

**The Churchill School**  
**Policy for Children with Special Educational Needs and/or**  
**Disabilities (SEND)**  
**Last Reviewed by FGB October 2024**  
**Recommended review frequency: Annually**

We are committed to delivering a quality education for all children. Our pupils are at the very heart of what we do and we strive to develop every single child into a resilient, independent and passionate learner who is ready for the next stage in their learning journey. All children are growing up in a world with endless options, we must equip them so that they can turn options into opportunities.

Our school motto is 'Champions in play, Leaders in life'. This phrase encapsulates who we are and what we do. We believe that learning through play and working together enables us to reach our aspirations. #teamchurchill

**This Policy is underpinned by our school values**

**Togetherness**

**Resilience**

**Adaptability**

## 1. Legislation and guidance:

THIS POLICY IS WRITTEN IN LINE WITH THE REQUIREMENTS OF:-

- The Statutory SEND Code of Practice 2015  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Children and Families act 2014, Part 3  
<https://www.legislation.gov.uk/ukpga/2014/6/contents>
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014  
<https://www.legislation.gov.uk/uksi/2014/1530/contents>
- The Equality Act 2010, Section 20 <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- The Governance Handbook, outlining the Governors responsibilities for children with SEND  
<https://www.gov.uk/government/publications/governance-handbook>
- Schools Admissions Code, DfE 1 Feb 2012  
<https://www.gov.uk/government/publications/school-admissions-code--2>

## 2. Aims and Objectives:

**This document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with special educational needs and/or disabilities at The Churchill School.**

This policy was developed with parents/carers, representatives from the governing body and parent teachers association and parents of children with special educational needs and will be reviewed annually.

Our SEND policy aims to ensure that our school fully implements national legislation and guidance regarding children with SEND. We will support and make provisions for our children with SEND and provide them with access to all aspects of school life promoting inclusivity alongside children who do not have SEND.

## 3. Inclusion and equal opportunities:

At The Churchill school we strive to provide all children with access to a broad, balanced and engaging curriculum. We are committed to creating an inclusive environment, where all of our children will have the opportunity to thrive and reach their potential.

In order to ensure that our children with SEND are included in all aspects of school life we will endeavour to make reasonable adjustments to our teaching, the curriculum and the wider school environment.

#### **4. Definitions:**

##### **Definition of SEN**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

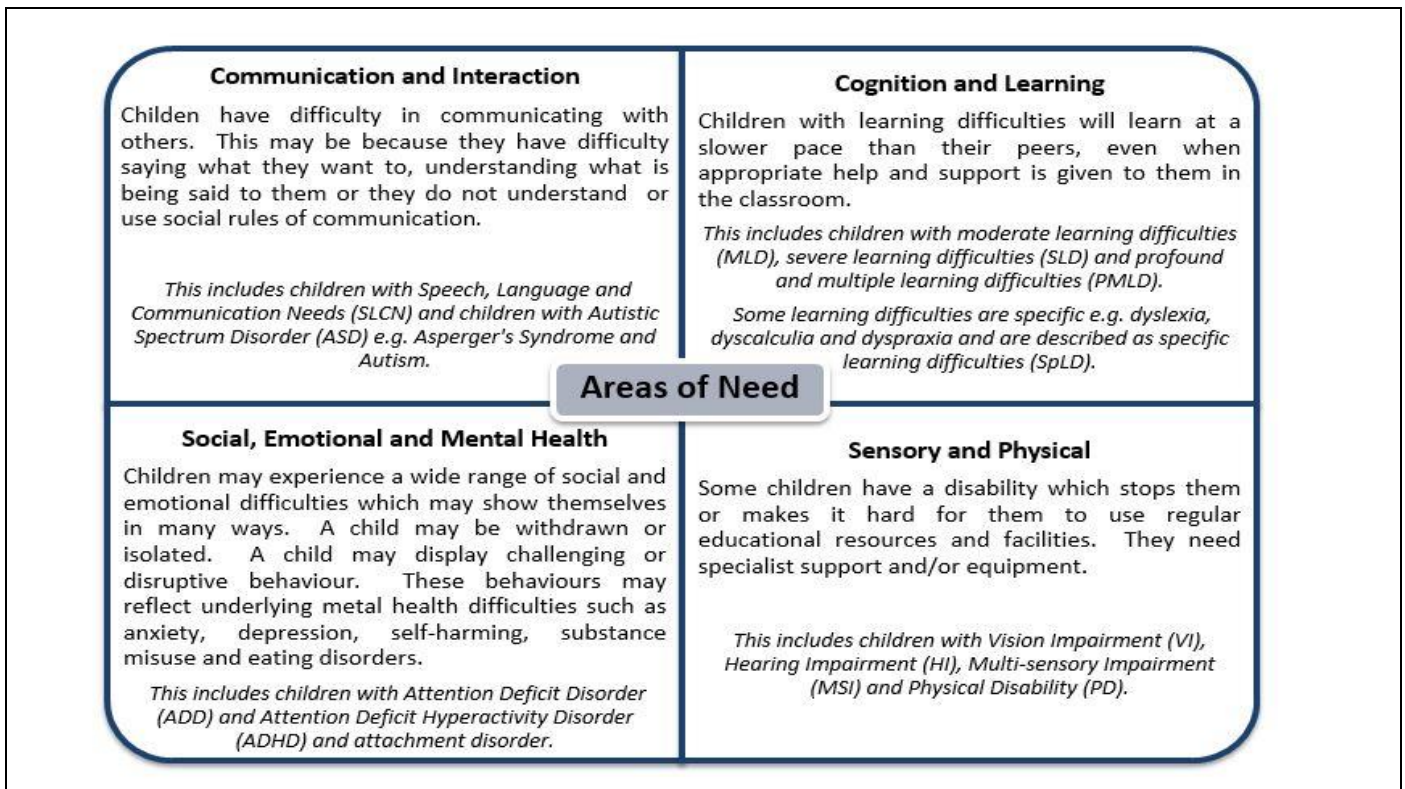
- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

##### **Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

#### **5. Areas of need:**

Children’s SEND needs are generally grouped into four broad areas. Children may have needs across more than one of the areas and their needs may alter over time. Relevant and appropriate interventions will be selected and implemented according to the children’s needs at the relevant times.



## 6. The Churchill's approach to SEND:

At The Churchill School we monitor the progress of all children six times a year to review their academic progress. We also use a range of assessments with all the children at various points. For example, Year One phonics screening, speech link, language link, spelling age, reading age and observations.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the child to catch up.

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school, in consultation with parents, will consider involving specialists. For example, this may involve referring a child to specialists via the LIFT process.

The purpose of this is to understand what additional resources and different approaches are required for the child to make good progress. These will be shared with parents, tracked, reviewed, refined and revised if necessary. At this point we will have identified that the child has a special educational need because the school is making special educational provision for the child which is additional and different from that which is normally available.

If the child is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the child as having a special educational need. If the child is able to maintain good progress without the additional and different resources he or she will no longer be identified with special educational needs. Parents will be notified when there is any change in a child's SEN status.

We will ensure that all teachers and support staff who work with the child are aware of the support to be provided and the teaching approaches to be used.

### [6.1 How the school evaluates the effectiveness of its provision for such children:](#)

Each review of the SEN support plan will be informed by the views of the child, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For children with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The results of all annual reviews & evaluations of effectiveness will be collated into a report to the governing body.

### [6.2 The school's arrangements for assessing and reviewing the progress of children with special educational needs:](#)

All children in the school have their progress tracked six times per year. In addition to this, children with special educational needs may have more frequent monitoring to best assess their progress.

Assessment and monitoring of SEND follows a graduated approach as required by the 2015 SEN Code of Practice.

- **Assess** – Identifying a child as needing SEN support. The class teacher, working with the SENCO, should carry out a clear analysis of the child's needs.
- **Plan** - Where it is decided to provide a child with SEN support, consultation between parents, teacher and SENCO agree child adjustments and intervention.
- **Do** – Intervention and adjustments that have been agreed are planned, undertaken and assessed for impact, where the SENCO supports and advises the teacher.
- **Review** - The effectiveness, impact and quality of support is evaluated. If assessments do not show adequate progress is being made the SEN support will be reviewed and adjusted.

### [6.3 How the school adapts the curriculum and learning environment for children with special educational needs](#)

At The Churchill School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for children with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

Governors keep under review the appropriateness of our curriculum & the SEND Governor has regular meetings with the SENCo where they are advised on the training of staff both in-house and externally. Teaching Assistant training is a priority and remains ongoing.

#### [6.4 Additional support for learning that is available to children with special educational needs](#)

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for children requiring SEN support. The amount of support required for each child to make good progress will be different in each case. The list of interventions we can offer will be found on each individual provision map. In very few cases a very high level of resource are required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. This is referred to as High Needs Top-Up funding.

Please refer to <https://www.kelsi.org.uk/news-and-events/news/primary/high-needs-funding-in-mainstream-schools> for more information.

#### [6.5 Support that is available for improving the emotional and social development of children with special educational needs](#)

At The Churchill School we understand that an important feature of the school is to enable all children to develop emotional resilience and social skills, both through direct teaching for instance PSHE & Circle Time. Also indirectly with every conversation adults have with children throughout the day.

For some children with the most need for help in this area we also can provide the following list:

- Mentor time with member of senior leadership team,
- External referral to CHYPS,
- Time-out space for pupil to use when upset or agitated and Draw and Talk sessions.

Children in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by children who do not need this support.

#### [6.6 The school's arrangements for supporting children with special educational needs in transferring between phases of education or in preparing for adulthood and independent living](#)

Within our school we work closely with the educational settings used by the children before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

We also contribute information to a child's onward destination by providing information to the next setting.

## **7. Roles and Responsibilities:**

### **7.1 The SENCO**

At The Churchill School the SENCO is Mrs Jodie Wilson, who can be contacted via the school office on 01303 893892 or directly via email at [senco@churchill-hawkinge.kent.sch.uk](mailto:senco@churchill-hawkinge.kent.sch.uk)

#### **Key SENCO Responsibilities as listed in the SEN Code of Practice 2015 are:**

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

### **7.2 Teachers:**

Quality first teaching, and adaptive teaching practices is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Therefore, every 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
- Ensure they follow our SEND policy and the SEN information report
- Communicate with parents regularly

### 7.3 Children:

When a child has been identified to have special educational needs because special educational provision is being made for him or her, the child will be consulted about and involved in the arrangements made for them as part of our planning assertive mentoring system. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

### 7.4 Parents:

All parents of children at The Churchill School are invited to discuss the progress of their children on two occasions a year and receive an annual written report. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all children will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the child has a special educational need. All such provision will be recorded, tracked and evaluated on a SEN Review Form which will be shared with parents three times per year.

If following this, normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the child will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of children with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the child. Information will be made accessible for parents.

All attendees of meetings held at The Churchill School regarding a child must be approved by the school in advance. Advocates should maintain an emotionally neutral position and must be either a family member, friend or from a non-profit organisation. The Churchill School recommends using the Kent iASK service [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

### 7.5 The Governors

The governing body are responsible for ensuring that they and the school engage with the following bodies:-



- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with the specialist teaching service to access nurture services
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's Balanced System with the Speech and Language Therapy Services
- Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCo eg NAS, SENCo forum, NASEN etc

As mentioned previously, the SEND link governor will meet with the SENCo at regular intervals throughout the academic year to 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. Additionally, the link governor will work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in our school.

## **8. Expertise of training**

Through monitoring and evaluating our provision the SENCo, with the headteacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or appraisal objectives. Staff who attend further courses will feedback on courses attended through Teacher Meetings or Teaching Assistant meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCo. The SENCo will attend appropriate courses as they arise and attend regular meetings for Kent SENCo's to keep up-to-date with new legislation. Teachers and TAs will be given training and/or support to support the various SEN pupils in their charge. Weekly staff/TA meetings will deal with any SEN matters arising. Governors will be invited to attend and participate in school-based training.

## **9. SEN info 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.

## **10. Links with other professionals**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists

- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

At key phase transition points, we work closely with other educational settings used by our pupils to ensure the transfer is as seamless as possible. We have established links with our local Preschool settings and meet with them annually to discuss all children transferring to us. The Early Years teachers carry out home visits and collaborate with any relevant practitioners. Transfers to Secondary Schools are planned and supported by meetings and visits from their staff and all records are passed onto them.

### [10.1 Information Advice and Support Kent \(iask\)](#)

This service provides free and confidential, information and advice, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

### [10.2 The Local Offer](#)

The local authority's local offer is published on the school website. Follow the link to parents, SEND, link with local offer. Parents without internet access should make an appointment with the SENCo for support to gain the information they require.

The Children and Families Act 2014 requires the Local Authority and schools to publish, and keep under review, information about services available to families in their local area for children and young people with special educational needs and disabilities (SEND) aged 0-25.

The local Authority refers to this as the 'local offer'. The aim of the offer is to support young people towards their independence to adulthood. It will help children and their parents to understand the range of services and provision available in the local area and supports children to fulfil their potential making sure that they are included at every opportunity.

Further details are available at:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

## **11. Accessibility arrangements**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

All clubs, trips and activities offered at our school are available to children with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the child in the activity.

## **12. Complaints**

The normal arrangements for the treatment of complaints at The Churchill School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teacher, SENCo, Headteacher or the SENCo Assistant to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

## **13. Monitoring**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section two. We will evaluate how effective our SEND provision is, how early identification of SEN impacts on progress and attainment and whether our SEND children feel safe, valued and included in our school community. Furthermore, we will use feedback and comments from all stakeholders to make further improvements.

This policy will be reviewed by the SENCo annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.