



Churchill Park Academy

Winston Churchill Drive, King's Lynn, Norfolk, PE30 4RP

Special Educational Needs and Disability (SEND) Policy

Person responsible for the Policy	Headteacher
Date last reviewed	January 2026
Review Date	January 2027
Is this Policy to appear on the school website	Yes

Introduction

At Churchill Park Academy, every child is recognised as a valued individual. Our practice is underpinned by our core values of **Independence, Inclusion and Communication**, which shape all aspects of our provision. We provide access to a rich, broad, balanced and relevant curriculum tailored to individual needs. We are committed to ensuring pupils benefit from inclusive approaches both in and outside school. Our aim is to equip pupils with the skills, knowledge and communicative abilities they need to enrich their lives, increase independence, experience fulfilment and reach their full potential.

Rationale

This policy complies with the statutory requirements set out in the *SEND Code of Practice 0–25 (January 2015)*, section 3.65, and is informed by the following guidance and legislation:

- Equality Act 2010: Advice for Schools (DfE, Feb 2013)
- SEND Code of Practice 0–25 (January 2015)
- Schools' SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England: Framework for Key Stages 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)

Policy Statement

At Churchill Park Academy, we strive to provide a positive, secure and happy learning environment where each pupil is respected and valued. Guided by our core values of **Independence, Inclusion and Communication**, our aims include:

- Enabling pupils to fulfil their capacity through access to a rich, broad, balanced and relevant curriculum personalised to match their needs.
- Ensuring pupils benefit from inclusive teaching approaches both in and beyond school.
- Equipping pupils with the skills, knowledge and communication abilities needed to enrich their lives and achieve fulfilment.
- Setting appropriate and challenging academic and personal targets for all pupils.
- Working within class teams to provide a safe, stimulating and nurturing learning environment where everyone is valued and encouraged towards independence.

Inclusion Statement

Inclusion is one of our core values and underpins every aspect of our work with pupils. Together with **Independence** and **Communication**, it shapes our curriculum, our support structures and our commitment to ensuring every learner is enabled to thrive within a positive, respectful and supportive community.

Aims and Objectives

- To provide curriculum access for all pupils.
- To secure high levels of progress and achievement for all.
- To meet individual needs through a wide range of high-quality provision.
- To achieve high levels of satisfaction, engagement and participation from pupils, parents and carers.
- To ensure staffing, resources and interventions are deployed effectively to achieve strong learning outcomes.
- To promote pupils' self-esteem, emotional wellbeing and ability to form positive relationships based on mutual respect.
- To provide ongoing professional development so that staff have the expertise needed to meet pupils' needs.
- To work in partnership with all stakeholders and external agencies, adopting a multi-professional approach in the best interests of learners.

Strategies and Support

- Pupils are taught by class teams comprising a teacher and teaching assistants based on the needs of the class cohort.
- Class teams deliver personalised curricula and provide individual or small-group interventions. They are supported by the pastoral support team, which provides communication, physical, social and academic support both inside and outside the classroom.
- Class teams refer pupils to external professionals such as Occupational Therapists, Speech and Language Therapists and Physiotherapists. Assessments are carried out and

therapy/intervention programmes are implemented by class teams, therapists or the pastoral team.

- Wellbeing and mental health support such as ELSA, nurture interventions and digital developmental portrait assessments is provided by the wellbeing team.

Roles and Responsibilities

Headteacher and UET Review Board

Responsibility for SEND rests with the Headteacher and the UET Review Board. As all pupils at Churchill Park Academy have significant SEND and hold either a Statement of SEND or an Education, Health and Care Plan (EHCP), the school does not have a designated SENCo. Oversight and guidance are provided by the Trust SENDCo and Inclusion Officer.

The Review Board evaluates the success of provision through:

- Review Board meetings
- Monitoring activities (observations, drop-ins, pupil progress meetings)
- Staff presentations
- The School Improvement and Development Plan
- The Self-Evaluation Form
- Analysis of documents and data
- Reports and involvement from external moderators
- Adoption of the UET Complaints Procedure

Senior Leadership Team (SLT)

The SLT—comprising the Headteacher, Deputy Headteachers and Assistant Headteachers—ensures consistent and effective implementation of this policy through:

- Termly pupil progress meetings
- Analysis of the school's tracking systems
- Weekly SLT meetings
- A comprehensive monitoring programme (work scrutiny, observations, learning walks, drop-ins)
- EHCP review meetings with pupils, parents and external agencies
- Professional development opportunities delivered throughout the academic year
- Parent focus group meetings
- Ongoing monitoring of the impact of the policy, with findings reported to ASC to inform future development
- Child in Need meetings
- Multidisciplinary meetings (pupil-specific and whole-school)
- Family support meetings
- Regular communication and engagement with parents and carers

SLT Oversight of Provision

SLT further ensures effective implementation through:

- Looked After Child (LAC) meetings
- Personal Education Plan (PEP) meetings
- Regular pathway and teacher meetings
- Pupil progress meetings
- Continued monitoring through observations, learning walks and drop-ins
- Supporting class teams in all aspects of teaching, learning, transition, wellbeing and safeguarding
- Facilitating pupil voice through the Student Council

Teachers

Teachers ensure the policy is implemented through:

- Regular and informative home–school communication (daily communication systems, school website, annual reports)
- Long-term, medium-term and weekly planning
- Participation in parents’ evenings, open days and school events
- Monitoring pupil progress through the school’s assessment, marking and feedback policy
- Collection and analysis of teacher assessment data
- Effective deployment of teaching assistants
- Maintaining accurate pupil records
- Pupil progress meetings
- Preparing reports for EHCP review meetings
- Liaising with colleagues and external professionals

Complaints

Please refer to the UET Complaints Policy, available on both the school and UET websites. This document is reviewed and updated regularly. It should be read alongside Norfolk County Council’s SEND Local Offer:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

