

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: 8/10/26.....

Approved by Governor

Date: 08/10/26.....

Signed on behalf of the Governing body:
(Chair of Governors)

Next Review Date: September 2027

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).

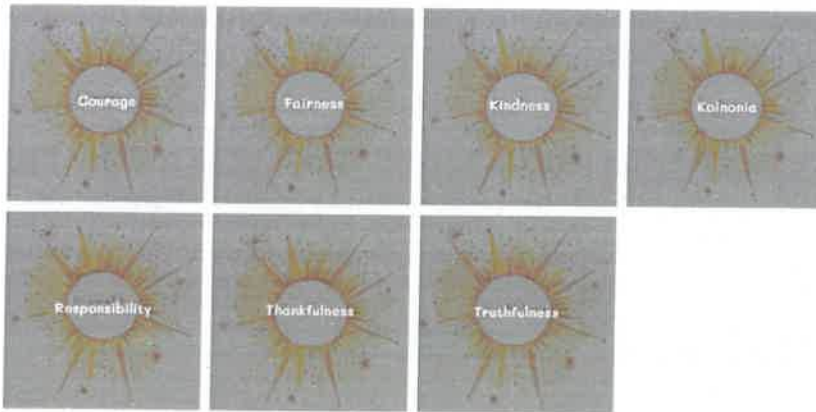
The aims of our SEND policy and practice are to:

- Ensure the **early identification** of pupils with SEND.
- Provide a broad, balanced, and adapted curriculum accessible to all pupils.
- Meet individual needs through **targeted, additional, or adapted 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 outlines the provision for pupils with SEND that is additional to or different from that available to all pupils. It aims to reduce barriers to learning, promote inclusion, and ensure every child can achieve their potential.

This policy complies with the SEND Code of Practice (2015), Part 3 of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

2. Basic Information About SEND

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:

- Adaptive 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.
- Individualised provision, including personalised timetables, bespoke curricula, and specialist support packages for pupils with more complex or multiple needs.

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) who both hold QTS and NASENDCo (National Award for SEND Co-ordination) qualifications. They can be contacted via the school office. They are responsible for:

- Maintaining SEND records, documentation, and assessment information.
- Overseeing the day-to-day operation of the school's SEND provision.
- Contributing to the identification, monitoring, and review of pupils with SEND through pupil progress meetings and ongoing discussions with staff.
- Advising and supporting teachers and support staff to meet the needs of pupils with SEND.
- Meeting with parents and carers to discuss pupils' needs, progress, and support.
- Liaising with external agencies and receiving schools to ensure effective communication and transition arrangements.
- Leading and supporting SEND-related staff training and professional development.
- Managing statutory processes, including Education, Health and Care Plans (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 the curriculum and providing reasonable adjustments.
- Setting, reviewing, and monitoring ISP (Individual Support Plans) 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.

The **named SEND governor is V Bott**, who can be contacted via the school office. She:

- 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 in accordance with the school's published admissions criteria.
 - Pupils with an Education, Health and Care Plan (EHCP) are admitted where the school is named in the EHCP.
 - Admissions arrangements comply with the Equality Act 2010 and do not discriminate against pupils with SEND.
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6. Pupils with Disabilities and Additional Needs

- Pupils may have ISPs, healthcare plans, positive behaviour support plans, or EHCPs, depending on their needs.
- Provision is tailored to individual needs and reviewed regularly.
- Reasonable adjustments are made to ensure access to learning and participation in school life.
- The school's Accessibility Plan is reviewed and updated in line with statutory requirements.

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 curriculum and teaching strategies**.
- Examples include:
- In mathematics, staff use a "ping-pong" approach, alternating between teacher modelling and pupil practice in small, manageable steps to secure understanding before moving on.
- Embedded EAL strategies across English and guided reading to support all pupils.

ISPs (Individual Support Plans)

- Manageable, measurable targets are set and reviewed three times per year, with input from the pupil, parents/carers, class teacher and SENDCO, where appropriate.
- Where progress remains limited despite appropriate support and intervention, external advice or support may be sought in consultation with parents/carers.
- The SENDCO works with class teachers to ensure that targets are appropriate, achievable and reflect the pupil's identified needs.
- Class teachers are responsible for implementing and monitoring support towards ISP targets as part of their day-to-day teaching.
- The SENDCO attends termly pupil progress meetings to review the progress of pupils with SEND. These meetings support the ongoing monitoring of outcomes, help identify any additional support required, and contribute to the early identification of emerging needs.

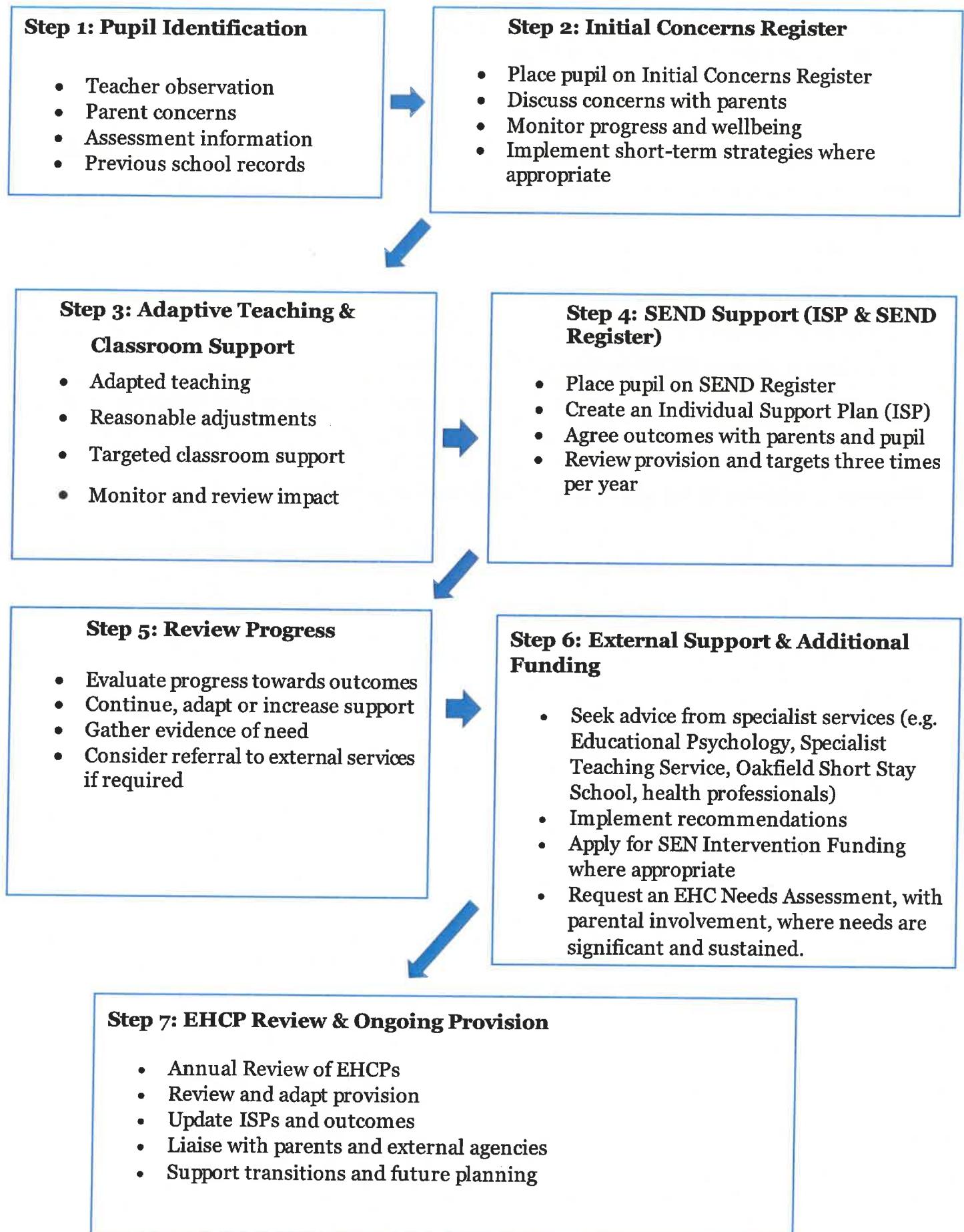
Funding and Education, Health and Care Plans (EHCPs)

- Most pupils with SEND have their needs met through ordinarily available provision and SEND support within school.
- Where a pupil has significant and complex needs that require provision beyond that which the school can reasonably provide from its delegated resources, the school may apply for additional funding or request an Education, Health and Care (EHC) needs assessment.
- The school may also apply for Special Educational Needs Intervention Funding (SENIF) for pupils with additional needs who require enhanced support but do not have an EHCP.
- EHCPs are reviewed annually through the Annual Review process to ensure that provision, outcomes and support remain appropriate.
- Individual Support Plans (ISPs) for pupils with EHCPs are aligned with their long-term outcomes and provision specified within the plan.

Termly Assessment Data:

Whilst it is the class teacher's responsibility to monitor pupils' assessment data and implement appropriate interventions, the SENDCO attends **termly pupil progress meetings** to review the progress of all pupils with SEND. These meetings support consistent monitoring, help identify any additional provision or intervention required, and enable the early identification of emerging needs.

8. SEND Process Flowchart



9. Equality Act

The school fulfils its duties under the Equality Act 2010 by making reasonable adjustments and planning strategically to improve accessibility

10. Complaints

Any concerns regarding SEND provision should initially be discussed with the class teacher, then the SENDCO, and if unresolved, followed through the school's complaints procedure.

11. Useful Contacts

- **SENDCOs:** Miss A. Oakman / Mr J. Scranage
- **SEND Governor:** V Bott
- **Local Authority SEND Services / Local Offer:**
<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Please see the schools SEND report on the website for further information.

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Uniform Policy 2026/27

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Next Review Date: September 2027

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1. Aims

This policy aims to:

- Set out our approach to requiring a uniform that is of reasonable cost and offers the best value for money for parents and carers
- Explain how we will avoid discrimination in line with our legal duties under the Equality Act 2010
- Clarify our expectations for school uniform

2. Our school's legal duties under the Equality Act 2010

The [Equality Act 2010](#) prohibits discrimination against an individual based on the protected characteristics, which include age, sex, disability, race, religion or belief, pregnancy and maternity, and gender reassignment.

To avoid discrimination, our school will:

- Avoid listing uniform items based on sex, to give all pupils the opportunity to wear the uniform they feel most comfortable in or that most reflects their self-identified gender
- Make sure that our uniform costs the same for all pupils
- Allow all pupils to have long hair (though we reserve the right to ask for this to be tied back)
- Allow all pupils to style their hair in the way that is appropriate for school yet makes them feel most comfortable
- Allow pupils to request changes to swimwear for religious reasons or if they are experiencing discomfort related to their sex, gender or gender reassignment
- Allow pupils to wear headscarves and/or other religious or cultural symbols

- Allow pupils with sensory or physical needs to make reasonable adaptations to their uniform depending on their specific needs
- Allow for reasonable adaptations to our policy on the grounds of equality by asking pupils or their parents/carers to get in touch with Nicole Lewitt, Business Manager, who can answer questions about the policy and respond to any requests. These will be considered on a case-by-case basis.

3. Limiting the cost of school uniform

- All of our uniform is widely available in local supermarkets, high street retailers and online. Parents can choose to buy the uniform with the school logo but this is optional.
- The school has a Preloved uniform scheme where parents can donate clean, unmarked uniform to the school and this will then be available for parents.

Our school has a duty to make sure that the uniform we require is affordable, in line with statutory [guidance](#) from the Department for Education on the cost of school uniform.

We understand that items with distinctive characteristics (such as branded items, or items that have to have a school logo or a unique fabric/colour/design) cannot be purchased from a wide range of retailers and that requiring many such items limits parents' ability to 'shop around' for a low price.

We will make sure our uniform:

- Is available at a reasonable cost
- Provides the best value for money for parents/carers

We will do this by:

- Carefully considering whether any items with distinctive characteristics are necessary
- Limiting any items with distinctive characteristics where possible
- Limiting items with distinctive characteristics to low-cost or long-lasting items, such as ties

Considering cheaper alternatives to school-branded items, such as logos that can be ironed on, as long as this doesn't compromise quality and durability. The school complies with statutory requirements limiting compulsory branded uniform

items. No branded items are mandatory; parents may choose branded items if they wish.

- Avoiding specific requirements for items pupils could wear on non-school days, such as coats, bags and shoes
- Keeping the number of optional branded items to a minimum, so that the school's uniform can act as a social leveller
- Avoiding different uniform requirements for different year/class/house groups
- Avoiding different uniform requirements for extra-curricular activities
- Considering alternative methods for signaling differences in groups for interschool competitions, such as creating posters or labels or using coloured bands provided by school for sports day.
- Making sure that arrangements are in place for parents to acquire second-hand uniform items
- Avoiding frequent changes to uniform specifications and minimising the financial impact on parents of any changes
- Consulting with parents and pupils on any proposed significant changes to the uniform policy and carefully considering any complaints about the policy

4. Expectations for school uniform

4.1 Our school's uniform

White blouse or polo shirt
Red cardigan, fleece or sweatshirt
Grey or Black trousers or skirt
Black or white socks
Shoes/trainers & plimsolls

PE Kit

Light blue polo shirt
Navy shorts
Navy sweatshirt
Navy jogging bottoms

No jewellery except for stud earrings.

ALL jewellery including earrings MUST be removed before PE lessons and any after school clubs.

When children are taking part in swimming lessons, a swimming hat MUST be worn.

4.2 Where to purchase it

- All of our uniform is widely available in local supermarkets, high street retailers and online. Parents can choose to buy the uniform with the school logo (link on school website) but this is optional.

5. Expectations for our school community

5.1 Pupils

Pupils are expected to wear the correct uniform at all times (other than specified non-school uniform days) while:

- On the school premises
- Travelling to and from school
- At out-of-school events or on trips that are organised by the school, or where they are representing the school (if required)

5.2 Parents and carers

Parents and carers are expected to make sure their child has the correct uniform and PE kit, and that every item is:

- Clean
- Clearly labelled with the child's name
- In good condition

Parents are also expected to contact Mrs Diane Brown, Headteacher if they want to request an amendment to the uniform policy in relation to:

- Their child's protected characteristics
- The cost of the uniform

Parents are expected to lodge any complaints or objections relating to the school uniform in a timely and reasonable manner.

Disputes about the cost of the school uniform will be:

- Resolved locally
- Dealt with in accordance with our school's complaints policy

The school will work closely with parents to arrive at a mutually acceptable outcome.

5.3 Staff

Staff will closely monitor pupils to make sure they are in correct uniform. They will give any pupils and families breaching the uniform policy the opportunity to comply, but will follow up with the headteacher if the situation doesn't improve.

Ongoing breaches of our uniform policy will be dealt with by Mrs Diane Brown, Headteacher.

In cases where it is suspected that financial hardship has resulted in a pupil not complying with this uniform policy, staff will take a mindful and considerate approach to resolving the situation.

5.4 Governors

The governing board will review this policy and make sure that it:

- Is appropriate for our school's context
- Is implemented fairly across the school
- Takes into account the views of parents/carers and pupils
- Offers a uniform that is appropriate, practical and safe for all pupils

The board will also make sure that the school's uniform supplier arrangements give the highest priority to cost and value for money, for example by avoiding single supplier contracts and by re-tendering contracts at least every 5 years.

6. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the full governing board.

7. Links to other policies

This policy is linked to our:

- Behaviour policy

- Equality policy and objectives statement
- Anti-bullying policy
- Complaints policy

