

TRUST Policy	SEND Policy				
Approved by	LAC	Issue date	Sept 25	Review Date	Sept 26
audience	Trustees		Staff	pupils	
	Local Academy Council		Parents	General public	

SEND Policy

2025 – 2026



CHURCH EATON
PRIMARY SCHOOL

Our School

Our School Vision

At Church Eaton Primary, our curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. By the time our pupils leave Church Eaton our children will understand that:

They are part of a small rural **community** with a very long and immensely proud history.

They are also part of an enormous **diverse** wider world that will provide endless opportunities.

They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (**social mobility**).

First hand experiences will provide our children with the opportunity to see how their actions influence the world inside and beyond their school community. They will become resilient and resourceful learners, who are respectful and tolerant of others and will be encouraged to overcome any obstacle that they face by recognising rights and responsibilities, asking questions, solving problems, and 'owning' their choices.

September 2025 Information

Church Eaton Primary currently has 74 children on role.

There are currently 15 children on SEND register with a range of needs from universal to specialist. (20% compared to last year 22% a decline of 2%)

3 children (4%) have a diagnosis of need, that can be accommodated through quality first teaching (universal needs)

3 children (4%) have a diagnosis of need that requires targeted interventions through QFT and support planned by CT. (targeted need)

7 children (9%) have a significant and complex need that requires support over and above in class provision. (Specialist need)

2 children that have an EHCP (3%) and a SEND Support Provision Plan.

Policy introduction

The SEND policy (Special Educational Needs and Disabilities) is designed to ensure that children and young people aged 0 to 25 with special educational needs or disabilities receive the support they need to achieve the best possible educational and life outcomes.

The main goals are to:

- Identify needs early and provide timely support.
- Promote inclusive education, ensuring children with SEND can learn alongside their peers.
- Empower families and young people to participate in decisions about their support.
- Coordinate education, health, and care services through a unified approach.
- Ensure accountability of local authorities, schools, and health services in delivering appropriate support.

Key Legislation the SEND Policy Complies with:

- Children and Families Act 2014 - This is the cornerstone of the current SEND framework. It emphasizes person-centred planning and the involvement of children, young people, and their families in decision-making.
- SEND Code of Practice: 0 to 25 years - This statutory guidance supports the implementation of the Children and Families Act 2014. It outlines the duties of local authorities, schools, and other bodies in identifying and supporting children with SEND.
- The Special Educational Needs and Disability Regulations 2014 -These regulations provide the detailed legal framework for assessments, EHC plans, reviews, and the rights of parents and young people.
- Equality Act 2010 - Ensures that children and young people with disabilities are not discriminated against and have equal access to education and services.

Other relevant school policies which are linked to the SEND Policy.

- Accessibility Plan
- Equalities and Diversity Policy
- Supporting Children with Medical Needs Policy
- Safeguarding Policy
- Behaviour Policy
- Positive Handling Policy
- Teaching and Learning Policy
- Complaints Policy

Policy development and implementation

The Headteacher works with the SENCo to develop the SEND policy, information report and provision within the school. The SEND policy was developed through a collaborative and consultative process, involving a wide range of stakeholders to ensure it reflects the needs and rights of our children and young people with special educational needs and disabilities.

Stakeholders include:

- Parents and carers
- Children and young people with SEND
- The Trust board
- Local authorities
- Health and social care professionals
- Charities and advocacy groups

Feedback from these consultations directly influenced the structure and content of the policy.

The Headteacher has overall responsibility for the provision and progress of learners with SEND. The Headteacher will provide governors with updates on the SEND provision, and will review the policy annually.

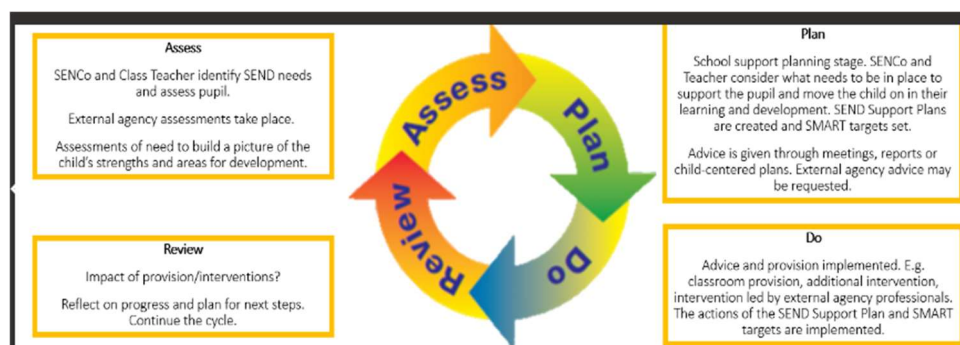
The SENCo will work with the Headteacher to put into place the SEND policy and information report, offering specialist advice starting from their own SEND training and qualification. They will co-ordinate the academy's SEND provision. They will work with class and subject teachers to put support into place and to monitor pupil progress. They (or the Headteacher) will liaise with external agencies who are supporting individual children. They will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.

Class and subject teachers are responsible for the progress and development of every student in their class and will work with the SENCo and TAs to ensure the "assess plan do review" cycle is appropriately implemented to support any student with SEND. See below for more information on this.

The Trust Board will monitor and support policy implementation by overseeing strategic SEND matters across the Trust's academies, including fulfilment of all statutory requirements.

Identifying and Assessing Need

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated response – assess, plan, do, review.



Roles and responsibilities	<p>The principle that underpins this section is that all teachers are teachers of Special Educational Needs, and therefore responsible and accountable for progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff. Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved: Local authority, school, parents/carers, children's services and all other agencies.</p> <p>See SEND information report for further details.</p>
Admissions	<p>Schools in the UK must respond to the requirements of the Special Educational Needs and Disability (SEND) legislation, particularly the Children and Families Act 2014 and the Equality Act 2010, when managing admissions. These laws ensure that children with SEND are not discriminated against and have equal access to education.</p> <p>Please see the admissions policy.</p>
Staff training	<p>Our SENCo is Mrs Millard. She is a fully qualified and experienced teacher who is currently completing her NPQSEN (due to qualify in May 2026).</p> <p>All our teachers are also fully qualified and receive continuing professional development, including training about Special Educational Needs throughout their teaching careers.</p> <p>The SENCo provides advice and guidance to staff that has a measurable impact on outcomes.</p> <p>Our Teaching assistants also receive continuing professional development and support from class teachers and the SENCo. Professional development opportunities for teachers and teaching assistants have included: Intervention training, Precision teaching training, Direct instruction training, Reading/ Spelling support training, nurture group training.</p> <p>We work closely with external agencies, relevant to each individual child's needs. These currently include paediatricians, speech and language therapists, occupational therapists, educational psychologists, autism outreach team, GPs, school nurse, family support and other social services.</p>
Monitoring and evaluating the policy	<p>Effective monitoring and evaluation are essential to ensure that the SEND policy is being implemented consistently and that it delivers positive outcomes for children and young people with special educational needs and disabilities.</p> <p>Monitoring and evaluation Methods include</p> <ul style="list-style-type: none"> • Termly SENCO Reports to Governors - These reports summarise SEND provision, pupil progress, and any challenges or developments. • Annual SEND Policy Review - The policy is reviewed annually by the SENCO and senior leadership team, with input from staff, parents, and governors. • Ofsted Inspection Feedback - External inspection outcomes are used to evaluate the school's SEND provision and inform improvement planning.

**Schools are
also required to
produce an**

The SEND Information Report is a statutory document that outlines how Church Eaton identifies, supports, and monitors pupils with Special Educational Needs and Disabilities (SEND).

Please see SEND information report.