school will ensure that staff receive appropriate training where required to support pupils safely and effectively. No pupil will be denied access to education solely because of a medical condition unless this is supported by appropriate medical advice. This policy should be read alongside the school's Supporting Pupils with Medical Conditions Policy.

16. Social, Emotional and Mental Health (SEMH)

The school recognises that some pupils experience social, emotional and mental health (SEMH) needs that affect their learning, relationships and participation in school life.

SEMH needs may arise from a wide range of factors and should not automatically be regarded as SEND. Where concerns persist and require special educational provision that is additional to or different from that ordinarily available, the graduated approach described in this policy will be implemented.

Support may include:

- adaptive classroom practice;
- pastoral support;
- evidence-informed interventions;
- emotional literacy programmes;
- social skills development;
- sensory regulation strategies where appropriate;
- support from external professionals.

The school will work collaboratively with parents, carers and relevant professionals to understand underlying needs and provide appropriate support.
Behaviour will always be considered within the context of the child's individual circumstances and any identified SEND.

17. Attendance

Regular attendance is essential for all pupils to achieve positive educational outcomes.

The school is committed to working proactively with pupils and families to remove barriers that may affect attendance, particularly where SEND or disability contributes to absence.

Where attendance concerns arise, the school will:

- work collaboratively with parents or carers;
- identify any underlying SEND, medical or wellbeing needs;
- consider reasonable adjustments where appropriate;
- involve relevant professionals where additional support is required;
- develop personalised attendance support where necessary.

The school recognises that anxiety, medical conditions, neurodevelopmental differences and other SEND-related factors may significantly affect attendance. Attendance support will always seek to balance high expectations with appropriate flexibility and individualised planning.

This policy should be read alongside the school's Attendance Policy.

18. Behaviour

Christ Church CoE Primary School promotes positive behaviour through a culture of respect, belonging and high expectations. The school recognises that behaviour is a form of communication and that pupils with SEND may require additional understanding, support or reasonable adjustments to meet behavioural expectations successfully.

Where behaviour may be linked to SEND, staff will seek to understand and address the underlying causes rather than responding solely to the presenting behaviour.

Appropriate support may include:

- adaptive teaching strategies;
- individual behaviour support plans;
- sensory or environmental adjustments;
- communication support;
- emotional regulation strategies;
- pastoral interventions;
- specialist advice from external professionals.

The school will make reasonable adjustments where required under the Equality Act 2010 and will ensure that behaviour policies are applied fairly and consistently. This policy should be read alongside the school's Behaviour Policy.

Positive Handling

The school is committed to creating a safe and supportive environment in which restrictive physical intervention is used only as a last resort.

Positive handling will only be used where it is:

- reasonable;
- proportionate;
- necessary to prevent injury, serious damage to property or serious disruption;
- consistent with current legislation and statutory guidance.

Where a pupil has identified needs that may require positive handling, an individual risk assessment and Positive Handling Plan may be developed in consultation with parents or carers and relevant professionals.

Any incident involving physical intervention will be:

- recorded promptly;
- reported to parents or carers;
- reviewed by senior leaders;
- used to inform future planning and support.

Staff authorised to use positive handling will receive appropriate training.

This section should be read alongside the school's Positive Handling (or Physical Intervention) Policy where applicable.

Suspensions and Permanent Exclusions

The school is committed to reducing the risk of suspension or permanent exclusion for pupils with SEND through early identification, appropriate support and inclusive practice.

Before making decisions regarding suspension or permanent exclusion, the school will carefully consider:

- whether the pupil has identified or emerging SEND;
- whether reasonable adjustments have been implemented;
- whether behaviour may be linked to unmet need;
- whether additional assessment or specialist advice is required;
- whether alternative support strategies could reduce the risk of exclusion.

Where appropriate, the school will involve:

- parents or carers;
- the SENDCo;
- external professionals;
- the Local Authority.

The school recognises that pupils with SEND are disproportionately represented in suspension and exclusion data and is committed to ensuring that decisions are lawful, fair and proportionate.

This policy should be read alongside the school's Behaviour Policy and current statutory guidance on Suspension and Permanent Exclusion.

19. Safeguarding and Child Protection

Christ Church CoE Primary School recognises that safeguarding is everyone's responsibility.

The school is committed to safeguarding and promoting the welfare of all pupils and recognises that children with SEND may be at greater risk of abuse, neglect, exploitation or bullying.

Some pupils with SEND may:

- have communication differences that make it more difficult to report concerns;
- be more vulnerable to peer abuse or online harm;
- require adapted safeguarding procedures;
- have additional barriers to recognising unsafe situations.
- All staff receive safeguarding training that includes consideration of the additional vulnerabilities experienced by some pupils with SEND.
- Where safeguarding concerns arise, staff will follow the school's Child Protection and Safeguarding Policy without delay.
- The Designated Safeguarding Lead (DSL) and SENDCo will work closely together where safeguarding and SEND overlap to ensure that support is coordinated and appropriate.
- Safeguarding decisions will always place the best interests of the child at the centre of decision-making.

20. Mental Health and Wellbeing

The school is committed to promoting positive mental health and emotional wellbeing for all pupils. Mental wellbeing is recognised as fundamental to learning, participation and personal development.

The school promotes wellbeing through:

- a positive and inclusive school culture;
- strong relationships with trusted adults;
- high-quality pastoral support;
- personal development opportunities;
- social and emotional learning;
- opportunities for pupil voice;
- early identification of emerging concerns.

Where pupils require additional support, the school may work with:

- parents or carers;
- educational psychologists;
- school nursing services;
- mental health practitioners;
- Child and Adolescent Mental Health Services (CAMHS), or other appropriate local services;
- Early Help and wider multi-agency teams.

The school recognises that mental health needs may coexist with SEND and will ensure that support is coordinated and responsive to the individual needs of each pupil. Christ Church also recognises the importance of supporting staff wellbeing, as positive relationships between staff and pupils contribute significantly to successful inclusion and positive outcomes for children.

Part 4 – Partnership Working, Governance, Monitoring, Training, Transition and Statutory Information

21. Working in Partnership with Parents and Carers

Christ Church CoE Primary School recognises parents and carers as essential partners in supporting the education, development and wellbeing of children with Special Educational Needs and Disabilities (SEND). The school is committed to developing positive, respectful and effective relationships with families based on trust, collaboration and shared responsibility.

Parents and carers will be:

- listened to and treated as valued partners;
- involved in identifying and understanding their child's needs;
- involved in planning, reviewing and evaluating SEND provision;
- provided with clear information about support, progress and outcomes;
- encouraged to share their knowledge, aspirations and concerns;
- supported to understand SEND processes and their statutory rights.

The school will seek and consider the views, wishes and feelings of parents and carers when making decisions about SEND provision.

Communication with families will take account of individual circumstances, including:

- preferred methods of communication;
- accessibility needs;
- language requirements;
- the individual needs of the child.

Parents and carers are encouraged to contact the class teacher, SENDCo or Headteacher if they have concerns or would like to discuss their child's progress or provision. The school will signpost families to independent advice and support, including the Local Authority's SEND Information, Advice and Support Service (SENDIASS).

Pupil Voice and Participation

The school recognises that children and young people with SEND have the right to express their views, wishes and feelings about their education and support.

Pupil voice is embedded throughout SEND practice.

Pupils will be supported to:

- understand their strengths and needs;
- contribute to identifying their goals;
- participate in reviews of their provision;
- express what helps them learn;
- develop independence and self-advocacy skills.

The way pupils contribute will be adapted according to their age, understanding, communication needs and individual circumstances.

22. Role of the Governing Body

The Governing Body has a strategic responsibility for ensuring that the school meets its statutory duties regarding SEND.

The Governing Body will:

- ensure that SEND provision is effective and inclusive;
- ensure compliance with SEND legislation and statutory guidance;
- monitor the quality and impact of SEND provision;
- ensure appropriate resources are allocated;
- ensure the SEND Policy is reviewed regularly;
- ensure the SEND Information Report is published annually;
- monitor equality duties and accessibility arrangements;
- challenge and support leaders in improving outcomes for pupils with SEND.

The SEND Governor works with the SENDCo and senior leaders to understand SEND provision, monitor effectiveness and report to the governing body. Governors will ensure that SEND is considered within school improvement planning and strategic development.

23. Monitoring and Evaluation of SEND Provision

The school is committed to ensuring that SEND provision leads to improved outcomes for pupils.
SEND provision is monitored and evaluated through:

- analysis of pupil progress data;
- review of individual outcomes;
- evaluation of interventions;
- learning walks and classroom observations;
- pupil voice;
- parent and carer feedback;
- staff feedback;
- review of SEND Support plans;
- EHCP review processes;
- external professional advice.

The effectiveness of interventions and additional provision will be assessed by considering:

- whether identified outcomes have been achieved;
- whether progress has been made;
- whether pupils are becoming more independent;
- whether barriers to learning have been reduced;
- whether provision remains appropriate.

Evaluation findings will inform:

- school improvement planning;
- staff training priorities;
- resource allocation;
- future SEND provision.

The Headteacher and SENDCo will report regularly to governors regarding SEND provision and outcomes.

24. Staff Training and Continuing Professional Development

Christ Church CoE Primary School recognises that high-quality SEND provision depends upon skilled, knowledgeable and confident staff.

The school is committed to providing appropriate training and professional development for all staff.

Training priorities are identified through:

- pupil needs;
- school improvement priorities;
- changes in legislation or guidance;
- professional recommendations;
- staff development reviews.

Training may include:

- understanding specific areas of SEND;
- adaptive teaching;
- communication strategies;
- autism and neurodiversity;
- literacy and numeracy difficulties;
- social, emotional and mental health needs;
- safeguarding vulnerable pupils;
- medical needs;
- assistive technology;
- inclusive classroom practice.

The SENDCo will maintain professional knowledge through ongoing training, networking and engagement with Local Authority SEND services. Staff working directly with pupils requiring additional support will receive appropriate guidance and training to ensure effective implementation of provision.

25. Transition Arrangements

Christ Church CoE Primary School recognises that transitions can be particularly significant for pupils with SEND. The school plans transition carefully to ensure continuity, confidence and successful adjustment.

Transition support may include:

- meetings between current and receiving staff;
- sharing SEND records and relevant information;
- additional visits;
- visual transition resources;
- personalised transition plans;
- involvement of parents and carers;
- involvement of external professionals where appropriate.

Transitions considered include:

- entry into Reception;

- movement between year groups;
- changes of class teacher;
- transfer to secondary school;
- movement to another educational setting.

For pupils with EHCPs, transition planning will form part of the statutory review process.

26. Statutory Information

SEND Information Report

In accordance with the SEND Regulations 2014, the school publishes a SEND Information Report setting out how it identifies, assesses and provides support for pupils with SEND.

The SEND Information Report is updated annually and provides information about:

- the types of SEND supported by the school;
- how SEND is identified;
- how pupils are assessed and reviewed;
- how the curriculum is adapted;
- how parents and pupils are involved;
- how progress is monitored;
- how complaints are handled;
- how pupils are prepared for transition;
- how external agencies are involved.

The SEND Information Report should be read alongside this SEND Policy and is available through the school's website.

Nottinghamshire SEND Local Offer

The school works in partnership with Nottinghamshire County Council to support families through the Local Offer.

The Local Offer provides information about:

- education;
- health services;
- social care support;
- activities;
- advice and guidance for children and young people with SEND and their families.

Families can access the Nottinghamshire SEND Local Offer through the Local Authority website. Christ Church contributes to the Local Offer by ensuring that information about its own SEND provision is accurate, accessible and regularly reviewed.

Appendices

Appendix 1 – SEND Roles and Responsibilities Summary

Role	Responsibility
Governing Body	Strategic oversight, accountability and legal compliance
SEND Governor	Monitoring and reporting SEND provision
Headteacher	Overall responsibility for inclusive education and statutory duties
SENDCo	Coordination of SEND provision and graduated approach
Class Teachers	High-quality teaching, assessment and daily support
Teaching Assistants	Delivery of planned support and promotion of independence
Parents/Carers	Partnership, information sharing and contribution to decision-making
Pupils	Participation, views and self-advocacy

Appendix 2 – SEND Support Cycle

The school uses the statutory graduated approach:

Assess

- Identify strengths, needs and barriers.

Plan

- Agree outcomes, adjustments and provision.

Do

- Deliver planned support alongside high-quality teaching.

Review

- Evaluate impact and agree next steps.

Appendix 3 – Related School Policies

This SEND Policy should be read alongside:

- Accessibility Plan
- Equality Information and Objectives
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Medical Conditions Policy
- Complaints Policy
- Admissions Policy
- Curriculum Policy
- Supporting Pupils with Additional Needs Documentation

Policy Review

- This SEND Policy will be reviewed annually by the SENDCo, Headteacher and Governing Body to ensure that it remains compliant with current legislation, statutory guidance and best practice.
- The effectiveness of SEND provision will be monitored continuously and amendments made where necessary to ensure that all pupils with SEND continue to receive appropriate, ambitious and inclusive support.