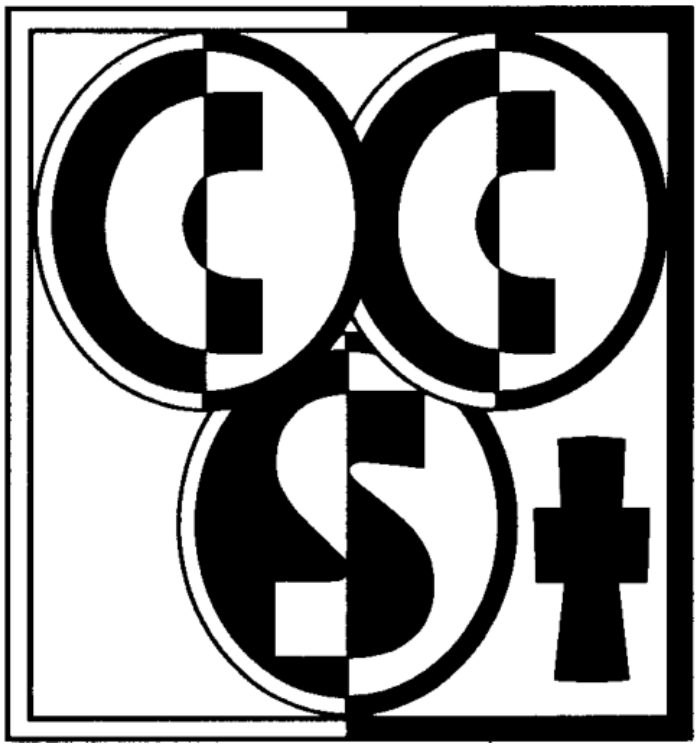
Christ Church
Church of England
Primary School



Special Educational Needs and Disabilities (SEND) Policy

SENDCo: Mrs Sharron Askew
SEND Governor: Mrs Anne Brown

Policy Status: Statutory Policy **Reviewed:** October 2026 **Review Date:** September 2027

Approved by Governors:

Linked Policies
- Safeguarding Policy
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Teaching and Learning Policy
- Complaints Policy

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

Policy for Special Educational Needs and Disabilities (SEND)

Special Educational Needs Co-Ordinator (SENDCo):
Mrs Sharron Askew is the school's Special Educational Needs and Disabilities Coordinator (SENDCO). She is a full-time member of staff and also serves as a class teacher from Monday to Wednesday. Dedicated SEND leadership time is provided on Thursdays and Fridays to enable Mrs Askew to fulfil her SENDCo responsibilities.
Mrs. Askew is a member of the Senior Leadership Team (SLT) and has strategic responsibility for leading and developing SEND provision across the school. She is also the school's Designated Teacher for Children Looked After and Previously Looked After Children. She represents SEND within leadership meetings and contributes to whole-school improvement planning. Overall responsibility for SEND provision remains with the Headteacher.

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 has been developed in accordance with current SEND legislation and statutory guidance. Further details can be found in the Legislative Framework section.

This policy will be reviewed annually to ensure continued compliance with statutory guidance and local authority requirements.

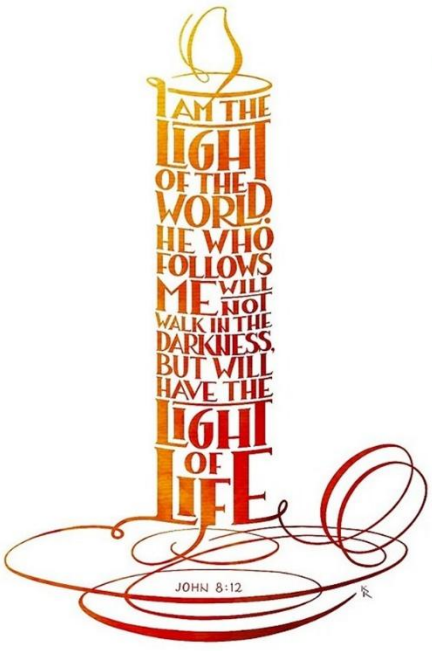
School Policies (found on the website)

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

This policy has been developed by the school's SENDCO, Mrs Askew, in consultation with governors, staff and parents/carers of pupils with Special Educational Needs and Disabilities (SEND).

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

At Christ Church CE Primary School, we are committed to providing an inclusive, ambitious and nurturing learning environment where every child is valued as an individual and enabled to flourish academically, socially, emotionally and spiritually.

In keeping with our Christian vision and values, we believe that all children have the right to access a broad, balanced and engaging curriculum, regardless of their special educational needs or disabilities. We are committed to identifying and addressing barriers to learning at the earliest opportunity and ensuring that pupils with SEND are fully included in all aspects of school life.

We recognise that every child has unique strengths and needs. Through high-quality adaptive teaching, evidence-informed interventions and collaborative working with families and external professionals, we strive to ensure that every pupil achieves the best possible outcomes.

At Christ Church, we believe:

- Every teacher is a teacher of pupils with SEND.
- High-quality teaching is the first step in responding to pupils who have SEND.
- Early identification and intervention are essential.
- Parents and carers are key partners in decision-making.
- Pupils should be involved in decisions about their education wherever possible.
- Preparation for adulthood begins in primary school through the development of communication, independence, resilience, social understanding and self-advocacy skills.
- Inclusion is everyone's responsibility.

We are committed to ensuring that pupils with SEND:

- Make good progress from their starting points.
- Develop confidence, independence and resilience.
- Access a broad and balanced curriculum.
- Participate fully in school life.
- Feel safe, valued and respected.
- Are well prepared for the next stage of their education and future life.

Policy Objectives

At Christ Church CE Primary School, we aim to:

- Identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are accurately understood.
- Provide high-quality adaptive teaching that enables pupils with SEND to access a broad, balanced and ambitious curriculum alongside their peers.
- Remove barriers to learning and participation so that all pupils can fully engage in the academic, social and wider life of the school.
- Ensure that pupils with SEND make progress from their individual starting points and achieve the best possible outcomes.
- Promote independence, resilience, communication and self-advocacy skills to prepare pupils successfully for future learning and adulthood.
- Involve pupils meaningfully in decisions about their learning and support wherever appropriate.
- Work in close partnership with parents and carers, recognising them as key contributors to understanding and supporting their child's needs.
- Collaborate effectively with external agencies and professionals to secure specialist advice and provision when required.
- Ensure that pupils with SEND feel safe, valued, respected and included within our school community.
- Provide staff with appropriate training, guidance and support to enable them to meet the needs of all learners effectively.
- Monitor, review and evaluate the effectiveness of SEND provision to ensure continuous improvement and positive outcomes for pupils.
- Fulfil our duties under the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010 and all associated statutory guidance.

Legislative Framework

This policy has been developed in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years (January 2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Information) Regulations 2014
- Supporting Pupils at School with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

SEND Leadership

At Christ Church CE Primary School, we are committed to ensuring that SEND is effectively led and managed as a whole-school responsibility. Leaders at all levels work together to promote inclusion, secure high-quality provision and ensure positive outcomes for pupils with Special Educational Needs and Disabilities.

The school recognises that effective SEND provision depends upon strong leadership, clear accountability and a shared commitment to meeting the needs of all learners.

The Governing Body

The Governing Body is responsible for ensuring that the school meets its statutory duties in relation to SEND.

Governors will:

- Promote an inclusive ethos across the school.
- Ensure compliance with SEND legislation and statutory guidance.
- Monitor the effectiveness of SEND provision and outcomes.
- Ensure that appropriate resources are allocated to support pupils with SEND.
- Receive regular reports regarding SEND provision, outcomes and school improvement priorities.
- Appoint a SEND Governor to provide support and challenge in relation to SEND provision.

The SEND Governor will meet regularly with the SENDCO and report appropriately to the Governing Body.

The Headteacher

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

The Headteacher will:

- Promote a culture of inclusion, belonging and high expectations.
- Ensure SEND remains a priority within school improvement planning.
- Support the effective deployment of resources and staffing.
- Work closely with the SENDCO and Governors to secure continual improvement.
- Monitor the quality of provision for pupils with SEND.
- Ensure staff have access to high-quality professional development.

The SENDCO

The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for leading and coordinating SEND provision across the school.

The SENDCO will:

- Oversee the day-to-day operation of the SEND policy.
- Coordinate provision for pupils with SEND.
- Maintain and review the SEND Register.
- Support the identification and assessment of pupils with SEND.
- Advise and support teachers in meeting a range of needs.
- Coordinate Annual Reviews and statutory processes relating to EHCPs.
- Liaise with parents, carers and external professionals.
- Monitor the quality and impact of SEND provision across the school.
- Support staff training and professional development.
- Lead strategic development and continuous improvement of SEND provision.
- Support effective transition arrangements between classes, schools and phases of education.
- Promote pupil voice and parental engagement within SEND processes.

The SENDCo will work closely with senior leaders to evaluate the effectiveness of provision and ensure that pupils with SEND receive the support required to achieve positive outcomes.

Class Teachers

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND.

Teachers will:

- Deliver high-quality adaptive teaching.
- Identify barriers to learning and raise concerns promptly.
- Implement agreed strategies, interventions and reasonable adjustments.
- Monitor progress and contribute to the Assess-Plan-Do-Review cycle.
- Work collaboratively with support staff, parents and external professionals.
- Maintain high expectations for all pupils.
- Promote independence, resilience and participation.

Every teacher is a teacher of pupils with SEND.

Teaching Assistants

Teaching Assistants play an important role in supporting pupils to access learning and develop independence.

Under the direction of the class teacher and SENDCo, they will:

- Support pupils to access learning opportunities.
- Deliver interventions where appropriate.
- Encourage independence and self-confidence.
- Provide feedback regarding engagement and progress.
- Contribute to review and assessment processes.

Teaching Assistants supplement, rather than replace, the role of the class teacher.

Identification and Assessment of SEND

At Christ Church CE Primary School, we are committed to the early identification of pupils who may have Special Educational Needs or Disabilities (SEND). Early identification enables timely support to be implemented and helps to prevent barriers to learning from becoming more significant over time.

The identification of SEND is an ongoing process and forms part of our whole-school approach to monitoring the progress and wellbeing of all pupils.

A pupil may be identified as having SEND through:

- Concerns raised by parents or carers.
- Concerns raised by class teachers or support staff.
- Attainment and progress data.
- Screening and assessment information.
- Observations of learning, behaviour, communication or social interaction.
- Information from previous educational settings.
- Advice from external agencies and professionals.
- Medical information provided by health professionals.

Areas of Need

In accordance with the SEND Code of Practice, we recognise four broad areas of need:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
Including speech, language and communication needs and autism spectrum condition.	Including moderate learning difficulties, specific learning difficulties such as dyslexia and difficulties acquiring basic literacy or numeracy skills.	Including difficulties with emotional regulation, anxiety, attachment, behaviour and mental health needs.	Including visual impairment, hearing impairment, physical disabilities and sensory processing difficulties. We recognise that pupils may present with needs across more than one area and that needs may change over time.

Graduated Approach

Where a pupil is identified as requiring additional support, the school follows the graduated approach as outlined in the SEND Code of Practice:

Assess	Plan	Do	Review
Information is gathered from teachers, parents, the pupil and, where appropriate, external professionals to develop a clear understanding of the pupil's strengths and needs.	Appropriate outcomes, strategies, interventions and reasonable adjustments are agreed in partnership with parents and the pupil.	Support is implemented by class teachers, supported where appropriate by the SENDCO and other professionals.	The effectiveness of the support is evaluated and next steps are agreed. Provision is adapted as necessary to ensure it remains responsive to the pupil's needs.

This cycle is repeated to ensure that provision remains targeted, effective and responsive.

SEND Support

Where it is determined that a pupil requires provision that is additional to or different from that ordinarily available through high-quality classroom teaching, they may be placed on the SEND Register as receiving SEND Support.

Being placed on the SEND Register does not depend upon a diagnosis. Decisions are based upon an assessment of the child's needs and the provision required to meet those needs.

Parents will be informed and involved throughout the process.

Education, Health and Care Needs Assessments

For a small number of pupils, despite purposeful and evidence-based support through the graduated approach, needs may remain significant and continue to impact educational progress and participation.

In these circumstances, the school may, in partnership with parents and the Local Authority, request an Education, Health and Care Needs Assessment (EHCNA).

An application will be supported by evidence demonstrating:

- The child's strengths and needs.
- Strategies and interventions implemented.
- Progress over time.
- Advice from relevant professionals.
- Views of the pupil and their family.

Factors Not Considered SEND

The school recognises that some factors may affect attainment or progress but do not necessarily indicate SEND.

These may include:

- Attendance or punctuality issues.
- English as an Additional Language (EAL).
- Disability where reasonable adjustments adequately meet need.
- Difficulties arising from social or economic circumstances.
- Limited previous learning opportunities.

Careful assessment is undertaken to ensure that SEND is accurately identified and that support is appropriately targeted.

Provision for Pupils with SEND

At Christ Church CE Primary School, we are committed to ensuring that all pupils, including those with SEND, have access to a broad, balanced and ambitious curriculum. Provision is designed to meet individual needs, remove barriers to learning and enable pupils to participate fully in all aspects of school life.

Provision is planned and delivered through a graduated approach, with support tailored to each pupil's strengths, needs and desired outcomes.

High-Quality Teaching

High-quality adaptive teaching is the first response to meeting the needs of pupils with SEND.

Teachers are responsible and accountable for the progress and development of all pupils in their class and will:

- Adapt teaching to meet individual needs.
- Use a range of teaching strategies and resources.
- Provide appropriate levels of challenge and support.
- Implement reasonable adjustments where necessary.
- Use ongoing assessment to inform planning.
- Create inclusive classroom environments that promote participation and success.

High-quality teaching forms the foundation of support for all learners and reduces barriers to learning for many pupils.

Additional SEND Provision

Where high-quality classroom teaching alone is insufficient to meet a pupil's needs, additional provision may be implemented.
Additional provision may include targeted interventions, specialist resources, personalised programmes and provision informed by external professional advice.

Additional provision is carefully matched to identified needs and is regularly monitored and reviewed for effectiveness.

Access to the Curriculum

All pupils are entitled to access a broad and balanced curriculum.

The school will make reasonable adjustments, adaptations and modifications where appropriate to ensure pupils with SEND can:

- Access learning opportunities.
- Experience success.

- Participate alongside their peers.
- Develop independence and resilience.
- Engage in enrichment opportunities and wider school life.

Curriculum adaptations are made in response to identified need and may include adjustments to:

- Teaching approaches.
- Resources and equipment.
- Learning environments.
- Recording methods.
- Communication methods.
- Levels of adult support.

Promoting Independence

At Christ Church we believe that developing independence is a key element of effective SEND provision.

Support is carefully planned to enable pupils to:

- Develop confidence in their own abilities.
- Become increasingly independent learners.
- Communicate their needs effectively.
- Build resilience when faced with challenges.
- Develop self-advocacy skills appropriate to their age and stage of development.

Where adult support is required, staff aim to promote independence rather than create reliance.

Social, Emotional and Mental Health Support

The school recognises the importance of supporting pupils' emotional wellbeing alongside their academic development.

Provision may include:

- Nurture-based support.
- Emotional regulation strategies.
- Pastoral support.
- Individual check-ins.
- Social skills programmes.
- Access to external specialist services where appropriate.

All staff promote positive relationships, belonging and emotional safety across the school.

Inclusion Beyond the Classroom

Pupils with SEND are actively encouraged and supported to participate in:

- Educational visits.
- Extra-curricular activities.
- Sporting events.
- School performances.
- Leadership opportunities.
- Wider enrichment experiences.

Reasonable adjustments will be made wherever possible to enable full participation.

Provision Mapping

Provision for pupils with SEND is recorded, monitored and reviewed through the school's provision mapping processes.

Provision Maps are used to:

- Identify the support and interventions being provided.
- Record intended outcomes for pupils.
- Monitor the frequency and duration of additional support.
- Evaluate the impact of provision on pupil progress and wellbeing.
- Support the effective deployment of staff and resources.
- Inform discussions with parents, staff and external agencies.

Provision Maps are reviewed regularly by class teachers and the SENDCo as part of the graduated approach. Information gathered through reviews is used to inform future planning and ensure that support remains targeted, effective and responsive to individual needs.

The school recognises that the quality of provision is more important than the quantity of provision. Decisions regarding support are therefore based on evidence of need and the impact on pupil outcomes, rather than the amount of adult support or number of interventions provided.

Provision Maps contribute to the school's ongoing monitoring and evaluation of SEND provision and help ensure that resources are used effectively to secure positive outcomes for pupils.

Reasonable Adjustments and Accessibility

At Christ Church CE Primary School, we are committed to ensuring that pupils with disabilities and special educational needs are not placed at a substantial disadvantage compared to their peers.

In accordance with the Equality Act 2010, the school will make reasonable adjustments where required to enable pupils to access education, participate fully in school life and achieve positive outcomes.

Reasonable adjustments are considered on an individual basis and are informed by professional advice, discussion with parents and carers, and the views of the pupil where appropriate.

Adjustments may include:

- Adaptations to teaching approaches and learning activities.
- Modifications to resources, equipment or materials.
- Adjustments to classroom organisation and the learning environment.
- Alternative methods of recording and demonstrating learning.
- Additional processing time or opportunities for overlearning.
- Visual supports and communication aids.
- Sensory regulation strategies and access to appropriate sensory resources.
- Adaptations to behaviour support approaches.
- Flexible arrangements for transitions, playtimes, lunchtimes and educational visits.
- Adjustments to assessment arrangements where appropriate.
- Access to specialist equipment recommended by external professionals.

The school recognises that reasonable adjustments are proactive rather than reactive. Staff will seek to anticipate barriers to participation and make adaptations wherever possible to promote inclusion, independence and wellbeing.

Reasonable adjustments will be reviewed regularly to ensure they remain effective and responsive to the pupil's changing needs.

The school is committed to improving access for pupils with disabilities and SEND through:

- Increasing access to the curriculum.
- Improving the physical environment where reasonably practicable.
- Improving access to information for pupils and families.

Reasonable adjustments will also be considered to ensure that pupils with SEND can participate fully in:

- Educational visits.
- Extra-curricular activities.
- School performances.
- Worship and celebrations.
- Sports activities.
- Leadership opportunities.
- Residential visits and enrichment activities.

Where barriers are identified, the school will work collaboratively with families and relevant professionals to identify appropriate solutions.

Further information can be found in the school's Accessibility Plan.

Monitoring and Evaluation of SEND Provision

At Christ Church CE Primary School, we are committed to continually reviewing the quality and effectiveness of SEND provision to ensure that it meets the needs of pupils and secures positive outcomes.

Monitoring and evaluation are integral to our graduated approach and help us ensure that support remains responsive, evidence-informed and focused on improving outcomes for children and young people with SEND.

The effectiveness of SEND provision is evaluated through analysis of pupil progress, attainment, attendance, engagement, pupil voice, parent feedback, intervention outcomes and successful transitions. Findings are used to inform future provision, staff development and school improvement priorities.

Monitoring Pupil Progress

The progress, attainment and wellbeing of pupils with SEND are monitored through:

- Ongoing teacher assessment.
- Daily classroom observations and formative assessment.
- Pupil progress meetings.
- Review of individual outcomes and targets.
- Analysis of attainment and progress data.
- Attendance and punctuality monitoring.
- Behaviour and wellbeing information where relevant.
- Participation in wider school life and enrichment opportunities.

Progress is considered holistically and includes not only academic achievement but also social, emotional, communication and independence outcomes.

Review of SEND Support

Provision for pupils receiving SEND Support is reviewed regularly through the Assess-Plan-Do-Review cycle.

Reviews may include:

- Evaluation of agreed outcomes.
- Analysis of progress made.
- Consideration of pupil voice.
- Parent and carer feedback.

- Evaluation of interventions and support strategies.
- Recommendations for next steps.

Provision is adapted where necessary to ensure support remains targeted and effective.

Monitoring the Quality of Provision

The SENDCo works alongside senior leaders to monitor the quality of SEND provision through:

- Classroom observations and learning walks.
- Book scrutiny and curriculum reviews.
- Pupil voice activities.
- Parent feedback.
- Review of provision maps.
- Intervention monitoring.
- Staff discussions and coaching.
- Evaluation of reasonable adjustments and adaptive teaching practices.

This monitoring helps ensure that pupils with SEND are fully included and able to access a broad and ambitious curriculum.

Evaluation of Interventions

All interventions are regularly reviewed to assess their impact. Evaluation may include pupil progress, engagement, attendance, pupil voice, parent feedback, provision mapping and input from external professionals. Where provision is not having the intended impact, it will be adapted to ensure it remains effective and responsive to individual needs.

Pupil and Parent Voice

The views of pupils and families are central to evaluating SEND provision.

The school gathers feedback through:

- Review meetings.
- Annual Reviews for pupils with EHCPs.
- Informal discussions with families.
- Pupil voice activities.
- Parent questionnaires and feedback opportunities.

This feedback informs future provision and school improvement priorities.

Monitoring Outcomes for SEND Pupils

Senior leaders, the SENDCO and Governors monitor outcomes for pupils with SEND, including:

- Attainment and progress.
- Attendance.
- Behaviour and exclusions.
- Participation in enrichment opportunities.
- Emotional wellbeing.
- Successful transition between classes, phases and settings.

Particular attention is given to ensuring that pupils with SEND achieve the best possible outcomes from their individual starting points.

Governor Oversight

The Governing Body receives regular updates regarding SEND provision and outcomes.

This may include information relating to:

- SEND demographics.
- Progress and attainment trends.
- Inclusion and participation.
- Use of resources and funding.
- Training and staff development.
- Priorities for improvement.

The SEND Governor provides challenge and support to ensure statutory responsibilities are met and that provision continues to improve.

Continuous Improvement

Monitoring and evaluation findings are used to:

- Inform school improvement planning.
- Identify training needs.
- Improve provision and practice.
- Allocate resources effectively.
- Strengthen partnerships with parents and external agencies.
- Secure the best possible outcomes for pupils with SEND.

Working in Partnership

Effective SEND leadership relies upon strong partnerships between staff, pupils, families and external agencies.

The school is committed to:

- Listening to and valuing parent and carer views.
- Promoting meaningful pupil participation.
- Working collaboratively with external professionals.
- Sharing information effectively.
- Ensuring decisions are informed by evidence and the needs of the child.

Developing Staff Expertise

The school is committed to developing staff expertise through ongoing professional development linked to SEND, inclusion and school priorities.

Supporting Pupils and Families

Christ Church CE Primary School values the contribution of parents and carers and recognises that strong partnerships between home and school are essential in achieving positive outcomes for pupils with SEND.

Parents and carers are encouraged to share information, raise concerns and contribute to discussions regarding their child's needs at the earliest opportunity. They are involved throughout the graduated approach, including the assessment, planning, implementation and review of provision.

The school works collaboratively with families to ensure that support is tailored to individual needs and that parents are actively involved in decision-making relating to their child's education. Regular opportunities are provided for parents to discuss progress, provision and outcomes, in addition to the school's standard reporting arrangements.

We place great importance on open, honest and supportive communication. Parents are encouraged to contact the school whenever they have questions or concerns regarding their child's learning, wellbeing or support needs. School staff, including the SENDCO, are available to work with families to identify solutions and ensure that pupils receive the support they need to thrive.

Lancashire Local Offer and SEND Information Report

Information about services and support available for children and young people with SEND and their families can be found through the Lancashire Local Offer:

www.lancashire.gov.uk/SEND

The school's SEND Information Report should be read alongside the Local Offer and provides detailed information about the provision available at Christ Church CE Primary School.

The SEND Information Report is published on the school website and reviewed annually. It includes information relating to:

- Identification and assessment of SEND.
- Provision available within school.
- Access to specialist support and external agencies.
- Arrangements for transition.
- Accessibility arrangements.
- How the school works in partnership with pupils and families.
- Procedures for reviewing and evaluating SEND provision.

Together, the Local Offer and the school's SEND Information Report provide comprehensive information about the support available for pupils with SEND and their families.

Admissions

Pupils with SEND are admitted to Christ Church CE Primary School in accordance with the school's Admissions Policy and the requirements of the Equality Act 2010 and Children and Families Act 2014.

The school welcomes pupils with a wide range of needs and is committed to making reasonable adjustments to support inclusion and access to learning.

Where a child is identified as having SEND before admission, the school will work closely with parents, previous settings and external professionals to gather relevant information and plan for a successful transition.

Enhanced transition arrangements may be implemented where appropriate to ensure pupils feel safe, supported and ready to learn.

Transition Arrangements

Christ Church CE Primary School recognises that effective transitions are essential to ensuring pupils with SEND feel safe, confident and prepared for change.

Starting School

The school works closely with parents, carers, early years settings and professionals to gather information and plan provision prior to admission. Additional visits and enhanced transition arrangements may be provided where appropriate.

Moving Between Classes

Information regarding pupils' strengths, needs and successful strategies is shared between staff to ensure continuity of support. Additional transition activities may be arranged where required.

Transition to Secondary School

The SENDCo works closely with receiving schools, parents, pupils and external professionals to support a successful transition to secondary education. This may include enhanced transition visits, information-sharing meetings, pupil passports and personalised transition plans.

The school places particular importance on ensuring that pupils with SEND are well prepared for the next stage of their education and future life.

Supporting Pupils with Medical Conditions

Christ Church CE Primary School recognises that pupils with medical conditions should be properly supported so that they are able to access education, including educational visits, physical education, extra-curricular activities and all aspects of school life.

The school will fulfil its duties under the **Children and Families Act 2014**, the **SEND Code of Practice (2015)**, Supporting Pupils at School with Medical Conditions Statutory Guidance and current allergy safety requirements (including Benedict's Law guidance where applicable). and the **Equality Act 2010**, ensuring that pupils with medical needs and disabilities are fully supported and able to participate in all aspects of school life.

Where a pupil has a medical condition requiring support within school, an **Individual Healthcare Plan (IHP)** will be developed in partnership with parents, healthcare professionals and relevant school staff. The plan will set out:

- The pupil's medical needs and how they may affect their education.
- Any medication required and arrangements for administration.
- Emergency procedures.
- Staff responsibilities.
- Reasonable adjustments required to support participation and inclusion.

Appropriate training will be provided for staff where necessary to ensure that pupils' needs are met safely and effectively.

The school recognises that some pupils with medical conditions may also have Special Educational Needs and Disabilities (SEND). In these circumstances, the school will take a coordinated approach to ensure that medical needs, educational needs and wider wellbeing needs are fully considered.

Where a pupil has an **Education, Health and Care Plan (EHCP)**, provision will be delivered in accordance with the plan and in collaboration with the relevant health and social care professionals.

The school's **Supporting Pupils with Medical Conditions Policy** provides further information and is available on request and via the school website.

Children Looked After and Previously Looked After Children

Christ Church CE Primary School recognises that Children Looked After (CLA) and Previously Looked After Children (PLAC) may face additional barriers to learning and achievement and may require enhanced support to achieve positive educational outcomes.

The school is committed to promoting the educational achievement, wellbeing, inclusion and successful participation of all looked after and previously looked after children.

Where appropriate, pupils who are looked after by the Local Authority will have a Personal Education Plan (PEP), developed and reviewed in partnership with carers, social workers, Virtual School representatives and other relevant professionals. The PEP will identify strengths, areas of need, support arrangements and intended outcomes to ensure educational progress is carefully monitored and promoted.

The school's Designated Teacher for Children Looked After and Previously Looked After Children is also the SENDCo, ensuring close alignment between SEND, inclusion, safeguarding and educational achievement.

This supports effective communication, coordinated planning and a holistic understanding of each child's educational, social, emotional and pastoral needs.

The Designated Teacher works closely with class teachers, external agencies, carers and families to ensure appropriate support is in place and that any barriers to learning are identified and addressed at the earliest opportunity.

The school recognises that some looked after and previously looked after children may also have SEND. Where this is the case, provision will be planned collaboratively to ensure that educational, social, emotional, mental health and SEND needs are effectively identified and supported.

The progress, attendance, engagement and wellbeing of looked after and previously looked after children are monitored regularly to ensure they are able to access the full curriculum, participate fully in school life and achieve their potential.

Training and Resources

Christ Church CE Primary School is committed to ensuring that pupils with SEND receive high-quality provision through the effective deployment of resources and the ongoing development of staff expertise.

Resources are allocated according to identified need and are regularly reviewed to ensure that they support positive outcomes for pupils. This may include staffing, specialist

equipment, intervention programmes, assistive technology and access to external professional support.

The Headteacher, SENDCo and Governors work together to ensure that SEND funding is used effectively and that resources are deployed in a way that promotes inclusion, participation and progress.

Professional Development

The school recognises that high-quality provision for pupils with SEND depends upon knowledgeable, skilled and confident staff.

Professional development is provided through:

- Whole-school SEND training.
- Specialist external training.
- Coaching, mentoring and professional dialogue.
- SENDCo-led updates and guidance.
- Training linked to identified pupil needs and school priorities.
- Access to national and local SEND developments and best practice.

All staff are expected to contribute to an inclusive learning environment and take responsibility for developing their understanding of SEND.

Induction

All new staff receive induction relating to the school's SEND procedures, inclusive practice and the needs of individual pupils. This includes opportunities to meet with the SENDCo and become familiar with relevant systems, policies and support arrangements.

The impact of professional development is reviewed through monitoring activities, staff feedback and evaluation of pupil outcomes.

Storing and Managing Information

Christ Church CE Primary School manages information relating to pupils with SEND in accordance with the principles of the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and the school's Data Protection Policy.

SEND records are maintained securely and are only accessible to staff who require the information in order to fulfil their professional responsibilities and support pupils effectively.

Information relating to pupils with SEND may be held electronically on secure school systems and, where necessary, in securely stored paper records. Records may include:

- SEND Support Plans

- One Page Profiles
- Assessment information
- Professional reports
- Review documentation
- Education, Health and Care Plan (EHCP) documentation
- Records of meetings and communications with families and external agencies

The school takes appropriate steps to ensure that information is accurate, up to date and stored securely.

When a pupil transfers to another setting, relevant SEND records will be shared securely with the receiving school or educational setting to support continuity of provision and ensure a successful transition. Records will be retained and disposed of in accordance with statutory requirements and the school's records management procedures.

Dealing with Complaints

Christ Church CE Primary School is committed to working in partnership with parents and carers and aims to resolve concerns at the earliest possible stage through open communication and collaborative problem-solving.

If a parent or carer has concerns regarding the provision being made for a pupil with SEND, they are encouraged, in the first instance, to discuss these with the class teacher and/or the SENDCo. Most concerns can be resolved through discussion, review of provision and agreed next steps.

Where concerns remain unresolved, parents and carers may refer the matter to the Headteacher in accordance with the school's Complaints Policy.

Further information regarding the school's complaints procedures can be found in the Complaints Policy, available on the school website or from the school office.

The school is committed to ensuring that concerns and complaints are addressed fairly, transparently and within the timescales specified in the Complaints Policy.

Bullying

Christ Church CE Primary School is committed to providing a safe, respectful and inclusive environment where all pupils feel valued and supported.

The school recognises that pupils with SEND may be more vulnerable to bullying, discrimination or social isolation. We are committed to promoting positive relationships, celebrating diversity and ensuring that all pupils are treated with dignity and respect.

Any incidents of bullying, including those involving pupils with SEND, are taken seriously and dealt with promptly in accordance with the school's Anti-Bullying Policy and Behaviour Policy. Appropriate support will be provided to all pupils involved.

The school actively promotes inclusion, belonging and pupil wellbeing through its curriculum, pastoral support systems and safeguarding procedures.

Further information can be found in the school's Anti-Bullying Policy, Behaviour Policy and SEND Information Report.

Reviewing the Policy

This policy will be reviewed annually by the Headteacher, SENDCo, SEND Governor and Governing Body. It may also be reviewed earlier in response to changes in legislation, statutory guidance, local authority procedures or identified school priorities.

The review process will consider:

- The progress, attainment and wider outcomes of pupils with SEND.
- The effectiveness of SEND provision and support across the school.
- The views of pupils, parents, carers and staff.
- The quality of inclusive practice and curriculum accessibility.
- The impact of professional development and staff training.
- Monitoring and evaluation activities undertaken throughout the year.
- Changes to national legislation, statutory guidance or local authority requirements.
- Recommendations arising from external review, inspection or professional advice where appropriate.
- Any organisational or staffing changes requiring updates to policy content.

The purpose of the review is to ensure that the policy remains compliant, reflects current best practice and continues to support positive outcomes for pupils with SEND.

Signed:..... (Headteacher)

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

Next Review Due: September 2027

Appendix

Send Leadership and Key Contacts

Name	Role
Mr A Peers	Headteacher, Assessment Coordinator, Medical Needs Lead, Designated Safeguarding Lead
Mrs S Askew	SENDCo
Mrs C Woodcock	Specialist Teacher
Mrs A Brown	SEND Governor
Mr D Foster	Chair of Governors
Mr A Peers / Mrs S Askew	PPG/LAC Funding Leads