



Christ Church Academy

Part of the Key Educational Trust

Special Educational Needs and Disability and Inclusion Policy

2025-2027

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To be a learning community that provides excellence in education for the whole person – a place where all can flourish. We believe that: “I can do all things through Christ who strengthens me.”

[Philippians 4:13](#)

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Special Educational Needs and Disability and Inclusion Policy

A child is said to have SEND (known as AEN, additional educational needs, in school following pupil voice) if they:

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

At Christ Church Academy we believe in the entitlement of all pupils to a broad and balanced education based on the National Curriculum. We are committed as a school to provide appropriately differentiated provision, so that the needs of all pupils are addressed, and their potential fulfilled. Our vision is to be a learning community that provides excellence in education for the whole person – a place where all can flourish. We believe that: "I can do all things through Christ who strengthens me."

It is our intention, wherever possible, to gain the views both of the pupils with individual or special needs and their parents and to work in close partnership with them at all stages of assessment, planning, teaching and reviewing and to record carefully and objectively, outcomes and progression.

We believe that:

- Every pupil is entitled to a broad and balanced curriculum in which we strive for excellence in education for all under the conviction that all things are possible through Christ.
- Children who are identified with AEN and disability have their needs met to the best of our ability.
- All pupils should be encouraged, valued and accepted as valued children of God whatever their individual need.
- Children with AEN are included and encouraged in all aspects of the school
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Parents have a valuable contribution to make towards their child's development and learning. We need to ensure there is effective communication between home and school.
- Every pupil has an equal opportunity to study the subjects in which they will achieve success. These pupils should be fully involved in decisions which affect their education.
- Effective partnerships need to be developed with outside agencies.

The school recognises that many pupils at some point in their school career have additional educational needs which may require support. The existing resources within the

school can often provide this extra support within the classroom through quality teaching, differentiation and reasonable adjustments being made without the need for the child to be placed on the AEN register. A diagnosis of an additional need will not always result in the child being placed on the AEN register unless there are provisions that cannot be accommodated without this happening.

Arrangements are made to identify and provide for these needs as part of the normal teaching process.

All children are individuals and as such have individual needs. "Special Needs" constitute one form of individual need where support is needed to assist the student's learning and overcome potential barriers to learning. The school believes in entitlement to the curriculum rather than exclusion from it. We recognise that school support structures must be based on flexibility rather than rigidity.

The success of the school's AEN policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Provision Maps.

The Role of the SENDCO

The SENDCO, in collaboration with the Principal and governing body, plays a key role in helping to determine the development of the SEND policy and provision in the school to raise the achievement of AEN pupils. The key responsibility of the SENDCO may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Liaising with and advising colleagues
- Managing the AEN Teaching Assistant
- Co-ordinating provision for pupils with AEN
- Overseeing the records of all children on the AEN register
- Liaising with parents of pupils with special needs or who have concerns regarding their child's access to learning
- Contributing to the in-service training of staff
- Liaising with external agencies where available which may include; LEA support services, Autism Inclusion, health and social services, parent support, Educational Psychologists. Agencies privately commissioned by parents will be included in this but recommended provisions may not be made if they don't match with observations and assessments already completed in school or if they cannot be accommodated without a negative impact being made on the provisions received by other students as a result.
- Take the lead and prepare for annual and transfer reviews
- Preparing reports for external assessment teams

- Co-ordinating the completion of pupil passports and APDR graduated response where appropriate. (See Appendix 1 – Graduated response)
- Overseeing the arrangements made for AEN pupils during transition from Y4 to Y5 and Y8 to Y9.
- Co-ordinating, monitoring and evaluating interventions
- Organising and/or conducting specialist assessments
- Liaising with teaching staff.

Inclusion Policy

Inclusion instead Of Exclusion

It is the Vision of the school community that an excellent education is offered to all, for the whole person, so that all may flourish. Every child should enjoy and participate within the curriculum and activities that the school provides. There are occasions when issues prevail when a youngster cannot settle and distracts others from their learning or participation. When a pupil's behaviour, through action or language, is impacting negatively on their own and others' progress, it may be necessary to provide space for the child, member of staff and the class, so that all pupils continue to learn effectively in line with our Vision.

Inclusion is concerned with minimising barriers to learning and increasing participation in school. This is especially relevant for the pupils requiring curriculum support and may also include the monitoring and support of other groups of pupils such as looked after children.

If a child is constantly experiencing difficulties, outside agencies may be brought in, to support them and the school. Additional agencies may be requested come into school to observe and talk to children.

Children may be given the opportunity to attend short workshops, run by the school, in impulse control, effective team work or self-esteem to develop their own strategies for coping in a variety of situations.

SEN Policy – Cognition and Learning

Dyslexia

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

Characteristic features of dyslexia are difficulties in:

- **Phonological awareness, verbal memory and verbal processing speed.**
- **Dyslexia occurs across the range of intellectual abilities.**
- **It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.**
- **Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.**
- **A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention. (Source - Rose Review , Identifying and teaching children and young people with dyslexia and literacy difficulties - 2009)**

National Dyslexia Association

Christ Church Academy is guided by the Inclusion Development Programme: Teaching and supporting pupils with dyslexia document.

If specific interventions are required which cannot be met by teacher differentiation they may appear on the AEN register. These children are identified as SpLD with strategies outlined for staff information. The AEN register is also broken down by need so that teaching staff can readily identify those children with dyslexia.

All children in school will have their reading and spelling assessed regularly as part of the English curriculum and this will enable us to measure progress and identify any concerns in these areas. Staff with additional concerns regarding a student will discuss these with the AEN department who will arrange for additional assessments to be completed. From the results of these tests the school will be able to identify if a student has a probability of dyslexia and at what level. The results will be discussed with all parties concerned and if appropriate additional support strategies will be implemented.

To support students:

- Teachers are offered training and updates when appropriate.
- Staff meetings include updates on strategies to support the identification on additional needs and how to support these in the classroom.
- White boards have a tinted background facility.
- Each classroom has been equipped with numeracy and literacy boxes, with basis equipment, to support all children.

- Teachers are requested to display subject specific words on their working walls as well as everyday spellings, to assist children in their writing and visual displays are prominent.
- Coloured overlays are available for students who may benefit. Once the correct colour has been identified pupils will be issued with their own overlay.

Moderate Learning Difficulties

Moderate Learning Difficulties (MLD) will be identified on the AEN register with strategies for supporting the child. Moderate learning difficulties may be varied with no actual diagnosed cause, however if a child is having difficulties with basic skills or not making expected progress, we will consult with the parents and make sure these children have the support necessary, to make progress at their own pace.

Literacy across the curriculum is a whole school focus so the improvement of literacy skills for all pupils lies with all staff.

SEN Policy – ASD

Autism is a lifelong developmental disability that affects how people perceive the world and interact with others.

Autistic people see, hear and feel the world differently to other people. If you are autistic, you are autistic for life; autism is not an illness or disease and cannot be 'cured'. Often people feel being autistic is a fundamental aspect of their identity. Autism is a spectrum condition. All autistic people share certain difficulties but being autistic will affect them in different ways. Some autistic people also have learning disabilities, mental health issues or other conditions, meaning people need different levels of support. All people on the autism spectrum learn and develop. With the right sort of support, all can be helped to live a more fulfilling life of their own choosing.

The National Autistic Society

Autism Inclusion Team

Within the resources available to the school, provided by the local education authority, is the Autism Inclusion Team.

Once an official diagnosis has been reached the school is able to refer children to the Autism Inclusion Team (AIT) if parents agree to this.

The team of autism specialists are attached to an area, providing consistency through support from early years up to high school. The team are available for annual and transfer reviews, parent/teacher drop-in sessions and regular catch up sessions with the children. In addition, they offer training and advice where necessary.

CYP Autism service/CAMHS

If there are concerns regarding a student, either with or without a diagnosis, a referral could be made to either one of these organisations. This can be done either through a GP referral or, with parental consent, through the school.

CYP Autism service and Child and Adolescent Mental Health Services (CAMHS) will offer support to children and their families through, outreach, patient and family appointments, assessments and in addition, can offer training to schools.

After appointments with the child and parents a report will be provided to inform the school of developments, concerns and strategies that can be put in place, to support the pupil.

With consultation with these outside agencies, parents, previous school and the child themselves, we are able to offer a range of provision to support our ASD children.

Other Outside Agencies

Where necessary, other outside agencies are accessed for support:

Speech and Language Therapists
SENDIASS

The ASD student's academic progress will be monitored through the school's reporting system and termly progress data.

A student's social progress may also be monitored in cases where a young person has difficulty in making and keeping friendships. The school will offer short courses in anger management, effective group work skills, social skills and self-esteem which may help day to day life.

The school recognises that the ASD child may have a variety of triggers due to their sensitivity to their surroundings. Teachers will be made aware of these, along with strategies to support the student, through the AEN register and AEN files. Some children will have specific strategies which need to be clearly identified. These will be produced the student's pupil passport. It is expected that all children will follow the school rules though small adaptations can be made to accommodate some children.

Christ Church Academy will support children with a diagnosis of ASD to the best of our ability.

SEN Policy – Additional needs

Physical Disabilities

Christ Church Academy is an inclusive school which accepts for admission children with most disabilities. Due to the age of the building however, there are limited facilities for wheelchair users. A child with any physical and/or medical needs will have a care plan put in place which has been agreed with the school, parent and where necessary, the school nurse, and physical or occupational therapist. Any advice or concerns regarding support, can be discussed and/or referred to the Physical Disability Assessment unit at Black Friar's school.

Specialist equipment, where necessary, can be acquired or bought in and a TA with knowledge and training may be identified to work closely with an individual child. In some circumstances the local authority may be required to provide a dedicated support worker for a child, dependent upon their needs and EHC plan.

Hearing Impairment

Children with hearing impairment will be accommodated depending upon the severity of their lack of hearing. It may be necessary to designate a member of staff to be responsible for hearing aids, batteries, hearing loops or cochlear implants. This will be agreed and recorded through a care plan with input from the parent/carer, school, student and hearing-impaired services if appropriate.

A student may require specialist support in the form of visits from the Teacher of the Deaf. These visits are facilitated in school and advice given is passed to staff working with the pupils so that needs can be met within the classroom.

Speech, Language and Communication Need

Children who have difficulty with SLCN may already have, or be referred for, support from the local Speech and Language Therapists in consultation with the parents. The team will identify the difficulties encountered by the child and strategies will be implemented by the school through intervention group work with a TA.

The interventions and progress will be monitored by the school, parents and speech and language therapist until it is assessed that the child's speech and language needs no longer impact on their academic progress. If the intervention does not enable the child to make adequate progress and concerns persist, the school may negotiate involvement of the educational psychologist with the parent's consent.

SEN Policies – Support and Interventions

Interventions

Intervention is put in place for those children with the most need of developing basic skills. These interventions focus on literacy, writing, speech and language, comprehension and fine motor skills. Pupils will be extracted from 20-minute segments of lesson time up to 3 times a week after consultation with parents/carers and subject staff.

Interventions will be monitored, evaluated and progress measured, to ensure it is effective and appropriate for the children's needs. When the children have developed their basic skills to a level above the SEN intervention criteria the intervention will cease but student progress will continue to be monitored.

Interventions included are:

- Multi-sensory teaching
- SNIP
- Marion Walker spelling scheme
- SLCN colour coding
- Looking and thinking skills
- Memory skill development
- Plus 1/Power 2
- Precision teaching
- IDL
- Paired/Shared reading
- Talkabout

Appendix 1

Graduated response

