St Nicholas Priory C.E.V.A. Primary School and Nursery

"I did not come to be served but to serve."
Matthew 20:28

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Policy owner	SENDCo team / Senior Leadership Team
Operational SENDCos	Mr Dan Rust – KS2 SENDCo and Deputy Headteacher Mrs Hannah Powley – EYFS/KS1 SENDCo and Pod Lead
SEND Governor	Mr Mike Ward
Approved by	Governing Body
Date reviewed	September 2026
Next review	Autumn 2027, or sooner if legislation, guidance or provision changes

1. Our commitment

At St Nicholas Priory C.E.V.A. Primary School and Nursery, we are committed to ensuring that every child is valued, included and supported to achieve their potential.

We recognise that children have different strengths, interests, needs and ways of learning. We aim to provide an inclusive education in which children with special educational needs and/or disabilities (SEND) can participate fully in school life, make progress and develop confidence, independence and a sense of belonging.

We work in partnership with children, parents and carers, staff, governors and relevant professionals to identify needs early, put appropriate support in place and review whether it is making a positive difference.

This policy sets out the principles and arrangements that underpin our SEND provision. Our SEND Information Report gives families more detailed and current information about the provision available in school, while our Accessibility Plan sets out our planned improvements to accessibility from 2026 to 2029.

2. What this policy means for families

If your child needs…	We will…
Help to learn or communicate	Start with high-quality, inclusive and adaptive teaching, identify barriers and put appropriate adjustments or additional support in place.
Additional SEND provision	Use a graduated Assess, Plan, Do, Review approach and involve you and your child as appropriate.
Specialist advice	Work with relevant professionals and use their advice to inform assessment, planning, provision and review.
A more specialist placement	Consider the child's needs and the provision required, working with Norfolk County Council and other relevant partners where appropriate.
An EHC needs assessment or EHC plan	Work with the child, family, Local Authority and professionals through the statutory process.
Access adjustments	Consider reasonable adjustments and accessibility needs across learning, communication, assessment, activities and the physical environment.
Help or a concern	Encourage you to speak with the class teacher or SENDCo promptly so concerns can be addressed constructively.

3. Statutory framework and guidance

This policy is written with regard to the current statutory framework and guidance for schools in England, including:

- Children and Families Act 2014, Part 3, including the duties relating to children and young people with SEND.
- Special Educational Needs and Disability Regulations 2014.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils and the requirement for an accessibility plan.
- Keeping Children Safe in Education and other relevant statutory guidance where SEND and safeguarding responsibilities overlap.
- Early Years Foundation Stage statutory framework, where applicable to our Nursery and Reception provision.

We have regard to the SEND Code of Practice and keep this policy under review so that it reflects changes in legislation, statutory guidance and the needs of our pupils.

4. What do we mean by SEND and disability?

A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age.

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

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory Needs

Children may have needs in more than one area. SEND is not determined solely by a medical diagnosis. We consider the individual child, their strengths and needs, the barriers they experience and the provision required to support them.

Disability is defined separately in the Equality Act 2010. A child may be disabled whether or not they have SEN. We therefore consider both SEND and disability duties when planning support and accessibility.

5. Identifying children who may have SEND

We value early identification. A child may be identified through:

- concerns raised by parents or carers;
- the child's own views;
- observations by staff;
- assessment and progress information;
- communication or interaction difficulties;
- difficulties with learning;
- social, emotional or mental health needs;
- physical or sensory needs;
- information from a previous school or early years setting;
- information from other professionals;
- a medical or developmental diagnosis; or
- concerns about attendance, behaviour or engagement where these may indicate an underlying need.

Class teachers, SENDCos and the Senior Leadership Team consider the whole child and the barriers affecting learning. Assessment information is considered alongside observations and the views of the child and family.

Where appropriate, staff use early-identification processes and the school's Menu of Adjustments to identify reasonable adjustments and classroom strategies. Adjustments are monitored and reviewed. Where a child continues to experience significant barriers despite appropriate classroom

support, we may use the Assess, Plan, Do, Review cycle and consider whether the child should be placed on the SEND register.

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

Our approach is graduated so that support is matched to need and reviewed for impact.

Assess

We gather information about strengths, needs, barriers, progress and what has already been tried. This may include the child's and family's views, teacher assessment, observations and specialist advice.

Plan

We agree outcomes, strategies, adjustments and additional provision. Parents/carers and children are involved wherever appropriate.

Do

The agreed provision is implemented. The class teacher remains responsible for teaching and for coordinating the support in the classroom, with the SENDCo providing advice and oversight.

Review

We consider the impact of provision, the child's progress and views, and whether support should continue, change, increase or reduce.

We do not assume that an intervention is effective simply because it has been delivered. We consider evidence of impact and change provision where necessary.

7. High-quality inclusive and adaptive teaching

Our first response to additional need is high-quality, inclusive and adaptive teaching. Teachers are expected to know their pupils well and adapt teaching, resources, the learning environment and classroom organisation to enable pupils to participate and succeed.

breaking learning into smaller steps;
modelling, repetition and overlearning;
visual and communication supports;
alternative ways of recording or demonstrating understanding;
additional processing time;
pre-teaching and scaffolding;
adapted resources and reduced cognitive load;
movement or sensory breaks;
technology and communication aids;
changes to seating or the classroom environment;
targeted adult support; and
Enable Stations where appropriate.

We maintain high expectations for children with SEND while recognising that the route to achieving those expectations may need to be different.

8. Additional provision and specialist SEND provision

Additional provision is selected according to individual need and reviewed for impact. The current SEND Information Report gives families the detailed list of interventions and specialist provision available in 2026/27.

Our specialist provisions are:

The Pod – Full-Time Complex Needs Provision

The Pod is our full-time Complex Needs Provision. It provides specialist support for pupils with complex needs who require a highly personalised approach. Provision can include personalised timetables, visual and communication supports, PECS and other communication approaches, Attention Autism/Bucket Time, intensive interaction, Sensology, life skills, PSHE, continuous provision, literacy and mathematics, pre-formal approaches where appropriate, specialist programmes and support with personal care or medical needs where required.

Placement is determined according to individual need and the provision required, using information from families, previous settings, professionals, assessments, school staff and observations. The school works with Norfolk County Council regarding specialist provision and placement arrangements.

The Snug – Full-Time Cognition and Learning Provision

The Snug is our full-time Cognition and Learning Provision for Key Stage 2 pupils who require a more specialised and highly structured approach because of significant cognition and learning needs. It provides carefully structured teaching, personalised literacy and numeracy, targeted reading and phonics support, individualised targets and opportunities for mainstream access where appropriate. Support is reviewed and adjusted as the child's needs and progress change.

The Garden – Morning SEMH Provision

The Garden is our morning Social, Emotional and Mental Health (SEMH) Provision within the mainstream school. It provides a calm, nurturing and practical learning environment for pupils whose social, emotional or mental health needs create significant barriers to learning. It is not intended to replace mainstream education; it provides a supportive base from which pupils can develop the skills, confidence and emotional regulation needed to increase engagement with school.

9. Learning Support Plans

Where appropriate, a child may have a Learning Support Plan (LSP). An LSP identifies strengths, areas of need, barriers to learning, agreed outcomes or targets, strategies and adjustments, additional provision, responsibilities and how progress will be monitored.

Children and parents/carers are involved wherever appropriate. LSPs are formally reviewed termly, with additional reviews where a child's needs or circumstances require this.

10. Curriculum access and accessibility

We aim to make the curriculum accessible and meaningful for all pupils. Adaptations may include visual timetables, communication systems, adapted resources, sensory supports, technology, alternative recording methods, additional adult support, flexible grouping, smaller teaching groups, personalised timetables, practical learning and additional repetition.

Our Accessibility Plan 2026–2029 identifies three statutory accessibility strands: increasing access to the curriculum, improving the physical environment, and improving access to information. Current priorities include improving access to writing for pupils with SEND/high needs, strengthening communication and oracy, using formative assessment to identify barriers quickly, developing SEMH provision, and improving access to trips, clubs, play and enrichment.

We will consider accessibility when developing OPAL and other premises projects, The Garden, The Pod and future site development. Sensory/environmental needs, specialist equipment and emergency evacuation arrangements will be considered where relevant.

The Accessibility Plan is monitored termly, formally reviewed annually and will receive a full review by July 2029, or earlier if significant changes make this necessary.

11. Reasonable adjustments and access to information

We are committed to removing disability-related barriers. Under the Equality Act 2010, the school considers reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage.

Depending on individual circumstances, adjustments may include changes to teaching, communication, physical access, classroom organisation, assessment, behaviour support, timetabling, trips, lunchtime and extracurricular activities, or the use of auxiliary aids and equipment.

We also consider how information is communicated. Where appropriate, information may be provided using visual, simplified, enlarged, audio/digital or other suitable formats. We consider communication and language needs alongside disability-related accessibility needs.

Individual adjustments and provision are recorded in the appropriate pupil/SEND documentation so that relevant staff know what is required. The Accessibility Plan does not replace individual provision, risk assessments, medical plans or EHC plan provision.

12. Participation beyond the classroom

Children with SEND are encouraged and supported to participate in the full life of the school, including educational visits, residential or extended activities where appropriate, performances, assemblies, PE and sport, clubs, music and creative activities, lunchtime activities and other enrichment.

Before activities and visits, staff consider individual needs, accessibility, communication, medical requirements, sensory needs, staffing and risk. Wherever reasonably possible, we remove barriers

so that children can participate alongside their peers rather than automatically providing a separate activity.

13. Emotional wellbeing, SEMH and behaviour

We recognise that emotional wellbeing is closely linked to learning. Our approach includes nurturing relationships, consistent routines, emotional regulation strategies, pastoral and nurture support, social and emotional interventions, support with friendships and relationships, individual behaviour support where required, counselling where appropriate and work with families and external professionals.

Where behaviour creates a significant barrier to learning, we seek to understand the underlying need rather than viewing behaviour in isolation. Our Behaviour Policy sets out the school's wider approach to behaviour and relationships.

14. Assessment, progress and outcomes

Children with SEND are included within the school's assessment arrangements, with appropriate adaptations where required. We use a range of information including teacher assessment, observations, phonics, reading, writing, mathematics, EYFS assessment, intervention assessments, specialist assessments, professional advice and pupil/parent views.

We consider progress broadly. This can include academic achievement, communication, independence, confidence, emotional regulation, social development, attendance and engagement, life skills and preparation for the next stage of education.

Where statutory assessment access arrangements are required, these are considered and implemented in accordance with current assessment guidance and the child's individual needs.

15. Education, Health and Care needs assessments and EHC plans

Some children require provision that is beyond what can ordinarily be provided through SEN Support. Where appropriate, the school may discuss an Education, Health and Care (EHC) needs assessment with parents/carers and the young person.

A request for an EHC needs assessment may be made by a parent, young person or educational setting in accordance with the statutory process. The Local Authority decides whether an assessment is necessary.

If an EHC plan is issued, the school works with the child, family, Local Authority and relevant professionals to deliver the provision specified in the plan. EHC plans are reviewed annually, or more frequently where required.

An EHC plan is not a requirement for a child to receive SEN Support.

16. Working with parents, carers and children

Parents and carers are essential partners. We aim to listen, share information openly, involve families in assessment and planning, discuss concerns promptly, involve families in LSP reviews and

intervention decisions, provide opportunities to discuss progress, support families to understand their child's needs and work with them during transitions.

Children and young people should have an active role in decisions about their education. The level and method of involvement depends on age, understanding and communication needs. This may include pupil voice, one-to-one discussion, visual choice systems, communication aids, one-page profiles, passports, LSP discussions, annual reviews, transition planning and feedback about what helps them learn.

Where a child communicates differently, we use appropriate communication methods and seek advice where necessary.

17. Working with external agencies and professionals

We work with external agencies when specialist advice or support is required. Depending on individual need, this may include Norfolk County Council SEND services, specialist advisory teachers, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Sensory Support, School Nursing, health and paediatric services, mental health services, Early Help, School and Community Teams, Norfolk SENDIASS, Virtual School, specialist outreach services and voluntary or community organisations.

We use specialist advice to inform assessment, planning, intervention and review. We seek parental consent where required and share information in accordance with safeguarding, data protection and information-sharing requirements.

18. Transitions

We recognise that transitions can be particularly significant for children with SEND. Transition support may include visits, information-sharing, photographs and visual information, transition books, All About Me information, parent/carer meetings, liaison with previous or receiving settings, additional visits and transition passports or one-page profiles.

For pupils with EHC plans, transition arrangements are incorporated into the statutory review process where appropriate.

19. Admissions

We welcome applications from children with SEND. The school's admission arrangements apply equally to children with SEND, subject to the statutory admission framework and the school's published admission arrangements.

Where a child is joining the school and has identified SEND, we aim to obtain information from the previous setting, meet with parents/carers, liaise with relevant professionals, arrange visits where appropriate, identify reasonable adjustments, prepare staff and plan transition support.

20. Roles and responsibilities

SEND is a whole-school responsibility.

Governing Body
Provides oversight and challenge, ensures that SEND duties are considered strategically, and receives assurance about SEND and accessibility. The SEND Governor is Mr Mike Ward.

Headteacher
Provides overall leadership and ensures the school meets its statutory duties.

SENDCos
Mr Dan Rust (KS2 SENDCo and Deputy Headteacher) and Mrs Hannah Powley (EYFS/KS1 SENDCo and Pod Lead) coordinate SEND provision, work with families and professionals, support staff, monitor provision and progress, contribute to strategic development and help ensure statutory duties are met.

Class teachers
Remain responsible for the progress and day-to-day provision of pupils in their classes, including adaptive teaching and implementation of agreed strategies.

Teaching and support staff
Deliver agreed provision, contribute to assessment and review, and seek advice where needed.

Parents/carers and pupils
Share information, contribute views, help identify what works, and participate in planning and review wherever appropriate.

21. SEND and Safeguarding

The school recognises that children and young people with SEND may face additional safeguarding risks and barriers to recognising, communicating and reporting abuse, neglect and exploitation. These risks may occur both online and offline.

In line with *Keeping Children Safe in Education 2026*, staff recognise that pupils with SEND may be particularly vulnerable to isolation, bullying, exploitation and abuse. Communication difficulties, dependence on adults, or difficulties understanding and reporting what is happening may make it harder for some pupils to recognise a safeguarding concern or seek help.

Staff should therefore maintain professional curiosity and should not assume that changes in behaviour, mood, attendance, communication or physical presentation are a result of a pupil's SEND without considering whether there may be a safeguarding concern.

Safeguarding concerns involving pupils with SEND will be managed through the school's safeguarding and child protection procedures, with appropriate liaison between the Designated Safeguarding Lead (DSL) and SENCO. Communication and safeguarding support will be adapted where necessary to ensure that pupils can understand how to stay safe and have appropriate opportunities to express their wishes, feelings and concerns.

Safeguarding is the responsibility of all staff. Annual safeguarding and child protection training includes consideration of the additional vulnerabilities and safeguarding barriers faced by pupils with SEND. Staff should refer to the school's Safeguarding and Child Protection Policy and speak promptly

to the DSL or Deputy DSL if they have any concerns. A pupil's SEND should never be a reason to discount or overlook a safeguarding concern.

22. Staff expertise and training

We recognise that effective SEND provision depends upon knowledgeable and confident staff. Teachers have weekly training sessions on Wednesdays covering teaching, learning and SEND. Pod staff have weekly training on Thursdays.

Training is responsive to the needs of the children currently attending the school and may include SEND and inclusive teaching, safeguarding, STEP ON/STEP UP, Read Write Inc., Talk Boost, intensive interaction, PEG feeding, epilepsy awareness and management, allergy awareness, food hygiene, health and safety, and specialist training relating to The Pod, The Snug and The Garden.

We work with VNET and relevant specialist services to access professional development and advice.

23. Monitoring, evaluation and governance

We regularly evaluate whether SEND provision is making a positive difference. Evidence may include pupil progress, termly LSP reviews, intervention outcomes, teaching and provision observations, pupil work, SEND records, assessment information, attendance and engagement, pupil and parent/carer views, external professional advice, SEND provision audits, monitoring of adaptive teaching and review of specialist provision.

SEND Focus meetings take place regularly. Where provision is not having the intended impact, we consider whether the identified need is accurate, whether provision is sufficiently targeted, whether it is delivered consistently, whether staff need further training, whether the environment needs to change, whether further assessment is required and whether specialist advice is needed.

Accessibility actions are monitored through the school's existing SEND, leadership and school-improvement arrangements. Governors receive at least annual assurance on progress and significant barriers, resource implications or changes required.

24. Working with the SEND Information Report and Accessibility Plan

Document	Main purpose	What families should use it for
SEND Policy	Sets out the school's principles, responsibilities, approach and framework for SEND.	Understanding how the school approaches SEND and how decisions are made.
SEND Information Report	Provides current, practical information about SEND provision and how it works in 2026/27.	Finding out what provision, specialist support, contacts and routes of help are currently available.
Accessibility Plan 2026–2029	Sets out planned improvements to accessibility across curriculum, physical environment and information.	Seeing the school's planned accessibility priorities and how progress is monitored.

25. Records, confidentiality and information sharing

SEND information is recorded and managed through the school's established systems and documentation. Information is shared with staff and professionals who need it to support the child, subject to safeguarding, data protection and information-sharing requirements.

Parents and carers can ask the school about records relating to their child and about how information is used and shared. Requests will be handled in line with applicable data protection requirements.

26. Raising a concern or making a complaint

We encourage parents and carers to raise concerns as soon as possible so that they can be addressed constructively. In the first instance, parents/carers should normally speak to:

- the class teacher;
- the SENDCo;
- the Headteacher, where appropriate.

If a concern cannot be resolved informally, parents/carers can use the school's formal Complaints Procedure. The Complaints Policy explains the formal stages.

Families can also seek independent SEND information, advice and support through Norfolk SENDIASS.

27. Useful sources of support

- Norfolk Local Offer – information about services and support available for children and young people with SEND and their families.
- Norfolk SENDIASS – free, confidential and impartial information, advice and support.
- Family Voice Norfolk – support and opportunities for parents and carers to have their views heard.
- Just One Norfolk – information and support relating to children's health and wellbeing.

28. Publication, review and approval

This policy should be read alongside the SEND Information Report, Accessibility Plan, Equality Information and Objectives, Safeguarding and Child Protection Policy, Behaviour Policy, Attendance Policy, Complaints Policy, Admissions Policy, Supporting Pupils with Medical Conditions Policy and relevant curriculum information.

The policy will be reviewed annually and sooner where significant changes occur. Before publication, the school should check that named staff, contact details, specialist provision, governance arrangements and links to related policies remain current.

Parent-friendly note: If you are unsure whether your child may have SEND, or you are worried about something that is affecting their learning, wellbeing or access to school, please speak to your child's class teacher or one of our SENDCos. You do not need to wait for a formal diagnosis before raising a concern.