

Special Educational Needs & Disability (SEND) Policy

Policy Sign off

	Reviewer	Approver	Date
Reviewer / approver	SENCO: Tom Jacob Trust SENCO: Monika McIvor SEND Link Governor: Hollie Reynolds	LAC	Autumn 2025
Next Review			Autumn 2026

Related Policies: Admissions Policy • Behaviour for Learning Policy • Accessibility Plan • Equality Policy • Managing Medical Conditions • Safeguarding & Early Help Policy • SEND Information Report

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1. Rationale

At Paxton Academy, we believe every child is unique and brings their own strengths, interests and ways of learning. Our commitment to inclusion is grounded in the belief that children learn best when they feel safe, understood, valued and confident. We work together as staff, parents, carers and professionals to create a learning community where every child is supported to thrive academically, emotionally and socially.

We uphold the principle that **Inclusion is Everyone's Responsibility**. All staff play an active part in identifying need, removing barriers to learning, and ensuring that children with SEND experience ambition, belonging and dignity within our school community.

This policy is underpinned by:

- The Children and Families Act (2014)
- The SEND Code of Practice (2015)
- The Equality Act (2010)
- Croydon Local Offer and pathways of support

2. Policy Aims

Our approach to SEND is centred on relationships, high expectations and partnership. We aim to ensure that all children, including those with SEND, access high-quality teaching and a curriculum that is ambitious, enriching and responsive to individual needs.

We aim to:

- Identify needs **early** so support can begin promptly.
- Work in **collaboration** with parents, carers and professionals.
- Provide **adaptive teaching** that enables progress and success.
- Follow a **graduated response**, adapting provision over time.
- Promote children's confidence, independence and well-being.
- Prepare pupils effectively for the next phase of learning and life.

3. Definition of SEND

A pupil has SEND when they require educational provision that is **additional to or different from** that made generally for others of the same age. This provision is designed to remove barriers and enable meaningful progress.

The four broad areas of need are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

We recognise that many children may experience needs across more than one area.

4. Our Graduated Approach

We take a holistic approach that begins with understanding the child. Support is reviewed regularly and adjusted thoughtfully to ensure that provision remains relevant and effective over time.

We follow the **Assess → Plan → Do → Review** cycle:

- **Assess:** We work with families and staff to understand the child's strengths, barriers and needs.
- **Plan:** We agree outcomes and strategies, involving parents and the child where appropriate.
- **Do:** Class teachers remain responsible for daily provision, supported by the SENCO and teaching assistants.
- **Review:** Impact is reviewed termly with parents and the child to adjust provision as needed.

Where progress continues to be significantly limited, we may jointly request an **Education, Health and Care Needs Assessment**.

5. Whole-School Approach to Inclusion

Inclusion is rooted in our culture, relationships and daily practice.

We use a **tiered model of support**:

Tier	Universal (All pupils)	Targeted (Some pupils)	Specialist (Few pupils)
Focus	High-quality, adaptive teaching	Time-limited small-group or individual support	Multi-agency involvement, long-term strategies
Examples	Visual scaffolds, vocabulary teaching, clear routines	Speech groups, precision teaching, nurture interventions	SALT, OT, CAMHS, Educational Psychology

Adaptive teaching ensures the curriculum remains **ambitious**, not reduced or narrowed.

6. Identifying and Assessing Needs

Identifying needs is a shared and compassionate process. We listen carefully to families, pupils and those who know the child well. Assessment draws on:

- Classroom observation and learning evidence
- Parent and child voice
- External advice when appropriate

Early identification is particularly prioritised in **Early Years**, where developmental needs may emerge rapidly.

7. Curriculum Access and Inclusion

All pupils access a curriculum that is broad, balanced and enriching.

We remove barriers to learning through:

- Clear, structured teaching sequences
- Scaffolding and modelling
- Opportunities for over-learning and consolidation
- Emotional support and relational safety
- Predictable and calm routines

Interventions **complement**, not replace, classroom learning.

8. Social, Emotional and Mental Health (SEMH)

We understand that emotional well-being is essential for learning. Support may include:

- Pastoral mentoring and regulation strategies
- Emotion coaching and co-regulation
- Wellbeing groups and nurture provision
- Early Help support
- CAMHS or mental health practitioner involvement

We aim to respond early, with compassion and consistency.

9. Working in Partnership with Parents and Carers

Parents and carers are valued as partners.

We will:

- Communicate openly and regularly
- Share strategies and work collaboratively
- Hold termly reviews for pupils with SEND support
- Provide support in navigating external pathways

10. Pupil Voice

Children's views matter. Where appropriate, pupils contribute to:

- Their support plans
- The review of strategies that help them learn
- Decisions affecting their school experience

11. Working with External Professionals

We work closely with professionals such as:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- CAMHS practitioners
- Health and Social Care

Referrals are made **in partnership with families**.

12. Transition

Transitions are carefully planned, with additional visits, preparation and communication if needed. This includes:

- Nursery to Reception
- Year group changes
- Primary to secondary transfer

13. Complaints

Concerns should be raised in the first instance with:

Class Teacher → SENCO → Headteacher → LAC

Formal complaints follow the School Complaints Policy.

14. Requesting an EHC Needs Assessment

If sustained SEND support does not lead to expected progress, an **EHC Needs Assessment** may be requested by the school or the parent.

Independent advice is available through **Croydon SENDIASS**.