

# **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES, AND ENGLISH AS AN ADDITIONAL LANGUAGE**

**January 2026**

**To be renewed January 2027**

## **Introduction**

Christ Church Cathedral School aims to provide a broad and balanced curriculum for all its pupils. Our Schemes of Work are the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs through differentiated activities. We understand that children may have such special educational needs either throughout, or at any time during, their school career.

This policy acknowledges the duty from the Equalities Act 2010 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled pupil which would be caused by:

- A provision, criterion or practice applied by or on behalf of the school or
- The absence of an auxiliary aid or service

*'Substantial' means anything more than minor or trivial; the 'substantial disadvantage' must be in comparison with non-disabled pupils.*

The Headmaster and Governing Committee have determined that children with special educational needs and/ or a disability will be admitted to the school in line with the school's agreed Admissions Policy, which takes into careful account the needs and aspirations of such children and measures them against our school's resources, with the agreement of the Local Authority if appropriate (in the case of a child with an EHCP).

This policy is applicable to all pupils, including those in the EYFS.

## **Definition of Disability**

The Equalities Act says that a pupil has a disability and the duty of making reasonable adjustments applies:

*If he or she has a physical or mental impairment which has a long term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.*

## **Reasonable Adjustments**

Where a pupil has a disability, the School will make reasonable adjustments to our provision to enable them to participate fully and to thrive in their education. Adjustments will be agreed between the SENCO, teachers and parents. In keeping with our duties under the Equalities Act, we do not charge for reasonable adjustments.

Adjustments we might, depending on the pupil's circumstances, provide, include:

- physical alterations to the site
- provision of a computer for written work
- additional support from a teaching assistant, either within or outside the classroom

- additional training for staff to enable them to support a pupil with a particular disability

The School will always provide the adjustments needed for a pupil as long as we are reasonably able to. In making decisions about whether or not the School can meet a pupil's needs, in accordance with the Equalities Act, we take into account these factors:

- whether the adjustment will remove the substantial disadvantage
- the cost of the proposed adjustment
- the resources available internally or from external providers
- the practicability of making the adjustment
- health and safety requirements
- the need to maintain academic, musical, sporting and other standards
- the interests of other pupils

### **Aims and Objectives**

The aims of this policy, which fall within our Equalities Policy, are:

- to create an environment that meets the particular educational needs of each child;
- to ensure that the particular educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's particular educational needs;
- to enable all children to have the fullest possible access to all elements of the school curriculum.

### **Educational Inclusion**

Through appropriate curricular provision, we respect the fact that our children:

- have different educational and emotional needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

### **The role of the Special Educational Needs Co-ordinator (SENCO)**

In our school the SENCO (Anna Fairhurst):

- analyses assessment data and liaises with teachers, to identify children in need of additional support
- maintains the SEND register and a "Watch List" for those in need of minor adjustments but whose needs are not great enough for the SEND register
- supports teachers in planning support for pupils on the SEND register and "Watch List"
- holds termly meetings with parents of those on the SEND register
- in partnership with parents and staff, writes Pupil Profiles and ensures all relevant people have access to them
- deploys support staff working with pupils 1:1 and in small groups, ensuring interventions are targeted, support staff are fully trained and success is assessed and reviewed regularly
- works with parents to source assessment by external professionals where necessary
- ensures guidance given by external professionals is followed

- ensures that, in the case of pupils with a disability, reasonable adjustments are planned for, implemented and regularly reviewed
- where needed, applies for Education, Health and Care Plans, ensures the provisions in such plans are fully met, and leads annual reviews

### **The role of teachers:**

- build up positive relationships, especially with those who need extra support
- take into account individuals' needs when planning learning activities
- provide differentiated work and/or different levels of support in the classroom, in order to ensure that all pupils can succeed in the lesson
- follow the guidance of the schools SENCO and external professionals
- work in partnership with parents
- where a pupil is receiving 1:1 or small group support, ensure that classroom work reinforces this
- help children to manage their emotions and behaviour so that they can take part in learning effectively and safely;
- support those who need help outside the classroom with their social interactions, managing emotions or organisation

### **Identification**

Early identification is vital and when parents seek a place at our School they are asked to indicate on the admissions form any information relevant to their child's special educational needs and/or disability. Pupils joining us in Year 3 or above also sit a test in Maths and English. Where new pupils have been on the SEND register at their previous school, our SENCO contacts their school to discuss their needs and also speaks to their parents as early as possible.

We identify children with special educational needs either through assessments or by teachers or parents reporting concerns to the SENCO. At this point, the SENCO will gather the evidence of what the need is (doing extra targeted assessments if necessary), discuss support with the teachers and support staff, and meet the parents to agree a Pupil Profile setting out targets and actions.

### **Access to the Curriculum**

All children who have joined our school have an entitlement to be able to access its broad and balanced curriculum, where necessary through differentiated work or as a result of reasonable adjustments, and to understand the relevance and purpose of learning activities and to experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Action plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and SMART targets, we ensure that children experience success. The views of children are respected, and are ascertained by means of observation, informal conversation and listening. Targets are reviewed with parents termly, or with greater frequency depending on the needs of the child.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Often we provide the support they need within the classroom.

There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Partnership with Parents**

From the first contact with the SENCO, the school aims to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages, assuring them of our commitment to preserve confidentiality and encouraging them to make an active contribution to their child's education.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

There are some children for whom English is not their native or most frequently spoken language at home. Our policy at Christ Church Cathedral School is to encourage and teach the correct use of English at all times. It is our aim that their entitlement to a full, broad and balanced programme and opportunities should not be constrained by their language ability.

We provide additional one-to-one teaching support (as a chargeable item) within the school timetable. In addition, subject staff provide additional support as necessary for their particular subject e.g. explaining subject-specific language carefully, repeatedly using high frequency words in early stages, ensuring that these pupils understand the task set, and regularly checking in lessons their level of understanding, giving them word banks to support their learning, or writing frames, etc, in order that language limitations do not prevent progress.

The progress of pupils with English as an additional language is monitored through our regular assessments and through informal conversations between the Deputy Head Academic, teachers and our specialist English as an Additional Language teacher. Pupils with limited English may need to be assessed differently from their peers (e.g. by taking a test intended for younger children). Most pupils make rapid progress with their English. Where the school has concerns about the rate of a pupil's progress, the Deputy Head Academic will speak to the parents and provide additional support where necessary.