

Christ Church Charnock Richard C.E Primary School

*Inspired to learn, grow and flourish within our
Christian family*



SEND Policy

Updated September 2025

Christ Church Charnock Richard CE Primary School

Special Educational Needs Policy

This document outlines Christ Church Charnock Richard CE Primary School's approach to meeting the needs of all pupils with Special Educational Needs and Disabilities (SEND). It details the comprehensive systems in place for identifying, assessing, and supporting our 39 pupils on the SEN register and 5 with Education, Health and Care Plans (EHCPs), whilst ensuring compliance with statutory requirements and promoting inclusive education in line with our Christian ethos.

Definitions and A

Understanding Special Educational Needs and Disability

According to the SEND Code of Practice (2015), a child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

At Christ Church Charnock Richard CE Primary School, we recognise that special educational needs may fall into four broad areas:

- Communication and interaction (including autism spectrum conditions and speech and language difficulties) .
- Cognition and learning (including specific learning difficulties such as dyslexia and dyscalculia)
- Social, emotional and mental health difficulties
- Sensory and/or physical needs (including visual or hearing impairments and physical disabilities)

Our Aims for SEND Provision

Underpinned by our Christian values of love, respect, and inclusivity, we aim to:

- - Create an environment that meets the special educational needs of each child
- - Ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age
- - Enable all children to have full access to all elements of the school curriculum and school life
 - Enable every child to experience success and reach their full potential
- - Involve parents/carers in planning and supporting at all stages of their child's development
 - Work collaboratively with parents, other professionals and support services
- - Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Our Aims for SEND Provision

These aims directly connect to our school vision of 'Learning and growing within a Christian community, filled with love and care', as we believe every child deserves to flourish academically, socially and emotionally regardless of their individual needs or challenges.

Roles and Responsibilities

The effective implementation of our SEND policy relies on a collaborative approach where all stakeholders understand their specific responsibilities and work together to ensure the best outcomes for our pupils with SEND

Governing Body

Strategic Oversight

The governing body has a legal duty to ensure that the school adheres to the SEND Code of Practice and Keeping Children Safe in Education guidance. They designate a specific governor for SEND who works closely with the school and leadership team. The SEND governor at Christ Chucrh is Mrs Victoria Hodkinson.

Policy Development and Review

Governors are responsible for the development and regular review of the SEND policy and provision, ensuring that it remains compliant with current legislation and effective in meeting pupil needs.

Resource Allocation

The governing body ensures appropriate resources are allocated to support SEND provision, including staffing, training and physical resources. I resources.

Headteacher

The headteacher has overall responsibility for the management of SEND provision and works closely with the SENCO to coordinate the strategic development of the SEND policy. They ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements and are responsible for reporting to the governing body on the effectiveness of SEND provision.

Special Educational Needs Co-ordinator (SENCO)

Our SENCO Miss Woolley plays a crucial role in the day-to-day operation of the SEND policy by:

- Coordinating provision for children with SEND, advising on the graduated approach to providing SEND support, liaising with parents of pupils with SEND.
- Maintaining the school's SEND register and overseeing the records of all pupils with SEND
- Liaising with external agencies including the local authority's support services, educational psychologists, health services and voluntary bodies
- Working with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010
- Ensuring that transitions between educational settings are managed effectively for pupils with SEN

Teaching and Support Staff

All teachers are teachers of children with special educational needs and have responsibility for:

- Implementing the SEND policy daily in their classroom practice;
- Identifying, assessing and making provision for all pupils with SEND
- Working collaboratively with the SENCO to develop and review individual education plans;
- Maintaining up-to-date knowledge of effective SEND practice through continuous professional development.

Teaching assistants and learning support staff provide crucial support by implementing specific interventions and adaptations under the guidance of the SENCO and class teachers.

Identification, Assessment and Provision

At Christ Church Charnock Richard CE Primary School, we believe in early identification and intervention to support children with SEND. We employ a systematic approach to ensure needs are identified promptly and appropriate provision is implemented effectively.

The identification of SEND is built into our overall monitoring of all pupils' progress. We use a range of methods to identify special educational needs:

- Information from parents/ carers of the child
- Teacher observations of the child.
- Pupil progress tracking data and pupil progress meetings
- Information from previous settings or schools
- Standardised screening or assessment tools.
- Information from external agencies (health, social care etc)

Graduated Approach

In line with the SEND Code of Practice, we follow a graduated approach to SEND support, utilising a four-part cycle of Assess, Plan, Do, Review:

Assess

Analysing pupil needs using teacher assessment, experience or working with the pupil, previous progress and the views of the parents and the pupils.

Plan

Teachers and SENCO agree interventions and support and expected outcomes with parents and pupils documented in an individual Education Plan (IEP)

Do

The class teacher remains responsible for working with the child daily, with support from teaching assistants or specialist staff to implementing interventions.

Review

Evaluating the impact and quality of support and interventions, revising plans in light of pupil progress and development.

Levels of Support

Our provision operates at different levels depending on the needs of the child:

1. **Quality First Teaching:** Differentiated curriculum access is the first step in responding to pupils with SEND. Teachers adapt their teaching style and resources to cater to different learning needs.
2. **SEN Support:** When a pupil requires support beyond quality first teaching, additional targeted interventions are implemented. Pupils at this stage are placed on the SEN register, and individual education plans are developed.
3. **Education, Health and Care Plans (EHCPs):** For children with more complex needs who require significant additional support, we work with parents and the local authority to request an Education, Health and Care needs assessment. Currently, 5 pupils at our school have EHCPs.

As a school we monitor all interventions, resources and support strategies being implemented for pupils with SEND. This allows us to track the impact of interventions and ensure efficient use of resources. Interventions are regularly reviewed and adjusted based on pupil progress data and feedback from stakeholders.

Safeguarding and SEND

Children with Special Educational Needs and Disabilities (SEND) may be more vulnerable to safeguarding risks, making it essential to consider the intersection between our SEND and safeguarding policies. At Christ Church Charnock Richard CE Primary School, we take additional measures to ensure the safety and wellbeing of our pupils with SEND.

Increased Vulnerability

In accordance with Keeping Children Safe in Education (KCSIE), we recognise that children with SEND may be at increased risk of abuse and neglect for several reasons:

Communication Barriers

Some pupils with SEND may have limited communication skills, making it difficult for them to express concerns or report abuse. We provide alternative communication methods and ensure staff are trained to recognise signs of distress or changes in behaviour.

Dependency

Children with physical disabilities or complex needs may depend on adults for personal care, creating a power imbalance that could potentially be exploited. We implement robust care plans with appropriate supervision and training.

Social Isolation

Some children with SEND may experience social

isolation or have fewer friendships, potentially making them more vulnerable to those who may wish to harm them. We actively promote inclusive practices and peer relationships.

Limited Understanding

Pupils with learning difficulties may have reduced understanding of what constitutes abuse or less awareness of personal boundaries. We provide developmentally appropriate personal safety education.

Safeguarding Measures for Pupils with SEND

To address these additional vulnerabilities, we have implemented specific safeguarding measures:

- **Enhanced Supervision:** Appropriate levels of supervision during less structured times such as breaks, lunch, and transitions between activities
- **Personalised Risk Assessments:** Conducted for pupils with SEND who may face particular vulnerabilities
- **Adapted Safeguarding Curriculum:** Tailored to meet the needs of pupils with SEND, ensuring they understand personal safety, appropriate relationships, and how to seek help
- **Multi-agency Collaboration:** Close working relationships with health, social care, and other professionals to provide comprehensive support
- **Digital Safety:** Additional support to help pupils with SEND understand online risks and stay safe in the digital environment

Staff Training

All staff receive regular training on the intersection of SEND and safeguarding, including:

- Recognising signs of abuse in children with different types of SEND

- Understanding behaviour that may indicate distress in pupils with communication difficulties. Implementing appropriate physical contact and personal care protocols
- Knowledge of when and how to involve the Designated Safeguarding Lead (DSL) and external agencies

Our Designated Safeguarding Lead works closely with the SENCO to ensure safeguarding procedures consider the specific needs of the pupils with SEND. All safeguarding concerns regarding pupils with SEND are documented thoroughly in line with our safeguarding policy and Keeping Children Safe in Education requirements.

Supporting Pupils and Families

At Christ Church Charnock Richard CE Primary School, we recognise that effective partnerships with families and access to appropriate external support services are essential for ensuring the best outcomes for pupils with SEND. We strive to maintain open communication channels and provide comprehensive information to help families navigate the SEND system.

Lancashire Local Offer

We actively signpost parents to the Lancashire Local Offer, which provides information about the services and support available in the local area for children and young people with SEND. The Local Offer includes details about: education provision and support services.

Health services for children with SEND

Social care and short breaks

Transport arrangements

Preparation for adulthood and independent living.

Leisure activities and support groups.

The Lancashire Local Offer can be accessed at www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

Admission Arrangements

Christ Church Charnock Richard CE Primary School adheres to the admission arrangements set out by the local authority and our own admissions policy. We work closely with families and previous educational settings to ensure a smooth transition into our school, implementing additional visits, transition resources, and personalised orientation as needed.

Transition Support

We recognise that transitions can be particularly challenging for children with SEND and have developed comprehensive transition programmes for:

Early Years to Key Stage 1

Enhanced transition activities, additional visits to the primary school. Extended transition programme with social stories, and visual supports, meetings with key early years staff and parents to prepare children for changing routines

Primary to secondary

Extended transition programme with additional visits to secondary schools, meetings with the school SEND and Year 7 staff. Detailed transition documents handed over to the school.

Key Stage 1 to Key Stage 2

Supported the transition with carefully planned classroom visits, information sharing between staff, and personalised preparation for the child.

For pupils with EHCPs, transition planning begins during the Year 5 annual review, allowing ample time to identify appropriate secondary provision and implement a thorough plan tailored to individual needs. We maintain strong relationships with local secondary schools to facilitate effective transitions.

Monitoring and Evaluation

To ensure our SEND provision remains effective and continues to meet the evolving needs of our pupils, Christ Church Charnock Richard CE Primary School has established robust monitoring and evaluation processes. These processes enable us to identify strengths and areas for development in our SEND provision, leading to continuous improvement.

Monitoring Procedures

We implement a comprehensive range of monitoring activities throughout the academic year

Pupil Progress Analysis

Termly analysis of achievement and progress data for pupils with SEND, compared to non-SEND pupils and national expectations. This helps identify patterns, trends, and areas requiring additional focus.

Provision Reviews

- Regular reviews of intervention programmes and support strategies to evaluate their impact on pupil outcomes. Interventions with limited effectiveness are modified or replaced.
- Learning Walks and Work Scrutiny
- Scheduled observations focusing on quality first teaching, differentiation, and implementation of support strategies for pupils with SEND across the curriculum.
- Stakeholder Feedback
- Regular collection of views from pupils, parents, staff and external professionals through surveys and structured conversations to inform practice.

Role of the Governing Body

The governing body plays a crucial role in monitoring SEND provision through:

- The SENCO meets with the SEND governor for updates on the SEND provision.
- Termly reports from the headteacher and SENCO to the governing body reviewing provision and pupil progress. Highlighting referrals and actions taken for particular families. Analysis of anonymised data on the progress and attainment of pupils with SEND
- Monitoring the allocation and effectiveness of SEND funding

Annual Review of the SEND Policy

The SEND policy undergoes a formal annual review involving the SENCO, headteacher, SEN governor, and parent representatives. This review considers:

- Compliance with current legislation and guidance
- Effectiveness in identifying and supporting pupils with SEND
- Resource allocation and value for money
- Feedback from stakeholder
- Impact on pupil outcomes

The review findings are reported to the full governing body and lead to an action plan for further developing SEND provision. This ensures our approach remains responsive to pupils' needs and aligned with best practice.

Accessibility Plan

Our school's Accessibility Plan (available as an appendix to this policy) outlines the steps being taken to improve physical access, curriculum access, and access to information for pupils with disabilities. The plan is reviewed and updated every three years or sooner if required, ensuring we comply with the Equality Act 2010.

Links to Other School Policies

This SEND policy operates in conjunction with the following school policies:

Safeguarding and child protection policy

Behaviour Policy

Anti-Bullying Policy

Supporting Pupils with Medical Conditions Policy

Equality Policy

Curriculum and assessment policy

Together, these policies create a coherent framework for meeting the needs of all pupils, including those with SEND.

Complaints Procedure

We encourage parents to discuss any concerns about SEND provision with the class teacher or SENCO in the first instance. If concerns are not resolved satisfactorily, parents may follow the school's complaints procedure, which involves:

1. Informal discussion with the class teacher and/or SENCO
2. Formal meeting with the headteacher
3. Formal complaint to the governing body
4. Referral to the Local Authority

Parents of pupils with SEND may also seek advice from the Lancashire SEND Information, Advice and Support Service (SENDIAS) and have recourse to the SEND Tribunal for disputes related to EHC assessments and plans.

Policy updated April 2025

By Miss Hannah Woolley
SENCO