

# **Special Educational Needs and Disabilities (SEND) Policy 2024 – 2025**

**Christ Church C. of E. Primary School, Moreton**



**SEND Co-ordinator:**

**Jenny Thornton**

**Designated Governor for SEND:**

**Rachel Myatt**

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# Our Mission Statement

Our mission is to love all children who are part of our community helping them develop respect, tolerance, self-confidence and to become the best they can be.

We will support our children to develop their God given gifts to the full and encourage a life-long passion for learning which will successfully lead them into secondary school and beyond.

As a church school at the heart of Moreton community, our work is underpinned by the Christian values of *love, respect, service, hope, joy, patience* which Jesus helps us to achieve.

We are a welcoming, caring and inclusive school committed to working in partnership with parents, governors, Christ Church and Chester Diocese Academy Trust.

We strive to provide a rich and varied curriculum which reflects God's concern for the whole child; promoting spiritual, moral, cultural, physical and emotional wellbeing alongside academic excellence and independence.

As a school community, we all work together to provide the very best for our pupils and families, firmly believing that:

*Together we can do all things through Christ who strengthens us.*

# Our School Vision

***Contributions from parents, pupils, staff and school Governors have determined the priorities for our school vision***

**A consistent school vision shared by all based on the following:**

*"Love must be completely sincere. Hate what is evil, hold on to what is good. Love one another warmly as Christians and be eager to show respect for one another. Work hard and do not be lazy. Serve the Lord with a heart full of devotion. Let your hope keep you joyful, be patient in your troubles and pray at all times." Romans 12:9-12*

# STATEMENT ON SPECIAL EDUCATIONAL NEEDS & DISABILITY

This statement is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this statement and the policies that it informs will reflect this.

*'Blessed are those who act justly, who always do what is right'*

*Psalm 106:3*

## 1. Introduction

CDAT's clear, Christian vision emphasises the importance of high-quality provision for all pupils within our schools:

**Rooted in Christian values, CDAT is committed to:**

- Valuing the uniqueness of every child
- Aspiring to excellence
- Being a nurturing learning community for all

**Jesus said, 'I have come in order that you might have life—life in all its fullness' (John 10:10). As a Trust, our aim is to ensure that all of our pupils are able to benefit from and enjoy 'life in all its fullness.'**

As a Trust, CDAT is committed to ensuring that all pupils identified as having Special Educational Needs and/or disability (SEND) are given every chance to achieve in school, and will benefit from high-quality support at all levels. For this provision to be fully effective, it is important that all CDAT schools work closely with their local authorities in line with the aims and spirit of the 'local offer' for SEND and the statutory responsibilities that local authorities retain for key aspects of SEND provision.

**Each individual school is therefore responsible for publishing its own SEND policy in accordance with statutory requirements:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

**Schools are also responsible for ensuring that they comply with statutory requirements on what they must publish online re SEND as laid out here: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#special-educational-needs-sen-and-disability-information>**

## 2. Implementation

The Trust fully supports the DfE's stated aims for all pupils, including those with SEND:

*All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

The Trust will ensure that all CDAT schools:

- Have a Special Educational Needs Co-ordinator (SENCO) who has overall accountability for SEND provision in their school.
- Ensure that their SENCO receives appropriate time to carry out their duties, and has access to appropriate training (including undertaking the National SENCO award for new SENCOs, as required).
- Have a named governor for SEND.
- Have arrangements for working together with other agencies and for sharing information with other professionals to support the school's SEND provision.
- Maintain high-quality records with regard to pupils with SEND.
- Work closely with parents of pupils with SEND.
- Carefully monitor the achievement of pupils with SEND, making appropriate adjustments to SEND provision should there be any indication of underachievement by pupils in that group.
- Fulfil all their statutory responsibilities in respect of provision for pupils with SEND.

The Trust will:

- Ensure that the quality of provision for pupils with SEND is reported on at least annually to the Education Effectiveness Committee (EEC) and that any significant concerns about the quality of provision in an individual school or more widely is reported to the Trust Board in a timely manner.
- Monitor the effectiveness of schools' provision for pupils with SEND as part of the standard programme of regular school improvement and compliance checking visits.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

### **CHRIST CHURCH C.E. PRIMARY SCHOOL, MORETON**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act (2010)
- SEND Code of Practice 0 – 25 (2015)
- School's SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Children at School with Medical Conditions (2015)
- The National Curriculum (2014)
- Safeguarding Policy (2022)
- Teachers' Standards (2021)

If required, please also refer to:

- CDAT SEND Statement
- CDAT Policy for Health Needs Preventing School Attendance
- CDAT Policy for Supporting Pupils with Medical Conditions
- CDAT Accessibility Policy
- CDAT Equality Policy and Trust Equality Objectives
- CDAT Exclusion Policy
- Christ Church CE Primary School SEND Information Report
- SENDLO (Wirral's Local Offer) - <https://www.sendlowirral.co.uk/>

### **Introduction**

Christ Church C.E. Primary School, Moreton, adopts a holistic approach to provision for children with SEND and staff work together to ensure inclusive practice for all. At Christ Church, we are committed to ensuring that all children can achieve their full potential and fulfil their educational outcomes. We support and value the abilities of all our children. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment, which caters for the needs of every child as an individual. We are committed to inclusive practice and achieve this through adaptive teaching and learning within a broad and balanced curriculum.

Children may have SEND either throughout, or at any time, during their school journey. For this reason, this policy ensures that appropriate provision is in place and effective, based on the needs of each individual.

## **Aims & Intentions**

At Christ Church C.E. Primary School, Moreton, we aim to offer an inclusive environment in which children receive an excellent education regardless of their ability or need. We have high expectations for all the children in our care. We achieve this through the removal of barriers to learning and aim for all children to feel that they are a valued part of our school community.

### **Intentions:**

- Create an environment that meets the additional needs of each child.
- Ensure that SEND is identified, assessed and provided for effectively.
- Make clear the expectations of all partners in the process.
- Identify the roles and responsibilities of staff in providing for child's SEND.
- Enable all children to have full access to all elements of the school curriculum.
- Ensure a successful partnership with parents/carers.
- Ensure that children have a voice in this process.

### **We will achieve the above by:**

- Ensuring effective provision for children who are identified as having an area of SEND.
- Working within the guidance provided in the SEND Code of Practice (2015).
- Operating a whole school approach to the management and provision of support for children with SEND.
- Providing a SENDCO and Head Teacher who ensure implementation of the SEND Code of Practice (2015) and this policy. The SENDCO will also attend relevant Local Authority meetings and training.
- Providing support, advice and continued professional development for all staff.

### **Definition of SEND as detailed in the SEND Code of Practice (2015):**

A child or young person has SEND if they have learning difficulty or disability, which calls for special educational provision to be made. A child of compulsory school age or a young person 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 of a kind generally provided for others of the same age in mainstream schools.

### **Identification of Need**

The four broad areas of need, described by the SEND Code of Practice (2015), are as follows:

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

The four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take. At Christ Church

C.E. Primary School, Moreton, we identify the needs of children by considering the whole child. It is important to note that there are other non-SEND related factors that may impact on progress and attainment such as:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Any concerns relating to a child's behaviour will be seen as an underlying response to a need. Subsequently, staff at Christ Church C.E. Primary School, Moreton, will identify the need and respond accordingly.

### **SEND Processes**

The following describes the processes in place at Christ Church C.E. Primary School, Moreton, to identify and support children with SEND:

The SEND Code of Practice (2015) suggests that children are only identified as having SEND if they do not make adequate progress once they have received good quality personalised teaching and specialised provision. Indeed, children who are underachieving are not automatically classed as having SEND.

Teachers are responsible and accountable for the progress and development of children in their class, including how children access support from additional adults. High quality teaching (known as Quality First Teaching), which is adapted to suit individual needs, is the first step in responding to children who have or may have SEND.

Staff at Christ Church C.E. Primary School, Moreton, regularly review the quality of teaching for all children, including those at risk of underachievement. If a child is not making progress (despite High Quality Teaching), a meeting is held between the class teacher and SENDCO, within which a plan of action is agreed. If specialised provision is required, a meeting with the child's parents/carers, SENDCO and class teacher will be arranged and all information, evidence and data gathered will be considered.

If further support is required for higher levels of need, external agencies and other professionals may be involved. Staff will then act upon the advice received. Although Christ Church C.E. Primary School, Moreton, can identify SEND, make provision to meet need and make referrals to external agencies, we are not able to diagnose specific areas of SEND. If parents/staff think that the child is in need of a diagnoses, this will be discussed with the SENCO and appropriate referrals will be made e.g. to the 0-19 Team or an Educational Psychologist.



## **Graduated Approach to SEND**

This is explained in detail on Wirral's Local Offer: <https://www.sendlowirral.co.uk/news/wirral-graduated-approach?rq=graduated>

Where it is determined that a child does have a specific educational need or disability, parents/carers will be formally advised of this and the child will be added to the SEND Register. The aim of formally identifying a child with SEND is to ensure that effective provision is put into place and remove any barriers to learning for the child.

The support provided consists of a four-part process:

- 1. Assess**
- 2. Plan**
- 3. Do**
- 4. Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to make progress and achieve outcomes.

### **Assess**

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching targeted at an area of difficulty. Teachers can draw upon this information to establish a clear analysis of child's need. This can be in the form of teacher's assessment and experience of the child, progress information, attainment, observations of behaviour, comparisons with age related peers and national data, as well as the views and experience of parents/carers. The child's views and where relevant, advice from external support services will also be considered, along with any assessments carried out by the SENDCO. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing.

### **Plan**

The first step is to ensure inclusive Quality First Teaching, which is adapted appropriately, as a result of initial assessment and professional advice if available. There will be consultation between those involved with the child (class teacher, support staff, SENDCO, Head Teacher and parents/carers) to agree the adjustments, interventions and support that will be required to remove barriers to learning. A Pupil Progress Plan will then be drawn up, outlining the necessary support.

### **Do**

During this stage, the class teacher will work closely with support staff and SENDCO to deliver effective intervention for the child linked to the above plan. Records will be kept throughout this stage to evidence the impact of provision, which can be used in the review stage.

### **Review**

A review of the child's progress since the initial assessment will take place at least termly. This will assess the impact and effectiveness of the provision. The class teacher will work

collaboratively with support staff and the SENCO to create new targets and make adjustments to provision to suit the outcomes.

Parents/carers, the child and any other involved professionals are consulted throughout this process through telephone conversations and face to face meetings as and when required.

### **Record Keeping**

At Christ Church C.E. Primary School, Moreton, there are systems in place to ensure SEND records (both paper and electronic) are comprehensive and stored securely. These are as follows:

- SEND Overviews for each year group (electronic)
- SEND Support Plans / Pupil Progress Plans (electronic)
- Individual SEND Files (paper and electronic)

The above systems are regularly monitored by the SENDCO.

### **Storing & Managing Information**

All SEND documents (paper and electronic) are stored securely and files holding confidential information are stored in a lockable filing cabinet or saved electronically using a secure system. If physical SEND files need to leave the school grounds e.g. when the SENDCO attends a meeting, they are in possession of the SENDCO at all times. Any information no longer required is destroyed. During the transition process, SEND files will be handed over to the new setting in person and signed for on receipt. Any electronic documents are sent securely.

### **Applications for Funding and/or Education, Health & Care Plans (EHCP)**

In certain circumstances, additional support or specialist services are required. This is organised by the SENDCO, who contacts the relevant agencies and arranges referrals in collaboration with other stakeholders and parents/carers. The Local Offer provided by Wirral (SENDLO) provides more information for schools, families and children regarding further support and funding: <https://www.sendlowirral.co.uk/>

If the school identifies that additional funding and/or an Education, Health and Care Needs Assessment (EHCNA) is required, the following process will take place:

1. SENDCO to hold meeting with parents/carers to discuss need.
2. SENDCO and class teacher to complete funding application and/or EHCNA request form and collate all relevant documentation.
3. Parents/carers and child to complete relevant documentation.
4. SENDCO to submit all key documentation to the Local Authority SEND Team.
5. School to continue to offer SEND support in place.
6. Await response from the Local Authority SEND Team.

Parents/carers are able to request an EHC Needs Assessment themselves. If this is the case, it would be the parents'/carers' responsibility to lead the process and complete the required paperwork; this will be documented on the EHCNA form.

If the application for an EHCNA is successful and an EHCP is to be provided, school staff and the child's parents/carers will be involved in developing and producing the EHCP, providing Educational Advice and Parental Advice. Parents/carers have the right to appeal against the content of the EHCP. They may also appeal against the school named in the EHCP if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by all stakeholders. The Annual Review enables the provision for the child to be evaluated and, where appropriate, for adaptations to be made.

### **Exiting the SEND Register**

If staff at Christ Church C.E. Primary School, Moreton, feel that a child on the SEND Register is making sufficient progress, leading to no longer having a SEND and accessing the curriculum with Quality First Teaching, it may be decided that the child no longer needs to be on the SEND Register. In this case, relevant staff will meet with the SENDCO and parents/carers will be consulted.

### **Working in Partnership with Parents/Carers**

Staff at Christ Church C.E. Primary School, Moreton, work closely with parents/carers in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue with parents/carers. Parents/carers have much to contribute to our support for their child. A named governor takes a particular interest in SEND and is always willing to talk to parents/carers.

We have regular meetings to share children's progress with parents/carers. We inform parents/carers of any external intervention, and share the process of decision-making by providing clear information relating to the education of children with SEND.

The SENDCO works alongside the Senior Leadership Team to ensure children with SEND are able to access exams or other assessments, making applications for access arrangements when required. A transition programme is in place for children as they move from class to class and to high school.

#### **Parents/carers can access the following for further support:**

- Christ Church C.E. Primary School, Moreton, SEND Information Report (available on the website).
- SENDLO (Wirral's Local Offer)

### **Pupil Voice**

At Christ Church C.E. Primary School, Moreton, we recognise that our children offer unique perspectives on what it is like to be a pupil at our school. Involving children in decision-making

creates meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion. Staff at Christ Church C.E. Primary School, Moreton, are committed to listening to the views, wishes and experiences of all children, placing value on what children say about their experiences. We provide children with meaningful opportunities to share their experiences, views and hopes about school life. We want our children to know that it is safe and important to express their views on what happens at our school.

### **Supporting Children with Medical Conditions**

Christ Church C.E. Primary School, Moreton, recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010). Some children with medical needs may also have SEND but this is not always the case. If a child has SEND and medical needs and an EHCP is in place, then this will bring together social care needs as well as the special educational provision. Arrangements in place to support children with medical needs can be found within the CDAT Policy for Supporting Pupils with Medical Conditions.

### **Accessibility**

Please refer to our SEND Information Report, CDAT Accessibility Policy and Christ Church C.E. Primary School, Moreton, Equality Objectives.

### **Monitoring & Evaluating SEND Provision**

Christ Church C.E. Primary School, Moreton, recognises the importance of monitoring and evaluating SEND provision. This is completed by regular discussion with staff, termly SEND Reviews with each year group, learning walks, observations, book scrutiny and continued professional development (CPD) courses. The aforementioned leads to an active process of continual review and improvement of provision for all children. As previously mentioned, pupil voice is an important part of our monitoring and evaluating process for SEND provision.

### **Training & Resources**

Training needs of staff are identified and continued professional development is frequently planned, in order to maintain and develop the quality of teaching and provision and respond to the needs of all children. All staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

The SENDCO attends SENDCO cluster meetings with other SENDCOs, both within the Local Authority and the Diocese of Chester. The SENDCO also attends other relevant training in order to keep up to date with local and national updates in SEND.

## Roles & Responsibilities

### **Role of SENDCO:**

**SENDCO: Jenny Thornton**

- Work collaboratively to ensure seamless systems for inclusion are in place.
- Co-ordinate effective provision for children with SEND, monitoring and reviewing this to raise standards and that practice is in line with the school's SEND policy and SEND Code of Practice.
- Work alongside the Head Teacher and SEND Governor to ensure that the school makes reasonable adjustments and access arrangements to enable inclusion.
- Provide professional guidance to colleagues and work closely with staff, parents/carers and other agencies ensuring inclusive practice.
- Liaise and communicate with parents/carers of children with SEND, other education providers and multi-agency professionals.
- Ensure children and their parents/carers are informed about all information and options relating to their education.
- Maintain an up-to-date knowledge of relevant legislation relating to SEND.
- Advise on approaches to providing SEND support and the deployment of funding and other resources to meet children's needs effectively.
- Through monitoring, make sure that all staff maintain up-to-date and comprehensive records for all children with SEND.

### **Role of SEND Governor:**

**SEND Governor: Rachel Myatt**

Liaise with SENDCO and Governors to implement the SEND Policy. The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

### **Role of Class Teacher:**

Implement the SEND Policy, providing effective provision for children based on any professional advice.

### **Role of Teaching Assistant:**

Work collaboratively with the class teacher to implement the SEND Policy, providing effective provision for children based on the class teacher's and professional advice.

### **Name of Designated Safeguarding Lead:**

Mrs Amanda Donelan (Head Teacher)

### **Name of person responsible for meeting the medical needs of children:**

Mrs Jenny Thornton (SENDCO) and Mrs Amanda Donelan (Head Teacher)

### **Name and Contact Details of the School SENDCO:**

Mrs Jenny Thornton

Christ Church C.E. Primary School, Upton Road, Moreton, Wirral, CH46 0PB  
0151 677 5152  
[jthornton@christchurch-moreton.wirral.sch.uk](mailto:jthornton@christchurch-moreton.wirral.sch.uk)

For further information regarding provision for children with SEND at Christ Church C.E. Primary School, Moreton, please see our SEND Information Report which is available on our website.

Wirral Council also provide the SEND Local Offer, (SENDLO) please click the link to view:

<https://www.sendlowirral.co.uk/>

This policy is reviewed annually, in line with the SEND Code of Practice (2015) guidance.

**Date of next review: December 2025**