



Christ Church CE (C) Primary School

Special Educational Needs and Inclusion Policy

Policy date: September 2026

Review date: September 2027

Policy lead: Assistant Headteacher for Inclusion and SENCO

Approved by: Governing Body

1. Our vision

At Christ Church CE (C) Primary School, we believe that every child has the right to be included, valued and supported to achieve their potential.

We are committed to providing a broad, ambitious and inclusive curriculum in which pupils with special educational needs and/or disabilities (SEND) are able to participate, make progress and develop increasing independence.

We recognise that pupils have different strengths, needs, experiences and barriers to learning. We therefore aim to identify needs early, remove barriers wherever possible and provide appropriate support through high-quality teaching, reasonable adjustments, targeted provision and specialist support where required.

We believe that:

- every teacher is a teacher of every pupil, including pupils with SEND;
 - pupils with SEND should have access to an ambitious curriculum alongside their peers;
 - the views, wishes and feelings of pupils and their parents/carers should inform decisions about support;
 - SEND is a whole-school responsibility;
 - provision should be based on identified needs and intended outcomes rather than a diagnosis alone;
 - support should promote participation, confidence and increasing independence;
 - effective SEND provision should be evaluated for its impact.
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2. Statutory framework



This policy has regard to the statutory requirements and guidance relevant to SEND, including:

- Children and Families Act 2014, Part 3;
- SEND Code of Practice: 0 to 25 years;
- Special Educational Needs and Disability Regulations 2014, as amended;
- Equality Act 2010;
- Equality Act 2010: advice for schools;
- statutory guidance on supporting pupils with medical conditions;
- Keeping Children Safe in Education;
- the National Curriculum in England;
- relevant Department for Education guidance relating to attendance, behaviour and inclusion;
- the school's Accessibility Plan.

This policy should be read alongside the school's **SEN Information Report**, which provides more detailed information about the provision normally available at Christ Church.

3. What is SEN and disability?

A pupil has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil may have SEN where they:

- have significantly greater difficulty learning than the majority of pupils of the same age;
- have a disability which prevents or hinders them from making use of educational facilities generally available to pupils of the same age;
- require provision that is additional to or different from that normally available to pupils of the same age.

SEN may affect a pupil in one or more of four broad areas:

1. **Communication and interaction**
2. **Cognition and learning**
3. **Social, emotional and mental health**
4. **Sensory and/or physical needs**

Pupils may have needs in more than one area.

A pupil does not necessarily have SEN because they are working below age-related expectations. Progress and attainment are considered alongside the pupil's individual circumstances, strengths, needs and barriers to learning.



Factors such as attendance, disadvantage, English as an additional language, health, bereavement or other circumstances may affect learning but do not, in themselves, mean that a pupil has SEN.

4. Identification of SEND

We use a range of information to identify pupils who may have SEND. This may include:

- teacher assessment and professional judgement;
- observations of learning, communication, behaviour and participation;
- pupil voice;
- parent/carer information;
- progress and attainment information;
- attendance information;
- previous educational records;
- information from previous settings;
- assessment and monitoring of interventions;
- information from external professionals;
- information about a medical condition or disability.

Identification is an ongoing process. We recognise that some needs become more apparent over time and that a pupil's needs may change.

Where a pupil is experiencing difficulties, our first response is to consider the quality and accessibility of teaching and the barriers preventing the pupil from participating or making progress.

5. Inclusive teaching and reasonable adjustments

High-quality inclusive teaching is the foundation of our SEND provision.

Teachers are responsible for adapting teaching and learning appropriately so that pupils can access the curriculum and participate successfully.

This may include:

- adapting explanations and instructions;
- using visual, verbal and practical approaches;
- breaking learning into manageable steps;
- pre-teaching or revisiting important vocabulary and knowledge;
- providing appropriate scaffolding;
- adapting resources;
- providing additional processing time;



- adapting the learning environment;
- providing appropriate technology or equipment;
- supporting communication;
- considering sensory needs;
- providing alternative ways for pupils to demonstrate their understanding;
- explicitly teaching strategies which promote independence.

Reasonable adjustments are made for disabled pupils in accordance with the Equality Act 2010.

Adaptation does not mean reducing ambition. We aim to remove unnecessary barriers while maintaining high expectations for all pupils.

Additional adults are deployed strategically to support access to teaching, participation and independence. Where additional adult support is required, we consider how it can enable rather than replace the pupil's own learning and independence.

6. The graduated approach

Where a pupil continues to experience difficulties despite appropriate classroom support, we use the graduated approach:

Assess

We develop a clear understanding of the pupil's strengths, needs and barriers through assessment, observation, pupil and parent/carers information, teacher expertise and, where appropriate, specialist advice.

Plan

Where additional provision is required, we agree:

- the identified need or barrier;
- the intended outcome;
- the provision or adaptation to be provided;
- who is responsible;
- how and when the provision will be reviewed.

Parents/carers and pupils are involved in planning wherever appropriate.

Do

The class teacher remains responsible for the pupil and for ensuring that agreed provision is implemented effectively.



Additional provision may take place within the classroom or through targeted intervention outside the classroom where this is appropriate.

Teaching assistants and other adults supporting pupils work under the direction of the class teacher and SENCO.

Review

Provision is reviewed regularly to determine its impact.

Reviews consider evidence such as:

- progress and attainment;
- participation and engagement;
- independence;
- communication;
- behaviour where relevant;
- attendance where relevant;
- pupil voice;
- parent/carer feedback;
- professional advice.

Where provision is not having the intended impact, it is adapted or reviewed.

The purpose of the graduated approach is to ensure that pupils receive the right support at the right time and that provision remains responsive to their changing needs.

7. SEN support and targeted intervention

Pupils receiving SEN support will have their needs and provision recorded through the school's SEND systems.

Provision may include:

- adaptations to classroom teaching;
- targeted small-group intervention;
- additional resources or equipment;
- support for communication and interaction;
- reading, writing or maths intervention;
- support for social, emotional and mental health needs;
- sensory or physical adaptations;
- advice or intervention from specialist services.

Interventions are selected according to identified need and intended outcomes. They are reviewed regularly to consider their effectiveness.



Intervention should complement, rather than replace, high-quality classroom teaching.

Where specialist assessment or advice is required, the SENCO will work with the appropriate external service and ensure that relevant advice is incorporated into the pupil's provision.

8. Education, Health and Care Plans

Where a pupil has an Education, Health and Care Plan (EHCP), the school will:

- implement the special educational provision specified in the plan;
- ensure that relevant staff understand the pupil's needs and provision;
- monitor progress towards identified outcomes;
- work with parents/carers and the pupil;
- work collaboratively with the local authority and relevant professionals;
- contribute to annual reviews;
- provide evidence to support requests for assessment or review;
- support effective transition between settings and stages of education.

Where a pupil may require an EHC needs assessment, the school will discuss this with parents/carers and the pupil where appropriate and provide relevant evidence to the local authority.

The local authority is responsible for decisions regarding EHC needs assessments and EHCPs. The school will contribute evidence and work collaboratively with families throughout the process.

9. Pupil voice and participation

We value the views, wishes and feelings of pupils with SEND.

Pupils are encouraged to contribute to decisions about:

- their strengths and needs;
- what helps them to learn;
- their targets and outcomes;
- interventions and support;
- reviews of provision;
- transition arrangements;
- preparation for meetings where appropriate.

We recognise that pupils communicate their views in different ways and will make appropriate adjustments to enable them to participate.



10. Working with parents and carers

We recognise parents and carers as important partners in supporting their child's education.

We aim to:

- communicate openly and respectfully;
- listen to parents' knowledge and understanding of their child;
- involve parents in identifying needs and planning provision;
- share information about support and progress;
- involve parents in reviews;
- explain decisions clearly;
- work collaboratively when concerns arise;
- signpost families to relevant sources of SEND information, advice and support.

Parents and carers are encouraged to share information that may help school understand their child's strengths, needs and barriers to learning.

11. Working with external professionals

Where appropriate, we work with external professionals and services, which may include:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- hearing and visual impairment services;
- health professionals;
- mental health and wellbeing services;
- family support services;
- social care;
- other relevant specialist agencies.

The SENCO coordinates referrals and professional involvement and ensures that advice is considered as part of the graduated approach.

Parents/carers will be informed when specialist services are involved with their child, subject to relevant safeguarding and professional requirements.

12. Social, emotional and mental health



We recognise that social, emotional and mental health needs can affect a pupil's ability to access learning and participate fully in school life.

Our approach includes:

- strong relationships between pupils and trusted adults;
- inclusive classroom practice;
- support with emotional regulation;
- opportunities for pupils to communicate worries and concerns;
- targeted intervention where appropriate;
- work with families and external agencies where required;
- a strong safeguarding culture.

Pupils with SEND are included fully within the school's behaviour, anti-bullying, attendance and safeguarding arrangements, with reasonable adjustments and additional support made where appropriate.

SEND should not be used to excuse harmful behaviour, but staff will consider whether an underlying SEND need or disability is contributing to a pupil's presentation and whether reasonable adjustments or additional support are required.

13. Accessibility and inclusion

We are committed to removing barriers that prevent pupils with SEND or disabilities from participating fully in school life.

Our Accessibility Plan identifies actions relating to:

- access to the physical environment;
- access to the curriculum;
- access to information.

We consider accessibility when planning teaching, school activities, trips, visits and wider school experiences.

Reasonable adjustments are made where required.

Our aim is for pupils with SEND and disabilities to participate alongside their peers wherever reasonably possible.

14. Transition

We recognise that effective transition is particularly important for pupils with SEND.



Transition arrangements may include:

- sharing relevant information with new teachers and settings;
- pupil visits and familiarisation;
- meetings between staff;
- SEN passports to support transition;
- sharing effective strategies and provision;
- preparation for changes in routine or environment;
- additional transition support for pupils who require it;
- involvement of parents/carers and pupils.

Transition arrangements are particularly carefully considered when pupils move between phases or settings, including transition from primary to secondary school.

15. Staff expertise and professional development

We are committed to developing staff expertise so that pupils with SEND receive effective, evidence-informed support.

Training is planned in response to:

- the needs of pupils in school;
- identified whole-school priorities;
- specialist advice;
- changes in statutory guidance;
- staff development needs.

Staff are encouraged to share expertise and seek advice when they require further support.

The SENCO works with school leaders to ensure that staff have access to appropriate guidance, training and specialist knowledge.

16. Roles and responsibilities

Governing Body

The governing body will:

- ensure that SEND remains a strategic priority;
- monitor the effectiveness of SEND provision;
- ensure statutory duties are met;
- provide appropriate support and challenge to school leaders;
- monitor the use of resources for SEND;



- consider pupil and parent/carer voice;
- ensure that the school meets its equality and accessibility duties;
- review this policy annually.

A named SEND/inclusion governor will maintain an appropriate link with the SENCO and report to the governing body.

Co-Head Teachers

The Co-Head Teachers have overall responsibility for ensuring that the school meets its statutory responsibilities for pupils with SEND and that SEND provision is effectively led and resourced.

Assistant Headteacher for Inclusion and SENCO

The AHT for Inclusion and SENCO:

- leads the strategic development of SEND and inclusion;
- oversees the day-to-day implementation of this policy;
- coordinates SEND provision;
- works with teachers, support staff, leaders, families and external professionals;
- supports the identification and assessment of SEND;
- advises staff on appropriate provision;
- monitors the effectiveness of SEND provision;
- oversees provision for pupils with EHCPs;
- coordinates relevant referrals and specialist involvement;
- supports effective transition;
- ensures appropriate SEND records are maintained;
- contributes to school improvement planning;
- ensures staff receive appropriate SEND training;
- reports to school leaders and governors on SEND.

The SENCO is a qualified teacher and meets the statutory requirements relating to SENCO qualifications.

Class teachers

Class teachers are responsible for:

- knowing the strengths and needs of pupils in their class;
- providing high-quality inclusive teaching;
- making appropriate adaptations;
- implementing agreed SEND provision;
- monitoring pupil progress;
- working with the SENCO and support staff;
- involving pupils and parents/carers;
- reviewing the impact of provision.



Teaching assistants and support staff

Teaching assistants and other support staff:

- implement agreed support under the direction of the class teacher;
- promote pupil participation and independence;
- use agreed strategies consistently;
- provide feedback to teachers and the SENCO;
- contribute to reviews of provision.

Pupils

Pupils are encouraged to:

- understand their strengths and areas for development;
- communicate what helps them learn;
- contribute to decisions about their support;
- develop independence and self-advocacy.

Parents and carers

Parents/carers are encouraged to:

- share information about their child's strengths and needs;
- work collaboratively with school;
- contribute to reviews and planning;
- communicate concerns so that these can be addressed promptly.

17. Evaluating the effectiveness of SEND provision

We evaluate SEND provision through a range of evidence, including:

- pupil progress and attainment;
- progress towards individual outcomes;
- participation and engagement;
- independence;
- attendance where relevant;
- behaviour and wellbeing where relevant;
- pupil voice;
- parent/carer feedback;
- intervention outcomes;
- observations and monitoring of teaching;
- review of SEND records and provision;
- feedback from external professionals.



Leaders use this information to identify strengths, barriers and areas for development.

The effectiveness of provision is not judged solely by whether a pupil reaches age-related expectations. We consider the progress a pupil makes from their individual starting point and whether provision is enabling them to access learning, participate successfully and develop increasing independence.

18. SEND and safeguarding

Pupils with SEND may be more vulnerable to safeguarding risks. Staff therefore remain alert to changes in behaviour, communication, presentation, attendance or wellbeing.

All safeguarding concerns are managed in accordance with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education.

SEND information is shared appropriately with staff who need it to safeguard and support pupils.

19. Funding and resources

The school uses its available resources to provide appropriate support for pupils with SEND.

Resources may be used for:

- staff deployment;
- interventions;
- specialist resources and equipment;
- staff training;
- specialist advice;
- reasonable adjustments;
- accessibility;
- provision specified within EHCPs.

Where a pupil's needs require provision beyond that which can reasonably be provided from the school's available resources, the school will work with the local authority and relevant professionals to identify appropriate support.

20. Complaints



We encourage parents/carers to raise concerns about SEND provision with the school as soon as possible so that these can be discussed and resolved wherever possible.

Concerns should normally be raised with the class teacher and/or SENCO in the first instance.

Where a concern cannot be resolved informally, parents/carers may use the school's formal complaints procedure.

Complaints relating to an EHCP or statutory EHC process may be subject to separate local authority or tribunal procedures.

21. Related documents

This policy should be read alongside:

- SEN Information Report;
- Accessibility Plan;
- Equality Policy;
- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Attendance Policy;
- Medical Conditions Policy;
- Supporting Pupils with Medical Conditions procedures;
- Admissions Policy;
- Complaints Policy;
- Curriculum policies;
- individual SEND provision records and EHCPs.

22. Monitoring and review

This policy will be reviewed annually by the SENCO/AHT for Inclusion and approved by the Governing Body.

The policy will also be reviewed earlier where there are significant changes to legislation, statutory guidance, school provision or the needs of pupils.

Next review: October 2027