



Christ Church CE VC Primary School

“Together we learn - Together we grow - Together we flourish”

Some seeds fell on good earth and produced a harvest beyond wildest dreams.

Matthew 13:8

Special Educational Needs and Disabilities Policy (SEND)

2025/2026

At Christ Church, we aim to provide an environment where children are able to learn, grow and flourish together, with one another to become thriving citizens of the world. We aim to provide an inclusive curriculum, which aims to strengthen and embody the belief that everyone has the right and potential to succeed. We aim to deliver the promise of high aspirations, equal access and opportunity for all.

This Policy is based on the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 years 2014 and the following legislation:

- The Children and Families Act 2014 (Part 3) which sets out schools' responsibilities for pupils with SEN and Disabilities.

This policy has been developed by school leaders and aims to outline how Christ Church CE Primary School meets the statutory requirements for children with SEND.

Special Educational Needs Co-ordinator (SENCO)

The SENCO at Christ Church is Jenny Rodeck. She is responsible for coordinating the provision of special educational needs throughout the school and for the day to day implementation of this policy. Jenny holds the National Award for SEN Co-ordination and is a qualified teacher.

Contact Details:

Mrs Jenny Rodeck

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Policy Aims:

- To deliver the promise of high aspiration , equal access and opportunity for all.
- To operate a whole school approach to the management, identification and provision of children with SEND.
- To identify, as early as possible, the children within our school who have special educational needs to ensure progress and opportunities are maximised.
- To ensure all children have equal access to a broad and balanced curriculum which is clearly differentiated to meet the needs of individuals.
- To ensure that children with SEND engage in all activities of the school alongside pupils who do not have SEND.
- To work closely with parents/carers to ensure they are fully engaged in all decision-making for children with SEND.
- To work in partnership with outside agencies including local authority to ensure a joined up approach to meeting the needs of individuals.
- To follow a graduated approach to interventions, following a four-part cycle of assess-plan-do review as outlined in the SEND Code of practice 2014.
- To monitor interventions and progress closely to ensure the best possible progress is made for all.

Definition of SEND

A pupil has SEN where their learning difficulties or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. At compulsory school age, this means that he or she has greater difficulty in learning than the majority of others of the same age or has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
(SEND Code of Practice 2014)

Special Educational needs and disability provision can be considered under four broad areas:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Mental and Emotional Health*
- *Sensory and or Physical*

Roles and Responsibilities

The role of the SENCO

- Oversee the day to day operation of the schools SEND Information Report.
- Support Teachers in monitoring and co-ordinating provision for children with SEND.
- Advise on a graduated approach to providing SEND support.
- Liaise with parents of pupils with SEND as required in conjunction with the class teacher.
- Oversee and maintaining specific resources for SEND.
- Be a key point of contact with external agencies, especially the local authority and its support services.
- Inform staff who are new to the school of the schools' policies and procedures with regard to SEND.
- Ensure that records of all pupils with SEND are kept up to date.
- Liaise with previous, next or alternative providers of education including early years to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Advise on the deployment of the schools delegated budget and other resources to meet pupil's needs effectively.
- Contribute to the continued professional development of staff.
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Role of the school governing body with regard to SEND

The governing body has statutory responsibilities for SEND provision. Currently the SEND governor is Ashleigh Bush. SEND provision is a shared responsibility and all members of the governing body should have a good general knowledge of SEND throughout the school.

The governor must:

- Meet with the SENCO on a regular basis to gain information about provision made for pupils with SEND and monitor the implementation of the SEND information report.
- Have a clear understanding of the types of need across the school
- Ensure that pupils with SEND have the opportunity to participate as fully as possible in all aspects of school life.

- Be involved in monitoring and subsequently reviewing the school's SEND policy.
- Work with the Head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure that funds are allocated each year within the school budget specifically to cater for SEND pupils and to support the implementation of the SEND policy.

Role of the Head Teacher with regard to SEND

The Head Teacher's responsibilities include:

- Day to day management of all aspects of the school, including the SEND provision, safeguarding and welfare.
- Safeguarding Lead.
- Keeping the governing body well informed about SEND in the school.
- Working closely with the SENCO regarding all aspects of SEND.
- Ensuring that the school has clear and flexible strategies for working with parents/carers, and ensuring that these strategies encourage involvement in their child's education.
- Working closely with the school SEND governor to ensure the school meets its responsibilities with regard to SEND.

Role of class teacher with regard to SEN:

The class teacher's responsibilities include:

- Providing 'Quality first teaching' to all which is differentiated for individual pupils.
- Monitoring progress and development of children in their class including where pupils have support from teaching assistants or specialist staff.
- Following the school's procedures for the identification and assessment of pupils with SEND.
- Keeping up to date record of the child's needs and provision.
- Working with the child on a daily basis to plan and manage interventions.
- Liaising closely with the SENCO regarding individual pupil needs, provision and progresss.
- Working closely with parents/carers to ensure they are fully engaged in all decision-making and setting goals for children with SEND.

Admissions

Our admissions policy is the agreed Wiltshire Policy. We aim to be a fully inclusive school strongly supporting the principles of inclusion by ensuring that all children in the school, whatever their ability, disability, race, gender, or religion are offered the same opportunities. If a child with an Educational Health Care Plan applies for a place, or is transferring from another school every effort will be made in collaboration with the local authority to ensure their needs can be met. For further details, regarding admissions please see the Christ Church admissions policy on the school website or contact the local authority.

[Wiltshire County Council Admissions Information](#)

Identification and Review procedures:

Christ Church Primary School September 2025

At Christchurch, we value the importance of early identification. We assess each child's current level of attainment on entry building on information from previous settings and key stage where appropriate. At the same time, we consider that a pupil may have a disability under the Equality Act 2010 and if so, what reasonable adjustments we may need to make for them. If the child already has identified Special Educational needs, then the information will be transferred to the school during transition meetings prior to starting Christ Church School.

All teachers are responsible for and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff. Quality first teaching and clear differentiation is the first step in responding to pupils who have or may have SEND. Class Teachers, SENCO, Phase Leaders and the Senior Management Team monitor the impact of interventions on academic progress and emotional wellbeing so adjustments to provision can be made, or further assessment carried out if necessary.

At Christ Church, we follow the local guidance, as set out in the Wiltshire Graduated Response to SEND Support Document to help us identify Plan and review provision of children with SEND. The document follows the Assess – Plan – Do – Review cycle as set out in the Code of Practice 2014.

Assess

Assessments will be used to identify a child's needs and reviewed regularly to ensure provision is matched to the needs of the child.

Plan

Parents/carers and school staff will meet discuss and select the support and intervention appropriate to meet the agreed outcomes identified by all. A review date will be agreed with parents and carers.

DO

The class teacher and support staff will be responsible for working with the child on a daily basis. The SENCO will continue to monitor progress and liaise with the class teacher to offer support and advice on possible further assessment and implementation of support.

Review

Both the class teacher and SENCO will review all support and interventions and their impact in line with the agreed review date.

If despite Intervention, the pupil continues to make less than expected progress and requires support over and above that which is normally available, in discussion with parents, the school may place the child at 'SEN Support level' on our SEND Register. At this level, more targeted support may be required, outlined in a Pupil Passport or Learning Plan. Progress will continue to be monitored through the graduated approach of assess; plan; do, review and the next steps will be planned in collaboration between class teacher, SENCO and parents.

If after several cycles of assess, plan, do, review with targeted support in place the pupil continue to make less than expected progress then the school may write a My Support Plan. This outlines the needs of the pupil in more detail and often involves input from outside agencies. The assess, plan do model of monitoring will continue through the My Support Plan and this document will be reviewed three times per year in collaboration with parents.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND needs of the child through the graduated approach and 'My Support Plan', the pupil has not made expected progress, the school or parents may consider requesting an Educational, Health and Care needs assessment to obtain an Education, Health and Care Plan (EHCP). To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

The Statutory EHCP will be reviewed annually to which parent, child, outside agencies, SENCO and class teacher will be invited as appropriate.

Children will only be identified as SEND once we have considered all the information gathered from within the school regarding pupil progress alongside national data and expectations of progress. This will also include discussions with the pupil, if appropriate, and their parents.

If at any point the pupil makes accelerated progress, then they may be removed from the SEND register and returned to universal provision.

Levels of SEN Support at Christ Church

Class Level Concern

Class teacher identifies a concern and parents will be informed. The class teacher will complete a Cause for concern sheet and discuss concerns with the SENCO. The teacher may plan short-term interventions with an aim to bring the child back in line with age related expectations. The assess, plan, do, review model is started at this stage.



SEN Support

If pupils, despite intervention, at class level concern do not make expected progress then the school in discussion with parents will move the child to SEN Support. At this level pupils will receive more targeted support, which could be small group intervention or 1-1 support.

All pupils at this level will be monitored with either:

- A Pupil Passport which provides an overview of need and any support strategies/interventions that are in place.
- A Learning Plan with SMART (Small, Measurable, Achievable, Realistic, Targets) targets that are reviewed at regular intervals throughout the year by the class teacher and SENCO and next steps are planned.

If the child has more complex needs and outside agency involvement, then they will move to:

- A 'My Support Plan' outlining areas of need, outcomes for the year and any specialist support that may be required. The school SENCO will write this document in collaboration with the class teacher, parents and any outside agencies that may be involved.

EHCP



If the pupil, despite targeted support and outside agency involvement, does not make progress then the school may apply to the local authority for an Educational Health Care Plan. EHCP details strengths and interests of the pupil as well as their needs and challenges. The EHCP is the means by which specialist educational support is assessed, planned and captured. The Plan will detail planned outcomes for the child and what provision is needed to meet these outcomes.

EHCPs are reviewed annually and all those involved in meeting the needs of the child are invited to attend. Pupil views will also be considered. This may be through attendance by the pupil or through questionnaires whichever is most appropriate.

For more information about 'EHCPs' refer to the Wiltshire Council Local Offer

<https://www.wiltshire.gov.uk/local-offer>

Additional Support for Special Educational Needs and Well-being.

Any additional support that may be required will initially be offered through quality first teaching and clear differentiation. Additional support may be offered through small group intervention or more specialist one to one support from our Inclusion Team. Within the hub, we are able to offer 1-1 support for cognition and Learning, Emotional Literacy Support and Speech and Language. Please see our leaflets for further details on Emotional Literacy Support and Special Educational Needs.

Enhanced provision

For a very small number of children displaying high levels of social, emotional, mental, health needs, our Nest enhanced provision may be appropriate. This provision is for children who need an alternative curriculum offer outside the classroom. This would be for varying amounts of time depending on the child's needs. Children attending The Nest as part of an enhanced provision offer will have targets set and specific areas to work on. These will always be discussed with parents and be reviewed regularly.

The Nest room may also be used for short periods of time to support children who need a safe space to regulate. This is outside the enhanced provision offer.

Supporting pupils at school with medical conditions

At Christ Church, we recognise that pupils with medical conditions may need additional support so that they may have full access to education including school trips and physical education. Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010.

If a child requires a detailed Health Care Plan this will be compiled in collaboration with the relevant health care professionals and parents. If specific training is needed, then this will be arranged.

Training and continued professional development

We aim to keep all staff up to date with relevant training and developments in relation to pupils with SEND. The SENCO regularly evaluates the provision and in discussion with staff will identify any particular professional development needs that are required. Staff that attend external training will have the opportunity to feedback to staff.

Working with parents.

At Christ Church we believe that in order to achieve the best for your child, it is essential that we work closely in partnership with you and your children to support them throughout their time at Christ Church. Parents are fully involved in the identification and decision-making process with regard to SEND. We aim to work in partnership with parents when completing My Support Plans and EHCP's and parents are encouraged to add their comments to the termly target sheets. We are happy to meet with parents at any time to discuss any questions they may have regarding their child's education /progress at Christ Church.

Accessibility:

We are committed to providing an environment that enables full curriculum access to all pupils and one that values and includes all pupils, staff, parents and visitors. We will make reasonable adjustments to accommodate individual needs wherever possible. We have ramps and disabled toilets in the keys stage 1 and 2 buildings and in the year 6 building.

Please read our school Accessibility Plan for more information, which is available on our school website.

Child Protection

The designated teacher with responsibility for child protection and safeguarding is Mrs Sue Tudge (Headteacher). Deputy Safeguarding Leads are Mrs Stacey Farrell, Mrs Susan Giles, Miss Jay Palmer and Mrs Gwen Abbot. The Safeguarding governor is Margaret Thompson.

Storing and managing Information

All children on the SEND register have an individual file, which holds all information relating to their individual need. The file may contain information about school-based observation and assessment and/or professional reports. These files are stored electronically through our secure school-based programme 'Provision Map'. School records will be passed to the child's next setting when the child leaves Christ Church Primary School.

Evaluating the success of the policy

This policy will be evaluated by:

- Monitoring pupil progress using our online tracking system INSIGHT.
- Regularly reviewing Learning plans, My Support Plans and Pupil Passports
- Informal feedback from staff
- Reviewing Intervention at regular intervals to ensure progress is being made.
- Teacher discussion with SENCO
- Classroom observations by SENCO and Senior Leadership Team
- Yearly reviews of EHCP' and regular reviews of My Support Plans throughout the year.
- Advice from external support agencies if relevant.

School Contacts:

Mrs Sue Tudge – Head Teacher – head@christchurch.wilts.sch.uk

Mrs Ashleigh Bush – SEND Governor – admin@christchurch.wilts.sch.uk

Jenny Rodeck – SENCO – Senco@christchurch.wilts.sch.uk

Chair of Governors- admin@christchurch.wilts.sch.uk

Margaret Thompson – Safeguarding, Well being and Inclusion – admin@christchurch.wilts.sch.uk

School Nursing Team – 01225 711431 (Trowbridge Hospital)

If you wish to make an appointment with any of the above please phone the school office on 01225 863444.

Local Authority Provision for children and young people with Special Educational Needs

Wiltshire County Councils Local Offer

Wiltshire Council's Local Offer provides information and guidance on services for children and young people, aged 0-25, with Special Educational Needs and/or Disabilities (SEND). This website contains information about education, health, social care, preparing for adulthood and leisure. For more Information contact:

<https://www.wiltshire.gov.uk/local-offer>

Wiltshire Parent Carer Council

An independent, voluntary organisation, which is managed and run by parent carers, for parent carers. They provide a consultation and participation service which enables parents to have a voice about services and support their children and families use. For more information contact:

www.wiltshireparentcarercouncil.co.uk

01225 764647 or admin@wiltspcc.co.uk

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, they should initially attempt to resolve this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENCO and/or Head teacher. If the matter remains unresolved the school's complaints procedure should be followed which is available on the school website.

Reviewing and Monitoring of Policy

SENCO, SEND governor and Head Teacher, will review the policy annually.

Next Review Date: September 2026

Other Documents referred to in writing this Policy:

- Christ Church Schools Accessibility Plan 2022-2025
- Supporting Children with Medical Needs in school and Managing Medicines Policy 2023/24
- Christ Church Schools Equality, Diversity and Inclusion Policy 2022-2026
- Equality Act 2010