



CHRIST CHURCH CHORLEYWOOD



"What we nurture today, flourishes tomorrow."

"I am the vine, and you are the branches. Those who remain in me, and I in them, will bear much fruit; for you can do nothing without me." John 15

love | joy | peace | patience | kindness | goodness | faithfulness | gentleness | self-control

Policy on Special Educational Needs and Disabilities (SEND)

Date: Autumn 2025

Review date: Autumn 2026

Christ Church Chorleywood C of E School is an inclusive school and may offer the following range of provision to support children with SEND, over and above Quality First Teaching for all. A range of intervention strategies will be employed for children with Special Educational Needs and Disabilities

1 Introduction

- a) This school provides a broad and balanced curriculum for all children. The school's curriculum planning meets the specific needs of individuals and groups of children and includes the National Curriculum for English, Maths, Science and Computing. Teachers are responsible and accountable for the progress and development of the pupils in their class, with support from teaching assistants or specialist staff. High quality teaching, differentiation for individual pupils, is the first step in responding to pupils who have or may have SEND.
- b) Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCo, should assess whether the child has a significant learning difficulty. Once a potential special educational need is identified, four steps of action should be taken to put effective support in place – Assess, Plan, Do, Review – this is the graduated approach and is carried out in conjunction with parents and pupils.
- c) Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school should consider involving specialists, including those from outside agencies.
- d) Where a pupil is receiving SEND support, school will meet parents to review, set new targets, discuss the provision and support.

2 Aims and objectives of this policy are 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;
- Make clear, the expectations of all partners in the process;
- Identify the roles and responsibilities of staff in providing for children's special educational needs;
- Enable all children to have access to all elements of the school curriculum;
- Ensure that parents are able to play their part in supporting their child's education;
- Ensure that our children have a voice in this process;
- Provide high quality teaching to meet the needs of children with SEND;
- Consider the views, wishes and feelings of a child and their parents when provision is put in place;
- Provide parents with information and support, where necessary, to enable participation in decisions about their child's education;

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- Support the child and parents, in order to facilitate the development of the child to help them achieve the best possible education in preparing them effectively for adulthood;

3 Educational inclusion

We have high expectations of our children and want them all to feel that they are a valued part of our school community. Through appropriate curricular provision we expect that children will:

- have different educational, social, emotional and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

4 Special Educational Needs and Disabilities

- a) Children with SEND may have a learning difficulty, a communication difficulty, emotional, mental health or social difficulty, a medical condition or a physical difficulty that require specialist provision. All children may have special needs at some time in their lives.

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
 - they have a disability that prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.
- b) If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called Quality First Teaching and is delivered by class teachers with additional support from within school. This is reviewed informally on an ongoing basis and formally via school assessments.
- c) Where a group of children require additional support, over and above classroom practice, an intervention programme or more personalized provision may be provided. This is planned for by the class teacher and delivered by either the class or a teaching assistant or the class teacher. This will be recorded on class provision maps and monitored by the SLT.
- d) Pupil Profiles Learning plans or profiles are set up for children that require more specialist support strategies. With the support of the child, parent and teacher, an individualised document is created that details how the child learns, adjustments that need to be made, and specific outcomes that need to be focused upon.
- e) If advice is required from outside agencies, we will consult parents. In most cases children will be seen in school by external agencies which may lead to additional strategies being offered.
- f) If a child continues to demonstrate significant cause for concern, and the level of 1:1 support increases the school will make an assessment as to whether an application for Local High Needs Funding is appropriate (but there is no guarantee of receiving funding). A range of written evidence has to be submitted to support the application and the funding is only for a short-term fixed period.
- g) Some children and young people with special educational needs may need more support than a mainstream nursery or school can provide as part of its ordinarily available provision. These children may need a statutory education, health and care (EHC) assessment to work out how much help they need and if necessary, record this extra help in a legally binding education, health and care plan (EHCP).
- h) The SEND register held at the school is compiled by the SENDCo. Children with a formal diagnosis of a special educational need or disability are included in the register. Children who are in receipt of additional school support or from external agencies are also included. The register is reviewed on an ongoing basis and at least termly.

5 Role of the SENDCo

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- Liaise with the Headteacher, Senior Leadership Team and Local Governing Body on SEND provision;
- Manage the day-to-day operation of the policy;
- Lead the provision for and manage the responses to children's SEND;
- Support and advise colleagues on SEND provision;
- Oversee the records of all children with SEND;
- Act as the link with parents and ensure their wishes and aspirations are taken into account;
- Act as a link with external agencies;
- Monitor and evaluate the provision and reports to the Headteacher and the Governing Body;
- Set priorities for the continuous professional development of all staff;
- Line manage (with the other members of the Senior Leadership Team), the Learning Support Assistants with SEND responsibilities;
- Meet with secondary staff & Y6 teachers to support Y6 transitions to secondary school
- Support class teachers with end of year transitions
- Work with teachers to write provision maps and contribute ideas on group interventions termly
- Meet with all CTs at the start of each academic year to ensure they have everything they need to meet children's needs through quality first teaching, and with support staff re. running interventions
- Offer continual support to class teachers re whole class provisions and reasonable adjustments – leading on best practice
- Act as a link with external agencies on inclusive practice;
- Arrange staff CPD/training on inclusive practice and quality first teaching through interventions & awareness of children's needs

6 Role of the Local Governing Body

- a) The Local Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with SEND.
- b) The Local Governing Body has a statutory duty to try to secure necessary provision for any pupil identified as having SEND. The Local Governing Body ensures that parents are fully involved in any decision by the school to provide SEND support for their children.
- c) The Local Governing Body nominates one of their members to have specific responsibility for SEND. The person with overall responsibility is the Headteacher. The Headteacher, SENDCo and SLT, ensures that all those who support and teach a pupil with an Education Health and Care Plan (EHCP) are aware of what it prescribes. It is also the responsibility of the class teacher to be fully aware of the specific needs of a child in their class with SEND.
- d) The SEND governor and SENDCo meet termly to review progress following a structured programme of monitoring and evaluation across the school and in every area of SEND.
- e) The SENDCo reports annually to the Local Governing Body.

7 Allocation of resources

- a) The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school including the provision for children with an EHCP.
- b) The Headteacher informs the Local Governing Body of how the funding allocated to support SEND has been used.

8 Assessment

- a) Early identification is vital. The class teacher consults with the child and parents at the earliest opportunity to discuss concerns and enlist their active help and participation as appropriate.
- b) The class teacher and SENDCo assess and monitor the child's progress; this is an ongoing process.
- c) The assessment of the child reflects as far as possible his/her participation in the whole curriculum of the school. It includes both formative and summative assessments.
- d) The child and their parents participate as fully as possible in decisions regarding provision; the aim being to help him/her achieve the best possible outcome.

10 Access to the curriculum

- a) All children have an entitlement to a broad and balanced curriculum, which is differentiated.
- b) Teachers use a range of strategies to meet children's SEND. Lessons have clear learning objectives are differentiated appropriately and are assessed to inform the next stage of learning.
- c) We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible the children are not withdrawn from the classroom except during times allocated for specific interventions **and when a different learning environment may be more appropriate**. On occasion this is necessary to enhance their learning. Children may work in small groups or in a 1:1 situation outside the classroom.

11 Partnership with Parents

- a) The school operates a family-centred approach working closely with parents in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue where parents, the child and staff are equal partners in the decision making.
- b) The school prospectus makes reference to our policy for SEND and the arrangements made for these children in our school.
- c) We provide opportunities for regular meetings with parents to share the progress of children with SEND. We work together with parents and any outside agencies and share the process of decision making by providing clear information.

12 Pupil Participation

- a) Children are encouraged to be involved and to take responsibility for decisions made which affect them. This is part of the culture of our school and related to children of all ages as appropriate.
- b) Children can be involved at an appropriate level in identifying adjustments in their learning. We ensure we recognise success in line with the child's own capabilities and attainment.

13 Monitoring and review

- a) The SENDCo monitors the progress of children within the SEND system in school.
- b) The SENDCo provides staff with regular summaries of current policies and their impact on the practice of this school.
- c) The SENDCo is involved in supporting teachers in drawing up **Pupil Profiles Learning Plans and profiles** for children. The SENDCo and Headteacher hold regular meetings to review progress. The SENDCo and the named governor also hold meetings.
- d) Annual (July) 'handover' meetings take place in order for SEND information to be passed from the current teacher and teaching assistants to the next teacher(s) and teaching assistants(s).
- e) The Education Committee reviews this policy annually and considers any amendments in the light of the annual review findings and any recent legislation. The policy is then presented to the Local Governing Body for approval.

This policy is reviewed annually in the autumn term.