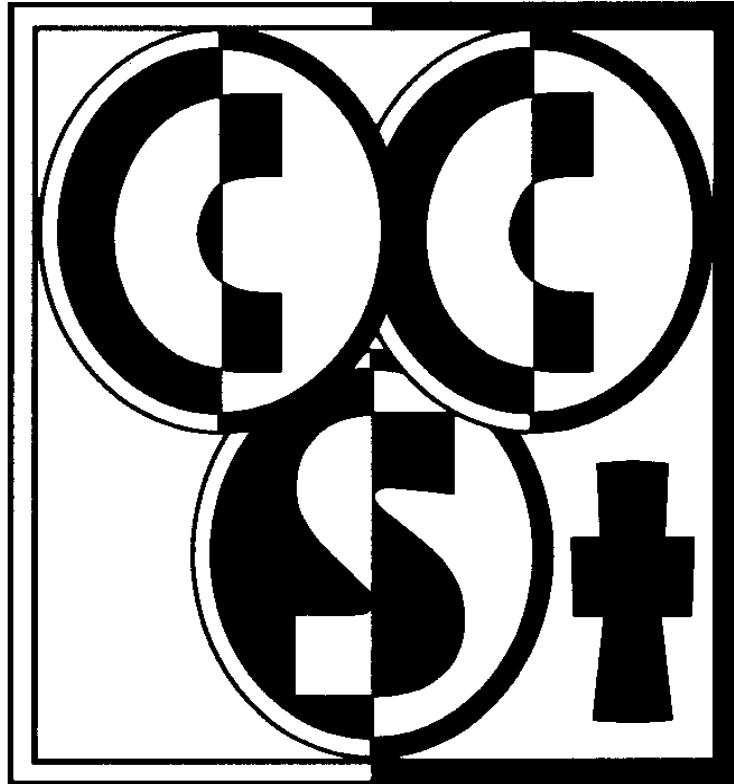


Christ Church
Church of England
Primary School



SEND Policy

October 2025

Colne Christ Church, Church of England (Voluntary Aided) Primary School

Policy for Special Education Needs and Disabilities (SEND)

Special Educational Needs Co-ordinator (SENDCo): Mrs Sharron Askew.

Mrs Askew is the school's Special Educational Needs and Disabilities Coordinator (SENCo). She is a full-time member of staff and also serves as a class teacher from Monday to Wednesday. She is available on Thursdays and Fridays to carry out her SEND responsibilities. Mrs Askew is a member of the Senior Leadership Team (SLT) and represents SEND within leadership meetings. However, the overall responsibility for SEND provision remains with the Head Teacher.

The school is pleased to have support from specialist teacher Mrs Woodcock and speech and language consultant Shannon O'Connor. Both professionals work under the direction of Mrs Askew, the SENCo, and Mr Peers, the Head Teacher, to advise and support children and teachers, ensuring the best possible outcomes.

SEND Link Governor: Mrs Anne Brown

This policy explains how Christ Church CE Primary School makes provision for pupils with SEND, and complies with the statutory requirement laid out in the SEND Code of Practice [SEND CoP] 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- The Children and Families Act (2014)
- Equality Act 2010: advice for schools DfE (Feb 2013)
- Special Educational Needs (Information) Regulations (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Teachers Standards (2012, terminology updated Dec 2021)
- General Data Protection Act 2018 and Protection Regulations 2017 (GDPR).
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- Current teaching assistant standards
- Current Keeping Children Safe in Education guidance

School Policies (found on the website)

- Safeguarding Policy
- Accessibility Plan
- Supporting
- Supporting Children with Medical Needs Policy
- Behavior Policy
- Teaching and Learning Policy
- Complaints Policy

This policy has been created by the school's SENCO, Mrs Askew and is to be used initially for consultation purposes with governors, staff, and parents & carers of pupils with special educational needs and/or disability.

At Christ Church

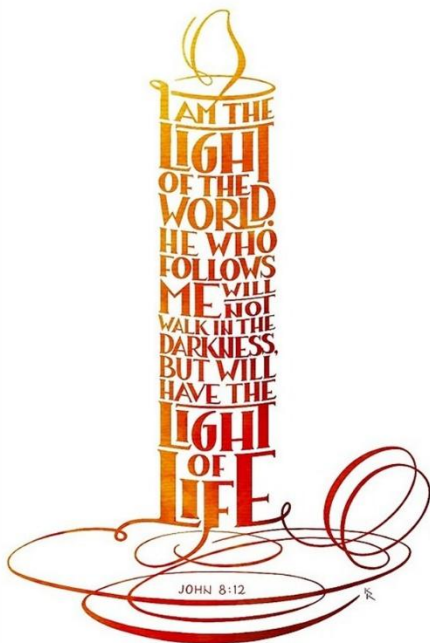


Our Vision



At Christ Church:

- Pupils will feel safe, accepted, loved and positively understand their worth and potential as members of God's wider world.
- All will grow in the light of Christ and gain a positive experience and understanding of Christianity.
- Pupils will experience a depth and breadth of education of the highest quality, inspiring them to develop skills and enthusiasm for lifelong learning.



Together we learn, Together we achieve, Together we grow in the light of Christ.

Policy Aims

We at Christ Church CE Primary School are committed to using our best endeavours to meet the special educational needs of pupils, enabling all to achieve the best possible educational, social and emotional outcomes. At Christ Church we value all children equally. In line with our mission statement, we aim to educate all children to their full potential within our Christian family.

All our children, including those with SEND, have access to a broad, balanced curriculum which includes the Early Years Foundation Stage, National Curriculum and Religious Education Curriculum. All children will have the opportunity to participate in the full life of the school. We promote hard work and a feeling of self-worth with all our pupils.

We believe that every teacher is a teacher of every child and young person, including those with SEND. If children are not able to 'learn the way we teach' then we must change our provision to 'teach the way they learn'. Good practice for children with Special Educational Needs and Disabilities is good practice for all.

Policy Objectives

In order to achieve our aims we will:

- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school.
- Ensure good working relationships with parents, carers and the community.
- Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible and their progress is closely monitored.
- Provide a SENDCo who will work with the SEND Policy
- Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of SEND pupils.
- Ensure that the school liaises with local authority SEND support services, special schools and other outside agencies effectively to meet the needs of staff and pupils.
- Produce an annual SEND information report.

Identifying Special Educational Needs

Definition of Special Educational Needs and Disabilities.

A child or young person has SEND if they have a difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.
- Additionally, young people may have needs relating to Independence and Self Help

A student has a learning difficulty or disability if he or she:

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

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENDCo liaises closely with the Headteacher to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENDCo and Headteacher. If further action is deemed necessary, the parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy and statutory guidance within the Code of Practice (2015).

Despite appropriate quality first teaching, intervention, and differentiated learning experiences, taking into account the child's age and stage of development, triggers for identification of a Special Need could be:

- Little or no progress made even when a multi-sensory or personalized approach to teaching and learning is used to improve the child's identified area of need, alongside targeted intervention work.
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English or

mathematics skills resulting in poor attainment in some framework or curriculum areas.

- Communication or interaction difficulties, which create barriers to learning and specific interventions are needed.
- Social, emotional or mental health problems, which are not improved by the techniques normally employed in the nurturing environment of the school and by engagement with early support services
- Sensory or physical problems which continue to create barriers to progress despite the provision of personal aids or specialist equipment

If, following additional support the child continues to experience difficulties the school may, with parental permission, seek the advice of external agencies such as the Educational Psychology, local specialist teaching support services, district Inclusion Hub or our in-house Speech and Language Therapist. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech and Language Therapy, Occupational Therapy, School Nurse or Paediatrician etc. Any plans shared with the school by these agencies are carried out by staff within the school in liaison with the appropriate agency.

Factors which are NOT SEND but may affect a child's progress and attainment are taken into consideration and adaptations and support are made accordingly. These may include:

- A disability under the Equality Act 2010 – all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty, or another factor as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

A graduated approach to SEND support: Assess – Plan – Do - Review

The key principles:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012).
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning.
- Additional intervention and support cannot compensate for a lack of high quality teaching.
- Pupils are only identified as SEND if they do not make adequate progress once they have been given high quality personalised teaching, access to adaptations and intervention.
- Pupils who join school (either from an early Years setting or another primary school) with an already identified SEND will be catered for in the same way as those identified by this school.
- When planning work for children with special educational needs, teachers give due regard to information and targets contained in the Pupil Overview Provision (POP). Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

ASSESS	W	W	How
	Initial Concern	Parents/School	Professional Dialogue Discussions with Parents Learning Walks Pupil Progress Meetings
	Classroom adaptation and/or targeted support in class	Class teacher Teaching Assistants	Examples may include: Classroom Positioning Organisation Aids Coloured Overlays Focus Group with CT/TA
	Targeted and time- limited small group interventions	Teaching Assistants under the direction of the Class Teacher	Usually in withdrawal for limited periods Extra Provision Recorded – this is known as 'Provision Mapping'
	Further information gathered	Parents/pupil/Colleagues/ SENDCo	Professional Dialogue Discussions with Parents
	Possible further adaptations and/or additional targeted support in class	Class teacher Teaching Assistants SENDCo/Inclusion Lead	
	Observation and /or additional assessments	SENDCo Specialist Teacher	Use of in-house or more specialised assessments by specialist teacher.

	What	W	How
PLAN	Parents informed of intention to make additional provision	Class Teacher	Meeting if possible Telephone Call
	Pupil added to SEND register	SENDCo	
	SEND Pupil Profile Created	Class teacher/Parents/	This is an overview of a pupil's additional needs
	Pupil Overview Provision (POP) written, usually with 1 or 2 Specific, Measureable, Attainable, Realistic, Timed (SMART) targets	Class teacher with support from SENDCo	Parents are involved throughout the POP process. Parents are required to work in partnership with school to help pupils to meet their targets. Parents are kept informed via a home/school book when progress has been made towards targets, or they are met and/or adjusted. A progress and POP review meeting will be held at least 3 times a year.

	Wha	Who	How
DO	1:1 or small group teaching towards POP targets	Teaching assistant (TA) Supervised by Class	Little and often as specified on the POP
	Progress towards POP targets	TA supervised by Class Teacher Pupils involved in	Weekly (Through the Weekly Monitoring Sheet) Regular update in home/school book as appropriate
	Revision of POP targets	Class Teacher	As and when necessary (when targets met or adjusted). Parents informed.
	Teachers and/or Teaching Assistants access Continuing Professional Development (CPD) courses to enhance their understanding of a specific difficulty relating to a child in their class.	Class Teacher (Need identified by CT, SENDCo and/or Senior Leadership)	When appropriate

REVIEW	What	Who	How
	Full review of POP at least 3 times per year (October, February and May)	Class teacher (informed by weekly monitoring). Collaboration	Evaluation and review meeting of POPs with class teacher, SENDCo and pupil.
SEND Pupil Profile updated annually	Class teacher/Parents/ SENDCo/Pupil	Significant changes at any time will inform an update.	

OUTCOMES OF REVIEW	What	Who	How
	Progress is accelerated and provision needed to maintain this is commensurate with peers	Needs can now be met through classroom differentiation, adaptations and/or intervention. Removal from SEND register	Professional dialogue between teachers and SENDCo and/or consideration at Pupil Progress Meetings before decision to remove from SEND register is made. Evaluation shared and parents informed.
	Progress is good but additional provision needs to continue	New POP written Continue with cycle to next review	Evaluation and new POP shared with parents
	Progress remains slow/inadequate despite the use of evidence based approached and well matched interventions	With the permission of parents, school will refer the pupil for specialised assessments and advice from external agencies and professionals	Where a pupil has a pre- existing recognised difficulty (for example: speech and language difficulty or autistic spectrum condition), the expertise of external agencies and professionals may, with parental permission, be sought at an earlier stage.
	Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress	The school is unable to fully meet the needs of the pupil through its own provision arrangements. School and parents/carers should consider	Liason with school and home to coordinate submission

Provision and Provision Mapping

- The provision which the school makes is fully detailed in the school's SEN Information Report which is available from the school office or on the website www.colnechristchurch.co.uk
- Provision for any pupil with an Education Health & Care Plan is detailed within their plan and is reviewed termly. An annual review is held to update the plan and this is submitted to Lancashire County Council in accordance with statutory guidance.
- Any additional provision for all children (whether or not they have an identified need) is carefully recorded ('mapped') by the Senior Leadership Team/SENDCo. The cost of all such provision is calculated based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers for specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team/SENDCo to ensure that the effectiveness and efficiency of provision is maximised.
- Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs may be carried out through the Early Help Assessment (EHA) process which would involve parents/carers, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website:
<http://lancashire.gov.uk/corporate/web/?siteid=5943&pageid=43530&e=e>
- School and parents may decide that they should apply for a Statutory Integrated Assessment of a pupil's needs i.e. apply for an Education, Health and Care Plan (EHC plan). Further information on this process may be found at www.lancashire.gov.uk/SEND

Supporting Pupils and families

- The local Authority's Local Offer (Regulation 53, Part 4) may be found at www.lancashire.gov.uk/SEND This links back to the school's SEN Information Report which details how the school works with and supports families of pupils with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools.
- Parents and carers are highly valued partners in the identification and support of pupils with SEND. They are welcome to discuss any concerns regarding their child's progress at any time. In addition to standard reporting methods, the school holds **termly meetings** with parents to review progress against SEND targets, agree new targets, and discuss support strategies both in school and at home.
- The schools' statutory SEND Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act) will be updated and placed on the school website on an annual basis.

- Pupils with special educational needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we use our best endeavours to collect all relevant information and plan in accordance with needs.

Supporting Pupils at school with Medical Conditions

- The school recognises that young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and parents/carers. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate, a Medical Information Card with the pupil's photograph, stating emergency procedures and contact details will be included in the front of the class register and in the first aid room. Further details will be held in a secure location in the school office and Headteacher's office.
- Some pupils may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Provision will be made from these pupils in accordance with their EHC plan.
- The school's policy for supporting pupils with medical conditions can be obtained from the school office.

Children looked after (CLA) by the Local Authority

- Pupils who are looked after by the local authority may require intervention and support from staff in school and will have a Personal Education Plan written for them, in liaison with social workers, which is reviewed termly.

Monitoring and evaluation of SEND

- The SENDCo reports annually on the efficient and effective use of resources for pupils identified as having SEND.
- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section (above).
- For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.

- The SENDCo and Headteacher collect and analyse tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (learning walks, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision.
- The SENDCo meets with the Headteacher and SEND Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision.
- As part of the School Development Plan, the SENDCo produces an annual action plan and updates progress against this on a termly basis.

SEND and Inclusion in the Context of Inspection

SEND is now recognised as a standalone inspection category. Inspectors will assess the quality of SEND provision independently, rather than solely as part of the school's overall effectiveness. Schools cannot be judged highly overall if their SEND provision is found to be weak.

The inspection framework now uses a five-point grading system to evaluate provision:

- **Exceptional**
- **Strong**
- **Meeting Expectations**
- **Needs Attention**
- **Urgent Improvement Needed**

Inclusion and SEND are central to inspection outcomes. Inspectors will place particular emphasis on:

- The **early identification** of needs
- The **accessibility of the curriculum** for all learners
- The **voice of pupils and parents** in shaping provision
- The **impact of interventions**, with a focus on outcomes rather than documentation alone

SEND Reform and Policy Context

The SEND system is undergoing significant reform, as outlined in recent government reviews and the anticipated Schools White Paper. These reforms aim to improve early identification, ensure access to the right support at the right time, and strengthen inclusive education.

Key priorities include:

- Reducing delays and improving consistency in SEND support
- Strengthening the role of mainstream schools in meeting SEND needs
- Ensuring pupil and parent voice is central to decision-making
- Focusing on the **impact** of interventions rather than paperwork
- Promoting a sustainable and transparent funding model

The White Paper also highlights the need for better workforce training and stronger partnerships across education, health, and care sectors to improve outcomes for children and young people with SEND.

Training and Resources

- The overall level of funding (the Notional Budget) for SEND is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced.
- The responsibility for determining the amount of resource for SEND lies with the school Governors who will seek advice from the Headteacher;
- The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENDCo are met from the main school budget.
- The Headteacher has the key responsibility for determining the allocation of these resources in consultation with Senior Leaders and the rest of the staff;
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classrooms. The SENDCo regularly attends CPD to keep up to date with local and national updates in SEND.
- Whole school training on SEND is arranged as appropriate and teaching assistants are invited. This may be delivered by the SENDCo or by specialist services.
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.
- All permanent/long term teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Roles and Responsibilities

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities.
- The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The headteacher will keep the Governing Body informed of the special educational needs provision made by the school.
- The SENDCo is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing Pupil Overview of Provision (POPs) and assessing pupil progress; purchasing and organising resources; Liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and on to high school; Liaising with the SEND Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEND.
- Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching, as detailed in a child's POP and focused in-class support whilst encouraging independence.

Storing and Managing Information

- Electronic documents relating to children with SEND are stored on the school's safeguarding system, CPOMS, with any hard copies stored in a locked cupboard in school. Some documents such as POPs and monitoring forms are kept in the classroom SEND file and stored in the teacher's cupboard. Some documents such as POPs are held on the school's Onedrive in an area which is only accessed by teachers. Records relating to children who have left are passed to the new school as soon as it is practical, and a record of transfer kept in school.

Reviewing the Policy

- This policy will be reviewed on an annual basis. The process of review will involve the Headteacher, SENDCo, the SEND Governor and the Chair of Governors. Review of the policy will take into account:
 - The progress made by pupils with SEND in school
 - The success of the school at including pupils with SEND
 - Any recommendations from Ofsted or the LA about improving practice
 - Any factual changes, such as names of personnel

Accessibility

- The school's accessibility plan is available from the school office
- Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the school's Accessibility Policy.
- School operates an open door policy so parents can contact class teachers and/or teaching assistants during the school door. Appointments with the Headteacher and/or SENDCo or class teacher can be made via the school office.

Dealing with Complaints

- If a parent of a pupil with SEND is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENDCo.
- Reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

Bullying

- The school's Anti-Bullying Policy is available from the website or the school office.
- Further details about how the school keeps children with SEND safe can be found in the school SEN Information Report.

Signed:..... (Headteacher)

Signed:.....(Chair of Governors). Date:

Next Review Due: September 2026

Appendix

List of personnel involved in SEND issues

NAME	POSITION
Mr A Peers	Head teacher
Mrs C Woodcock	Specialist Teacher
Mrs S Askew	SENDCo
Mrs A Brown	SEND Governor
Mr D Foster	Chair of Governors
Mr A Peers	Assessment Co-ordinator
Mr A Peers	Managing Medical Needs Responsibility
Mr A Peers	Designated Teacher with Specific Safeguarding Responsibility
Mr A Peers/Mrs C Woodcock	Managing PPG/LAC funding Responsibility