

St. John Chrysostom Federation



Special Educational Needs & Disability (SEND) Policy

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1. Introduction

At SJC Federation, we are proud of our safe, stimulating and inclusive learning environment, where every member of our community is valued and respected.

Our broad, balanced and creative curriculum provides opportunities for everyone to succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the [Equality Act of 2010](#).

This policy describes the way we meet the needs of children who experience barriers to learning. We recognise that many pupils, at some time in their school life, may experience difficulties which affect their learning. We aim to identify these needs as they arise, and seek to respond by providing teaching and learning opportunities, that enable every child to achieve to their potential.

The St. John Chrysostom Federation's Special Educational Needs and Disability Co-ordinator (SENDCO) is **Rhian Owen**. Contact: 0161 224 7752, or 0161 273 3621.

The Acting Deputy Special Educational Needs and Disability Co-ordinator (SENDCO) based at St John's CE Primary School is **Jennie Bolton**. Contact: 0161 224 7752.

The Deputy Special Educational Needs and Disability Co-ordinator (SENDCO) based at St Chrysostom's CE Primary School is **Ashley Allsopp**. Contact: 0161 273 3621.

The St. John Chrysostom Federation's Special Educational Needs and Disability Governor is **Sandra Palmer** Contact: 0161 273 3621.

2. What are Special Educational Needs and Disabilities (SEND)?

The following definitions of Special Educational Needs and Disabilities (SEND) are taken from ['Special Educational Needs and Disability Code of Practice: 0-25 years'](#) (Department for Education, 2015).

'A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*

- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above, or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. Our Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons as fully and as effectively as is possible.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents and carers.
- To work with the governing body to enable them to fulfil their statutory monitoring role.
- To work with outside agencies when a pupil's needs cannot be met by the school alone. These agencies include, Educational Psychology, Speech and Language therapy, Child and Adolescent Mental Health Services (CAMHS), Occupational Therapy, Physiotherapy and Manchester Sensory Support Service (MSSS).
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

4. Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil's progress through:

- Evidence obtained by teaching staff.
- Performance in relation to age related expectations.
- Standardised screening or assessment tools. Which may include: screening/diagnostic tests, reports and observation, records from previous schools and EYFS settings, information from parents and carers, etc.
- By referencing Manchester Local Authority's 'Matching Provision to Need Tool.'

In accordance with the SEND Code of Practice, our staff are aware of the four areas of Special Educational Needs and Disabilities. We record our pupil's needs in line with this guidance. The four areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical

5. Working with Parents/Carers and Children

We seek to develop strong and effective relationships with all of our parents and carers. Once a child has been identified as having a Special Educational Need or Disability, the class teacher will invite the parents/carers to a meeting to discuss their child's progress and plan for the way forward. The plan will take the form of an **Individual Education Plan (IEP)** and these plans will be shared with parents and carers.

6. Progress Plans

St. John Chrysostom Federation's IEPs follow the 'assess – plan – do – review' cyclical approach, as recommended in the SEND Code of Practice (Department for Education, 2015).



Our IEP Protocol:

- All children on the SEND register will have a progress plan which focuses on targets specific to the child's difficulties or areas of development. Parents/carers (and pupils where appropriate) will be invited to contribute to these plans. Parents/carers will be given a copy of their child's progress plan during this meeting.
- Teachers will invite the parents/carers of these pupils to discuss progress and develop a plan for the way forward. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.
- Progress plan cycles will commence and finish at autumn half-term, spring half-term and summer half-term. If a child achieves a target before the end of a

cycle, the teacher will adjust the child's planning and provision with the aim of encouraging further progress.

7. Education, Health and Care Plans (EHCPs)

If a pupil has not made expected progress despite the school having taken appropriate and purposeful action to identify, assess and meet the SEND of the child or young person. The school or parents/carers might choose to consider requesting an Education, Health and Care Needs Assessment.

A referral will usually be requested by the school, but it can be requested by a parent/carer. Education, health and Care Needs Assessments take into account information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCO
- Social Care
- Health professionals

This information will be submitted to Manchester Local Authority's Statutory Assessment Team in the form of an Education, Health and Care Plan referral. The Statutory Assessment Team seeks to determine the validity of requests for Statutory Assessment and decides the level of additional funding to be allocated to individual pupils where a proposed EHCP is agreed. Once granted, a pupil's EHCP is reviewed annually. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

8. Academic Assessment

The expectation is that, in most circumstances, national curriculum assessment procedures will be used to measure children's progress and attainment. However, where this is not possible, Pre-Key Stage Standards at [Key Stage One](#) and [Key Stage Two](#) will be used. Pre-Key Stage Standards are for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study.

Teachers will use these Pre-Key Stage Standards to make statutory teacher assessment judgements at the end of Key Stage One or Key Stage Two for pupils who are working below the national curriculum teacher assessment frameworks, and above P Scale four.

If a pupil is working below these standards and not engaged in subject-specific study, teachers will report their outcomes using [The Engagement Model](#).

9. Keeping Children Safe in Education 2025

Children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges (Keeping Children Safe in Education, DfE 2025). Our Safeguarding Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Updates from KCSIE 2025:

- Schools must work in line with the *Working Together to Improve School Attendance* guidance, which is now statutory.
- Online safety responsibilities now explicitly include preventing harm from **misinformation, disinformation, conspiracy theories, and inappropriate use of generative AI**.
- Safeguarding procedures should reflect new statutory guidance on **Alternative Provision**, ensuring children educated outside of mainstream settings are safeguarded effectively.
- Clarity is provided on the role of **Virtual School Heads**, including responsibilities for children in kinship care.

To address these challenges, the St. John Chrysostom Federation provides **extra pastoral support for children with SEND** and ensures that all staff are trained to recognise the updated safeguarding risks outlined in KCSIE 2025.

10. Manchester's Local Offer

The purpose of the [Local Offer](#) is to enable parents/carers and young people to see what services are available in their area and how they can access them. It includes provision from birth to 25, across education, health and social care. Manchester's Local Offer is available on their website: [Manchester Local Offer](#).

11. Complaints

The St. John Chrysostom Federation works in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are responded to in line with the Federation's Complaints Policy.

12. Related Policies

Accessibility Plan
Equality Policy
Behaviour Policy
Safeguarding Policy

13. Glossary of Terms

CAMHS – Child and Adolescent Mental Health Service

EHCP – Education, Health and Care Plan

EYFS – Early Years Foundation Stage

IEP – Individual Education Plan

SEND – Special Educational Needs and Disability

SENDCO – Special Educational Needs and Disability Co-ordinator

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