

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Matthew 19.14

- We seek to reach as many children as possible with the gospel of Jesus Christ (*Mark 16.15*) and it is our privilege to support those with SEND.
- A child or young person has special educational needs if they have a learning difficulty or a disability that calls for special educational provision to be made for them. Special educational needs fall under four broad areas:
 - Cognition and learning needs (*e.g. learning difficulties, such as dyslexia*)
 - Communication and interaction needs (*e.g. autism spectrum disorder*)
 - Sensory and/or physical needs (*e.g. deaf, vision impairment, physical disability*)
 - Social, emotional and mental health needs (*e.g. attention deficit hyperactivity disorder*)

We appreciate not all children with SEND have a formal diagnosis and some parents struggle to pinpoint the additional needs their child might have.

- At present, we have additional 1-2-1 support (where possible) and employ the use of resources such as drawing and fidget toys in our Sunday School. However, it may not be possible to meet the full spectrum of needs of children with SEND wishing to attend. Our limitations include space, volunteer staff available, and expertise.
- If a collector, registrar or teacher believes a new or existing child might have impactful SEND needs, they should speak to a Sunday School Coordinator at the earliest opportunity.
- It may then be appropriate for a discussion to be held between the parent and a Sunday School Coordinator. Parents may be asked to provide key information about the child e.g. whether they attend a mainstream or specialist school and if there are any systems in place to support the child at home or at school. The suitability of the Sunday School environment should be discussed. Our buildings and departments are busy, and children are expected to sit calmly and relatively quietly in lessons. We wish to be realistic, manage expectations at an early stage and minimise any negative outcomes for all involved.
- If it is decided a child can positively manage in Sunday School, a trial period can begin (duration to be determined by the Sunday School Coordinator). Class teachers should be made aware of the specific needs of the child and how to support them. It may be advisable for a parent to sit with the child, or close-by outside the classroom, for the first few weeks.
- At the conclusion of the trial period, the department leader, Sunday School Coordinator and parent should evaluate how things have gone and decide whether the child can continue to attend.

- Some children might manage fairly well in one department e.g. Beginners, but struggle when promoted into a new one. Parents might be required to resettle their child as classes, departments or circumstances change.
- If a teacher is unable to cope or teach the wider class effectively, they must speak to the department leader or a Sunday School Coordinator without delay.
- If a child is often dysregulated, poses a danger to themselves, other children or staff, or disrupts lessons to the extent that children/teachers are unable to learn/teach, we will consider a short or longer-term rest period in consultation with parents.
- Children who require pacification through an electronic device or are frequently removed from class to play games (and are therefore not receiving the gospel), may also need to be rested. Teachers are encouraged to maintain contact with rested children, for example, visiting and supplying Bible Learning Course worksheets.
- The fact that children have been rested in one class or department does not prevent them from rejoining the Sunday School later. We operate on a case-by-case basis and know that children who struggle in younger years may flourish in Junior and Senior departments.
- Information on the child's additional needs should be recorded in the Sunday School register (following GDPR guidelines). This information, and any supporting recommendations on managing needs should be shared from leader-to-leader and teacher-to-teacher throughout their Sunday School career.
- Some children with SEND have a reduced sense of danger or can become dysregulated while travelling. We will assess our ability to provide transport, ensuring journeys can be safely managed. If suitable transport can be arranged, helpers will need to provide closer supervision, or an additional helper might be required. If we are unable to arrange suitable transport, children with SEND should be brought in and collected from Sunday School by their parents.
- Where visiting children have impactful SEND, a parent or member of staff is expected to sit with the child for the duration of the Sunday School.
- Incidents or accidents involving the child should be recorded in the on-site logbook. Safeguarding concerns should be reported in accordance with our Safeguarding policy.

September 2026

Woolwich Evangelical Church Sunday School