



Christ Church CE Primary School

SPECIAL EDUCATIONAL Needs and Disability policy

Last reviewed: September 2025

Next review: September 2026

Reviewed by: Headteacher (Ms Tracey Adams) and Governing Body

1. Vision and Values

Our Vision at Christ Church CE Primary School is that we will strive to:

- LOVE learning
- ACT responsibly
- WALK with pride and in excellence

This vision is underpinned by Micah 6:8 – 'What does the Lord require of you? To act justly, and to love mercy and to walk humbly with your God.'

Our SEND Policy reflects this vision by ensuring that all pupils, regardless of need, are supported to achieve their best, develop independence, and contribute positively to school life and society.

2. Scope of this Policy

This policy complies with all statutory requirements, including the Equality Act 2010, the Children and Families Act 2014, the SEND Regulations 2014, and follows the SEND Code of Practice: 0–25 years (2015).

It applies to all staff, governors, parents and pupils at Christ Church CE Primary.

It should be read alongside:

- Accessibility Plan
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Supporting Pupils with Medical Needs Policy
- Admissions Policy

3. Key Principles

- Inclusion first: every child should have access to a broad, balanced and relevant curriculum.
- Provision, not gap: an achievement gap is a provision gap.
- Early identification of SEND is essential.
- Partnership with families is at the heart of effective provision.
- Staff responsibility: every teacher is a teacher of SEND.
- Collaboration with agencies: we work with health, social care and educational partners to meet needs effectively.
- Pupil voice matters: children are active participants in their own learning and target setting.

4. Definition of SEND

A child has SEND if they have:

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

The four areas of need are:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical

5. Roles and Responsibilities

Headteacher (Ms Tracey Adams)

- Overall responsibility for SEND provision and culture of inclusion.
- Works with SENCO and governors to ensure statutory duties are met.

SENCO (Mrs Khan)

- Member of Senior Leadership Team.
- Day-to-day responsibility for SEND policy and provision.
- Maintains the SEND register and pupil records.
- Advises colleagues and coordinates support.
- Liaises with parents, external agencies and the local authority.
- Ensures statutory processes are completed (SEND Information Report, EHCP reviews).

Class Teachers

- First point of responsibility for pupils' progress.
- Deliver inclusive, high-quality teaching through adaptation rather than traditional differentiation.
- Implement and review Individual Target Plans (ITPs).
- Work with SENCO, parents and pupils to set and monitor targets.

Teaching Assistants

- Support implementation of ITP targets.
- Provide targeted interventions.
- Contribute to monitoring and feedback.

Governors

- Ensure statutory duties are met.

- Monitor provision, progress and resource allocation.
- Champion inclusion and equality.

6. Identifying Needs

We consider the needs of the whole child, not only their SEND. Identification includes:

- Ongoing teacher assessment and progress monitoring.
- Transition information from nurseries, schools or external agencies.
- Parental input and pupil views.
- Consultation with external specialists (e.g. Educational Psychologist, Speech and Language Therapy, Autism and Communication Team).

We also recognise factors that are not SEND but may affect learning:

- Disability (reasonable adjustments apply under Equality Act 2010)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being a Looked After Child or child of service personnel

7. Our Approach to Teaching Pupils with SEND

We follow the graduated approach: Assess – Plan – Do – Review.

Quality First Teaching (QFT) is the foundation of all learning. Where pupils require additional support, we implement:

- Individual Target Plans (ITPs) with clear, measurable outcomes.
- Small group or one-to-one interventions.
- Adaptations such as visual timetables, scaffolding, chunked tasks, alternative recording methods, and assistive technology.
- Collaboration with parents and pupils in setting and reviewing targets.

For pupils with more complex needs:

- A SEND Support Provision Plan (SSPP) may be developed.
- Referrals may be made for an Education, Health and Care Plan (EHCP) in line with Birmingham's Local Offer.

8. Supporting Pupils and Families

- Parents are partners in decision-making and are invited to termly review meetings.
- Pupil voice is gathered through child-friendly reviews and pupil view sheets.
- Parents have access to the SEND Information Report and Birmingham's Local Offer:

www.localofferbirmingham.co.uk

- Support services include SENDIASS (0121 303 5004).
- Information and policies are available via the school website and office.

9. Supporting Transition

- Early transition planning for new starters with SEND.
- Additional visits and meetings with parents and external professionals.
- Information and pupil records shared with receiving schools.
- Transition between classes supported by joint planning and handover.

10. Supporting Pupils with Medical Needs

- Pupils with medical conditions are supported under the Supporting Pupils with Medical Needs/First Aid Policy.
- We comply with the Equality Act 2010 and, where appropriate, provision is included in an EHCP.

11. Monitoring and Evaluation of SEND

Provision is evaluated through:

- Termly reviews of pupil progress and ITP outcomes.
- Parent and pupil feedback.
- SENCO and SLT monitoring of interventions.
- Governor oversight.
- Annual policy review.

12. Training and Resources

- SENCO is working towards holds the NPQ SENCO
- Staff receive regular training in SEND strategies.
- Induction for new staff includes SEND procedures.
- External training is accessed as required.

13. Safeguarding and SEND

Children with SEND can be more vulnerable. Safeguarding procedures, including the Child Protection, Anti-Bullying, Behaviour, and E-Safety policies, are applied with particular attention to SEND pupils.

14. Complaints

- Initial concerns should be raised with the class teacher or SENCO.
- If unresolved, parents may meet with the Headteacher.
- Further complaints follow the school Complaints Policy.
- Appeals regarding EHCPs are directed to the Local Authority.

15. Accessibility

Our Accessibility Plan sets out how we will improve physical access, curriculum access and information access for pupils with SEND.

16. Review

This policy will be reviewed annually by the SENCO, Headteacher and Governing Body.