Southwark Diocesan Board of Education Multi-Academy Trust

Special Educational Needs and Disabilities (SEND) Policy

Christ Church (Streatham) Church of England Primary School

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1. Aims and objectives

At Christ Church Streatham Church of England Primary School, our approach to special educational needs and disabilities (SEND) is rooted in our belief that every child is a unique gift from God. We value every child as an individual and welcome them into our safe, loving and supportive Christ Church family. We are committed to ensuring that all pupils, including those with SEND, are supported to flourish, aspire and reach their God-given potential.
Our values of Faith, Hope and Love underpin our inclusive approach. We seek to develop confidence and resilience through Faith, raise aspirations through Hope, and demonstrate Love through respect, inclusion and working together.

Our SEND policy aims to:

- Ensure that all pupils with SEND are valued, included and supported to participate fully in the academic, social and wider life of the school.
- Identify pupils who may have special educational needs at the earliest possible stage, so that their needs can be understood and appropriate support put in place.
- Provide high-quality, inclusive teaching for all pupils, with appropriate adaptations, reasonable adjustments and additional provision where needed to remove barriers to learning and participation.
- Follow a graduated approach to meeting individual needs through a cycle of assess, plan, do and review, ensuring that support is responsive to each child's strengths, needs and progress.
- Maintain high expectations and aspirations for pupils with SEND, recognising individual strengths and supporting every child to make progress from their starting points and experience success.
- Ensure that pupils with SEND have access to a broad and balanced curriculum and are given opportunities to develop their knowledge, communication, cultural capital and aspirations, in keeping with our whole-school curriculum drivers.
- Support pupils to develop confidence, resilience, independence and self-advocacy, preparing them for successful transitions, the next stage of their education and their future lives.
- Ensure that the voice of the child is central to our approach, enabling pupils to express their views, recognise their strengths and contribute to decisions about the support they receive.
- Work in close partnership with parents and carers, recognising their knowledge of their child and ensuring that they are meaningfully involved in identifying needs, agreeing outcomes and reviewing provision. At Christ Church, individual IEP targets are reviewed termly and shared with parents, with additional SEND consultation arrangements in place.
- Work collaboratively with external professionals and specialist services where additional expertise, assessment or intervention is required to understand and meet a child's needs.
- Ensure that SEND is a whole-school responsibility, with teachers, support staff, the Inclusion Manager/SENDCo, senior leaders and governors working together to provide consistent and effective support.
- Ensure that all staff understand their responsibilities towards pupils with SEND and have access to appropriate guidance, training and professional development to enable them to meet a diverse range of needs.
- Ensure that the school fulfils its statutory duties and has regard to relevant national legislation and guidance relating to children and young people with SEND.

Through these aims, Christ Church Streatham Church of England Primary School is committed to identifying and removing barriers so that pupils with SEND experience a strong sense of belonging, are recognised for their individual gifts and strengths, and are given the support and opportunities they need to flourish and aspire to reach their God-given potential.

2. Vision and values

At Christ Church Streatham Church of England Primary School, our provision for pupils with SEND is firmly rooted in our Christian vision that every child is a unique gift from God. We value every child as an individual and welcome them into our safe, loving and supportive Christ Church family. We seek to nurture all children so that they can flourish, aspire and reach their God-given potential. We celebrate the rich diversity of our school community and believe that difference should be recognised, respected and valued.

Our values of Faith, Hope and Love are central to our approach to inclusion. Through Faith, we seek to build confidence and resilience and encourage children to challenge themselves and achieve more. Through Hope, we develop aspirations for the future and encourage children to do their best and support one another. Through Love, we promote respect, compassion, belonging and working together.

We are committed to creating a genuinely inclusive school environment in which pupils with SEND are fully involved in the life of the school. All pupils have access to a broad and balanced curriculum, with teaching adapted and reasonable adjustments made where necessary to ensure that individual needs do not become barriers to participation, learning or achievement.

We recognise that inclusion does not mean that every child receives the same provision. Children have different strengths, needs and starting points and may require different approaches, resources, levels of support or specialist provision in order to succeed. Our aim is to understand each child as an individual and provide support that enables them to make progress, experience success and increasingly develop confidence and independence.

High-quality teaching is central to our SEND provision. Class teachers retain responsibility for the progress and development of all pupils in their class, including those receiving additional or specialist support. Where a pupil requires additional provision, this is planned around their individual needs and reviewed to consider its impact. At Christ Church, pupils identified with SEND have individual IEP targets which are reviewed and updated termly, with parents involved in the review process.

We recognise the importance of working collaboratively with families and with professionals who know and support the child. Where appropriate, we draw upon specialist provision and external expertise. Our current provision includes support such as **Speech and Language Therapy, Creative Therapy, 1:1 literacy support for pupils with dyslexia, phonics catch-up and Access 2 Literacy, alongside support delivered within the classroom.

The voice of the child is an important part of our approach. We want pupils with SEND to understand their strengths, recognise the progress they make and, as they develop, become increasingly able to express what helps them to learn. We seek to involve children appropriately in decisions about their support and encourage them to develop the confidence, resilience and independence they will need for their next stage of education and beyond.

Ultimately, our ambition for pupils with SEND is the same as it is for every child at Christ Church: that they belong, participate, achieve and flourish. We seek to remove barriers rather than lower expectations, recognise and nurture each child's individual gifts and provide the support they need to develop aspirations for their future.

3. Legislation and guidance

This policy has been written in accordance with the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, which sets out the statutory guidance for organisations working with and supporting children and young people with special educational needs and disabilities.
It should be read alongside current statutory guidance, including Keeping Children Safe in Education 2026 and Working Together to Improve School Attendance. Christ Church Streatham Church of England Primary School recognises the important relationship between SEND, safeguarding, attendance, wellbeing and inclusion and seeks to ensure that pupils' needs are considered holistically.

This policy is underpinned by the following legislation and guidance:
- Part 3 of the Children and Families Act 2014, which sets out the statutory framework and responsibilities relating to children and young people with special educational needs and disabilities.
- **The Special Educational Needs and Disability Regulations 2014**, which set out requirements relating to matters including Education, Health and Care (EHC) plans, SENCO arrangements and the publication of the school's SEN Information Report.
- **The Equality Act 2010**, including the duty to make reasonable adjustments for disabled pupils and to ensure that pupils with disabilities are not placed at a substantial disadvantage.

- **The Public Sector Equality Duty (section 149 of the Equality Act 2010)**, which requires the school, in carrying out its functions, to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between people who share a protected characteristic and those who do not.
- **The School Admissions Code**, including the requirements relating to the admission of children with SEND and children whose EHC plan names the school.
- **The Academy Trust Governance Guide**, which sets out expectations and responsibilities for effective governance within academy trusts. The Trust Board retains strategic and statutory responsibility for SEND arrangements across the Trust, and current DfE guidance states that there should be a trustee or sub-committee with specific oversight of arrangements for SEN and disability.

As Christ Church Streatham Church of England Primary School is an academy within the Southwark Diocesan Board of Education Multi-Academy Trust (SDBE MAT), this policy also operates within the Trust's governance arrangements and should be read alongside relevant SDBE MAT policies and procedures.
The school and Trust recognise that responsibility for SEND is shared. The Trust Board retains overall strategic responsibility, while the Headteacher, Inclusion Manager/SENDCo, senior leaders, teachers, support staff and those responsible for local governance each contribute to ensuring that the school's statutory duties are fulfilled and that pupils with SEND receive appropriate support.
This policy also complies with the SDBE MAT funding agreement and articles of association, alongside other statutory and contractual requirements applicable to the Trust. The current DfE Academy Trust Handbook confirms that compliance with its requirements is a condition of an academy trust's funding agreement.

4. Inclusion and equal opportunities
At Christ Church Streatham Church of England Primary School, inclusion is central to our Christian vision and our belief that every child is a unique gift from God. We value and celebrate the diversity of our school community and are committed to ensuring that every pupil feels that they belong, is valued for who they are and is given opportunities to flourish and aspire to reach their God-given potential.
Our values of Faith, Hope and Love underpin our approach to equality and inclusion. We seek to develop confidence and resilience, nurture high aspirations and ensure that children learn within a community characterised by love, respect and working together.
We are committed to providing all pupils, including those with SEND, with access to a broad, balanced, ambitious and appropriately challenging curriculum. We recognise that equality does not mean providing every child with exactly the same support. Some pupils will require adaptations, additional resources, targeted intervention or specialist support in order to access learning and participate fully in school life.
We will make reasonable adjustments to teaching, learning, the curriculum and the school environment to reduce or remove barriers experienced by pupils with SEND. This may include adapting teaching approaches and resources, providing additional adult support, using appropriate interventions, supporting communication and language needs, adapting the physical environment and providing specialist resources or equipment where required.
Our aim is for pupils with SEND to be included in all aspects of school life wherever possible, learning alongside their peers and participating in the wider opportunities available at Christ Church, including educational visits, enrichment activities, collective worship, PE, performances, clubs and other school events. Where adjustments are required to enable participation, these will be considered according to the individual needs of the pupil.
Teachers are responsible for creating inclusive classroom environments and ensuring that teaching is responsive to the needs of the pupils they teach. Additional SEND provision supports rather than replaces high-quality classroom teaching, and expectations for pupils should remain ambitious while recognising individual starting points and needs.
We also recognise that a pupil's SEND may interact with other aspects of their experience, including attendance, wellbeing, communication, medical needs and safeguarding. Staff will work collaboratively with the Inclusion Manager/SENDCo, parents and carers, the pupil and, where appropriate, external professionals to develop a shared understanding of the child's needs and the adjustments and provision required.
In accordance with the school's wider commitment to equality, pupils and staff are treated with respect regardless of ability, gender, ethnic or cultural background, and individual contributions are recognised as enriching the school community rather than restricting access or opportunity.
Through this approach, we seek not simply to enable pupils with SEND to access Christ Church, but to ensure that they belong, participate, achieve and flourish as valued members of our school family.

5. Definitions

5.1 Special educational needs
A pupil has special educational needs (SEN) if they have a learning difficulty or disability which requires special educational provision to be made for them.

A child has a learning difficulty or disability if they:
- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools.
At Christ Church Streatham Church of England Primary School, we recognise that children develop and learn at different rates and that a child experiencing difficulty does not automatically have SEN. Through high-quality teaching, assessment, observation and discussion with pupils and their parents or carers, we seek to understand the barriers a child may be experiencing and determine the most appropriate response.
Where a pupil is identified as having SEN, their needs will be considered individually and appropriate provision will be planned, implemented and reviewed through the school's graduated approach.

5.2 Disability
A pupil is considered to have a disability under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
Christ Church is committed to ensuring that pupils with disabilities are able to participate fully in school life. We will make reasonable adjustments to reduce or remove disadvantages experienced by disabled pupils and will consider each child's individual circumstances when determining what adjustments are required.
A pupil may be disabled without having SEN, and a pupil may have SEN without being disabled. Some pupils will fall within both definitions. Where this is the case, the school will meet its duties in relation to both SEND and disability.

5.3 The four broad areas of need
The SEND Code of Practice identifies four broad areas of special educational need. These provide a framework for understanding and planning for a pupil's needs; they are not intended to be used as labels. Children's needs do not always fit neatly within one area. A pupil may have needs across more than one area, and the nature or impact of those needs may change over time. At Christ Church, we therefore consider the whole child, including their strengths, interests, views, development and the barriers they experience in school.

The four broad areas are:
Communication and interaction
This includes pupils who experience difficulties with speech, language and communication and pupils who may have differences in social interaction and communication. This can include pupils with speech, language and communication needs (SLCN) and autistic pupils.

Cognition and learning
This includes pupils who may learn at a different pace from their peers or experience difficulties in particular areas of learning. It can include moderate or severe learning difficulties and specific learning difficulties (SpLD), such as dyslexia, dyscalculia and developmental coordination disorder (dyspraxia).

Social, emotional and mental health difficulties
Pupils may experience a wide range of social and emotional difficulties which can affect their learning, relationships, wellbeing or participation in school. These needs may present in different ways, and the school will seek to understand the underlying need rather than focusing solely on the behaviour being observed.

Sensory and/or physical needs
This includes pupils who have a disability or sensory need which may require additional or specialist support to enable them to access education. This can include visual impairment, hearing impairment, multi-sensory impairment and physical needs.

At Christ Church, identification of an area of need does not determine provision on its own. Support is based on the individual child and the barriers they are experiencing. Appropriate strategies, reasonable adjustments, interventions and, where necessary, specialist advice will be considered as part of the assess, plan, do, review cycle.
Our existing provision reflects this individualised approach and currently includes Speech and Language Therapy, Creative Therapy, 1:1 literacy support for pupils with dyslexia, phonics catch-up and Access 2 Literacy.
This approach reflects our belief that every child is a unique gift from God: our starting point is the individual child, rather than their diagnosis or area of need.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Michelle Baker
They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND

- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Lachlan Gell and Marilyn Armstrong

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND

At Christ Church Streatham Church of England Primary School, we recognise that early identification is essential. Identifying emerging needs promptly enables us to understand the barriers a child may be experiencing, put appropriate support in place and reduce the risk of difficulties becoming more significant over time. Our approach reflects our belief that every child is unique and that support should be responsive to the individual child rather than dependent upon a diagnosis.

Identifying needs on entry to Christ Church

When a pupil joins Christ Church, we will gather information about their strengths, needs, development and previous attainment. This may include:

- information from parents and carers and the pupil;
- information and assessment data from previous schools, nurseries or other educational settings;
- teacher observations and initial assessments;
- information from health, social care or other professionals already involved with the child; and
- details of any existing SEND support, reasonable adjustments, specialist involvement or Education, Health and Care Plan (EHCP).

Where a child is already identified as having SEND, has an EHCP or is known to external professionals, we will seek relevant information from the previous setting and work with the family and professionals involved so that appropriate support can be established as early as possible.

Ongoing identification
Identification of SEND is an ongoing process and is the responsibility of all teaching staff. Class teachers continually monitor pupils' learning, development and participation and assess their progress from their individual starting points.
Teachers will pay particular attention where a pupil:
- is making significantly slower progress than pupils who started from a similar baseline;
- is not matching or improving upon their previous rate of progress;
- is not closing, or is experiencing a widening, attainment gap;
- is experiencing persistent difficulties despite appropriate adaptations and high-quality teaching; or
- is experiencing difficulties in areas beyond academic attainment, including communication and interaction, independence, emotional regulation, social development, sensory processing or physical development.

At Christ Church, formal assessment information contributes to this process. Pupil Progress Meetings take place in the second half of each term following Assessment Week and involve the Headteacher, Deputy Headteacher and Inclusion Manager/SENDCo. Assessment information is considered alongside wider information about individual pupils, including pupil voice.

Responding to an emerging concern
Where a teacher has concerns about a pupil's progress or development, the first response will be high-quality teaching targeted at the pupil's area of difficulty, including appropriate adaptations and reasonable adjustments.
The class teacher will monitor the pupil's response to these approaches. Where concerns persist, the teacher will discuss them with the Inclusion Manager/SENDCo. Together they will consider the available evidence, the child's strengths and needs, the support already provided and whether further assessment or intervention is required.
Parents and carers will be involved in this process. Their knowledge and understanding of their child is important in helping the school to build a complete picture of the pupil's strengths, difficulties and needs. The views of the child will also be sought in a way that is appropriate to their age and level of understanding.
Where appropriate, and in consultation with parents or carers, advice may be sought from external professionals or specialist services. Christ Church already works with a range of specialist provision, including Speech and Language Therapy, Creative Therapy and specialist literacy support

Looking beyond attainment
Slow progress or low attainment does not, in itself, mean that a pupil has SEN. Before identifying a child as having SEN, we will consider other factors that may be affecting their learning, development, attendance, behaviour or wellbeing.
These may include changes in family circumstances, bereavement, bullying, attendance, medical needs, emotional wellbeing or other short-term circumstances. Where appropriate, the school will consider whether support is required through another aspect of the school's pastoral, safeguarding or inclusion provision.
We will also take particular care when assessing pupils who use English as an additional language (EAL). Difficulties related solely to learning English as an additional language are not SEN. Staff will consider the pupil's skills and development across languages, where appropriate, and seek to distinguish between language acquisition and an underlying special educational need.

Deciding whether a pupil has SEN
When considering whether a pupil requires special educational provision, we will consider:
- the pupil's strengths and identified areas of need;
- assessment and progress information;
- the support and adaptations already provided and the pupil's response to them;
- the views and aspirations of the pupil;
- the views and knowledge of their parents or carers;
- the outcomes we are seeking for the pupil; and
- any relevant advice from external professionals.

The key consideration will be whether the pupil can have their needs met through the school's ordinarily available inclusive provision and reasonable adjustments, or whether they require educational provision that is additional to or different from that made generally for other pupils of the same age.

Where it is agreed that a pupil has SEN and requires special educational provision, they will be identified appropriately within the school's SEND arrangements and support will be planned through the graduated approach of assess, plan, do and review.
At Christ Church, pupils identified with SEND have an individual IEP with targets specific to the child. These are reviewed and updated termly and shared with parents, with a further SEND meeting at the end of the academic year to support review and transition.
Throughout this process, our focus remains on understanding the child rather than simply identifying a label. Early identification allows us to respond promptly, remove barriers and provide the right support so that every pupil has the opportunity to belong, participate, make progress and flourish.

8.2 Consulting and involving pupils and parents/carers
At Christ Church Streatham Church of England Primary School, we believe that effective SEND provision is built on strong and respectful partnerships between the child, their family and the school. Parents and carers know their children best, and pupils themselves have an important contribution to make in helping us understand their strengths, experiences, aspirations and the support that helps them to succeed.
In keeping with our values of Faith, Hope and Love, we aim to ensure that families feel listened to, respected and included and that children are increasingly able to contribute to decisions about their education.
Working with parents and carers

Where concerns arise about a pupil's learning, development or wellbeing, the school will seek to have an early conversation with parents or carers. We will not wait for a formal diagnosis before discussing concerns or putting appropriate classroom support and reasonable adjustments in place.
These discussions will help to ensure that:
- the child's strengths, interests and areas of difficulty are understood;
- the views and concerns of the pupil and their parents or carers are heard;
- information from home and school is considered together;
- appropriate outcomes and priorities for the child are agreed;
- the support, adaptations or interventions to be provided are understood; and
- everyone is clear about the next steps and how progress will be reviewed.

This reflects the principle within our SEND framework that decisions about provision should begin with the outcomes sought for the child and take account of both the pupil's and parents' views.
Where it is agreed that a pupil requires special educational provision and will be added to the school's SEND register, parents or carers will be informed and involved in planning the provision required.
Individual Education Plans (IEPs)

At Christ Church, pupils identified with SEND have an Individual Education Plan (IEP) containing targets specific to their individual needs. IEPs are working documents which help staff, pupils and families understand the priority outcomes for the child and the provision and strategies being used to support progress.
IEPs are reviewed and updated termly and shared with parents and carers through the school's parent consultation arrangements. A further SEND meeting takes place at the end of the academic year to review progress and support effective transition to the child's receiving teacher.

Parents and carers of pupils with SEND are given additional time for parent consultation appointments, and the July consultation is compulsory for parents/carers of children on the SEND register.
Communication is not limited to formal review meetings. Parents and carers are encouraged to raise concerns and share relevant information throughout the year. The school uses ClassDojo as its main communication platform with parents, enabling communication between families and teachers.

Pupil voice
The child's voice is an important part of our SEND process. We recognise that children communicate their views in different ways and that participation should be appropriate to the pupil's age, development and communication needs.

Where appropriate, pupils will be supported to:
- talk about what they feel they do well and what they find difficult;
- identify what helps them to learn;
- contribute to their IEP targets and reviews;

- express their views about the support and interventions they receive;
- recognise and celebrate the progress they have made; and
- talk about their interests, aspirations and hopes for the future.

Where a child has communication difficulties, staff will make appropriate adjustments so that these do not become a barrier to participation. This may include using visual supports, simplified language, observations, choices or information from adults who know the child well.
Pupil voice also forms part of the school's wider monitoring and assessment arrangements, including Pupil Progress Meetings.

Our aim is for SEND planning to be something that is done with children and families, rather than to them. Through regular communication and genuine partnership, we seek to develop a shared understanding of each child's needs, celebrate their strengths and achievements, and work together to enable them to belong, participate, achieve and flourish.

8.3 The graduated approach to SEN support
At Christ Church Streatham Church of England Primary School, we use the graduated approach to ensure that support for pupils with SEND is individual, purposeful and responsive. Once a pupil has been identified as having SEN, we take action to understand and remove barriers to learning and participation and put appropriate special educational provision in place.
Support is delivered through the four-part cycle of Assess, Plan, Do, Review. This is an ongoing process: decisions about provision are informed by evidence of what is working for the individual child rather than simply by a diagnosis or label. The model requires assessment to be regularly revisited and provision adjusted in response to the pupil's progress.

Assess
The class teacher, working with the Inclusion Manager/SENDCo, will develop a clear understanding of the pupil's strengths, needs and barriers to learning.
Assessment may draw upon:
- teacher assessment, observations and the child's work;
- attainment and progress information;
- the pupil's previous progress and response to teaching and intervention;
- the child's views and pupil voice;
- the views and experiences of parents and carers;
- the child's IEP and previous review information; and
- advice or assessments from external professionals, where appropriate.

At Christ Church, this process is supported by our termly assessment arrangements and Pupil Progress Meetings, involving the Headteacher, Deputy Headteacher and Inclusion Manager/SENDCo. These meetings consider assessment information alongside wider knowledge of the child and pupil voice.
Assessment is not a one-off event. We will continue to build our understanding of the child and consider how they respond to the support and intervention provided.

Plan
Following assessment, the class teacher and Inclusion Manager/SENDCo will consider the provision required to support the pupil.
Parents/carers and the pupil will be involved, where appropriate, in agreeing priority outcomes and targets and discussing the strategies, adjustments, interventions and support that will help the child achieve them.
At Christ Church, pupils on the SEND register have an Individual Education Plan (IEP) with targets specific to their individual needs. IEPs are reviewed and updated termly and shared with parents/carers.
The IEP will enable staff working with the pupil to understand the child's needs, the outcomes being sought and the approaches and provision required. Teachers should have access to pupils' IEPs so that classroom provision supports children in working towards their individual targets.
Provision may include reasonable adjustments and adaptations within the classroom, targeted intervention, additional adult support or specialist provision, according to the child's individual needs.

Do
The class teacher retains responsibility for the pupil's learning, progress and development, including where a child receives support from a teaching assistant, specialist teacher, therapist or other professional.

Additional intervention does not replace high-quality inclusive classroom teaching. Teachers will ensure, as far as possible, that intervention and specialist recommendations are incorporated into everyday classroom practice so that pupils can apply and generalise the skills they are developing.
Teaching assistants and other adults supporting pupils will work closely with class teachers and the Inclusion Manager/SENDCo. At Christ Church, TAs receive weekly timetables from their class teacher and the Inclusion Manager/SENDCo, supporting the coordination of classroom support and intervention across the school.
Depending on individual need, provision at Christ Church may include support such as Access to Literacy 1:1 dyslexia support, Speech and Language Therapy, Creative Therapy, phonics catch-up and Access 2 Literacy.

Review
We will regularly review whether the provision in place is having the intended impact.

At Christ Church, IEPs are formally reviewed and updated termly, with progress discussed with parents/carers through our consultation arrangements. A final SEND meeting takes place at the end of the academic year, supporting review and transition to the receiving teacher.
Reviews will consider:
- progress towards the child's individual IEP targets and wider outcomes;
- assessment information and evidence from the classroom;
- the child's response to interventions and adjustments;
- the views of the pupil;
- feedback from parents/carers;
- the views of teachers, teaching assistants and other staff working with the pupil; and
- advice from external professionals, where involved.

Following the review, provision may be continued, adapted, increased or reduced, and new outcomes and targets agreed where appropriate. Where progress remains limited despite appropriate support, the Inclusion Manager/SENDCo may consider whether further assessment, specialist advice or a higher level of support is required.
Our graduated approach reflects Christ Church's belief that every child is a unique gift from God. The purpose of Assess, Plan, Do, Review is not simply to record provision, but to continually ask what this individual child needs in order to make progress, participate, develop independence and flourish.

8.4 Levels of support
At Christ Church Streatham Church of England Primary School, support for pupils with SEND is based on the individual needs of the child. The level and type of provision will therefore vary according to the pupil's strengths, needs, barriers to learning and response to support.
We recognise that children's needs can change over time. Support will be regularly reviewed through our Assess, Plan, Do, Review cycle and adjusted accordingly. Where appropriate, this will include working with parents/carers, the pupil and external professionals.
School-based SEN provision

Where a pupil has been identified as having SEN and requires provision that is additional to or different from that ordinarily available to pupils of the same age, they will be placed on the Christ Church SEND register and recorded as receiving SEN Support.
These pupils will have an Individual Education Plan (IEP) setting out targets specific to their needs and the provision and strategies being used to support them. At Christ Church, IEPs are reviewed and updated termly, shared with parents/carers and made available to staff so that provision is understood and implemented consistently.

Support may include reasonable adjustments and adaptations to classroom teaching, targeted small-group or 1:1 intervention, additional adult support and advice or intervention from specialist professionals. Christ Church's current provision includes Access to Literacy 1:1 support for pupils with dyslexia, Speech and Language Therapy, Creative Therapy, phonics catch-up and Access 2 Literacy.
Where a pupil's needs cannot be adequately understood or met through the expertise available within school, the Inclusion Manager/SENDCo, in consultation with the class teacher and parents/carers, may seek advice or assessment from an appropriate external professional.

School-based SEN provision is funded through the school's notional SEND budget. Pupils receiving SEN Support are recorded on the school census using the code K.

Education, Health and Care (EHC) Plans
For a small number of pupils, the support available through school-based SEN provision may not be sufficient to meet the complexity or level of their needs.
Where, despite appropriate and purposeful action through the graduated approach, a pupil requires a level of support beyond that which can reasonably be provided through SEN Support, the school and/or parents/carers may consider requesting an Education, Health and Care needs assessment (EHCNA) from the Local Authority.
An Education, Health and Care Plan (EHCP) is a legal document which sets out the child's identified needs, the outcomes being sought and the education, health and/or social care provision required to meet those needs.
Where a pupil at Christ Church has an EHCP, the school will work with the pupil, their parents/carers, the Local Authority and relevant professionals to ensure that the provision specified within the plan is delivered. The EHCP will be formally reviewed through the Annual Review process, alongside the school's ongoing monitoring and review of the pupil's progress.
Provision for pupils with an EHCP is funded through the school's SEND funding arrangements and, where applicable, additional high-needs funding from the Local Authority. Pupils with an EHCP are recorded on the school census using the code E.
At Christ Church, the distinction between SEN Support and an EHCP does not change our underlying approach: every child remains first and foremost a valued member of our Christ Church family. We will continue to maintain high aspirations, listen to the child's and family's views, remove barriers to participation and provide support that enables each pupil to make progress, develop independence and flourish.

8.5 Evaluating the effectiveness of SEN provision
At Christ Church Streatham Church of England Primary School, we are committed to ensuring that SEND provision makes a meaningful difference to pupils. We therefore evaluate provision not simply by whether support has been delivered, but by considering the impact it has on the individual child – their progress, participation, independence, confidence and ability to access learning and wider school life.
The effectiveness of provision is monitored as part of our ongoing Assess, Plan, Do, Review cycle. Reviews consider the pupil's progress towards agreed outcomes, the views of the child and their parents/carers, and feedback from the staff working most closely with them.

At Christ Church, we evaluate the effectiveness of SEND provision through:
- **IEP reviews**: All pupils with SEND have individual IEP targets specific to their needs. These are reviewed and updated termly, allowing staff to consider progress towards targets and whether provision should continue, change or be further developed.
- Assessment and progress monitoring: Teachers regularly assess pupils' attainment and progress from their individual starting points. This includes considering progress beyond academic attainment, where appropriate, such as communication, social development, emotional regulation and independence.
- **Pupil Progress Meetings**: These take place in the second half of each term following Assessment Week and involve the Headteacher, Deputy Headteacher and Inclusion Manager. Assessment information is considered alongside wider knowledge of individual pupils and their needs.
- Monitoring by the Inclusion Manager/SENDCo: SEND provision is monitored to consider whether agreed strategies and interventions are being implemented and whether they are having the intended impact.
- **Pupil voice:** Pupils are encouraged, in ways appropriate to their age and communication needs, to share what is working well for them, what they find difficult and what helps them to learn. Pupil voice also forms part of the school's wider monitoring arrangements.
- Parent and carer feedback: Parents and carers are involved in reviewing their child's progress and provision. IEPs are shared through the school's consultation arrangements, with additional time provided for parents/carers of pupils with SEND.
- **Reviewing interventions and specialist provision**: The school considers the impact of targeted and specialist support, including provision such as Access to Literacy, Speech and Language Therapy, Creative Therapy, phonics catch-up and Access 2 Literacy.
- **Annual Reviews:** For pupils with an EHCP, the school holds and contributes to the statutory Annual Review process, considering progress towards outcomes and whether the provision specified remains appropriate.

- Review of resources, equipment and the learning environment: Where pupils require specialist resources, equipment, adaptations or changes to the environment, we consider whether these are enabling the pupil to access learning, develop independence and participate fully in school life.

Where monitoring shows that a pupil is not making the expected progress, we will consider why. Provision will not simply continue because it is already in place. The class teacher and Inclusion Manager/SENDCo will consider whether teaching strategies, reasonable adjustments, interventions, resources or IEP targets need to be adapted and whether further specialist advice is required.

Equally, where a pupil has made progress and a particular intervention or level of support is no longer required, provision may be reduced or changed to promote independence and avoid unnecessary reliance on adult support.

Our measure of effective SEND provision is therefore not the amount of support a child receives, but whether the support is the right support, at the right time, and is enabling the child to make progress and flourish. This reflects our Christ Church vision of recognising every child as a unique gift from God and nurturing each pupil towards their God-given potential.

9. Attendance

At Christ Church Streatham Church of England Primary School, we recognise that some pupils with SEND may experience additional or complex barriers to regular attendance. These may be related to their individual needs and circumstances and will be considered carefully and sensitively.

Our ambition for pupils with SEND is the same as for all pupils: that they are able to attend school regularly, access their education and participate fully in school life. Where SEND creates additional barriers to attendance, we recognise that pupils and their families may require additional or individualised support to help overcome those barriers.

Where attendance concerns arise for a pupil with SEND, the school will seek to understand the reasons for absence and consider the child's individual needs rather than viewing attendance in isolation. The Inclusion Manager/SENDCo, class teacher, senior leaders, parents/carers and, where appropriate, external professionals will work together to identify appropriate support.

This may include reviewing the pupil's SEND provision and IEP, considering reasonable adjustments, supporting successful transitions into school, addressing identified barriers within the school environment and seeking specialist advice where appropriate.

Our approach to attendance, including the support provided where pupils are absent from school due to their SEND, is set out in the school's Attendance Policy.

10. Safeguarding

At Christ Church Streatham Church of England Primary School, the safety and wellbeing of every child is paramount. We recognise that pupils with SEND can face additional safeguarding challenges and that disability, communication needs or other additional needs can create further barriers to recognising, communicating or responding to abuse, exploitation and neglect.

Staff will remain alert to the fact that safeguarding concerns involving a child with SEND may not always present in the same way as they do for other pupils. In particular, staff will take care not to assume that changes in behaviour, communication, emotional regulation or presentation are simply a consequence of a pupil's SEND.

Some pupils may also experience barriers to communicating what has happened to them or expressing that something is wrong. Where necessary, appropriate communication approaches and reasonable adjustments will be used to ensure that pupils are listened to and have meaningful opportunities to express their views, wishes and concerns.

At Christ Church, safeguarding is a responsibility shared by all staff. The school's Designated Safeguarding Lead is the Headteacher, Charlotte Purcell, with Michelle Baker and Aradhana Sharma as Deputy Designated Safeguarding Leads. Staff are expected to report and record safeguarding concerns immediately in accordance with the school's safeguarding procedures.

For pupils with SEND, safeguarding practice will be considered alongside their wider provision, including their communication, emotional, social, sensory and physical needs. Where appropriate, the school will work collaboratively with parents/carers and relevant external professionals while ensuring that safeguarding responsibilities and the best interests of the child remain central.

Further information about the school's safeguarding procedures, pastoral support and arrangements for supporting pupils who experience communication barriers is set out in the Safeguarding and Child Protection Policy.

11. Expertise and training of staff

At Christ Church Streatham Church of England Primary School, meeting the needs of pupils with SEND is a whole-school responsibility. We recognise that high-quality, inclusive teaching is central to effective SEND provision and that staff need appropriate knowledge, skills and confidence to identify needs, remove barriers and make effective adaptations.

The Headteacher and Inclusion Manager/SENDCo will work together to identify priorities for SEND training and professional development. Training needs may be identified through monitoring, pupil progress information, changes in the needs of the school population, individual pupils' provision, staff feedback and recommendations from external professionals.

Training may be delivered through whole-school professional development, staff meetings, support staff meetings, specialist training and advice from external professionals. Support staff meetings take place weekly at Christ Church and may include training and development led by the Inclusion Manager/SENDCo, Headteacher or other appropriate professionals.

Where a pupil has a specific or complex need, staff working directly with that pupil will be supported to understand the child's needs and the strategies, reasonable adjustments and provision required.

Class teachers retain responsibility for the progress and development of pupils in their classes, including pupils who receive additional support from teaching assistants or specialist professionals. Teaching assistants work alongside teachers to deliver planned provision, with weekly TA timetables coordinated by class teachers and the Inclusion Manager/SENDCo.

The school will continue to develop staff expertise according to the needs of our pupils, recognising that effective SEND practice requires ongoing reflection, professional learning and collaboration.

12. Links with external professional agencies

At Christ Church, we recognise that there will be occasions when a pupil requires expertise or support beyond that which can be provided by the school alone.

Where appropriate, and with the involvement of parents/carers, the school will seek advice from and work collaboratively with external professionals and specialist services. The professionals involved will depend upon the individual needs and circumstances of the child.

Christ Church's current school provision already includes Speech and Language Therapy, Creative Therapy and specialist 1:1 literacy support for pupils with dyslexia, alongside school-delivered phonics and literacy interventions.

Depending upon individual need, the school may also work with services such as:

- Speech and Language Therapists;
- Educational Psychologists;
- specialist teachers and SEND support services;
- Occupational Therapists and Physiotherapists;
- paediatricians and other health professionals;
- school nursing services;
- children and young people's mental health services;
- social care professionals;
- attendance and family support services; and
- other relevant education, health or social care professionals.

External professional involvement will form part of the school's graduated approach where appropriate. Advice and recommendations will be considered alongside the views of the pupil, parents/carers and school staff and incorporated into the pupil's provision and IEP where relevant.

Where several professionals or agencies are involved, Christ Church will seek to work in a coordinated, multi-agency way, with the child and family at the centre of decision-making.

13. Admission and accessibility arrangements

13.1 Admission arrangements

Christ Church Streatham Church of England Primary School is an academy within the Southwark Diocesan Board of Education Multi-Academy Trust (SDBE MAT). The school's admissions arrangements therefore operate within the relevant Trust and statutory admissions framework.

Christ Church is committed to equality of opportunity for pupils with SEND. Having SEN, a disability or receiving SEN Support will not in itself disadvantage a child in the school's admission arrangements.

Where a prospective pupil has an Education, Health and Care Plan (EHCP), admission will be considered through the statutory EHCP consultation process and in accordance with the relevant admissions legislation and arrangements.
Where the school is consulted about being named in a pupil's EHCP, the school will carefully consider the child's identified needs and the provision required and will provide the Local Authority with relevant information as part of the consultation process.
When a pupil with identified SEND is due to join Christ Church, we will seek to work with parents/carers, the previous educational setting and relevant professionals to support a well-planned transition and ensure that information about the child's needs and provision is shared appropriately.
The full arrangements for admission to Christ Church, including oversubscription criteria, are set out in the school's current Admissions Policy.

13.2 Accessibility arrangements
Christ Church is committed to ensuring that pupils with disabilities are not treated less favourably and can access education and participate as fully as possible in school life.
We will make reasonable adjustments according to the individual needs of pupils. These may include adaptations to teaching and learning, resources, communication methods, equipment, routines and the school environment.
Our approach to accessibility seeks to:
- increase the extent to which pupils with disabilities can participate in the curriculum and wider school life;
- improve access to the physical environment where reasonably required;
- provide appropriate auxiliary aids, equipment or services where necessary;
- make reasonable adjustments to teaching, activities and school routines; and
- improve the accessibility of information for pupils with disabilities and their families.

Decisions about adjustments will be made according to the individual pupil's needs and, where appropriate, in consultation with the pupil, parents/carers and relevant professionals.
Further information about how Christ Church plans to improve accessibility over time is set out in the school's Accessibility Plan.

14. Complaints about SEND provision
At Christ Church, we aim to work openly and collaboratively with families and encourage parents and carers to raise concerns as early as possible, so that we can work together to understand and resolve them.
Where a parent/carer has a concern about their child's SEND provision, they should normally speak first with the class teacher. Where the matter relates specifically to SEND provision, or further support is required, the concern can be raised with the Inclusion Manager/SENDCo. The Headteacher may also become involved where appropriate.
We will seek to resolve concerns informally wherever possible through discussion, review of the pupil's needs and provision, and agreement about appropriate next steps.
Where a concern cannot be resolved informally, parents/carers may make a formal complaint in accordance with the school's Complaints Policy.
For disagreements relating to SEND and EHC processes, families may also access independent information, advice, disagreement resolution or mediation. As Christ Church is geographically within Lambeth, Lambeth SEND Information, Advice and Support Service (IASS) provides free, impartial and confidential SEND information and support. Lambeth Council
Lambeth currently identifies KIDS London SEN Mediation Service as its independent disagreement resolution and mediation service, which can be contacted on 020 7520 0405 or enquiries.london@kids.org.uk. Lambeth Council
Lambeth SEND disagreement resolution and mediation information
Further information about complaints, disagreement resolution, mediation and appeal routes is available through the SEND Code of Practice and the Lambeth SEND Local Offer.

15. Monitoring and evaluation arrangements
15.1 Evaluating the effectiveness of the policy
At Christ Church, we view SEND improvement as an ongoing process. We will regularly consider whether the aims and objectives of this policy are being achieved and whether our arrangements are resulting in positive outcomes for pupils with SEND.

Evaluation will consider:
- how effectively and promptly pupils' needs are identified;
- staff knowledge and understanding of pupils with SEND and their provision;
- pupils' progress towards their individual IEP targets and wider outcomes;
- attainment and progress from individual starting points;
- the impact of interventions, reasonable adjustments and specialist provision;
- attendance, participation and access to the wider life of the school;
- whether pupils with SEND feel safe, valued, listened to and included;
- pupil voice and pupils' experiences of the support they receive;
- feedback from parents and carers;
- the quality and consistency of IEPs and the graduated approach; and
- the effectiveness of partnership working with external professionals.

This monitoring is supported by Christ Church's existing systems. Pupil Progress Meetings take place each term following Assessment Week and involve the Headteacher, Deputy Headteacher and Inclusion Manager/SENDCo.
IEPs are also reviewed and updated termly, providing a regular opportunity to evaluate progress towards individual targets and consider whether provision remains appropriate.
The purpose of evaluation is not simply to demonstrate that provision has taken place, but to establish whether it is having a positive impact on the individual child and enabling them to participate, progress, develop independence and flourish.

15.2 Monitoring the policy
This SEND Policy will be reviewed annually by the Inclusion Manager/SENDCo, in consultation with the Headteacher and other relevant leaders.
The policy will also be reviewed sooner where there are significant changes to legislation, statutory guidance, Trust arrangements or the school's SEND procedures.
As Christ Church is an academy within SDBE MAT, monitoring and approval arrangements will operate within the school's and Trust's governance framework. The governing body provides strategic oversight of school policies and statutory requirements.
The policy will be presented for approval in accordance with the school's agreed governance arrangements.

16. Links with other policies and documents
This SEND Policy should be read alongside other relevant Christ Church and SDBE MAT policies, plans and information, including:
- SEND Information Report
- Lambeth SEND Local Offer
- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

School policies are made available to staff through the school's established policy arrangements, and staff are expected to read and adhere to the policies relevant to their roles and responsibilities.
Together, these documents support Christ Church's commitment to ensuring that every child is recognised as a unique gift from God, is welcomed into a safe, loving and supportive school family, and is given the opportunity to flourish, aspire and reach their God-given potential.