SEND and Inclusion Policy

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Approved by:	**LGB**	**On:**	**September 2026**
Next Review:	**September 2027**		
Version Number:	**2**		

Vision and Ethos

At Christ Church C of E Primary School, we believe that every child has the right to thrive in a safe, nurturing, and inclusive environment. Our mission is rooted in the teachings of Jesus, who calls us to use the unique gifts He has given us to flourish holistically—spiritually, emotionally, socially, and academically.

In Matthew 5:16 it says: *"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."* At Christ Church, we encourage every child to shine through their unique abilities, demonstrating love, humility, and success through our SHINE values.

We are an inclusive school community that celebrates diversity in language, culture, ability, and social background. In God's family, race, rank, and gender lose their significance, and above all, we are called to "clothe ourselves with love, which binds us all together in perfect harmony."

We aim to develop children holistically through education—physically, emotionally, socially, and spiritually—showing wisdom, growing in knowledge, and with the guidance of Jesus, achieving true success, which is measured by love, humility, and service.

Aims

Through our Christ-centred vision, we aim:

- To ensure children with SEND have the provision necessary to achieve their full potential, in line with their unique gifts and God-given talents.
- To enable teachers to identify, plan for, and support pupils with SEND effectively, guided by Christian values of compassion, patience, and respect.
- To provide meaningful opportunities for pupils with SEND to participate in all aspects of school life, promoting belonging and dignity.
- To adhere to the SEND Code of Practice (2015) and involve parents as partners in every stage of their child's education.
- To encourage pupils with SEND to contribute to decisions about their learning and transitions, fostering self-worth, independence, and spiritual growth.
- To ensure accurate assessment, monitoring, and record-keeping to celebrate progress in learning, social, and spiritual development.
- To embed the SHINE values—**Successful, Happy, Included, Nurtured, and Enriched**—through all aspects of SEND provision.

Definition of SEND

The Gov.uk: SEND code of practice 0 to 25 years defines a child or young person as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

have a significantly greater difficulty in learning [in any area of need] than the majority of others of the same age; or

have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition above or would so do if special educational provision was not made for them.

Categories of SEND:

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

Identification and Assessment

Early Years and New Admissions:

- On entry to EYFS, each child's current attainment is assessed to build on prior learning and experiences.
- Information from nurseries, parents, or early learning plans guides initial curriculum planning and support.
- New pupils joining mid-year are assessed similarly, with records and Learning Plans requested from previous schools.

Ongoing Assessment:

- Continuous observation, assessment, and record-keeping guide teaching and support strategies.
- The school uses the Engagement Model and BSquared assessments for children with significant SEND, particularly in Focus Provision.
- Pupils whose first language is not English are carefully assessed to distinguish language acquisition challenges from SEND.

Graduated Approach to SEND

Christ Church implements a **graduated response,** recognising a continuum of needs:

1. **Wave 1:** High-quality, differentiated classroom teaching.
2. **Wave 2:** Targeted interventions and additional support within the classroom.
3. **Wave 3:** Specialist input, including external agencies, for pupils with complex needs.

SEND Support:

- Interventions are additional to adaptive teaching and tailored to individual needs.
- Triggers for SEND Support include: limited progress despite quality teaching, persistent literacy/numeracy difficulties, ongoing emotional or behavioural challenges, sensory/physical issues, or communication and interaction needs.

Planning and Intervention:

- The SENDCO, class teacher, and parents collaborate to plan and review interventions.
- Interventions may include: tailored resources, small-group or one-to-one support, additional adult time, staff training, and specialist advice.
- Records of support are maintained and regularly reviewed.

Focus Provision for Pupils with Autism

Christ Church has a **Focus Provision** for pupils with Autism Spectrum Disorder (ASD), providing specialist support while ensuring full inclusion in mainstream classes.

Expert Staff and Individualised Support:

- SENDCO and Focus Provision Lead: Tracey Bennington
- Deputy Focus Provision Lead and Assistant SENDCO: Sara Piggott
- Staff are highly experienced and qualified, dedicated to helping each child reach their full potential.
- Learning is individualised through a bespoke sensory curriculum tailored to strengths, needs, and EHCP outcomes.
- Children develop communication through total communication strategies (spoken, signing, symbols, AAC) and receive support for sensory processing, behaviour, and social-emotional development.

Holistic Learning and Community Based Instruction:

- Weekly offsite experiences, life skills activities, and personal, social, and emotional development are embedded in the curriculum.
- Pupils are equipped with skills to flourish as individuals in the wider community.

Meaningful Inclusion:

- Where it is meaningful, pupils participate in assemblies, sports days, celebration events, and topic-based learning.
- Structured opportunities promote peer interaction and collaborative learning.
- Pupils may join mainstream classes for lessons or activities as appropriate and attend off-site trips, swimming lessons, and residentials when suitable.
- Lunchtimes and breaktimes provide further opportunities for social inclusion.

Structured Transitions:

- Transition into the Focus Provision is carefully planned with parents, professionals, and

previous settings.
- Visits to current settings, discussion of sensory needs, likes/dislikes, and skills are integral to the transition process.
- Allocation requires an EHCP and an Autism diagnosis, approved through the Local Authority panel with parental agreement.

Communication, Behaviour, and Monitoring:

- Positive behaviour plans, sensory support, and total communication strategies ensure pupils can access learning fully.
- Progress is monitored against EHCP targets, with regular review and adaptation of strategies to ensure success.

Christian Vision and SHINE Values in Focus Provision:

- Pupils are encouraged to shine through their talents, demonstrating love, humility, compassion, and service.
- The Focus Provision supports spiritual, social, emotional, and academic development, helping children participate meaningfully in the wider school community.

Inclusive Education: A Global Perspective

Christ Church is guided by the principle that every child has the right to quality education and learning, including those with disabilities and SEND.

"Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive education means all children in the same classrooms, in the same schools. Inclusive systems value the unique contributions children of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all." (UNICEF, *Inclusive Education*)

Inclusive education at Christ Church means:

- Pupils in mainstream and Focus Provision are fully included in all aspects of school life.
- Staff are trained and classrooms are equipped to remove barriers to learning.
- Children are supported to develop their unique gifts and shine, in line with Matthew 5:16 and the SHINE values.
- Peer learning, collaboration, and social interaction are actively promoted.

This approach ensures that inclusion is holistic, rights-based, and aligned with both our Christian vision and international best practice, supporting all children to live life in all its fullness.

Learning Plans and EHCPs

- Learning Plans document individual targets, teaching strategies, success criteria, and review dates.
- Plans are reviewed every half term and shared with parents and the child.

- EHCPs are implemented and reviewed annually in collaboration with parents, the local authority, and relevant professionals.

Roles and Responsibilities

Governors:

- Oversees the school's SEND and Inclusion Policy to ensure statutory compliance and high-quality provision.
- Appoints a SEND Governor to monitor SEND provision, review policies, and support the school in meeting pupils' needs.
- Reviews progress data for pupils with SEND and evaluates the effectiveness of interventions and inclusion practices.

Ensures the school's strategic planning reflects commitment to inclusion and SEND support.

Headteacher:

- Has overall responsibility for the day-to-day management of all aspects of the school, including provision for pupils with SEND.
- Ensures that the SEND policy is implemented effectively and that all staff understand their responsibilities.
- Monitors the quality of teaching, inclusion practices, and progress of pupils with SEND.
- Ensures resources are allocated to support SEND provision and inclusion initiatives.
- Reports to the Governing Body on SEND and inclusion matters.

SEND Coordinator (SENDCO) and Focus Provision Lead – Tracey Bennington:

- Oversees the day-to-day operation of SEND and Focus Provision.
- Coordinates provision for pupils with SEND, including those in Focus Provision.
- Supports teaching staff with planning, classroom provision, and intervention strategies.
- Liaises with parents, external agencies, and other professionals to ensure children's needs are met holistically.
- Maintains accurate records, monitors pupil progress, and reports to senior leadership and governors.

Deputy Focus Provision Lead and Assistant SENDCO – Sara Piggott:

- Assists the SENDCO in managing the Focus Provision.
- Supports staff in delivering interventions, monitoring progress, and maintaining inclusive practices.
- Helps implement total communication approaches, positive behaviour plans, and sensory support strategies.

Class Teachers and Support Staff:

- Plan, deliver, and review adaptive teaching to meet the needs of all pupils, including those with SEND.

- Work closely with the SENDCO to implement interventions and individualised learning plans.
- Maintain accurate records of pupil progress and provide feedback for review meetings.
- Encourage independence, social inclusion, and peer collaboration in both mainstream and Focus Provision settings.

Families/Parents:

- Act as active partners in their child's education, contributing valuable knowledge and insights about their child's needs and strengths.
- Attend meetings, support the implementation of learning plans at home,