



SEND Policy and Information Report

St Christopher's Church of England High School

Approved by:	Governing Body		
Compiled by:	Ms S Holmes	Last reviewed on:	December 2025
		Next review due by:	December 2026

St Christopher's CE High School Mission Statement

St Christopher's is a Church of England Academy where pupils and staff work together, in the knowledge and love of God. We try to act out our faith in daily life, with Christ as our example.

Within our strong Christian, Anglican context, we seek to promote the spiritual, moral, cultural, intellectual and physical development of our pupils, growing together as a caring and supportive community whilst preparing them for the opportunities, responsibilities and experiences of their adult lives.

We aim to achieve our mission by providing an environment which

- recognises that each member of the school community is an individual with specific needs and strengths
- fosters mutual respect and concern for others
- values the contribution made by each member of the school community
- encourages and celebrates positive achievement
- actively supports those in need.

"That person is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither – whatever they do prospers."

Psalm 1:3

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1. Aims

Our SEND policy and information report aims to:

- Set out how St. Christopher's will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

St Christopher's is a Church of England Academy whose curriculum offers a meaningful encounter with Jesus, the Christian faith and practice in a way which is life enhancing. Opportunities are provided which allow ALL pupils to learn and achieve. The spiritual, moral, cultural, intellectual and physical development of pupils is promoted and pupils are prepared for the opportunities, experiences and responsibilities of adult life.

St Christopher's will:

- Follow a whole school approach ensuring the educational needs of all our pupils are met.
- Maintain a system which identifies, provides for and monitors the progress of pupils with special educational needs and disabilities.
- Distribute relevant information ensuring the needs of pupils are met.
- Provide support, advice, training and resources for all staff to provide a curriculum that meets the needs, abilities and aspirations of pupils with SEND.
- Reinforce that all teachers are teachers of pupils with SEND.
- Use our best endeavors to ensure every one of our pupils with SEND gets the support they need.
- Ensure all our pupils with SEND engage in the extracurricular activities of our school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for coordinating the SEND provision (SENDCO: Ms. Sarah Holmes).
- Promote the involvement of parents as partners in the education of their children.
- Inform parents when we make special educational provision for their child.
- Involve pupils in decisions about the provision to meet their educational needs.
- Prepare a report on our implementation of the SEND policy, the admission arrangements of disabled children and how we prevent disabled pupils from being treated less favourably than others.
- Ensure facilities enable disabled pupils to gain access to the school and improve this accessibility over time.
- Work within the guidance provided by the SEND Code of Practice (2014).

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Ms. Sarah Holmes PGCE BA(Hons), MSET QTLS, BPS. She will:

- Work with the headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching, adaptive teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's SEN delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND Governor

Currently the SEND Governor of St Christopher's is Mrs J Roberts. She will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher

Mr. Jones, the headteacher, will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Work with Heads of Department to ensure a coherently sequenced curriculum is delivered to meet the needs of all pupils, with or without SEND.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Heads of Department

Heads of Department will:

- Design and develop coherently sequenced curriculum plans that meet the needs of all pupils, with or without SEND.
- Ensure teachers are using appropriate scaffolding techniques and adaptive teaching approaches within classrooms to meet the needs of all pupils in their classes.
- Ensure pupils with SEND are closely monitored within their subject areas and progress concerns swiftly acted upon.
- Ensure any pupils with SEND are included in subject specific interventions where pupils are not meeting attainment targets.

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of all pupils in their classes.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of subject specific support and interventions, ensuring they are linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEND Information Report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction; for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning; for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties; for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs; for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

On entry into Year 7, current skills and levels of attainment are identified and assessed in a variety of ways for all pupils, which can help to highlight those that may require additional interventions and / or support. Transition information is also received from primaries during transition visits by St. Christopher's staff, which includes whether the pupil has previously been on the SEN register or received additional support in the past.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers, starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, the SENDCO, in collaboration with Heads of Department and teachers, will review and evaluate desired outcomes, expected progress, attainment, and the views and the wishes of the pupil and their parents. This information will be used to determine the support that is needed and whether it can be provided by adapting our core offer (high quality teaching) or whether something different or additional is needed.

Other factors that may affect progress and attainment are also considered, such as whether the child has had issues with attendance, is looked after or previously looked after, or is on the pupil premium register for example, so appropriate actions are taken to ensure the pupil's needs are best met.

5.3 Consulting and involving pupils and parents

The SENDCO will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Parental and pupil concerns and wishes are taken into account.
- Everyone understands the agreed outcomes sought for the pupil.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to synergy so class teachers, Heads of Department and Heads of Year are aware.

The SENDCO will notify parents when it is decided that a pupil will be added to the SEN register and receive additional SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

St Christopher's follows the graduated approach and the four-part cycle of **assess, plan, do, review** (see Appendix 1: 'SEN Support Graduated Approach').

If the pupil is not making expected progress, the subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. An SEND support referral form will be completed, detailing concerns and difficulties the pupil is experiencing in the classroom (see Appendix 2: 'Pupil Referral Form: SEND Concerns'). This includes information regarding:

- The teacher's assessment and experience of the pupil,
- Their previous progress and attainment or behaviour,
- Other teachers' assessments, where relevant (to decide whether the difficulties are subject specific, or cross curricula),
- The pupil's current grades compared with target grades,
- Which scaffolding approaches have already been implemented and reflections on why they were not successful.
- Potential access arrangements that may benefit the pupil.

The collaborative approach at St. Christopher's means that lesson or curriculum plans may be reviewed with the Head of Department or lesson observations may take place to support the teacher in providing the right scaffolding approaches to enable the pupil to succeed. Referrals to outside agencies such as specialist teacher services, Mental Health in Schools Team or Early Help and Wellbeing can also be implemented, dependent upon pupil need.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required, through the use of synergy. Termly SEND review meetings with parents and pupils will evaluate the effectiveness of interventions and their impact on progress. Psychometric testing may be carried out if appropriate, to determine necessary access arrangements for pupils to use both within classes and for formal assessments and examinations.

If, after three cycle reviews of enhanced or specialist support being implemented there continues to be no evidence of progress academically or socially, a decision will be made between the pupil, SENDCO and parent about whether appropriate next steps should include a request for statutory needs assessment for an EHC (Education, Health and Care) plan.

5.5 Supporting pupils moving between phases and preparing for adulthood

A member of St. Christopher's school staff will visit every Year 6 child at their primary school and transition forms are completed by the pupil's teacher. Where SEND needs are identified, or if the pupil already has an EHC plan in place, a member of the SEND department will visit the school to observe the pupil and liaise with the primary school SENDCO to discuss specific pupil needs. The St. Christopher's SENDCO will also attend Year 6 annual reviews, where possible, so provision requirements can be detailed and agreed. Extended taster days can be arranged, or 'My New School' folder can be provided to alleviate anxieties or worries. If the pupil is on the SEN register at primary school, this will automatically be recognised by the census and transferred on transition to secondary school.

Taster days are offered to all Year 6 pupils in the summer term before their transition and pupils with SEND are observed by either the SENDCO or the teaching assistant allocated to support them.

All pupils that have an EHC plan in school will have an annual review, which, from Year 9 will have a focus on the Preparation for Adulthood agenda. This involves discussing potential next steps or career paths and ensures both pupil and parent voice is embedded within the transition process.

Pupils in Year 11 with an EHC plan are provided with extensive support to ensure a smooth transition to the next phase of their education or training. A member of the pupil's preferred college or training provider learning support team will be invited to attend the Year 11 annual review so provision can be communicated and agreed. Teaching assistants or the SENDCO will often visit potential colleges with the pupil to alleviate worries and concerns, well in advance of the change of provision.

All Year 11 pupils on the SEN register receive careers advice and guidance from the school careers officer, where next steps and future career paths are discussed. Termly review meetings with Year 11 pupils and their parents will highlight any concerns so appropriate information and guidance can be provided.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their classes. High quality, adaptive teaching approaches are St. Christopher's first step in responding to pupils who may have SEND; using challenge, explanation, modelling, practice, questioning and providing effective feedback. Where additional support and / or interventions are found to be required, these are provided based on individual pupil need; ([see Appendix 3: 'SEN Support Provision Map'](#)).

The graduated approach ('Assess, Plan, Do, Review') is used to measure whether interventions are effective and whether progress is being made. Where needs are not being met at each review stage, a more enhanced provision of support is agreed with pupils and their parents, ultimately resulting in a request for statutory assessment if required.

5.7 Adaptations to the curriculum and learning environment

Information from the Accessibility Policy: School Environment

All of St Christopher's buildings have accessibility adaptations such as lifts and ramps. Accessible toilets are in all buildings and some buildings also have hoists, a disabled shower and changing facilities. We have emergency fire chairs in all stairwells and reasonable adjustments are made to classrooms including table risers, rise and fall tables and cookers. We aim to incorporate more adaptations such as hearing loop system, specialist equipment and augmented forms of communication over time.

This year has seen the completion of a dysregulation area for pupils with more complex SEMH needs, in order to provide emotional support and develop self-regulation strategies.

Curriculum

We aim to ensure all information presented to pupils and/or parents is accessible. We have enlarged/modified written information, have coloured overlays and written information printed on coloured paper, braille and large print text books and low vision, visual equipment for example 'Far Viewers' and magnifiers for those pupils who are visually impaired. We also have speech recognition software and examination reader pens. All possible steps are taken to ensure any pupil or staff member who is or becomes disabled will have every opportunity to remain in school and have provision adapted, where possible, to fully meet their needs. This could also include extra adult support, teaching and learning aids, access arrangements and adjusting the physical environment.

5.8 Additional support for learning: internal and other agency information

St. Christopher's currently have eight teaching assistants in main school who are trained to provide support to pupils based on their individual needs. During timetabled lessons, the majority are allocated 1:1 or 1:2 to pupils with education, health and care plans, with one providing ELSA (emotional literacy) interventions to those who may be experiencing social, emotional or mental health difficulties. Two teaching assistants run spelling interventions during form time for pupils from Years 7 – 11 (IDL), one leads a reading intervention for those pupils with significant reading age gaps (Lexonik), two run both morning and after school homework clubs, one leads the 'Mindful Start' and 'Mindful Break' areas, two run a lunchtime Craft Club for years 7 and 8, two run an after-school wellbeing group for those pupils identified as having difficulties with social communication and one runs both a Young Enterprise activity and assists with managing the Eco Group.

Other staff in school include two wellbeing officers, the Designated Teacher for Looked After and Previously Looked After Children, Designated Safeguarding Lead (and deputies); all who are involved in providing additional support to pupils where necessary.

St Christopher's work with the following agencies to provide support for pupils with SEND:

- Lancashire Inclusion Service (East)
- Specialist Teacher Services (VI, HI and Educational Psychologist)
- Mental Health in Schools Team
- ELCAS
- ELHT
- Lancashire Early Intervention Service
- Speech and Language Therapy
- Occupational Therapy
- Children's Social Care / Independent Reviewing Officers
- Multi-agency Safeguarding Hub
- ADHD North West
- Child Action North West
- Complex Care Team (medical)

5.9 Expertise and training of staff

The current SENDCO, Ms. Holmes, began her teaching career as an SEND Teacher within a special school. She has worked at St. Christopher's for over twelve years, as specialist SEND teacher, Deputy SENDCO and now SENDCO. She is registered with the British Psychological Society with a Masters Level qualification in psychometric testing for access arrangements. She is allocated on average 15 hours per week to perform the SENDCO role.

We have a team of eight teaching assistants in main school who are trained and experienced in delivering SEND provision. All teaching assistants complete annual safeguarding training along with participating in an annual appraisal process where continuing professional development opportunities are identified.

In the last academic year, staff have been trained in Lexonik, ELSA (Emotional Literacy Support), Trauma Informed Approaches and specific diagnoses information and guidance.

We use the Lancashire specialist teaching service for pupils with visual and hearing impairments in school as well as educational psychology input where required; termly visits have an assess, plan, do and review intervention focus.

5.10 Securing equipment and facilities

The majority of equipment and resources required by pupils with SEND are provided through SEN delegated and top-up funding. If specialist equipment is required for pupils with more complex needs or disabilities with an EHC plan, funding can be requested via the annual review process using the SEQ1 form from LCC.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their agreed outcomes each term by holding meetings with the pupil and their parents. A record of the termly SEN support review is updated and included within the pupil's SEND information on synergy as a 'pinned' file (see Appendix 4: 'Record of Termly SEN Support Reviews').
- Reviewing the impact of interventions with teaching assistants every half term.
- Monitoring the progress of all pupils on the SEN register and those with EHC plans by the SENDCO after every assessment cycle.
- Monitoring attendance at, and engagement in interventions, with action taken swiftly if required.
- Holding annual reviews for pupils with EHC plans, using updated (2024) parent and pupil advice forms from LCC to ensure their involvement in the review process and any decisions that are made.

In the near future, pupil and parent questionnaires will inform the review and evaluation cycle of the effectiveness of SEND provision at St. Christopher's.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities, residential and school visits are available to all our pupils, including our before-and after-school clubs. Additional teaching assistant support is provided for those pupils that may need it to guarantee there are no barriers to participation. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Admission Procedures

The Governing Body at St. Christopher's admit pupils according to the Admissions Policy (available on request or on the website). If admission is to be made under the criterion for special medical, educational or social circumstances, evidence should set out the particular reasons why St. Christopher's is the most suitable school and the difficulties that would be caused if the child had to attend another school. St. Christopher's should be named within the Education, Health and Care plan and if possible, the SENDCO invited to the Year 6 annual review along with the Lancashire SENDO, to agree that St. Christopher's can meet the individual pupil's needs and confirm provision and support requirements.

Accessibility

The school's accessibility policy (available on request or on the website) outlines the adaptations made for disabled pupils within school. The physical environment enables disabled pupils to take advantage of the full range of education, intervention and extra-curricular activities on offer.

There is now a 'dysregulation' area within the Wellbeing space at St. Christopher's, which allows pupils the opportunity to self-regulate their emotions in a calm, supported environment.

5.13 Support for improving emotional and social development

St. Christopher's provides support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take part in all extra-curricular activities, both within and outside school hours.
- Pupils experiencing social or emotional difficulties can be invited to engage in an 'Emotional Literacy' support programme, delivered by a qualified teaching assistant.
- The Pastoral and Wellbeing teams at St. Christopher's offer support, advice and guidance to those pupils experiencing difficulties with friendships, transition and mental health concerns.
- St. Christopher's have a zero-tolerance approach to bullying: the 'Action Against Bullying Policy' is available on request or on the school website.

5.14 Complaints about SEND provision

Complaints about SEND provision at St. Christopher's should be made to the SENDCO, Ms. Holmes or Mr. Jones, Headmaster in the first instance. If no resolution is agreed, they will then be referred to the school's complaints policy, which is available on request or on the website.

Advice and guidance on SEND issues can be sought from the Information, Advice and Support Team (IAS) of Lancashire County Council; further information can be found on this website:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/complain-about-a-send-service/>

The parents of pupils with disabilities have the right to make disability discrimination claims to the First-Tier SEND tribunal if they believe that St. Christopher's or Lancashire County Council has discriminated against or made a wrong decision regarding their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

They can be contacted on: 01325 289350 or send@justice.gov.uk

5.15 Contact details for raising concerns

Any SEND concerns about a pupil at St Christopher's can be raised with:

- Ms. Holmes (SENDCO) via synergy, email: s.holmes@st-christophers.org, or phone 01254 232992,
- Heads of Year (via synergy),
- Form Tutor (via synergy).

5.16 The local authority local offer

Details of the Lancashire SEND Local offer is published here:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/about-the-send-local-offer/>

6. Monitoring arrangements

This SEND Policy and Information Report will be reviewed by Ms. Holmes (SENDCO) **every year** and also be approved by the governing body. It will be updated if any changes to the information are made during the year.

The governing body also receive an annual SEND report which provides an opportunity for scrutiny and critical questioning.

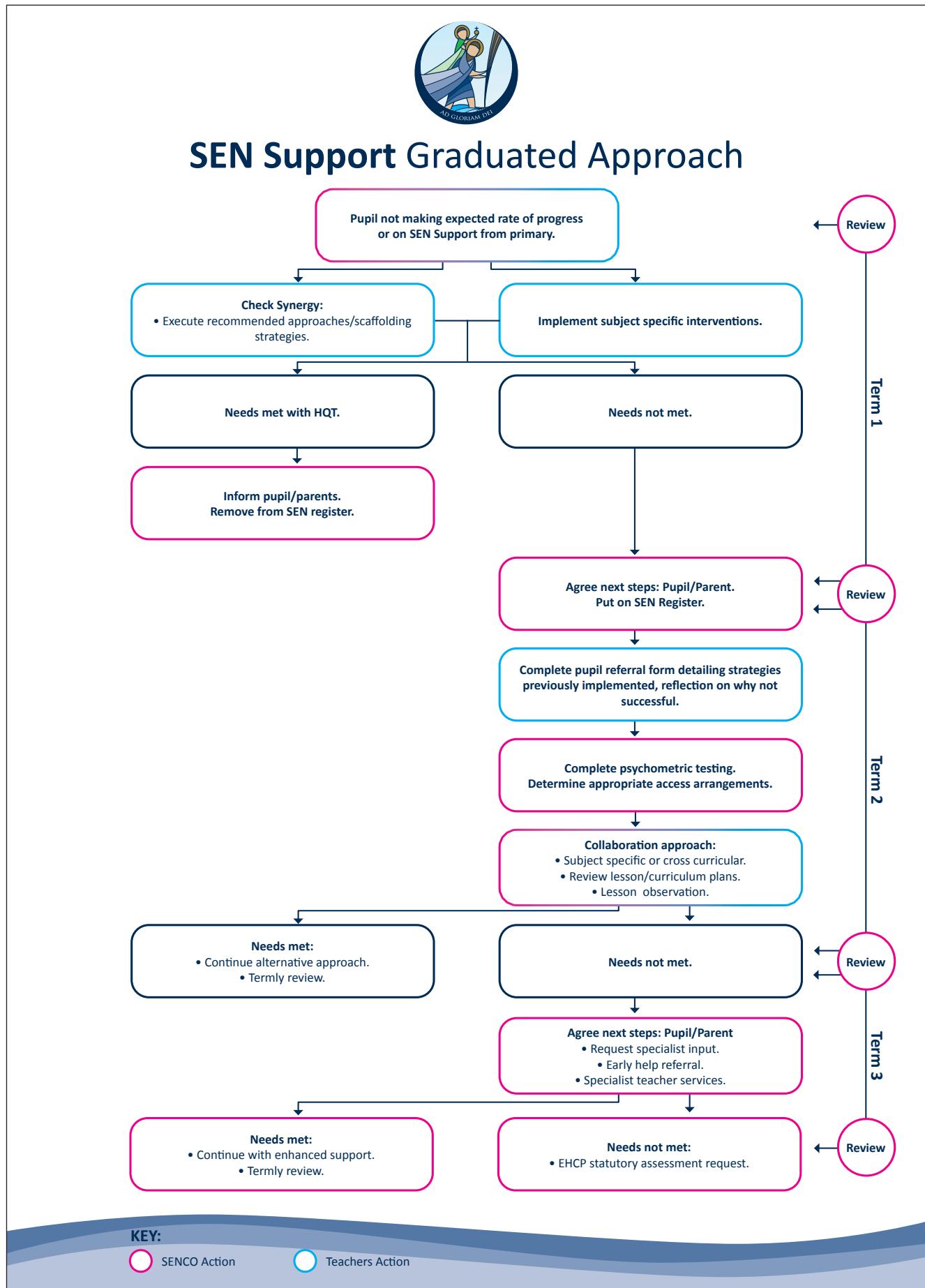
7. Links with other policies and documents

This policy links to the following documents:

- Accessibility Policy
- Equal Opportunities Policy
- Wellbeing Policy
- Complaints Policy
- Action Against Bullying Policy
- Admissions Policy
- Behaviour Policy
- SEN and Disability Local Offer 2021-22

Appendices:

Appendix 1: SEN Support Graduated Approach



Appendix 2: Pupil Referral Form: SEN Concerns



ST. CHRISTOPHER'S C.E. HIGH SCHOOL

A Church of England Academy

Headmaster: R.D. Jones

Pupil Referral Form (SEN Concerns)

Name of pupil

Year

Teacher making request:

Current Data (Subject specific)	Current Grade	Target Grade

1. Tick which area(s) are a concern:

Communication and Interaction

Cognition and Learning (i.e. cognitive processing measures which have a substantial and long-term adverse effect on speed of reading / writing)

Social, emotional and mental health difficulties

Sensory and/or physical difficulties

2. Briefly explain what difficulties the pupil is experiencing in accessing the curriculum:

Company Registered Address:

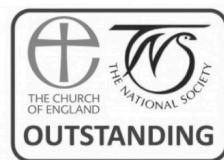
St Christopher's CE High School, Queens Road West, Accrington, Lancashire, BB5 4AY

Tel: 01254 232992 Fax: 01254 355215

Website: www.st-christophers.org

Company Registration Number: 7728029

VAT Registration Number: 119 9825 74



Appendices:



ST. CHRISTOPHER'S C.E. HIGH SCHOOL

A Church of England Academy

Headmaster: R.D. Jones

3. Aside from high-quality teaching, what scaffolding / adaptations to the curriculum have been made for this pupil?

4. Detail any other factors which may be relevant: (Include conversations with the pupil/parents/colleagues.)

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ST. CHRISTOPHER'S C.E. HIGH SCHOOL

A Church of England Academy

Headmaster: R.D. Jones

5. Do you feel the pupil would benefit from additional access arrangements? Please specify which you feel would be most appropriate.

Amplification equipment		Bilingual dictionary	
Braille transcript		Braillers	
Colour naming		Coloured overlays	
Coloured / enlarged paper		Live speaker	
Low vision aid / magnifier		Prompter	
Read aloud (pupil reading aloud)		Examination reading pen	
Separate invigilation in centre (small room)		Supervised rest breaks	
Word processor (laptop)		Computer reader / reader	
Scribe		25% extra time	
Language modifier		Other (please state)	

SENCO Action taken:

Resolved with referring staff:

Company Registered Address:

St Christopher's CE High School, Queens Road West, Accrington, Lancashire, BB5 4AY

Tel: 01254 232992 Fax: 01254 355215

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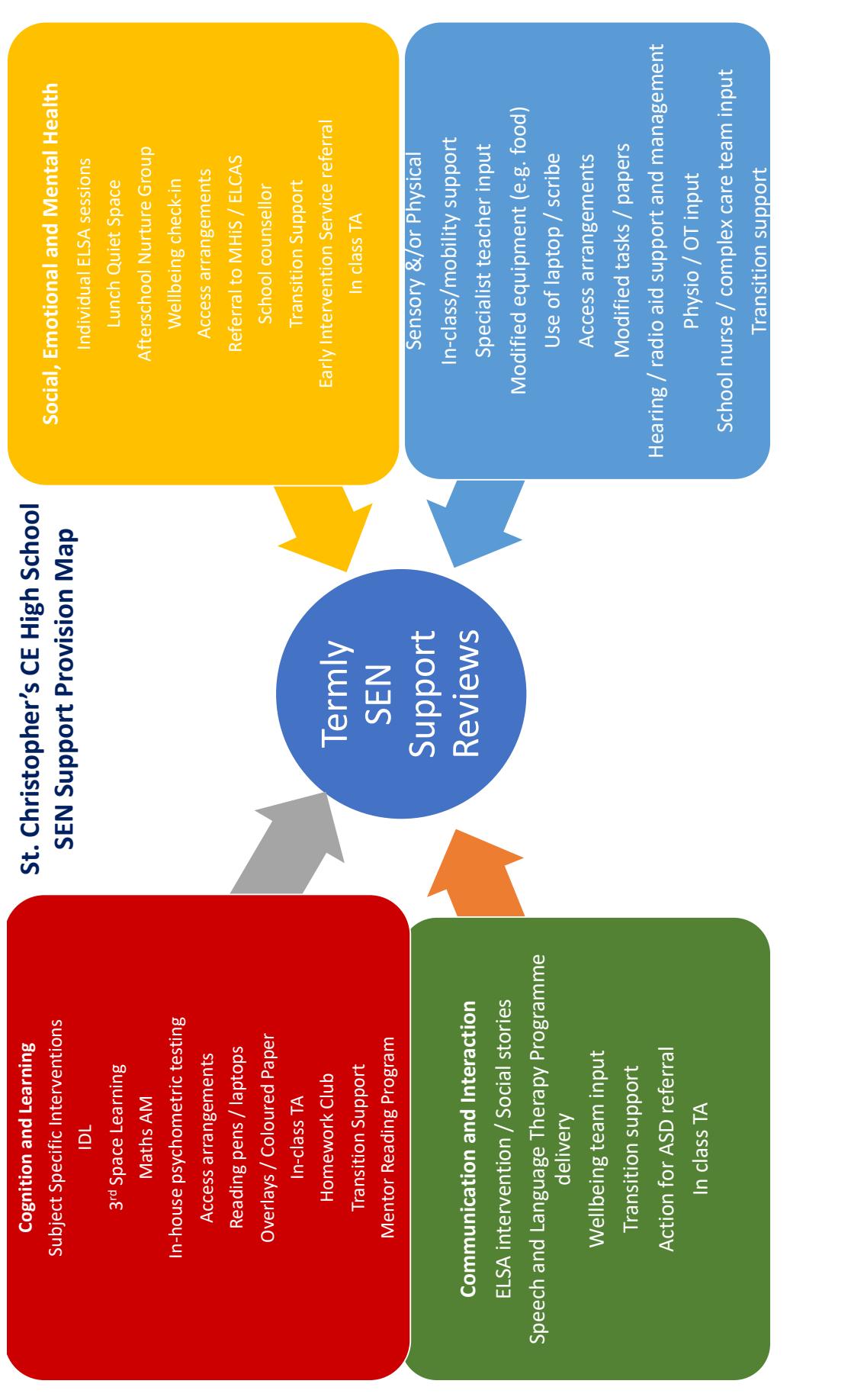
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Appendices:

Appendix 3: SEN Support Provision Map



Appendix 4: Record of Termly SEN Support Reviews



ST. CHRISTOPHER'S C.E. HIGH SCHOOL

A Church of England Academy

Headmaster: R.D. Jones

Record of Termly SEN Support Reviews

Name		Date	

Pupil's Needs

Area of Need	Specific Difficulty	Support Strategies
<i>eg Cognition and Learning</i>	ADHD	<i>Sit at front Repeat and reinforce info etc</i>

Pupil's Outcomes and Provision

Does the pupil have an EHC plan?

Yes / No / Assessment requested

Outcome	Provision	Who?	Review Date
<i>Eg. Progress one level in IDL</i>	<i>Small group IDL session support once a week</i>	TA	May 22

General Comments:

(can include staff, specialist, parent and pupil comments)

Plan last reviewed:

Date of next review:

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**That person is like a tree planted by streams of water,
which yields its fruit in season and whose leaf does not wither-
whatever they do prospers.**

Psalm 1:3



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