



Head teacher's introduction

We welcome children of all abilities in our school and are very proud of the progress that children with Special Educational Needs or Disabilities make in our school. Our vision at Christ Church is enable *all* in our school community to experience ***life in all its fullness***, both now and in the future, and this is a key aim in the way we support and provide for children with individual needs.

Christ Church School is an inclusive school where everyone works hard to ensure that every child makes the greatest possible progress in all areas. We have a school where we expect and help all children to learn and play together whatever their abilities, differences or individual needs and where every child feels included in all the varied activities we offer.

We believe that progress in wider skills, for example speaking and listening to others, maintaining friendships, developing independence, managing feelings and keeping yourself safe and healthy, is just as important as progress in academic learning. In fact, progress in these wider skills goes hand in hand with academic learning.

We help children to make great individual progress in all areas by working in partnership with parents/carers, listening to and acting on their concerns, discussing children's strengths and individual needs honestly and planning provision and next steps together. We also work in partnership with external professionals, linking them with families and acting on their advice.

I hope this policy document provides the information that parents need about our provision and practice in this area. Please do contact our Inclusion Leader for a discussion about your child's individual needs or if you have any questions about our provision.

Katy Forsdyke
Head teacher

Development, monitoring, review and sharing of this policy

The Governing Body of Christ Church Primary School, Hampstead, has approved and adopted this Special Educational Needs and Disability (SEND) Policy. This policy incorporates the school's SEND Information Report. Feedback from staff, governors, parents and children has informed the development of this policy.

The implementation of this policy is monitored by the Curriculum and Inclusion Committee through reports from the SENDCo and Headteacher.

This policy is available on the school website.

This policy and the SEND Information Report will be reviewed annually by the SENDCo and updated throughout the year where necessary to reflect changes in practice, provision or statutory guidance.

Statement of Intent

The Governing Body of Christ Church Primary School intends, through its SEND Policy, to continue to be an inclusive school and to promote the stated aims in its vision statement:



Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

Jesus, The Good Shepherd, promises 'life in all its fullness'. (JOHN 10:10)

At Christ Church we believe every child and adult in our school should be able both to experience life in all its fullness now and to aspire to life in all its fullness in the future.

We all seek to inspire life in all its fullness for all in the school through:

- ensuring a **safe, welcoming and inclusive environment** for children and adults, where everyone is valued and has the opportunity to contribute and flourish;
- the pursuit of **academic excellence** in all areas, with a determined desire for each child to make the best possible progress as a result of high aspirations, hard work and the development of a personal love for learning alongside the highest-quality teaching and support;
- offering the widest possible **breadth of curriculum** both within school and through extra-curricular activities, enriched by the vast range of opportunities locally and across London;
- **creativity and positivity** in all we do, mixing innovation with tradition;
- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship;
- the development and modelling of **strong, positive and loving relationships**, with peers, amongst the school community and in the wider community;
- the promotion of **respect and compassion for ourselves and for all others**, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be empowered global citizens, guided at all times by the example of Christ's compassion alongside the UN Convention on the Rights of the Child;
- engendering a **sense of community, justice and responsibility** for others and for our local and global environment and enjoying working together towards our common goals and expecting and valuing contributions from all.

Our school vision is brought to life through our school's five Christian values of **compassion, creativity, courage, simplicity and community**.

Aims of the policy

The aim of our Special Educational Needs and Disability (SEND) Policy is to ensure that:

- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximised throughout their time at primary school;
- We identify and assess children with SEND as early as possible;
- We create an inclusive environment which seeks to meet the needs of all children and secure life in all its fullness in line with our school vision;
- Adaptive teaching and a graduated approach are used to support children with SEND and remove barriers to learning wherever possible;
- Staff understand their responsibilities and work collaboratively in order to provide high quality provision for children with SEND;
- We work in partnership with parents, children, professionals and other agencies in order to support positive outcomes for children with SEND;
- Records relating to SEND are clear, accurate and up to date and support continuity of provision during periods of transition;
- We raise staff awareness of and expertise in SEND through ongoing professional development;
- We aim to ensure that children with SEND are able to access the same or similar opportunities as their peers wherever possible.

Links with other policies and documents

This policy links to the following policies and documents:

- Positive Behaviour and Anti-Bullying Policy
- Equality information and objectives
- Accessibility plan
- Policy on supporting pupils with medical conditions
- SEND Information Report

Relevant Legislation

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010, which sets out schools' responsibilities relating to disability discrimination, reasonable adjustments and accessibility

Definitions

A pupil has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of facilities generally provided for others 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 by mainstream schools.

Roles and Responsibilities

The SENDCo will:

- Work with the Headteacher and Curriculum and Inclusion Committee to determine the strategic development of the SEND Policy and provision within the school;
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of provision made to support pupils with SEND, including those with Education, Health and Care Plans (EHCPs);
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality provision;
- Advise on the graduated approach to SEND support and the systems used to record, implement and review provision;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Act as the point of contact for external agencies, particularly the local authority and its support services;
- Liaise with previous settings and future providers of education to support successful transition arrangements;
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and accessibility;
- Ensure that the school keeps records relating to pupils with SEND accurate and up to date.

The Curriculum and Inclusion Committee will:

- Help to raise awareness of SEND issues at governing body meetings;
- Monitor the quality and effectiveness of SEND provision within the school and report findings to the Governing Body;
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND Policy and provision within the school.

The Headteacher will:

- Work with the SENDCo and Curriculum and Inclusion Committee to determine the strategic development of the SEND Policy and provision within the school;
- Have overall responsibility for the provision and progress of pupils with SEND.

Class teachers are responsible for:

- The progress and development of every pupil in their class through adaptive teaching and high-quality classroom practice (examples of systems used to record and review provision can be found within the appendices);
- Identifying children who may require additional support and raising concerns with the SENDCo where appropriate;
- Working closely with teaching assistants and specialist staff to plan, implement and review provision and support;
- Working with the SENDCo to review pupils' progress and development and make decisions regarding provision;
- Updating relevant documentation, contributing to the review process and meeting with parents and carers at additional points throughout the year where appropriate, beyond regular parent consultation meetings;
- Working collaboratively with colleagues, children and parents to review support and communicate progress;
- Ensuring that they follow this SEND Policy.

1. What kinds of Special Educational Needs and Disabilities (SEND) does Christ Church School make provision for?

The SEND Code of Practice (2015) provides guidance on the duties that schools, local authorities and others working with children with SEND must have regard to. Special educational needs may relate to one or more of the following areas of need. Our school currently provides additional and/or different provision for children with the following needs:

- Communication and interaction (for example, Autism Spectrum Condition)
- Cognition and learning (for example, Specific Learning Difficulties, moderate learning difficulties, dyslexia, dyscalculia and developmental coordination disorder)
- Social, Emotional and Mental Health (SEMH) needs (for example, attention deficit hyperactivity disorder, attachment difficulties, anxiety, depression and eating disorders)
- Sensory and/or physical needs (for example, hearing impairment, visual impairment, multi-sensory impairment and cerebral palsy)
- Medical conditions - please see the school's separate Medical Conditions Policy. Pupils with both a medical condition and a special educational need may have an Individual Health Plan to coordinate provision.

Through our school vision and ethos, we strive to create an inclusive school environment which seeks to meet the needs of all children whilst recognising that we are constrained in some respects by the structure of our building, physical space and resources. Although improvements have been made over time, our Victorian school building and site do present some accessibility challenges which may impact different children in different ways. Whilst we work hard to make reasonable adjustments and provide inclusive provision wherever possible, the nature of our setting means that Christ Church School may not always be the right environment for every child.

We work closely with the Local Authority statutory consultation process regarding the needs of children with Education, Health and Care Plans (EHCPs). In the event that the school feels that it would not be able to provide the right support for a child's individual needs in line with our school vision, this decision will always be made in the best interests of the child and with regard to discussions with parents and advice from other professionals. The reasons for any decision will always be shared with parents.

2. How does Christ Church School identify and assess pupils with SEND?

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Assessments are made against the expectations set out within the National Curriculum and the Early Years Foundation Stage Framework. Class teachers regularly assess the progress of all pupils and identify those whose progress:

- Is significantly slower than expected from their individual starting point
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example social, communication or emotional development.

Slow progress and/or low attainment does not automatically mean that a pupil is recorded as having SEND.

We believe that identifying difficulties early is important and strive to do so by making informed decisions based upon formative and summative assessment, desired outcomes, expected progress and attainment, the views and wishes of the pupil and any concerns raised by parents or carers.

As a school, we believe it is important to consider the needs of the whole child and not simply a particular area of need. The following are not considered to be special educational needs, although appropriate support may still be provided to children and families where necessary:

- Short-term lapses in progress and learning
- Attendance and punctuality
- Health and welfare
- Housing difficulties
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium funding
- Being a Looked After Child

3. How does Christ Church School support pupils with SEND?

Our approach to teaching pupils with SEND and adaptations we make to the curriculum and learning environment

The SEND Code of Practice focuses on meeting children's needs within the classroom. All teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND. Adaptive teaching is our first approach when responding to pupils who may have SEND. All staff have a responsibility to meet the needs of each individual pupil to the best of their ability, with or without a formal assessment.

We make the following adaptations to ensure all pupils are able to access learning:

- Adapting the curriculum to ensure all pupils can access it, for example through grouping, changes to teaching approaches, lesson content or levels of support
- Adapting resources and staffing where appropriate
- Using recommended aids and resources, such as laptops, visual timetables, enlarged font or other specialist equipment
- Adapting teaching approaches, for example through longer processing time, pre-teaching vocabulary, modelling, scaffolding and reading instructions aloud where appropriate

Arrangements are also put in place to ensure pupils with SEND are able to access exams and assessments appropriately.

Wherever possible, we strive to provide one teaching assistant within each classroom for at least part of each day, although this may vary from year to year. Teaching assistants and class teachers work collaboratively to provide support for all children within the classroom.

Where adaptive teaching alone does not enable a child to make sufficient progress, additional support may be provided for example, targeted interventions designed to address a specific need or additional adult support.

Inclusion and participation

As an inclusive school, we seek to make all activities available to all children and we make every effort to make reasonable adjustments where necessary.

All extra-curricular activities, school visits and residential opportunities are available to all pupils.

All pupils are expected and encouraged to participate in assemblies, performances, sporting activities, trips, clubs and wider school life.

As we seek to provide life in all its fullness for all in line with our school vision, children are not excluded from activities because of their special educational need or disability. However, there may be occasions where participation in certain activities is temporarily restricted due to unsafe or unacceptable behaviour where this is necessary to maintain the safety and wellbeing of the child or others.

Supporting emotional and social development

We recognise that emotional wellbeing and social development are important aspects of school life and seek to support pupils in the following ways:

- Encouraging pupils with SEND to participate fully in all aspects of school life whilst recognising and celebrating their strengths
- Supporting positive relationships and opportunities for collaborative learning
- Supporting pupils to participate in wider opportunities across the school community
- Working with outside professionals and services where appropriate

We have a zero-tolerance approach to bullying and recognise that pupils with SEND may be more vulnerable to bullying behaviours.

4. Who coordinates provision for SEND at Christ Church School?

The SENDCo role is fulfilled by an experienced and senior member of staff with appropriate experience, knowledge and skills. The role is currently fulfilled by the Deputy Headteacher, Lewis Hollings, alongside other responsibilities within the school. The SENDCo can be contacted via the school office on 020 7435 1361 or by email at admin@cchurchnw3.camden.sch.uk

The SENDCo works closely with class teachers, support staff, parents, external professionals and senior leaders to ensure that children with SEND receive appropriate support and provision.

5. How do we review progress and evaluate support?

We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review. This means that we regularly assess a child's needs, plan appropriate support, implement provision and review its effectiveness in order to ensure that support remains appropriate and responsive to the child's needs.

The class teacher (sometimes working in collaboration with the SENDCo) will carry out an analysis of a pupil's needs. This may draw upon:

- Teacher assessment and professional experience
- Previous progress, attainment and behaviour
- Assessments from other staff where relevant
- The child's development from their individual starting point and national expectations
- The views and experiences of parents and carers
- The pupil's own views
- Advice from external professionals where appropriate

Children's needs are reviewed regularly. For many children with identified additional needs, adaptive teaching within the classroom will be used to address these needs.

Where additional support is required, the school uses different systems to record, implement and review provision depending upon the child's individual needs. For some children, a Provision Map may be used to record the provision, support and strategies that are currently in place. These are reviewed and updated regularly. Where a higher level of support or more specific outcomes are required, a Personal Plan may be used to formally record provision, outcomes and next steps. These are reviewed regularly as part of an ongoing cycle. Where a child's needs are considered to be more complex, the school may consider whether an application for an Education, Health and Care Needs Assessment is appropriate.

In some circumstances, and with parental consent, the school may also consider whether an application for an Exceptional Needs Grant (ENG) is appropriate in order to support provision.

All staff working with the pupil will be made aware of the child's needs, intended outcomes, support strategies and approaches required to support learning. We regularly review the effectiveness of support and interventions and consider their impact on progress, wellbeing and access to learning through ongoing review processes, pupil voice, parent feedback and professional discussion.

6. How are staff trained and how do we work with outside agencies?

Class teachers and support staff receive regular training relating to all areas of provision. Where specific needs arise, we seek relevant training and professional development opportunities in order to support staff in meeting the needs of children within our setting.

We strongly believe in sharing expertise and good practice within our school. Sharing knowledge, strategies and experience helps to create a nurturing, supportive and communicative environment which benefits all children in line with our school vision.

At Christ Church School, we are committed to working with parents, professionals and external agencies in order to provide integrated support for children where appropriate.

The SENDCo liaises with a range of professionals and external agencies which may include:

- Educational Psychology Services
- Social Care Services
- Learning Support Services
- Mental Health Support Services
- Child and Adolescent Mental Health Services (CAMHS)
- Speech, Language and Communication Services
- Sensory Support Services

External agencies can provide advice and guidance to staff and families as well as carry out assessments where appropriate. The level of involvement of external agencies will always be proportionate to the child's level of need. Referrals to external agencies relating to SEND are always carried out with parental knowledge and consent.

On occasion, parents may choose to commission their own external reports. We encourage parents to discuss this with the SENDCo before commissioning any external assessments or reports so that we can explain our ways of working with external professionals, discuss how reports may be used within school and ensure that families have the information they need before making decisions.

Where parents do commission their own reports, we will always read and discuss these with families with a view to incorporating recommendations where appropriate.

7. How do we work with parents and children?

We believe that working in partnership with parents and carers is essential when identifying, supporting and reviewing children's needs.

We will have early discussions with parents and carers when considering whether a child may require additional support or special educational provision. These discussions aim to ensure that:

- Everyone develops a shared understanding of the child's strengths and areas of difficulty
- Parents' views and concerns are listened to and considered
- Everyone understands the outcomes being worked towards
- Everyone understands what support may be provided and what the next steps may be

Where appropriate, notes, referrals or documentation from these discussions may be added to the child's record and shared with parents.

Parents will be informed when it is decided that a child will receive SEND support.

Parents are kept regularly updated about their child's progress and provision by class teachers. As a minimum, this includes additional opportunities to discuss progress alongside regular parent consultation meetings.

Pupil voice and children's wishes are important to us and children with SEND are encouraged to contribute to discussions about their support, provision and outcomes wherever appropriate, including as part of our regular, school-wide pupil voice and feedback opportunities.

Children with SEND contribute to reviews of Provision Maps, Personal Plans and Education, Health and Care Plan reviews where appropriate.

8. How do we support transitions?

We recognise that transition points can be particularly important for children with SEND and seek to plan carefully in order to support children and families during periods of change.

Starting Christ Church School through the September Reception Intake

Children join Christ Church School from a range of settings and schools. Prior to children joining the school, we liaise with previous settings, parents and professionals where appropriate in order to understand children's needs and plan appropriate provision.

Where necessary, additional visits, meetings or transition arrangements may be put in place in order to support a child's successful transition into school.

Joining Christ Church School during the school year (In-Year Admissions)

Where children join Christ Church School outside the normal September intake, we rely upon parents and carers sharing information openly regarding any additional needs, previous support or professional involvement so that we can appropriately plan provision.

Where additional needs are identified, we may liaise with previous settings, review reports and work with families and professionals in order to understand needs and consider whether Christ Church School is the right setting for the child.

Moving between year groups at the end of the academic year

We recognise that moving between classes and year groups can be challenging for some children. Information about children's needs, provision and successful strategies is shared carefully between staff.

Where appropriate, additional transition arrangements may be put in place, such as transition books, additional visits or increased opportunities for familiarisation.

Moving to another school or phase of education

When children move to another school or transition to secondary education, we work closely with families, receiving schools, external professionals and the local authority where appropriate.

This may include sharing information, attending meetings, arranging visits, accompanying children where appropriate or putting additional transition arrangements in place.

Naming Christ Church School as a placement within an Education, Health and Care Plan

Where parents choose to name Christ Church School as the preferred placement for a child with an Education, Health and Care Plan, we strongly encourage families to visit the school and discuss their child's needs with us before naming Christ Church School as a preferred placement.

As a school, we recognise that our setting may work exceptionally well for some children but may not be the right setting for all children. We believe that families having a clear understanding of our environment, ethos and provision is important in helping to ensure that the right placement decisions are made.

Where Christ Church School is named as a preferred placement, the school will carefully consider whether we can meet the child's needs in line with our school vision and local authority processes.

This process may involve discussion with families, professionals, previous settings and the Local Authority in order to ensure that appropriate provision can be made and that Christ Church School is the right setting for the child.

Record keeping and transfer of information

Records relating to children with SEND are stored securely and information is shared on a need-to-know basis.

Where children move schools, records are transferred appropriately in order to support continuity of provision and ensure receiving schools are able to plan effectively.

9. How do we deal with concerns or complaints?

We always work hard to ensure that parents feel listened to and supported when concerns arise and encourage families to raise worries or questions as early as possible.

In the first instance, if parents have concerns about their child's progress or provision, we encourage them to speak with their child's class teacher. If concerns remain, parents may wish to discuss these with the SENDCo or another senior member of staff.

At Christ Church School, it is our belief that SEND provision is most successful when schools, children and families work together in partnership. In many cases, early discussions can help to resolve concerns and ensure that appropriate support is put in place.

We encourage parents to contact the school by email, telephone or in person should concerns arise.

The school's Complaints Policy and procedures are available on the school website or from the school office.

10. Where can families get additional support and information?

There may be times when families require additional advice, support or information relating to SEND. The following services may be helpful:

SEND Information, Advice and Support Service (SENDIASS)

SENDIASS provides free, confidential and impartial information, advice and support for parents, carers, children and young people with SEND. Further information can be found here on the SENDIASS Website: <https://sendiasscamden.co.uk/>

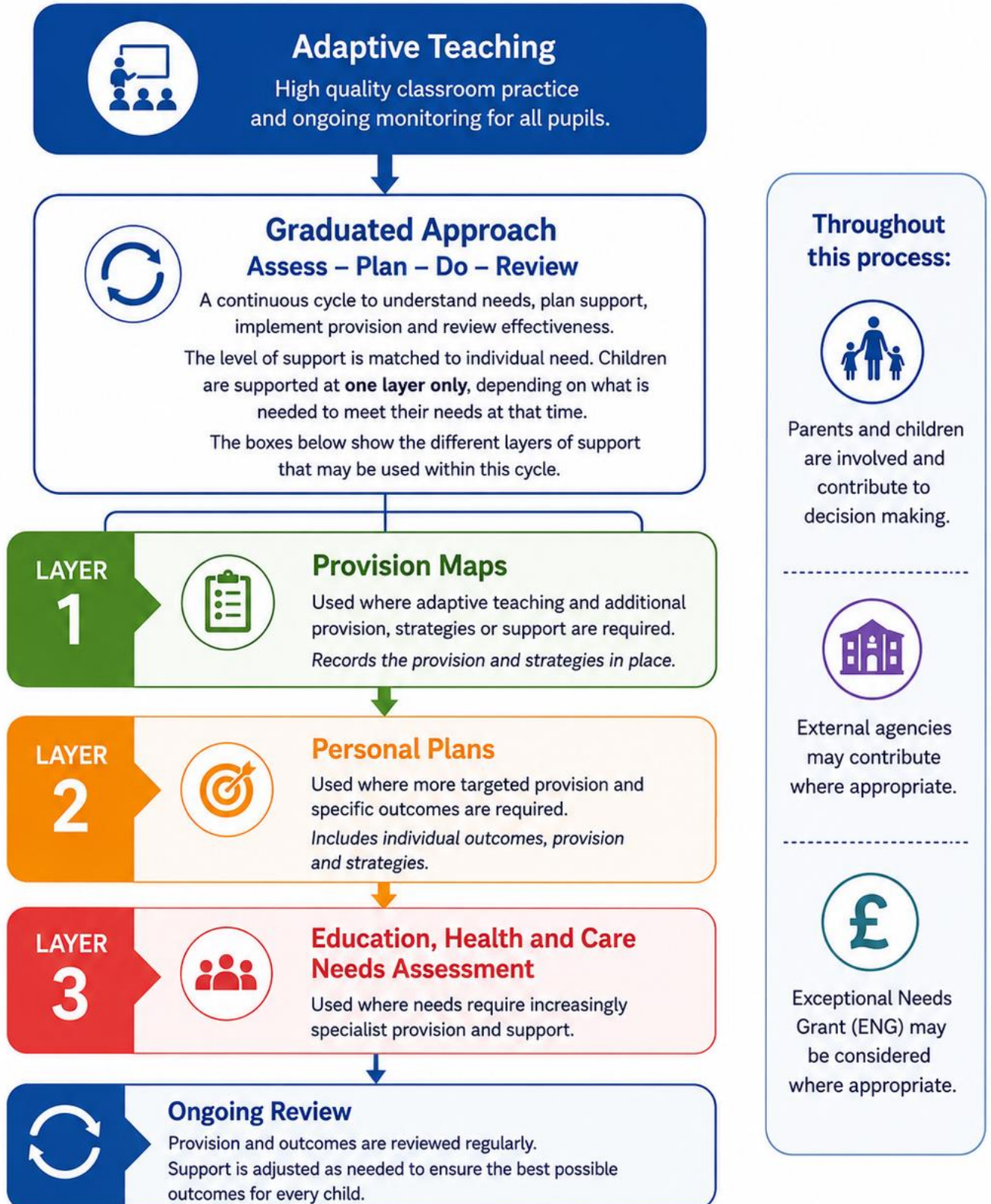
The Local Authority Local Offer

The Local Offer provides information about services, support and provision available for children and young people with SEND and their families within the local area. Christ Church School contributes to the Local Authority Local Offer which can be found here on the Local Offer website: <https://families.camden.gov.uk/send-local-offer/>

An explanation of the graduated approach and the layers of support within it:

Graduated Approach to SEND Support

A continuous cycle of Assess – Plan – Do – Review



Blank Provision Map (Layer 1)



Provision Map
2025 - 2026

Broad Areas of Need:


1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or physical needs

Name:	Year Group:	Areas of Need:	Diagnosis:
Personal Plan:	Parents aware of entry as SEN:	EAL:	Pupil Premium:
School Based Support:		External Support and any Relevant Targets:	
<u>Spring</u>		<u>Autumn</u>	
<u>Spring</u>		<u>Spring</u>	
<u>Summer</u>		<u>Summer</u>	

Other notes:

Blank Personal Plan (Layer 2)

Year X Personal targets for XXXXXXXXXXXXXXXXXXXX

	All about me:					<div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> <div style="background-color: #90EE90; padding: 5px; border: 1px solid black;">Assess</div> <div style="background-color: #32CD32; padding: 5px; border: 1px solid black;">Plan</div> <div style="background-color: #1E90FF; padding: 5px; border: 1px solid black;">Do</div> <div style="background-color: #696969; padding: 5px; border: 1px solid black;">Review</div> </div> <p style="text-align: center; margin: 0;">Area for Development:</p>
	I am good at:	My favourite lesson/activity is:	I'd like help with:	What helps me:	Things which are important to me:	
<p>Long Term Targets:</p> <ul style="list-style-type: none"> • 						

	Target	How will we do this?	Achieved	Exceeded	Review (including date completed):

Parent Comments (through discussion): Signed: _____ Date: _____	Child Comments (through discussion): Signed: _____ Date: _____
Parent Comments (through discussion): Signed: _____ Date: _____	Child Comments (through discussion): Signed: _____ Date: _____

Transitional Targets:					
	Target	How will we do this?	Achieved	Exceeded	Review (including date completed):
Parent Comments (through discussion): Signed: _____ Date: _____			Child Comments (through discussion): Signed: _____ Date: _____		

Code of Conduct for working with families and advocates

This document sets out expectations for advocates working with parents of young people and students at Christ Church School, Hampstead. It has been agreed with the local SENDIASS service as setting out reasonable expectations of advocates and schools. It aims to recognise the rights of parents, the obligations of the school and advocates working with schools and parents.

The school will

- recognise that parents have a right to choose a friend or advocate to attend meetings with them, and the school will accommodate this wherever possible.
- wherever possible, work enthusiastically and constructively with advocates when appointed by parents.
- recognise that advocates and parents are committed to getting the best outcome for their child.
- work with advocates and parents to secure the best outcomes for the child/young person.
- share information with parents and advocates in a timely fashion.
- keep a clear record of discussions and decisions taken at any meeting.
- publish this code on our website and share a copy of this code with any parents who appoint an advocate and any advocates appointed.

In return, the school will expect that an advocate will

- work constructively and respectfully with the school staff in and outside meetings, including in any public comments they make about the school and its staff.
- act appropriately, in good faith and competently.
- do not record meetings without prior consent.
- respect confidentiality of discussions with the school and their clients.
- use social media in a responsible and constructive way, without targeting or harassment of school staff or pupils.
- understand that any verbal abuse or conduct that crosses the boundary of appropriate behaviour will lead to the meeting being stopped.

Should the school believe that an advocate's conduct has breached reasonable expectations of professional conduct, we may restrict our engagement with that advocate and their participation in meetings with the school as it will not be in the interest of the child. Where this is the case, we will always signpost the parent to SENDIASS where they can secure free, impartial and specialist advice. We are also happy to participate in a meeting in order to resolve any issue and where necessary, enter formal mediation.