

Elham Church of England Primary School

Creating lifelong learners guided by God's teaching.



Special Educational Needs and Disabilities (SEND) Policy

September 2026

(Awaiting Approval at the 7th October 2026 FGB)

Our School Vision

At Elham, we believe that every child is a unique gift from God, with their own potential to flourish and grow. Guided by Christian faith and love, our school is a nurturing community where all are welcomed, valued, and inspired to aim high, act with compassion, and live with integrity. We instill a deep sense of **faith**, hope, and purpose, encouraging our pupils to act with **empathy** and serve others with love.

We are committed to **achievement for all**, ensuring that every child—regardless of background or starting point—is supported and challenged to thrive. We are guided by a belief in encouraging children to dream boldly and persevere with purpose. Learning is our purpose and commitment.

We are a **community**, deeply rooted in our rural location and influenced strongly by our local parish. We are here for our children and their families, and we recognise the central role we play as a part of our village.

We celebrate ambition and through a rich and inclusive curriculum, we help our children grow into confident, kind, and thoughtful individuals who make a positive difference in the world.

Our Narrative

New Living Translation John 6:5-14 Jesus Feeds the Five Thousand

5 Jesus soon saw a huge crowd of people coming to look for him. Turning to Philip, he asked, "Where can we buy bread to feed all these people?" 6 He was testing Philip, for he already knew what he was going to do.

7 Philip replied, "Even if we worked for months, we wouldn't have enough money^[a] to feed them!" 8 Then Andrew, Simon Peter's brother, spoke up. 9 "There's a young boy here with five barley loaves and two fish. But what good is that with this huge crowd?"

10 "Tell everyone to sit down," Jesus said. So they all sat down on the grassy slopes. (The men alone numbered about 5,000.) 11 Then Jesus took the loaves, gave thanks to God, and distributed them to the

people. Afterwards he did the same with the fish. And they all ate as much as they wanted. 12 After everyone was full, Jesus told his disciples, "Now gather the leftovers, so that nothing is wasted." 13 So they picked up

the pieces and filled twelve baskets with scraps left by the people who had eaten from the five barley loaves. 14 When the people saw him^[b] do this miraculous sign, they exclaimed, "Surely, he is the Prophet we have been expecting!"^[c]

Elham Church of England Primary School

Elham Church of England Primary School is a Church of England Voluntary Aided Primary School catering for children between the ages of 4 and 11 years. The school prides itself on being a church school with three guiding values: faith, achievement, community and empathy. Elham aims to be a school at the centre of its community, where children are proud to attend. An example of outstanding Christian education, rooted in faith, love and empathy.

Statement of Intent

Elham Primary School is committed to the progress, achievement and safety of all children who attend our school. This is reflected in the values of the school and through our Christian ethos.

Leadership and staff want all pupils to be motivated, independent and aspire to be the best they can be.

We know that quality teaching and enabling environments, underpinned by high expectations, adaptive practice, and a sense of safety and inclusion, support the learning of all children, including those with or without special educational needs and disabilities (SEND).

Our graduated approach follows an Assess, Plan, Do, Review cycle. This is an ongoing process rather than a linear sequence. We use assessment and professional knowledge to understand a pupil's strengths and barriers; plan appropriate provision; implement this

provision; and review its impact with the pupil and their family. Provision, strategies and systems are skillfully adjusted, refined or escalated where necessary.

The school will make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with non-disabled pupils.

SEND

It is our expectation that all children, regardless of their needs will be cared for and supported throughout their time at Elham Church of England Primary School. We are committed to creating an ambitious, supportive and stimulating learning curriculum for all children, regardless of their needs. We believe ourselves to be an inclusive school who have high expectations for all our pupils. We achieve this through:

- Early identification of potential areas of need. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing. This is done through assessment and the use of internal systems, including; Pupil progress meetings, parent teacher consultations, pupil voice, ongoing professional dialogue, formative and summative assessments, advice from external professionals and continued access to CPD.

- Strong leadership, including the headteacher and SENDCO, who work closely alongside children, families and staff to remove barriers to learning and/or their wellbeing.

- Our school values of 'community' and 'empathy', alongside our open door policy and commitment to be proactive in our meetings with families, which enables us to support children and their families where it is needed.

- Emotional support through the use of Zones of Regulation. These are displayed in all classrooms and accessible to all.

- We maintain regular and purposeful communication with families of children with SEND. This may include meetings with the class teacher, SENDCO or other appropriate members of staff, as well as informal communication where appropriate. The frequency and nature of communication will reflect the needs of the child and the level of support in place.

- We seek and value the views of children and their families when identifying needs, planning support and reviewing its effectiveness. Children are supported to understand their strengths, needs and the strategies that help them to learn and participate successfully.

- Close relationships with external agencies, who we can work with where additional advice or specialist support is required.

- Continuous training provided by the SENDCO, school leadership or external agencies with reference to the mainstream core standards.

- The use of a graduated approach which ensures that most children's needs can be met within the classroom. This includes adaptive teaching strategies, high-quality pupil-teacher relationships, and targeted interventions where appropriate.

- The use of pupil premium funding is carefully planned and monitored to ensure maximum impact for the children who need it.

- Active participation in the Community of Schools model, including working with other local schools to make decisions about additional funding which can best impact learning and attainment.
- Using alternative provision where appropriate, but always maintaining overall responsibility for the education and welfare of any children who may be placed there.

High-Quality Teaching - Our Universal Offer

We believe that good teaching results in effective learning for all pupils. We expect teaching to be consistently high quality and responsive to the strengths and needs of pupils. As a team, our staff have agreed on whole-school expectations for inclusive, adaptive teaching. These expectations provide a consistent foundation while recognising that teachers will adapt their practice according to the needs of individual pupils. This ensures that all children at Elham Church of England Primary School have access to a universal offer of high-quality teaching and adaptive strategies.

An enabling environment should have:

- High expectations of all learners
- Feedback which focuses on the learning and the next steps needed to progress
- High-quality modelling, including strategies such as the I do - We do - You do approach, examples and non-examples, and teacher verbal commentary of thinking.
- Regular checks for understanding during lessons, with follow-up if needed
- Adults circulating the room, engaging in high-quality child interactions which model a good level of spoken literacy
- Scaffolding which is carefully and thoughtfully reduced and removed as children progress
- A strong classroom culture characterised by positive behaviour for learning, mutual respect and a sense of safety and belonging.
- Regular and skilled use of partner talk and peer to peer feedback
- Planning and lessons which show clear adaptations from the schemes used by the school, to tailor learning to the needs of the children in the classroom
- Misconceptions planned for and addressed by the teacher
- Visual and environmental supports are used thoughtfully to reduce barriers to learning, communication and independence, including visual timetables, vocabulary prompts and Widgit symbols where appropriate.
- Regular and carefully planned use of resources to support thinking and learning, including sound mats, mathematical manipulatives, word banks, examples and non-examples, and visual prompts.
- Access to a quiet space and/or access to a supportive adult for social and/or emotional needs

Targeted Support

At Elham Church of England Primary School, we recognise that some children may require additional or different provision to overcome barriers to learning, participation and/or wellbeing. These children are identified quickly using our assessment approaches.

Support is then planned using the graduated approach. This assumes that all children first have access to our universal offer of high-quality first teaching. Targeted support does not replace high-quality classroom teaching and should be used where it adds something additional or different to the universal offer. For children who need additional support, this will be carefully considered and adapted for their needs.

Provision and targeted adaptations will be reviewed regularly to assess their impact. The frequency of review will reflect the pupil's needs and the nature of the provision. Reviews will draw on assessment information, observations, work, attendance and engagement information where relevant, pupil and parent/carer views, and professional advice. Pupil progress meetings and the SENDCO and school leadership meetings provide additional formal opportunities to evaluate provision and identify patterns across the school.

Targeted adaptations could include:

- Sensory Circuits
- Short, targeted interventions, including phonics and foundational skills in maths and/or English, with appropriate baseline and review information to evaluate impact.
- Pre-teaching
- Emotional and communication support
- Specialist advice and/or the use of external support, such as Speech and Language Therapists, Play Therapists etc.
- Assistive technology, such as Clickr, a laptop for writing etc.
- An environmental adjustment, such as an agreed fidget toy to support focus and attention, use of ear defenders, a distraction screen etc.

Specialist Support

At Elham Church of England Primary School we know that for some children and their families, a universal or targeted approach may not be sufficient to support their level of need. For these children, specialist support may be more appropriate. Where a pupil's needs cannot be sufficiently met through universal and targeted provision, the school will consider, with the child and their family, whether specialist advice or support is required. This will be conducted alongside families, the child and any other relevant external agencies. This may include advice from specialist teachers, speech and language therapists, educational psychologists, occupational therapists or other relevant professionals.

Elham Church of England Primary School understands and is proud of the key role we play in the learning of all children. Where alternative provision is considered appropriate to meet a pupil's needs, leadership understands that Elham Church of England Primary School remains responsible for that child's educational progress and safety and wellbeing. The school will work with the pupil, family, provider and relevant professionals to ensure that the placement meets the pupil's needs and supports their education, progress, safety and wellbeing. The school retains overall responsibility for the pupil's education and welfare and will monitor the quality and impact of the provision.

Where a pupil has an Education, Health and Care Plan (EHCP), the school will use the plan to inform provision and will work with the pupil, their family, the local authority and

relevant professionals to deliver, monitor and review the provision specified within it, including participating in statutory annual reviews. Where additional funding is available, including high needs funding, this will be used appropriately to support the provision identified for the pupil.

Roles and responsibilities

The Governing Body

The Governing Body has strategic oversight of the school's SEND provision. Governors ensure that the school meets its statutory duties in relation to SEND and inclusion, and hold leaders to account for the quality, impact and effective use of resources within SEND provision. Governors receive appropriate information to understand the effectiveness of SEND provision and the outcomes for pupils with SEND.

The Headteacher

The Headteacher has overall responsibility for ensuring that the school's SEND policy and provision are implemented effectively. This includes ensuring that appropriate staffing, training, resources and systems are in place to support pupils with SEND and that the school fulfils its statutory responsibilities.

The SENDCO

The SENDCO is responsible for coordinating the day-to-day provision for pupils with SEND and for working closely with pupils, families, class teachers, school leaders and external agencies. The SENDCO supports staff to identify needs, plan appropriate provision, implement the graduated approach and review the impact of support. The SENDCO also coordinates statutory processes relating to Education, Health and Care Plans and maintains appropriate SEND records.

Class Teachers

Class teachers remain responsible and accountable for the progress, development and day-to-day provision of pupils in their classes, including pupils with SEND. Teachers are responsible for understanding the needs and strengths of pupils, adapting teaching and the learning environment where appropriate, monitoring the impact of these adaptations and seeking further support where required.

Teaching assistants and other adults work under the direction of the class teacher and/or SENDCO to support pupils' access to learning. Their role is to complement, rather than replace, high-quality teaching and teacher responsibility.

All Staff

All staff have a responsibility to promote an inclusive school environment in which pupils with SEND are valued, respected and supported to participate fully in school life. Staff are expected to follow the school's SEND procedures, use appropriate adaptive strategies and seek advice when they identify emerging concerns or barriers to learning, participation or wellbeing.

Further SEND Information

Further information about the school's SEND provision, including the arrangements available to support pupils and families, is published in the school's SEND Update Report, located on the SEND tab on our website.

This policy was approved by the Governing Body on:

Ed Robbins **Date**
(Chair of Governors)

Joseph Magliocco **Date**
(Headteacher)

This policy will be reviewed by the Full Governing Body on an annual basis