



ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL & NURSERY

Special Educational Needs and Disability Policy

Updated by	Kate Robinson
Updated when	March 2026
Ratified by	
Ratified when	
Signed by	
Next Review Date	March 2027
Statutory Policy	Yes
On school website	Yes

TOGETHER WE ARE

Growing in STRENGTH

Growing in WISDOM

Growing in FAITH

COURAGE

RESPECT

HOPE

ENJOYMENT

COMMUNITY

Rationale

At St Paul's Church of England Primary School and Nursery we provide a broad and balanced curriculum for all pupils including those with Special Educational Needs and Disabilities (SEND). In order to achieve this, we believe that early identification of a special need is essential and have established a programme of initial screening and ongoing monitoring of pupils. Where special needs are identified, we provide appropriate support or seek external help. This support is provided by working closely with the SENDCo, class teachers, support staff, parents and outside agencies. We promote a positive attitude to special educational needs and disabilities and believe that many pupils will have special needs at some time during their school career.

Aims

The school aims to:

- ◆ Help pupils develop their personalities, skills and abilities.
- ◆ Provide appropriate teaching which makes learning challenging and enjoyable whilst also adapting wherever necessary.
- ◆ Provide equality of educational opportunity.

Objectives

- ◆ Ensure implementation of government and Local Authority (LA) SEND recommendations.
- ◆ Ensure the Children's and Families Act 2014 and Special Educational Needs and Disability Code of Practice 2014 is adhered to.
- ◆ Ensure the school's SEND policy is implemented consistently by all staff.
- ◆ Ensure any discrimination or prejudice is eradicated.
- ◆ Identify barriers to learning and participation and work to meet a diversity of needs.
- ◆ Ensure all pupils have access to an appropriately adapted and inclusive curriculum.
- ◆ Recognise, value and celebrate pupils' achievements, however small.
- ◆ Work in partnership with parents/carers in supporting their child's education.
- ◆ Guide and support all school staff, governors and parents in SEND issues.
- ◆ Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs. In particular, to be aware of the standards of achievement of individual pupils in reaching their educational needs.
- ◆ Promote continuity of approach through step-by-step attention to individual needs.
- ◆ Provide appropriate resources, both staff and material, and to ensure their maximum and proper use.
- ◆ Involve the child in the process of identification, assessment and provision and ensure that the child is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.

- ◆ Involve parents at an early stage to develop a home/school partnership working together for the benefit of the child.

Inclusion

At St Paul's, we believe that all pupils, regardless of race, gender or ability, should have the opportunities to develop their skills and knowledge. All activities, both within and outside the classroom, are therefore planned to include the full and active participation of all class members.

Definition of SEND

A child or young person has special educational needs and/or disabilities if they have a learning difficulty and/or a disability that means they need special health and education support. We shorten this to SEND.

A child has a learning difficulty if he or she:

- ◆ has significantly greater difficulty in learning than the majority of children of the same age
- ◆ has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- ◆ is under compulsory school age and falls within the definition above or would do so if special educational provision was not made for them.

In addition, we identify special educational needs within the context of the usual adapted curriculum within the school.

Children are identified as having SEND if they are not making progress within a curriculum that:

- ◆ sets suitable learning challenges
- ◆ responds to pupils' diverse learning needs
- ◆ overcomes potential barriers to learning.

Co-ordinating and managing provision

The school's SEND policy is managed on a day-to-day basis by the SEND Co-ordinator (SENDCo), Mrs Kate Robinson, who is part of the school's Senior Leadership Team (SLT).

The SENDCo is responsible for:

- ◆ Liaising with and advising class teachers
- ◆ Co-ordinating with the Head Teacher in managing the provision for pupils with SEND
- ◆ Updating and overseeing the records of all pupils with SEND
- ◆ Maintaining the register, action taken and outcomes
- ◆ Working with parents/carers of children with SEND

- ◆ Liaising with external agencies, including the Educational Psychology Service and other support agencies, medical and Social Care and voluntary bodies
- ◆ Contributing to INSET training for all staff
- ◆ Attending review meetings of SEND pupils and pupils with Educational, Health Care Plans (EHCP) where appropriate
- ◆ Line managing Learning Support Assistants (LSA) Higher Level Teaching Assistants (HLTA) and Special Support Assistants (SSA).

The Responsibilities of the Governing Body

The Governing Body should have regard for the Law and Code of Practice when carrying out duties towards all children with SEND. They should ensure that the necessary provision is made for pupils with SEND.

In co-operation with the Head Teacher and SENDCo, they should determine the school's general policy and approach to provision for children with SEND.

They should ensure that the teachers are aware of the importance of identifying and providing for those children with SEND.

The Governing Body should report annually to parents on the success of the school's policy for pupils with SEND to include information about identification, assessment, provision, monitoring and record-keeping and use of outside agencies and services.

A current update of SEND should be reported at Governor's meetings when necessary.

They should ensure that pupils with special educational needs and/or disability are included as far as possible into the activities of the school and with other children.

The Governors have appointed one of their members to have an overview of the policy and practice, to report to the governors on a regular basis and inform parents in the annual report. Our SEND Governor is Mrs Melanie Havelock.

Admission Arrangements

The admission arrangement for children with SEND and without an Education, Health and Care Plan (EHCPs) is no different than for other children. However, careful attention is paid to identifying the individual needs of children on entry using the graduated approach. SEND Support Plans and Pupil Passports with SMART targets will be written for any child with special educational needs, involving the child and the parents in this process.

The school building is accessible for children with physical disabilities and those using wheelchairs.

We keep a SEND register in order to track pupil progress and support. This is reviewed half termly with each class teacher and half-termly by Head Teacher and SENDCo.

The SEND Team and how it works

The school has established from within its own resources the SEND team to support pupils with special educational needs. The team consists of the SENDCo (and all teachers), all Learning Support Assistants, Higher Level Teaching Assistants and Special Support Assistants.

The LSAs/HLTAs/SSAs are class based for much of their time but also run programmes for specific groups of children e.g., Phonological Awareness support (phonics), IDL support, Precision monitoring for a variety of needs, Fine and Gross motor skill support, Rainbow Road for executive functioning skills, Speech and Language support, sensory circuits etc. It is not, however, always appropriate for some children to work in the classroom and individuals and small groups are sometimes best placed to work on specific areas of need in a quieter environment outside of the classroom.

The SSAs have training to cover the particular needs of the child they are working with. This may be for learning disabilities, feeding needs, medical needs, specific ICT skills, Makaton, training to allow them to support programmes for physiotherapy, OT, SaLT etc.

The SENDCo and teaching and support team meet regularly to update each other about individual children both on and off the SEND register. Some children are on a Monitoring register as their needs may be changing towards or away from SEND needs. The time in those meetings is used productively to identify where training is needed, where support is best used and resources needed to meet the needs of the children.

Class teachers and LSAs/HLTAs/SSAs contribute to a central document to show the interventions and support in place. This is called the Intervention log. This is available for staff to refer to when reviewing progress of the SMART targets, as well as for the SENDCo to review SEND provision.

Allocation of Resources

The SENDCo organises and plans the amount of additional in-class and external specialist support required by a SEND pupil. The pupils are covered from within the school's existing budget and receive support from teachers, support staff and SENDCo either in-class, in small groups or individually, depending on the needs of the child.

The Graduated Approach

The school follows the guidance of the SEND Code of Practice 2014 and uses a graduated approach to the identification, assessment and provision of pupils with SEND. This involves a decision-making process.

When to place a pupil on SEND Support

Is the curriculum for the pupil sufficiently adapted?

The SEND Code of Practice uses the National Curriculum Handbooks' statutory guidance on developing a more inclusive curriculum and classroom setting as a set of principles for establishing the usual adapted curriculum. These are based on:

- ◆ setting suitable learning challenges
- ◆ responding to pupils' diverse learning needs
- ◆ overcoming potential barriers to learning
- ◆ Ensuring an inclusive learning environment

Is the pupil making adequate progress within this adapted curriculum?

This will be ascertained through consultation with the child, class teachers and parents. Use will be made of a range of formal and informal assessment including:

Observation and other pre-school experiences

Early Years Foundation Stage (EYFS) Trackers

Parental Consultations

Baseline Assessments

Teacher Assessments

National Curriculum (NC) Hello Data

Year 1 Phonics screening

White Rose Maths unit assessments

End of Key Stage 1 SATs (now non-statutory but currently being used at St Paul's)

Optional SATs

End of Key Stage 2 SATs

Moderation of work by colleagues and SLT

Pupil Progress meetings

Further diagnostics tests can be used.

IDL dyslexia screeners

IDL dyscalculia screeners

Reading age assessments – NARA II

SDQ questionnaires

ELSA assessments

Boxall Profiling

Assessment procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school uses the nationally recognised assessment system, which relates to the early learning goals and the National Curriculum for general attainment. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, teachers moderate samples of pupils' work and achievements across the curriculum. There are also class Pupil Progress meetings.

Children who may need additional support are identified as early as possible through teacher referral and additional assessment and through parents/carer conversations. Pupils are set individual challenging targets which address the area of underachievement. Pupil progress is monitored and reviewed regularly.

The school's ethos of a Growth Mindset, the Art of Brilliance mentality and reward system of points, stickers, DoJo points, Golden folder opportunities and success celebrated in assemblies for outstanding work and performance, effort and improved behaviour and attendance. These all contribute to raising pupil self-esteem and motivation.

Provision for SEND

The provision must be flexible and relevant to the needs of the child and promote self-esteem.

Teachers and support staff work in class to support pupils on SEND support and those with EHC Plans. Parents are asked to support and reinforce supporting activities. Working outside of the classroom environment must not jeopardise the child's right to a broad and balanced curriculum.

Evaluating the SEND policy

The SEND policy is reviewed annually. Policy evaluation focuses on: establishing how far the aims and objectives of the policy have been met; how effective the SEND provision has been in relation to the resources allocated and the attainment of pupils in judging 'value-added' factors. In the light of the findings, the policy is revised and amended accordingly.

Partnership within and beyond the School

Staff development and appraisal

All professional development needs are identified through the school's performance management system and the school improvement plan. Staff are informed about LA, national and regional training courses, seminars and networks that relate to SEND and inclusive educational practice. We use National College to provide training where available.

Voice of the Child

It is the intention of the school to listen to and act upon the views of the child when considering support and provision. This practice is encouraged within teaching as well as at reviews of SEND Support Plans/Pupil Passports and EHC Plans.

Pupils should not be seen as passive receivers of additional help and should be encouraged, through discussion, to take responsibility for their own learning. This is supported by Growth Mindset and the Art of Brilliance that is embedded within the school

Parent/Carer Partnership

The knowledge, views and first-hand experience parents/carers have regarding their children are valued for the contribution it makes to their child's education. Parents and carers are seen as partners in the educational process. All parents/carers are welcome to contact the SENDCo if they have any concerns about special educational provision. Parents are strongly encouraged to keep in regular contact with the school regarding their child's progress.

Parents are made aware of the Buckinghamshire Council Local Offer:

[Buckinghamshire Council SEND local offer](#)

Our school's Local Offer:

[St Paul's C of E School Local Offer](#)

Links with other agencies, organisations and support services

The school liaises with a wide range of outside agencies including:

- Bucks Child Protection Services / Social Services
- Cognition and Learning team/Specialist Teaching Service
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Community Paediatrics
- School Nursing Team
- Pupil Referral Unit (PRU)
- Bucks Family Resilience Service
- Educational Psychology team

- Child and Adolescent Mental Health Services (CAMHS)
- Education and Welfare Officers
- Nursery and Secondary School Liaison
- Bucks iSEND team

K Robinson – March 2026

Review - March 2027