

Church Hill C of E Junior School

“Let Your Light Shine” (Matthew 5:16)



Together Everyone Achieves More

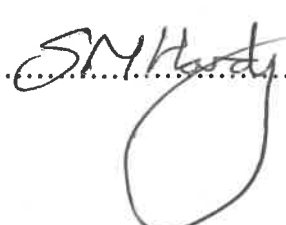
Special Educational Needs and Disabilities Policy

Signed by: 

Date: *21.10/25*

Approved by Governor

Date: *02.10/25*

Signed on behalf of the Governing body: 

(Chair of Governors)

Next Review Date: September 2026

Aims and Objectives

At Church Hill C of E Junior School, our vision is that “**every child should let their light shine**” (Matthew 5:16).

The aims of our SEND policy and practice are to:

- Ensure the **early identification** of pupils with SEND.
- Provide a **broad, balanced, adapted or differentiated curriculum** accessible to all pupils.
- Meet individual needs through **targeted, additional, or different provision**.
- Encourage pupils to **achieve their best and develop independence** in learning.
- Involve **parents, carers, and pupils** actively in the assessment, planning, and review of SEND provision.
- Work in **partnership with external agencies** and other schools to enhance support.
- Provide **high-quality CPD for staff**, ensuring they have the knowledge and skills to support SEND pupils effectively.
- Monitor and evaluate the **effectiveness of provision** to secure high-quality outcomes for all pupils.

We aspire for pupils with SEND to:

- Achieve their full potential academically, socially, and personally.
- Develop confidence, self-esteem, and resilience.
- Take an active role in their own learning and progress.
- Make a successful transition to secondary school and beyond.
- Let their light shine by being valued for their strengths, character, and contributions.

Christian Values in SEND Provision

Our Christian values are deeply embedded in our curriculum, and we aspire for all children with SEND to demonstrate them:

Courage

Taking risks and learning from mistakes is essential for growth. Children demonstrate courage in many ways: asking for help, sharing an idea in class, trying new activities, or persevering with a difficult task. Courage develops resilience, confidence, and a positive attitude toward learning.

Fairness

Children learn to treat themselves and others equitably. They understand the importance of justice, sharing, and respecting different opinions. Fairness is modelled by staff and embedded across school routines, helping children to build integrity and empathy.

Kindness

Kindness is about being friendly, generous, and considerate without expecting reward. Children are encouraged to notice the needs of others, offer help, and act compassionately. It is linked to biblical teachings and is central to building a supportive school community.

Koinonia

Koinonia refers to community, fellowship, and working together. Children learn to value collaboration and understand their role in the school community, recognising themselves as “children of God” and brothers and sisters in Christ. This fosters a sense of belonging, empathy, and teamwork.

Responsibility

Responsibility involves taking ownership of actions, learning, and decisions. Children are guided to identify their strengths and areas for growth, contribute to target-setting, and advocate for themselves. Responsibility promotes independence, self-discipline, and accountability.

Thankfulness

Gratitude is encouraged through reflection, appreciation, and modelling positive behaviour. Children learn to value the support and efforts of others and express appreciation for what they have, fostering empathy and compassion.

Truthfulness

Honesty is fundamental to building trust and fairness. Children are given opportunities to practise truthfulness in all areas of school life, understanding its importance in relationships and society.

1. Introduction

This policy details the provision for pupils with SEND that is **additional to or different from** the provision available to all pupils. It aims to reduce barriers to learning, promote inclusion, and ensure every child can achieve their potential.

2. Basic Information About SEND

Definition

A pupil has SEND if they:

- Have significantly greater difficulty in learning than most pupils of the same age, or
- Have a disability that prevents or hinders access to the curriculum.
- Have a neurodevelopmental or hidden disability, such as autism or ADHD, which may affect learning, communication, or social interaction.

Areas of SEND may include

- **Communication and Interaction:** e.g., speech, language, and communication needs, including autism spectrum disorders.
- **Cognition and Learning:** e.g., moderate, severe, or specific learning difficulties.
- **Social, Emotional, and Mental Health (SEMH) Needs:** e.g., anxiety, depression, attachment disorders, or disruptive behaviours.
- **Sensory and/or Physical Needs:** e.g., visual or hearing impairment, physical disability.

Provision may include:

- Differentiated teaching and classroom adjustments to meet individual learning needs.
- Targeted small-group or 1:1 intervention, including support for communication, social skills, or emotional regulation.
- Reasonable adjustments, such as sensory aids, wobble cushions, visual timetables, or communication supports.
- Pastoral support, including mentoring or guidance to help pupils manage social and emotional challenges.
- Adaptive teaching

These measures ensure that all pupils with SEND can access the curriculum and participate fully in school life.

3. Partnership with Parents and Pupils

We aim to work closely with parents and carers to support pupils with SEND:

- **Informing and involving parents** in assessment, target-setting, and review of their child's progress.
- **Liaising and holding meetings with parents** alongside external agencies, such as Autism Outreach, to ensure coordinated support.
- **Providing opportunities for parents to engage in groups or workshops** on topics such as anxiety, autism, and other SEND-related matters.
- **Listening to parental concerns** about their child's learning or wellbeing, even if the issues are not observed in school.

Pupils are encouraged to:

- **Express their views and concerns** about learning, progress, or wellbeing.
- **Participate actively in target-setting and self-review.**
- **Work collaboratively with staff** to achieve their learning goals.

We aim to foster a culture where **parents, carers, and pupils feel valued and heard**, helping us create the best possible outcomes for each child.

4. Responsibilities / Management SENDCO

The SENDCOs (Miss A. Oakman / Mr J. Scranage) are responsible for:

- Overseeing daily SEND provision.
- Coordinating assessments, records, and provision.
- Advising and supporting staff.
- Liaising with parents, external agencies, and receiving schools.
- Leading SEND-related CPD.
- Managing statutory processes, including EHCPs and Annual Reviews.

Class Teachers

Class teachers are the **first point of contact** and responsible for:

- Identifying, assessing, and providing for SEND pupils.
- Adapting or differentiating the curriculum and providing reasonable adjustments.
- Setting, reviewing, and monitoring IEP targets with pupils and parents.
- Liaising with SENDCO and external professionals.
- Reporting progress to parents regularly.

Learning Support Assistants (LSAs)

LSAs support pupils by:

- Implementing interventions designed by teachers.
- Encouraging independence and engagement in learning.
- Providing feedback to teachers and SENDCO.
- Assisting with targeted support outside the classroom as appropriate.

Governor

The **named SEND governor is V Bott**, who:

- Meets termly with the SENDCO.
- Reviews SEND provision and policy.

- Oversees budget allocation and ensures resources are used effectively.
- Receives termly updates on SEND outcomes and school provision.

5. Admission Arrangements

- Pupils with SEND are admitted under the same criteria as all pupils.
- Pupils with an EHCP are admitted if the school is named and agreed.
- Admissions follow the **Equality Act 2010** to prevent disadvantage.

6. Pupils with Disabilities / Special Provision

- Pupils may have care plans, behaviour plans, or EHCPs depending on need.
- Provision ensures full curriculum access wherever possible.
- Accessibility Plans are implemented and reviewed regularly.

7. Identification, Assessment, and Review

Early Identification:

- Previous school records, teacher observations, assessment data, parental concerns, or external advice.

Curriculum Access:

- Most pupils supported through **adapted teaching strategies**.
- Examples include:
 - Ping-pong maths approach (1–2 questions at a time)
 - Embedded EAL strategies across English and guided reading

IEPs:

- Manageable, measurable targets are set and reviewed **three times per year** with input from both the pupil and their parents.
- External support is sought in collaboration with parents if progress is limited.
- Whilst it is the class teacher's responsibility to monitor a child's assessment data and implement appropriate interventions, the **SENDCO attends termly meetings** to review the progress of all pupils with SEND. These meetings help ensure consistent monitoring, provide additional support where needed, and allow for early identification of emerging needs.

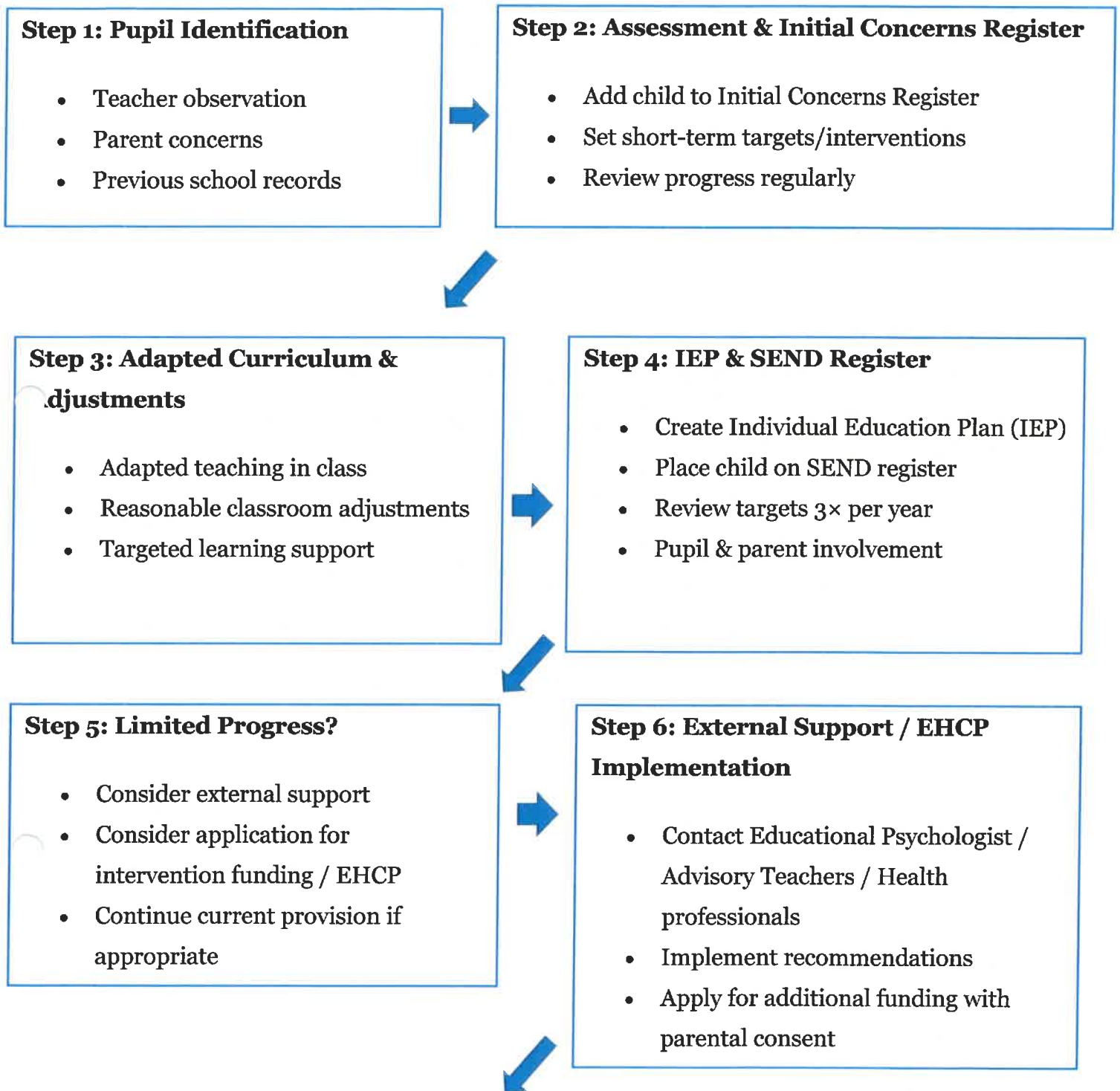
EHCPs:

- Requested when needs exceed the school's provision.
- Reviewed **annually**.
- IEPs for pupils with EHCPs are aligned to long-term objectives to support their overall outcomes.

Termly Assessment Data:

Whilst it is the class teacher's responsibility to monitor a child's assessment data and implement appropriate interventions, the SENDCO attends **termly meetings** to review the progress of all pupils with SEND. These meetings help ensure consistent monitoring, provide additional support where needed, and allow for early identification of emerging needs.

8. SEND Process Flowchart



Step 7: Annual Review & Adjust Provision

- Annual EHCP review
- Update interventions and possibly timetable.
- Monitor progress and adjust provision as needed.
- Continue to liaise with external agencies.

10. Useful Contacts

- **SENDCOs:** Miss A. Oakman / Mr J. Scranage
- **SEND Governor:** V Bott
- **Local Authority SEND Services / Local Offer:** [Insert URL]
- **External Professionals:** Educational Psychologists, Advisory Teachers, Health & Social Services