



<b>Policy Document:</b>	SEND (Special Educational Needs & Disabilities)
<b>School's Lead Member of Staff:</b>	SENDCo
<b>Governor Monitoring:</b>	Full Governors
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<b>Chair of Governing body signature:</b>	

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# **Special Educational Needs and Disability (SEND) policy**

## **EXECUTIVE SUMMARY**

This policy sets out the school's approach to identifying, supporting and reviewing provision for pupils with special educational needs and disabilities (SEND), including pupils with Education, Health and Care Plans and those receiving SEND Support.

The policy applies across the whole school, including Early Years provision, and should be read alongside related policies covering safeguarding, medical needs, accessibility, admissions and complaints.

## **Aims and principles**

The policy affirms the school's commitment to inclusive practice and high expectations for all pupils including those in Early Years. Pupils with SEND are supported to access a broad, balanced and appropriately adapted curriculum and to participate fully in school life. The policy emphasises early identification of need, removal of barriers to learning and preparation for successful transition to the next stage of education.

These principles apply equally in Early Years, where identification and support are developmentally appropriate and informed by ongoing observation and assessment.

## **Roles and responsibilities**

The policy defines the respective roles of:

- governors
- the Head Teacher and senior leaders
- the SENDCo
- class teachers
- support staff
- parents and carers.

Clear lines of responsibility are set out to support consistency, accountability and effective communication.

## **Identification of SEND**

The policy sets out how SEND may be identified through:

- high-quality teaching and ongoing assessment by teachers/Early Years practitioners
- monitoring of progress and attainment over time
- professional judgement informed by evidence
- partnership with parents and, where appropriate, external professionals.

The policy recognises that SEND may be identified before compulsory school age, identification in Early Years does not depend on a diagnosis, slow progress or low attainment does not automatically indicate SEND and that identification decisions are based on evidence gathered over time.

## **Graduated approach to support**

The policy describes the graduated approach used to support pupils with SEND through the four-stage cycle of: Assess, Plan, Do, Review.

This approach applies across the school, including Early Years, and is implemented in a developmentally appropriate way. Provision is reviewed regularly to evaluate impact and inform next steps.

### **Transitions**

The policy sets out arrangements to support pupils with SEND at key points of transition, including:

- entry into Early Years and Reception
- transitions between classes and phases
- preparation for Key Stage 4 and post-16 pathways
- transfer into or out of the school.

Transitions are planned proportionately to need and in partnership with parents and carers.

### **Safeguarding, medical needs and accessibility**

The policy recognises that pupils with SEND may be more vulnerable to safeguarding risks and confirms that safeguarding procedures apply equally to pupils with SEND. It also outlines how SEND provision is considered alongside support for pupils with medical needs and duties under the Equality Act, including reasonable adjustments and accessibility planning.

### **Monitoring, review and complaints**

The policy explains how SEND provision is monitored and evaluated to promote continual improvement. It also outlines how parents and carers can raise concerns or complaints in relation to SEND, in line with the school's complaints procedures.

### **Governance oversight**

The policy provides the framework within which governors exercise strategic oversight of SEND provision, ensuring that statutory duties are met and that provision is effective, proportionate and sustainable.

# Summary of key changes to the SEND policy

## Purpose of the review

The SEND Policy has been comprehensively reviewed to ensure:

- legal precision and compliance
- clarity of accountability
- alignment with inspection expectations
- a sustainable and defensible model of SEND provision appropriate to an independent school.

This is a significant policy revision rather than an incremental update.

## 1. Clear separation of statutory duties, statutory guidance and best practice

**Change:** The policy now explicitly distinguishes between:

- statutory duties that are legally binding on the school
- statutory guidance that the school has regard to
- advisory guidance and best practice that inform decision-making.

### Why this matters

- Reduces legal and inspection risk
- Avoids over-commitment beyond statutory requirements
- Enables proportionate, defensible decision-making by leaders and governors.

## 2. Explicit clarification of accountability for pupils with SEND

**Change:** The policy makes explicit that:

- class teachers retain ownership of progress and outcomes for pupils with SEND
- the SENDCo role is coordination, advice, monitoring and quality assurance
- SENDCo does not hold operational responsibility for individual pupils.

### Why this matters

- Aligns with statutory reality and inspection expectations
- Reduces dependency on individual roles
- Strengthens consistency and sustainability of SEND provision

## 3. Clarifying the SENDCo role

**Change:** The SENDCo role is more clearly defined as:

- strategic coordination
- professional advice and guidance
- oversight of systems, APDR and provision quality

### Why this matters

- Protects the SENDCo role from becoming operationally overloaded
- Reduces inspection risk associated with blurred accountability
- Supports effective leadership rather than case ownership.

#### **4. Strengthening and clarifying the governor role**

**Change:** The SEND governor role is explicitly framed as:

- strategic direction
- oversight and monitoring of systems and effectiveness, not specific cases
- challenge and assurance.

##### **Why this matters**

- Protects governors from inappropriate operational involvement
- Aligns with inspection expectations around governance boundaries
- Increases the value and clarity of governor challenge.

#### **5. Alignment with safeguarding, medical needs and accessibility duties**

**Change:** SEND is more explicitly linked to:

- safeguarding responsibilities
- medical needs
- Equality Act duties and reasonable adjustments.

##### **Why this matters**

- Reflects current inspection focus
- Reduces fragmentation across policies
- Strengthens whole-school understanding of vulnerability and risk

#### **6. Improved coherence, structure and usability**

**Change:** The policy has been restructured to:

- remove duplication
- clarify thresholds for SEND identification and support
- standardise terminology and expectations.

##### **Why this matters**

- Improves staff understanding
- Supports consistent implementation
- Reduces misinterpretation and complaint risk.

#### **Key governance decision**

Governors are asked to consider and agree:

- whether the clarified accountability model is appropriate and defensible
- whether the recalibration of SENDCo and teacher responsibility reflects an appropriate strategic re-direction for the school
- whether the governor role provides appropriate oversight without operational risk

Only once governors have indicated their understanding and intent will staff-facing communication and implementation planning begin.

## Special Educational Needs and Disability Policy

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The SENDCo and Admin Assistant will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school. Please expect any responses to be made within working hours and within term time.

### 1. Rationale

This policy reflects the school's statutory duties under the Children and Families Act 2014 and the Equality Act 2010, and its duty to have regard to the SEND Code of Practice: 0-25 years (2015). The SEND Code of Practice applies to all children and young people with special educational needs and disabilities, including those in Early Years provision, pupils receiving SEND Support, and pupils with Education, Health and Care Plans.

Christian Fellowship School meets its statutory obligations in relation to pupils with Education, Health and Care Plans. For pupils with special educational needs and disabilities who do not have an Education, Health and Care Plan, the school follows the graduated approach to identification and support, implemented through the four-stage cycle of Assess, Plan, Do and Review (APDR), as set out in the SEND Code of Practice.

In developing and implementing this policy, reference has been made to the following statutory and advisory guidance:

Equality Act 2010: Advice for schools, Department for Education (2013)

SEND Code of Practice: 0-25 years (2015, and any subsequent updates)

Statutory guidance on supporting pupils at school with medical conditions (2014)

Christian Fellowship School is committed to working in partnership with parents, external agencies, and the Local Authority to ensure that appropriate support and provision are in place so that pupils with SEND are able to achieve, make progress, and participate fully in school life.

For the purposes of this policy, Christian Fellowship School adopts the definitions of special educational needs set out in the SEND Code of Practice: 0-25 years and disability as set out in the Equality Act 2010. Special educational needs may be identified before compulsory school age, and the principles of early identification and graduated support apply equally within Early Years provision, including any future Nursery.

### 2. Aims and objectives

At Christian Fellowship School, we aim to enable all pupils to grow as lifelong learners, developing the unique God-given gifts of each individual. The aims for pupils with special educational needs and disabilities are the same as for all pupils: to achieve their potential academically, socially, physically, emotionally and spiritually.

Christian Fellowship School is committed to supporting pupils with SEND by removing barriers to learning, making reasonable adjustments where required, and promoting an inclusive learning environment in which all pupils are able to thrive. This commitment applies across the school, including Early Years provision and any future nursery setting.

*Our aims are to:*

- Maintain high aspirations and expectations for all pupils with SEND.
- Create an inclusive learning environment that recognises and responds to a range of needs.
- Provide a broad, balanced and appropriately adapted curriculum for pupils with SEND.
- Prepare pupils with SEND for successful transition to the next stage of their education and, where appropriate, for later adulthood.

*We seek to achieve these aims by:*

1. Having regard to the SEND Code of Practice: 0–25 years in identifying and supporting pupils with SEND.
2. Meeting statutory duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils.
3. Ensuring that class teachers remain responsible and accountable for the progress and development of all pupils, including those with SEND
4. Delivering high-quality teaching, with appropriate differentiation and adaptation to meet individual needs.
5. Identifying barriers to learning as early as possible, particularly within Early Years provision.
6. Following the graduated approach, implemented through the cycle of Assess, Plan, Do and Review, to support pupils with SEND who do not have an Education, Health and Care Plan.
7. Monitoring progress carefully and reviewing outcomes regularly to inform provision and next steps.
8. Recognising and celebrating pupils' strengths, achievements and progress.
9. Working in partnership with parents and carers, ensuring they are actively involved in identification, planning, review and decision-making.
10. Seeking advice and support from external professionals and agencies where appropriate.
11. Designating a Special Educational Needs and Disabilities Coordinator (SENDCo) to support the coordination of SEND provision and to liaise with staff, parents, and external agencies.
12. Providing appropriate advice, guidance and training for staff to support effective SEND practice.
13. Ensuring that governance arrangements include oversight of SEND provision, with a designated governor supporting and monitoring SEND within the school.

### **3. Roles and responsibilities**

#### **3.1 General principle**

All teachers at Christian Fellowship School are teachers of pupils with special educational needs and disabilities. Responsibility for the progress, development and outcomes of pupils with SEND remains with the class teacher, supported by the SENDCo, senior leaders, support staff and governors.

#### **3.2 Governors** (*Statutory governance / strategic oversight*)

The governing body has overall responsibility for ensuring that the school meets its statutory duties in relation to pupils with SEND, including duties arising from the Equality Act 2010 and, where applicable, Education, Health and Care Plans.

*Governors will:*

- Ensure that the SEND Policy is reviewed and implemented effectively.
- Support the Head Teacher in maintaining an inclusive culture with high expectations for pupils with SEND.
- Monitor the effectiveness of SEND provision at a strategic level, including through reports from the Head Teacher and SENDCo that focus on trends, effectiveness of systems, compliance and risk - not individual pupils.
- Appoint a named governor with responsibility for SEND to provide focused oversight and challenge.

*The SEND governor* fulfills this role through planned meetings with the Head Teacher and SENDCo and through appropriate monitoring activity. Governors do not have an operational role in individual pupil provision.

### **3.3 The Head Teacher** (*Statutory leadership and accountability*)

The Head Teacher has overall responsibility for SEND within the school and is accountable for ensuring that statutory duties are met and that effective systems are in place.

*The Head Teacher is responsible for:*

- Promoting an inclusive school culture with high aspirations for all pupils.
- Ensuring high-quality teaching (Quality First Teaching) across the school through monitoring and evaluation.
- Ensuring compliance with relevant legislation, including the Equality Act 2010 and duties relating to Education, Health and Care Plans.
- Overseeing systems for the identification, monitoring and review of pupils with SEND.
- Ensuring appropriate staffing, training and professional development to support effective SEND practice.
- Ensuring that Education, Health and Care Plans are implemented and reviewed annually where the school is named.
- Reviewing the effectiveness of the SEND Policy and reporting on SEND provision to governors.

### **3.4 The SENDCo** (*Coordination, advice and quality assurance*)

The SENDCo is responsible for coordinating SEND provision across the school and supporting staff to meet the needs of pupils with SEND.

*The SENDCo will:*

- have a secure understanding of relevant legislation and guidance, including the SEND Code of Practice
- coordinate the identification of pupils with SEND and advise staff on the graduated approach (Assess, Plan, Do and Review)
- maintain the SEND register and advise on appropriate coding for census and internal records
- provide professional advice and guidance to teachers on planning, adaptation, outcomes and review
- coordinate SEND provision and monitor its effectiveness, including through provision mapping and review of APDR cycles

- coordinate the development, implementation and review of one-page profiles for pupils on the SEND register, working in collaboration with class teachers, pupils and parents or carers.
- lead, plan, deliver and coordinate SEND-related professional development for staff, informed by pupil needs, whole-school priorities and statutory requirements
- liaise with external professionals and agencies and coordinate referrals where appropriate
- carry out and coordinate assessments to identify needs and monitor progress, including classroom observation and review of evidence, and undertake specialist assessments where appropriately qualified and accredited to do so, including in-house dyslexia assessment.
- ensure that assessment findings are used to inform teaching, support planning and review
- liaise with Local Authorities in relation to pupils with Education, Health and Care Plans and coordinate statutory review processes
- liaise with the Exams Officer to support arrangements for pupils requiring exam access arrangements
- support transitions into, within and beyond the school
- report to the Head Teacher and governing body on SEND provision, outcomes and areas for development.

The SENDCo does not replace the responsibility of teachers for pupils' learning and progress.

### **Education, Health and Care needs assessment and plans**

The SENDCo plays a central role in guiding and supporting pupils, parents and staff through the Education, Health and Care (EHC) needs assessment process.

Where a pupil continues to make less than expected progress despite sustained and purposeful support through the graduated approach, the SENDCo works with the class teacher and parents or carers to consider whether a request for an EHC needs assessment is appropriate.

*In supporting this process, the SENDCo will:*

- ensure that the graduated approach (Assess, Plan, Do and Review) has been implemented effectively and over time
- support staff in gathering, organising and presenting clear evidence of needs, provision and outcomes
- advise parents and carers on the purpose, stages and possible outcomes of an EHC needs assessment
- coordinate the school's contribution to a request for assessment, where the school is the requesting body
- liaise with the Local Authority and external professionals as required during the assessment process
- ensure that the pupil's views are captured and reflected in line with age and understanding.

The SENDCo does not determine whether an Education, Health and Care Plan is issued. Decisions about assessment and plan issuance are made by the Local Authority in accordance with statutory criteria.

Where an Education, Health and Care Plan is issued and the school is named, the SENDCo coordinates its implementation, supports staff in delivering the provision

specified in Section F, and ensures that statutory review processes, including Annual Reviews, are completed.

The SENDCo also supports parents and carers in understanding review processes and transition planning, particularly at key points of change.

The SENDCo does not replace the responsibility of teachers for pupils' learning and progress.

### **3.5 Teachers** *(Primary responsibility for progress and outcomes)*

All teachers are responsible and accountable for the progress and development of pupils with SEND in their class, group or subject.

Teachers will:

- Plan and deliver lessons that are appropriately adapted, including making reasonable adjustments where required.
- Assess pupils' progress and identify barriers to learning.
- Implement and review the graduated approach through Assess, Plan, Do and Review.
- Set, review and evaluate outcomes for pupils with SEND.
- Direct and manage the work of teaching assistants and learning support assistants.
- Liaise with the SENDCo and external professionals where advice or support is required.
- Communicate regularly with parents and carers about progress and provision.
- Plan for and support transitions between classes, phases and settings.
- Attend relevant training and professional development.

### **3.6 Teaching Assistants (TAs) and Learning Support Assistants (LSAs)**

*(Support under teacher direction)*

Teaching Assistants and Learning Support Assistants work under the direction of the class teacher and support the implementation of planned provision.

*Teaching Assistants will:*

- Support pupils individually or in small groups as directed by the teacher.
- Deliver adaptations and interventions planned by the teacher.
- Provide feedback to the teacher on pupils' engagement and progress.
- Support positive behaviour and learning routines.
- Record outcomes of interventions where required.

*Learning Support Assistants supporting pupils with an EHCP will:*

- Be familiar with the pupil's EHCP and planned outcomes.
- Support the implementation of provision specified in the EHCP under teacher direction.
- Support access to learning, communication and participation.
- Provide feedback to the teacher and SENDCo to inform review and annual review processes.
- Support personal care and medical needs where required and agreed.

Support staff do not replace teacher assessment, planning or accountability.

### **3.7 The Exams Officer (Examination access arrangements and compliance)**

The Exams Officer is responsible for the administration, coordination and compliance of examination arrangements in line with JCQ regulations.

*The Exams Officer will:*

- work in close liaison with the SENDCo to support the implementation of access arrangements based on evidence of need and normal way of working
- ensure that access arrangement applications are completed accurately and submitted within JCQ and awarding body deadlines
- maintain and organise all access arrangement documentation and evidence files, ready for inspection by JCQ or awarding body representatives
- support the SENDCo in entering access arrangements into *Access Arrangements Online* as required and ensure evidence requirements are met
- organise timetabling, rooming and seating plans for candidates with approved access arrangements
- brief invigilators and facilitators on their roles, responsibilities and the specific requirements of access arrangements in examinations
- ensure candidates are informed about their approved access arrangements and how these will be delivered during assessments
- ensure examination administration complies with JCQ *General Regulations for Approved Centres, Access Arrangements and Reasonable Adjustments, Instructions for Conducting Examinations* and other relevant JCQ documentation

The SENDCo remains responsible for the professional judgement, identification, evidence gathering and decision-making relating to access arrangement eligibility. The Exams Officer's role is to support implementation, administration and compliance.

### **3.8 Parents and carers**

Christian Fellowship School values the role of parents and carers as partners in supporting pupils with SEND.

Parents and carers are encouraged to:

- Share information about their child's needs.
- Engage in discussions about progress, provision and outcomes.
- Contribute to APDR reviews and, where applicable, EHCP reviews.
- Support learning and attendance.
- Work collaboratively with the school and external professionals.

## **4. Identifying Special Educational Needs and Disabilities**

At Christian Fellowship School, we recognise the importance of the early identification of pupils who may experience difficulties in accessing learning or in their personal, social or emotional development.

The identification of SEND begins with high-quality teaching and assessment by the class teacher. Before the SENDCo becomes involved, teachers are expected to use regular assessment, monitoring and observation to identify pupils who are making less than expected progress, given their age and individual circumstances.

Less than expected progress may be characterised by progress which is:

- significantly slower than that of peers starting from the same baseline
- failing to match or better the child's previous rate of progress

- failing to close the attainment gap between the child and their peers
- widening the attainment gap

Teachers are responsible for responding to these indicators through adaptation, differentiation and the graduated approach, implemented through Assess, Plan, Do and Review (APDR). Where concerns persist despite these measures, teachers will seek advice from the SENDCo.

Slow progress and low attainment do not necessarily indicate the presence of special educational needs and should not automatically lead to a pupil being recorded as having SEND. Equally, attainment in line with or above chronological age does not preclude the possibility of a learning difficulty or disability. Some difficulties occur across the range of cognitive ability and, if left unaddressed, may result in frustration, disengagement from learning, or emotional or behavioural difficulties.

The school works in partnership with parents and carers and recognises the importance of listening to concerns about a child's development and progress. Parental views are considered alongside professional judgement and evidence from assessment and review.

The SEND Code of Practice (2015) identifies four broad areas of need, which include a range of more specific needs:

- *Communication and Interaction*, including speech, language and communication needs and autism
- *Cognition and Learning*, including specific, moderate, severe and profound learning difficulties
- *Social, Emotional and Mental Health*, including emotional regulation and underlying mental health needs
- *Sensory and/or Physical Needs*, including hearing, vision and physical impairment.

Identification of SEND does not automatically result in placement on the SEND register. Decisions about recording SEND status and appropriate coding are informed by assessed need, provision required, and review over time.

Under the Equality Act 2010, the school has a statutory duty to make reasonable adjustments for disabled pupils. This duty applies regardless of whether a pupil is recorded as having SEND and is met primarily through effective classroom practice and adaptation by teachers.

## 5. Graduated approach

Christian Fellowship School is committed to providing high-quality teaching (Quality First Teaching) for all pupils. For many pupils, this will be sufficient to enable them to make good progress and achieve expected outcomes.

Where a pupil is identified by the class teacher as making less than expected progress, teachers respond first through adaptation, differentiation and personalised teaching, making reasonable adjustments as required. High-quality teaching, adapted to meet individual needs, is the first step in responding to pupils who have, or may have, special educational needs.

Class teachers remain responsible and accountable for the progress and development of all pupils in their class. Where concerns persist, teachers use the graduated approach, implemented through Assess, Plan, Do and Review (APDR), to identify barriers to learning, plan appropriate support, implement strategies, and review impact.

As part of this process, teachers will:

- discuss concerns and planned support with parents and carers
- seek advice from the SENDCo where appropriate
- monitor and evaluate the pupil's response to support over time

The SEND Code of Practice (2015) makes clear that pupils should only be identified as having SEND where they do not make adequate progress despite high-quality teaching, targeted support and appropriate adjustments.

Where evidence gathered through the graduated approach indicates that a pupil requires provision that is additional to or different from that generally provided, the pupil may be recorded as receiving SEND Support. Decisions about placement on the SEND register are informed by evidence from APDR cycles and are made in partnership with parents and carers.

For pupils receiving SEND Support:

- a one-page profile may be used to summarise needs, strengths and strategies
- outcomes are agreed and reviewed termly
- additional support or targeted interventions may be provided
- progress is reviewed regularly through the APDR cycle.

Some pupils may require advice or input from specialist professionals. In such cases, and with parental consent, the school may seek support from internal specialists or external agencies. This advice is used to inform teaching, support planning and review.

Where a pupil continues to make less than expected progress despite purposeful and sustained support through the graduated approach, the school may, in partnership with parents and carers, request an Education, Health and Care (EHC) needs assessment from the Local Authority. This process draws together educational, health and social care advice and may result in the issuing of an Education, Health and Care Plan (EHCP).

Pupils with an EHCP remain the responsibility of the class teacher. Provision specified in the EHCP is implemented through high-quality teaching, targeted support and, where appropriate, additional resources. Progress towards EHCP outcomes is monitored through regular review and an Annual Review.

Decisions about whether a pupil continues to require SEND Support, and therefore remains on the SEND register, are reviewed regularly in partnership with parents and carers.

## **6. Early Years SEND provision**

Christian Fellowship School recognises the importance of early identification and support for children with special educational needs and disabilities in Early Years provision.

For children in Early Years, including any future Nursery setting, SEND identification and support are informed by:

- ongoing observation and assessment
- development against the Early Years Foundation Stage (EYFS) framework
- partnership with parents and carers
- advice from health and early years professionals where appropriate

The graduated approach applies in Early Years in a developmentally appropriate way, with support focused on communication, interaction, physical development, emotional regulation and learning through play.

Identification of SEND in Early Years does not require a medical diagnosis. Decisions are based on evidence over time and professional judgement, informed by assessment and review.

Where concerns persist despite appropriate support, the school may seek advice from specialist services or, in partnership with parents and carers, request an Education, Health and Care needs assessment in accordance with statutory processes.

Transition from Early Years provision into Reception is planned carefully, with enhanced transition arrangements where required.

## **7. Monitoring and evaluation of SEND**

Monitoring and evaluation of SEND provision are used to promote continual improvement in teaching, support and outcomes for pupils with SEND.

The effectiveness of SEND provision is monitored through:

- evaluation of the quality of teaching and learning, including the effectiveness of adaptation and reasonable adjustments
- review of pupils' progress and outcomes through the graduated approach (Assess, Plan, Do and Review)
- analysis of attainment and progress data for pupils with SEND and other vulnerable groups
- evaluation of the impact of targeted support and interventions over time

*Class teachers* are responsible for monitoring the progress of pupils with SEND in their classes and for reviewing outcomes through APDR cycles. Where progress is not as expected, provision is adjusted and further advice sought.

*The SENDCo* supports this process by:

- collating and analysing information about SEND provision and outcomes
- advising on the effectiveness of support and interventions
- identifying patterns, strengths and areas for development.

*The Head Teacher* has overall responsibility for evaluating the effectiveness of SEND provision across the school and for ensuring that appropriate action is taken where improvements are needed.

The Head Teacher and SENDCo report regularly to the governing body on SEND provision and outcomes. Reports focus on the effectiveness of systems, trends over time, and areas for development.

The named SEND governor meets with the Head Teacher and SENDCo as part of their strategic oversight role and provides appropriate support and challenge. Governors do not have an operational role in the monitoring of individual pupils.

The SEND Policy is reviewed regularly to ensure it remains effective, compliant and aligned with the school's strategic priorities.

## **8. SEND and safeguarding intersection**

Christian Fellowship School recognises that pupils with special educational needs and disabilities may be more vulnerable to safeguarding risks, including bullying, peer abuse, exploitation and difficulties in communicating concerns.

Staff are aware that behaviours associated with SEND may sometimes mask safeguarding concerns. Safeguarding considerations are therefore integrated into SEND planning, monitoring and review.

The school's safeguarding procedures apply equally to pupils with SEND. Staff receive training to support effective communication, appropriate recording and timely escalation of concerns.

This policy should be read alongside the school's Safeguarding Policy.

## **9. Transition**

Effective transition arrangements are essential in supporting pupils with SEND to make continued progress academically, socially and emotionally. Christian Fellowship School seeks to ensure that transitions are well planned, proportionate to need, and focused on building pupils' confidence, independence and resilience.

Transition planning for pupils with SEND is led by class teachers and phase leaders, supported by the SENDCo as appropriate.

### **9.1 Entry to Reception and EYFS**

Parents of prospective EYFS pupils are encouraged to attend visits and transition activities to support familiarity with the school environment. All prospective pupils take part in transition sessions in the Reception classroom.

As part of the admissions process, the school liaises with the child's current nursery or early years provider to gather information about learning, development and any identified needs. Where SEND concerns are identified, advice may be sought from the SENDCo. Enhanced transition arrangements, such as additional visits, stay-and-play sessions or a temporary reduced timetable, may be agreed in partnership with parents and carers where appropriate.

### **9.2 Transitions within the school (Key Stages EYFS - KS 3)**

Transitions between classes and key stages are planned to ensure continuity of learning and support. Pupils meet their new teachers and are supported to become familiar with routines, expectations and learning environments.

For pupils with SEND, teachers and phase leaders consider whether additional transition support is required. Where appropriate, enhanced transition arrangements are planned in partnership with parents and carers, informed by evidence from monitoring and review.

### **9.3 Transitions to Key Stage 4**

For pupils with SEND moving into Key Stage 4, transition planning includes consideration of curriculum pathways, subject choices and examination arrangements. Discussions with parents and carers focus on identifying appropriate courses and support arrangements that enable pupils to work towards agreed outcomes.

### **9.4 Post-16**

For pupils with an Education, Health and Care Plan, a transition review is held in accordance with statutory requirements to consider post-16 provision and preparation for adulthood. Pupils are supported in developing the skills needed for their next stage of education or training, including application processes where relevant.

### ***9.5 Admission from other schools***

Where a pupil joins Christian Fellowship School from another setting and SEND concerns are identified or disclosed as part of the admissions process, relevant information is gathered from the previous school and, where appropriate, from external professionals, with parental consent.

This information is used to support transition into the school and to enable teachers to plan appropriate support and adaptation from the point of entry. Formal identification of SEND and decisions about placement on the SEND register follow the school's established graduated approach once the pupil is on roll.

Where a pupil has an Education, Health and Care Plan, statutory processes involving the local authority apply.

### ***9.6 Transfer to other schools***

When a pupil with SEND transfers to another school, the school works in partnership with parents and carers to support a smooth transition. Relevant information about the pupil's attainment, needs and provision is shared with the receiving setting in line with data protection requirements and with parental consent.

Where appropriate, the school may contribute information requested by parents, carers or external agencies to support continuity of learning and provision.

Where a pupil has an Education, Health and Care Plan, Christian Fellowship School may contribute to review processes in accordance with statutory requirements.

## **9.7 Transfer of information**

### *Transfer within the United Kingdom*

When a pupil with SEND transfers to another school within the United Kingdom, relevant information about their needs, provision and progress is normally shared with the receiving setting. This supports continuity of learning and appropriate planning and reflects established good practice.

### *Transfer to schools outside the United Kingdom*

Where a pupil transfers to a school outside the United Kingdom, SEND information is shared only with the informed consent of parents or carers. Parents retain control over what information is disclosed in these circumstances, recognising that SEND frameworks, terminology and approaches vary internationally.

The school respects parental discretion in relation to disclosure where sharing SEND information may have unintended consequences for a child's access to education in another country.

## **10. Funding for SEND provision**

Christian Fellowship School is an independent school and does not receive additional funding from central government or the Local Authority for pupils on SEND Support. SEND provision is therefore primarily resourced through general fee income.

The school allocates resources to support pupils with SEND through:

- high-quality teaching and adaptive classroom practice
- the flexible deployment of adult support where appropriate
- time-limited, targeted interventions
- SEND resources, training and professional development for staff.

There is no fixed entitlement to teaching assistant support for pupils on SEND Support. Decisions about the use of adult support are made flexibly, informed by pupils' needs, the impact of previous provision, and available resources.

Where a pupil has an Education, Health and Care Plan and the school is named, additional funding may be provided by the Local Authority in accordance with the provision specified in the plan. This funding is used to support personalised provision and is monitored through statutory review processes.

Learning support assistants funded through an Education, Health and Care Plan are deployed to meet the needs and outcomes specified in the plan. Support may be delivered through a range of approaches, including whole-class support, small-group work or targeted individual support, according to what best promotes learning, inclusion and independence.

Where appropriate, and where this is consistent with meeting the needs and outcomes of the pupil with an Education, Health and Care Plan, learning support assistants may support a pupil alongside other pupils within the classroom. This approach supports inclusive practice, reduces unnecessary dependency and enables effective classroom teaching. At times, a learning support assistant may support other pupils while the teacher supports the pupil with an EHCP.

Some specialist programmes may involve shared funding arrangements. For example, where a licensed intervention programme is used, parents may be asked to meet the cost of the licence, while the school funds staffing, supervision and oversight.

Parents and carers may also choose to commission private assessments or specialist input from external professionals, such as educational psychologists or therapists. These arrangements are made by agreement with parents and do not replace the school's responsibility to provide appropriate teaching, reasonable adjustments and support within the classroom.

The school seeks to deploy SEND resources proportionately and responsibly, recognising both its duties under the Equality Act 2010 and the practical constraints of independent school funding.

## **11. Accessibility**

Christian Fellowship School is committed to ensuring that pupils with disabilities are able to access the curriculum, the physical environment and information in a way that supports full participation in school life.

Under the Equality Act 2010, the school has a statutory duty to make reasonable adjustments for disabled pupils. This duty is *anticipatory* and applies regardless of whether a pupil is recorded as having special educational needs.

The school maintains and regularly reviews an Accessibility Plan, which identifies barriers to access and sets out actions to improve:

- access to the curriculum
- access to the physical environment
- access to information and communication

The Accessibility Plan is implemented alongside the SEND Policy and supports the school's commitment to inclusive practice, high expectations and the removal of barriers to disadvantage.

Responsibility for oversight and review of accessibility arrangements sits with the Head Teacher and Principal, supported by the SENDCo. The Accessibility Plan is published and reviewed annually.

Further detail is set out in the school's Disability Access Plan.

## **12. Medical needs**

Christian Fellowship School recognises that pupils with medical conditions should be supported effectively to ensure full access to education, including participation in lessons, school trips, physical education and other aspects of school life.

Some pupils with medical conditions may have a disability. Where this is the case, the school complies with its statutory duties under the Equality Act 2010, including the duty to make reasonable adjustments. Some pupils with medical conditions may also have special educational needs or an Education, Health and Care Plan.

Where pupils have SEND or an Education, Health and Care Plan, the school has regard to the SEND Code of Practice (2015) in planning and reviewing provision. Arrangements to support pupils with medical needs are informed by statutory guidance on supporting pupils at school with medical conditions and are set out in the school's Medical Policy.

Individual healthcare arrangements are agreed in partnership with parents and carers and, where appropriate, with healthcare professionals. These arrangements are implemented to support pupils' safety, wellbeing and inclusion.

Further detail is provided in the school's Medical Policy.

### **13. Admissions policy**

During the admissions process, each application is considered on an individual basis to assess whether Christian Fellowship School has the realistic capacity to meet a child's educational, pastoral and, where relevant, special educational needs.

Where a pupil with an Education, Health and Care Plan applies to the school, discussion is held with the Local Authority to consider whether the school can meet the provision specified in Section F of the plan. A place is offered only where the school is satisfied that it can deliver the provision appropriately.

Once a pupil is on roll, the school continues to monitor and review provision to ensure that pupils' needs are being met effectively. This ongoing review reflects the school's commitment to high-quality teaching, inclusion and the responsible use of resources.

Further detail is set out in the school's Admissions Policy.

### **14. English as an Additional Language**

Christian Fellowship School welcomes pupils who speak English as an additional language. Information about a pupil's language background is gathered on entry through discussion with parents and carers and supports planning for effective teaching and transition.

Pupils with English as an additional language are taught within the high-quality teaching and adaptive classroom practice that all pupils receive. Some pupils may require time-limited support to develop their English language skills, for example through vocabulary development, language-rich classroom practice or targeted short-term intervention. English as an additional language is not, in itself, a special educational need.

Teachers assess pupils' progress over time to determine whether any difficulties in learning are related to the process of acquiring English or whether there may be an underlying special educational need. Care is taken to avoid misidentification, particularly for pupils who are new to the country or who have had interrupted education.

Where pupils with English as an additional language continue to experience persistent difficulties despite appropriate teaching and support, they may be identified as having SEND. Such identification is based on evidence from assessment and review and follows the school's graduated approach.

Where appropriate, and where this supports effective communication, the school will seek to work with parents and carers using translation or interpretation services. Information about a pupil's first language and prior learning is considered alongside progress in English when assessing needs and planning support.

### **15. Dealing with complaints**

Where parents or carers have concerns about the provision made for their child with SEND, or about the identification of SEND, these concerns should be raised in the first instance with the class teacher or relevant Head of School.

If the concern is not resolved, parents and carers may raise the matter with the SENDCo. Where concerns remain unresolved, or where the concern relates to the role of the SENDCo, the matter should be referred to the Head Teacher.

Formal complaints are managed in accordance with the school's Concerns and Complaints Policy. Governors do not have an operational role in the handling of individual concerns or

complaints but may be involved at the appropriate stage of the formal complaints process, in line with statutory requirements and the Independent School Standards.

Parents retain their statutory rights under the Equality Act and SEND legislation.

Further detail is set out in the school's Concerns and Complaints Policy.

## 16. Legislative and regulatory framework

This policy reflects the school's statutory duties and regulatory responsibilities in relation to pupils with special educational needs, disabilities and medical needs.

*Statutory duties* (binding on independent schools)

Christian Fellowship School complies with its statutory duties under the following legislation:

**Equality Act 2010**, including the duty not to discriminate against disabled pupils and the anticipatory duty to make reasonable adjustments

**Children and Families Act 2014**, where the school is named in an Education, Health and Care Plan and is required to deliver the provision specified and cooperate with the local authority.

*Statutory guidance and regulatory expectations*

The school also has regard to statutory guidance and regulatory requirements that apply to, or inform expectations of, independent schools, including:

**Keeping Children Safe in Education**, which applies to independent schools and informs safeguarding practice, including where medical needs intersect with pupil welfare.

*Guidance and best practice informing policy and practice*

**The SEND Code of Practice: 0–25 years** (DfE, January 2015, as amended) is statutory guidance issued under the Children and Families Act 2014. Christian Fellowship School has regard to the SEND Code of Practice in fulfilling its duties in relation to pupils with special educational needs and disabilities. As an independent school, Christian Fellowship School is not required to follow the Code in the same way as maintained schools, but uses it as the primary framework for identifying, supporting and reviewing SEND, applying its principles proportionately within the context of an independent school.

Statutory guidance on **supporting pupils at school with medical conditions**.

These documents inform the school's approach but do not override its statutory duties or its independent school status.

*Related policies*

This policy should be read alongside the school's:

- Admissions Policy
- Accessibility Plan (Disability Access Plan)
- Medical Policy
- Safeguarding Policy
- Concerns and Complaints Policy

## **Appendix 1: Definitions**

### **Special educational needs (SEND)** *(Statutory definition – SEND Code of Practice: 0-25 years, 2015)*

A child of compulsory school age or a young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person 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 of a kind generally provided for others of the same age.

### **Disability** *(Statutory definition – Equality Act 2010)*

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

### **Education, Health and Care Plan (EHCP)** *(Statutory)*

An Education, Health and Care Plan is a legal document issued by a Local Authority for a child or young person with significant and complex special educational needs. It sets out the child or young person's needs, outcomes, and the special educational provision that must be made to meet those needs.

Where an independent school is named in Section I of an Education, Health and Care Plan, the school is under a statutory duty to deliver the special educational provision specified in Section F.

### **SEND Support** *(SEND Code of Practice term)*

SEND Support describes the provision made for pupils with special educational needs and disabilities who do not have an Education, Health and Care Plan. It is not a legal status but a description of the additional or different support put in place to meet identified needs, informed by the SEND Code of Practice.

### **Graduated approach (Assess, Plan, Do, Review – APDR)** *(SEND Code of Practice)*

The graduated approach is a cyclical process used to identify needs, plan provision, implement support, and review impact for pupils with SEND. It is implemented through four stages:

- Assess
- Plan
- Do
- Review

Assess, Plan, Do and Review (APDR) is the four-stage cycle through which the graduated approach is put into practice.

### **Early Years Foundation Stage (EYFS)** *(Statutory framework)*

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. The SEND Code of Practice applies to children with SEND in Early Years settings, including maintained, private, voluntary, independent, and school-based provision.

### **Reasonable adjustments** (*Statutory – Equality Act 2010*)

Reasonable adjustments are changes made to policies, practices, or the physical environment to remove barriers for disabled pupils. Schools have an anticipatory duty to consider and implement reasonable adjustments to avoid substantial disadvantage.

### **SEN status codes (DfE school census and MIS recording)** (*Statutory data collection – Department for Education*)

Schools are required to record a pupil's SEN status using Department for Education codes for the purposes of statutory school census returns and internal management information systems. These codes are used for **data recording and reporting** and do not, in themselves, determine the nature or level of provision made.

#### **K – SEN Support**

Indicates that a pupil has an identified special educational need but does not have an Education, Health and Care Plan. The pupil receives additional or different support informed by the SEND Code of Practice, *funded from the school's own resources*.

#### **E – Education, Health and Care Plan (EHCP)**

Indicates that a pupil has a formal Education, Health and Care Plan issued by the Local Authority. Where the school is named in Section I, the school must deliver the provision specified in Section F.

#### **N – No Special Educational Need**

Indicates that a pupil has no identified special educational need at the point of census return.