

Special Educational Needs and Disabilities (SEND) Policy 2026-27

St Paul's CofE Primary School & Nursery

August 2026

1. Purpose and principles

St Paul's is committed to ensuring that every child belongs, grows and flourishes. We have high expectations for pupils with special educational needs and disabilities (SEND) and use our best endeavours to identify needs early, remove barriers to learning and participation, make reasonable adjustments and secure appropriate special educational provision.

This policy should be read alongside the SEND Information Report, Inclusion Policy, Accessibility Plan, Relationship, Behaviour and Anti-Bullying Policy, Safeguarding and Child Protection Policy, Supporting Pupils with Medical Conditions Policy, Intimate Care Policy, Evergreen Provision Policy and SEARCh Inclusion Base & Nurture Hub Policy.

This policy has regard to the Children and Families Act 2014, Equality Act 2010, Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0 to 25 years.

2. Aims

We aim to:

- identify SEND and emerging needs as early as possible;
- ensure high-quality, inclusive and adaptive teaching is the starting point for every pupil;
- use the graduated approach of Assess, Plan, Do, Review;
- involve children and families meaningfully in decisions about support;
- provide special educational provision that is additional to or different from that normally available where this is required;
- ensure pupils with EHCPs receive the provision specified in their plans;
- promote participation in the full academic, social and wider life of the school;
- prepare pupils successfully for transitions and the next stage of education; and
- evaluate provision by its impact on outcomes, participation, wellbeing and independence.

3. Definition of SEND

A child has special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to or different from that made generally for pupils of the same age.

The SEND Code of Practice identifies four broad areas of need:

- communication and interaction;

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- cognition and learning;
- social, emotional and mental health; and
- sensory and/or physical needs.

These areas are a guide to planning provision rather than labels. A child may have needs across more than one area and needs may change over time. The school considers the whole child and does not identify SEND solely because attainment is below age-related expectations.

4. Identification and early intervention

Teachers are responsible for the progress and development of all pupils they teach, including pupils with SEND. Teachers continually assess learning, communication, engagement, wellbeing and development and raise concerns promptly where progress is slower than expected or barriers are emerging.

Before identifying a pupil as requiring SEN Support, the school considers the quality and impact of teaching and wider factors that may be affecting progress. These may include attendance, English as an additional language, health, safeguarding, trauma, family circumstances or gaps in prior learning.

Where concerns remain despite appropriate high-quality teaching and targeted support, the school gathers further evidence and considers whether the pupil requires special educational provision. Parents and the pupil are involved in this process.

Early identification does not depend on a diagnosis. Support may be put in place according to assessed need while further assessment or professional advice is being sought.

5. St Paul's two-SENCo model

St Paul's operates a two-SENCo model so that early intervention and statutory EHCP work both receive dedicated leadership.

SENCo - Early Intervention and SEN Support

This SENCo leads:

- early identification of emerging SEND;
- early intervention and the graduated response;
- SEN Support for pupils who do not have an EHCP;
- advice and coaching for teachers on adaptive teaching and ordinarily available provision;
- coordination and review of Pupil Support Documents and SEN Support provision;
- liaison with families and relevant external professionals for pupils at SEN Support; and
- transition of pupils into, through and out of SEN Support where appropriate.

SENCo and EHCP Lead

Olivia Miller is the SENCo and EHCP Lead. This role leads:

- provision for pupils with Education, Health and Care Plans;

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- statutory EHCP processes, consultations and annual reviews;
- requests for EHC needs assessment and liaison with local-authority SEND caseworkers;
- monitoring delivery of Section F provision and progress towards EHCP outcomes;
- specialist provision, including strategic SEND oversight relating to Evergreen;
- coordination with specialist services and multi-agency professionals for pupils with EHCPs; and
- transition planning for pupils with EHCPs.

The two SENCOs work closely together so that pupils experience continuity as needs change. They share professional guidance, review provision collectively where appropriate and work with the Headteacher, teachers, support staff, families, governors and external agencies to secure effective SEND provision across the school.

Families can contact the SEND team at senco@stpaulstongham.com or 01252 400222.

6. The graduated approach: Assess, Plan, Do, Review

Assess

The class teacher and relevant SENCO draw together information from assessment, observation, the pupil, parents and carers, previous provision and, where appropriate, external professionals. Assessment considers strengths as well as needs and identifies the barriers that are affecting successful participation and progress.

Plan

The teacher, relevant SENCO, pupil and family agree intended outcomes, adjustments, intervention and support. Provision is recorded through the school's SEND documentation, including a Pupil Support Document where appropriate. Staff working with the pupil are made aware of agreed strategies and provision.

Do

The class teacher retains responsibility for the pupil's education and progress, including where intervention or additional adult support is provided. Teaching assistants and specialist staff work in partnership with teachers rather than replacing teacher responsibility. The SENCO provides guidance and support.

Review

Provision is reviewed regularly and at least termly where a pupil is receiving SEN Support. The review considers progress towards outcomes, the impact of provision, pupil and parent views and whether support should continue, change, intensify or reduce. The cycle then begins again as required.

7. Teaching and curriculum access

High-quality, adaptive teaching is the starting point for pupils with SEND. The

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explanations, modelling, resources, communication, task design and the learning environment in response to need.

Support may include:

- visual timetables and symbol-supported information;
- pre-teaching, overlearning and retrieval;
- chunking and reduced cognitive load;
- alternative ways of recording;
- communication scaffolds and language support;
- sensory and regulation strategies;
- movement breaks;
- assistive technology or specialist equipment;
- targeted small-group or individual intervention; and
- additional adult support where this is necessary and purposeful.

The school uses Surrey's ordinarily available provision guidance alongside professional advice and the SEND Code of Practice. Pupils with SEND should have access to an ambitious, broad and balanced curriculum unless an individualised pathway is required because of assessed need.

8. Pupil Support Documents

Pupils receiving SEN Support normally have a Pupil Support Document or equivalent plan which records strengths, needs, intended outcomes, strategies, adjustments and provision. Documents are reviewed with families and pupils in an accessible and proportionate way.

Support plans should be practical documents that improve day-to-day teaching and provision. They should not become evidence portfolios or unnecessarily bureaucratic records.

9. Education, Health and Care Plans

Where, despite relevant and purposeful action through the graduated approach, a pupil does not make expected progress or requires provision beyond that which can reasonably be secured through SEN Support, the school may consider requesting an EHC needs assessment in partnership with the family.

Parents also have the right to request an EHC needs assessment directly from the local authority.

Where an EHCP is issued and names St Paul's, the school will use its best endeavours to secure the special educational provision specified in the plan and work with the local authority and partner agencies to deliver the agreed outcomes.

EHCPs are reviewed at least annually. Reviews are person-centred and include the views of the child, family, school and relevant professionals. Early or emergency review may be requested where needs, placement, attendance, safeguarding or provision have changed significantly.

10. Evergreen specialist provision

Evergreen is St Paul's specialist autism provision for pupils whose EHCP names that placement. Evergreen is organised as:

- Evergreen 1 - EYFS and KS1; and
- Evergreen 2 - KS2.

Provision is highly personalised and may include a mainstream-aligned curriculum pathway or a bespoke foundational pathway according to each pupil's developmental profile and EHCP outcomes. Communication, regulation, independence and readiness to learn are central to provision.

Children in Evergreen may spend all or part of their day within the specialist provision. Mainstream inclusion is personalised and increased where this is safe, successful and appropriate. It may include lessons, playtimes, lunch, collective worship, trips, enrichment, Forest School and wider school events.

Evergreen works closely with families and external professionals, including Speech and Language Therapy and Freemantles outreach. Provision and outcomes are monitored through EHCP reviews and wider school assessment and monitoring.

11. SEARCH Inclusion Base & Nurture Hub

SEARCH provides targeted, usually short-term support for pupils experiencing SEMH needs, anxiety, emotionally based school avoidance, dysregulation or other barriers to successful mainstream participation.

SEARCH does not replace mainstream education. Pupils remain members of their mainstream class and the purpose of provision is to improve emotional safety, readiness to learn, attendance, engagement and successful reintegration. Progress may be reviewed using Boxall Profiles alongside attendance, engagement, behaviour, safeguarding and teacher assessment.

12. Partnership with pupils and families

Parents and carers are partners in SEND provision. They are involved when concerns are identified and throughout assessment, planning and review. Families should be given clear information about what support is being provided, why it is being provided and what difference it is expected to make.

Pupil voice is central. Pupils are supported to contribute in ways that are accessible to them, including conversation, observation, visual choice-making, one-page profiles, communication systems and person-centred approaches.

13. External and multi-agency support

The school works with external professionals where this is required to understand need or strengthen provision. This may include:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;

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- Surrey specialist education services;
- SEND caseworkers;
- mental-health services;
- Early Help and social care;
- health and medical professionals; and
- specialist-school outreach including Freemantles.

Parental involvement is sought when referrals are made except where safeguarding or another legal duty requires a different approach.

14. Equality, reasonable adjustments and accessibility

St Paul's will not discriminate against pupils because of SEND or disability. Reasonable adjustments are made to teaching, routines, communication, assessment, equipment and the physical environment where required.

The school's Accessibility Plan sets out how access to the curriculum, physical environment and information is improved for disabled pupils. Specialist equipment and facilities are secured according to assessed need, professional advice, EHCP provision, reasonable-adjustment duties and available funding.

15. Inclusion in the wider life of school

Pupils with SEND are entitled to participate in the wider life of the school. Reasonable adjustments are made so pupils can access playtimes, lunch, collective worship, trips, residential, clubs, Forest School, outdoor learning, enrichment, performances and school events wherever possible.

Where risk is increased, the response should normally be to identify reasonable controls and adjustments rather than automatically exclude a pupil from an activity.

16. Admissions and transition

Mainstream admissions are managed through the school's published admissions arrangements. A child will not be refused admission simply because they have SEND or a disability. Where a child has an EHCP and St Paul's is proposed as the named school or specialist placement, the statutory local-authority consultation process applies.

Transition is planned around the individual child. This includes entry to Nursery or Reception, movement between classes and provisions, in-year transfer and eventual transition to secondary school. Additional visits, visual preparation, staff handover, social stories, transfer of successful strategies and involvement of the receiving SENCo may be used where appropriate.

17. Roles and responsibilities

Class teachers

Class teachers are responsible for:

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- the progress and development of every pupil they teach;
- high-quality and adaptive teaching;
- implementing agreed SEND provision and reasonable adjustments;
- working with teaching assistants and specialist staff;
- contributing to Assess, Plan, Do, Review; and
- communicating effectively with pupils, families and the SEND team.

The SENCOs

The SENCOs provide specialist leadership, professional guidance and coordination according to the two-SENCO model set out in section 5. They work together on strategic development, transitions between SEN Support and EHCP processes, staff development, external-agency liaison and evaluation of SEND provision.

Headteacher

The Headteacher has overall responsibility for the quality of education and provision for pupils with SEND and works with the SENCOs and Governing Body to determine strategic priorities, staffing and resource deployment.

Governing Body

The Governing Body has strategic oversight of SEND. It monitors the effectiveness of SEND provision, ensures statutory duties are met, considers the use of resources and holds leaders to account for outcomes and inclusion.

18. Safeguarding, attendance and behaviour

Pupils with SEND may face additional safeguarding vulnerabilities, including communication difficulties, greater exposure to bullying or exploitation and difficulties reporting concerns. SEND must therefore be considered alongside safeguarding, attendance and behaviour rather than in isolation.

Behaviour that may communicate unmet need should prompt professional curiosity and appropriate assessment. SEND does not prevent the school from maintaining clear expectations for safety and behaviour, but reasonable adjustments and individual needs must be considered when responses are planned.

Where attendance is affected by SEND, anxiety or emotionally based school avoidance, the school will work with the pupil, family and relevant professionals to identify barriers and support sustainable attendance.

19. Monitoring and evaluation

The effectiveness of SEND provision is evaluated using a range of evidence including:

- progress towards individual outcomes;

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- curriculum and developmental progress;
- attendance and engagement;
- communication and independence;
- emotional regulation and wellbeing;
- successful inclusion and transition;
- intervention impact;
- EHCP provision and outcomes;
- pupil and parent voice; and
- professional advice and external review.

Leaders use this evidence to improve teaching, provision, staffing, training and deployment of resources.

20. Complaints and support for families

Families are encouraged to raise concerns early with the class teacher and/or relevant SENCo. Where concerns cannot be resolved informally, the school's Complaints Policy applies.

Some disagreements about EHC needs assessments, EHCP content or local-authority decisions follow separate statutory mediation, disagreement-resolution and Tribunal routes.

Surrey's Local Offer provides information about SEND services and support. Independent information, advice and support is available through Surrey's SEND information, advice and support service.

21. Review

This policy will be reviewed annually or sooner where legislation, statutory guidance or school provision changes significantly.

Date of policy: August 2026

Next review: August 2027

Policy leads: SEND Leadership Team / SENCos

Approved by: Headteacher and Governing Body