



# Adlington St. Paul's CE Primary School

Headteacher: Mr. A. Houghton



## SEND Policy 2026

'Whatever you do, work at it with all your heart.'

Colossians 3 v23

**Headteacher**  
**Mr Andrew Houghton**  
**SENDCo**  
**Miss Lauren Taylor**  
**Approved / reviewed**  
**September 2026**  
**Next review**  
**September 2027**

## **1. Purpose and statutory context**

Adlington St Paul's provides a caring, positive and secure Christian learning environment in which all pupils can access a broad and balanced curriculum, participate fully in school life and reach their potential. Parents/carers and pupils are active partners in identifying needs, planning support and reviewing outcomes.

Children and Families Act 2014

SEND Code of Practice: 0 to 25 years

Special Educational Needs and Disability Regulations 2014

Equality Act 2010 and the duty to make reasonable adjustments

Relevant local-authority guidance and school policies

## **2. School values and inclusion**

Our Christian values are Community, Hope, Compassion, Forgiveness, Perseverance and Respect. These values guide our inclusive practice and our commitment to enabling all children to flourish.

## **3. Definition of SEND**

A pupil has SEND where they have a learning difficulty or disability that calls for special educational provision which is additional to or different from that made generally for pupils of the same age. Disability and SEND may overlap, but they are not identical.

## **4. Leadership and responsibilities**

**SENDCo - Miss Lauren Taylor**

Oversee the day-to-day operation of the SEND policy and SEND register.

Coordinate the graduated approach, provision mapping, interventions and EHCP processes.

Support teachers to identify needs, adapt teaching and evaluate impact.

Liaise with pupils, parents/carers, external professionals, transition settings and the local authority.

Monitor outcomes, attendance, participation and the impact of additional provision.

Advise the Headteacher and governors on strategic SEND development and resource use.

**Headteacher - Mr Andrew Houghton**

Has overall responsibility for SEND provision and pupil progress and works with the SENDCo and governors to ensure statutory duties are met.

## **Class teachers**

Remain responsible and accountable for the progress and development of every pupil in their class.

Provide high-quality adaptive teaching as the first response to need.

Work with TAs and specialists to plan, deliver and evaluate support.

Contribute to and review Individual Support Plans with pupils and families.

Work with the SENDCo through the assess-plan-do-review cycle.

## **Teaching assistants**

Support learning under teacher direction, contribute to evidence and review, and deliver targeted interventions where planned without replacing teacher responsibility.

## **5. Identification and assessment**

Teachers assess pupils' skills and attainment on entry and over time. A concern may arise where progress is significantly slower than peers from a similar starting point, fails to match previous progress, widens attainment gaps, or where communication, interaction, SEMH, sensory or physical needs significantly affect access. Slow progress alone does not automatically mean a pupil has SEND.

## **6. Graduated approach: assess, plan, do, review**

### **Assess**

Teacher and SENDCo draw on assessment, prior attainment, observation, pupil and parent views and relevant specialist advice.

### **Plan**

Outcomes, adaptations, support, responsibilities and review dates are agreed and recorded in the school's current Individual Support Plan documentation.

### **Do**

Class teachers retain responsibility. Additional adult support or intervention complements, rather than substitutes for, high-quality classroom teaching.

### **Review**

Impact is reviewed at least termly, with plans retained, adapted, intensified or stepped down according to evidence.

## **7. High-quality adaptive teaching and intervention**

Teaching is adapted through approaches such as explicit instruction, chunking, pre-teaching vocabulary, visual timetables, additional processing time, appropriate scaffolds, accessible resources and assistive technology. Targeted intervention is short, purposeful, linked to classroom learning and evaluated for impact.

## **8. Education, Health and Care Plans and high-needs funding**

Where relevant and purposeful SEN Support has not secured expected progress, school and/or parents may consider requesting an EHC needs assessment. Evidence will reflect the graduated approach, provision, outcomes, costs, pupil and family voice and professional advice. Annual reviews are completed within statutory timescales. Inclusive Mainstream / high-needs funding is used where appropriate to strengthen provision and is reviewed for impact.

## **9. Participation, transition and pupil voice**

Pupils with SEND are included in educational visits, residentials, sport, clubs, worship and wider school life wherever possible. Reasonable adjustments are made. Transition information is shared securely and early enough for receiving staff/settings to plan appropriate support.

## **10. Evaluating effectiveness**

Progress and attainment against individual starting points and agreed outcomes.

Progress towards Individual Support Plan outcomes.

Impact of targeted interventions.

Attendance, behaviour, participation and wellbeing.

Pupil and parent/carer voice.

SENDCo monitoring, learning walks and work scrutiny.

Annual reviews and multi-agency support.

## **11. Safeguarding**

Pupils with SEND may have additional safeguarding vulnerabilities. Staff follow current safeguarding guidance and the school safeguarding policy. Safeguarding concerns are recorded and escalated through CPOMS in line with school procedures.

## **12. Complaints**

Concerns about SEND provision should initially be raised with the class teacher and/or SENDCo. Unresolved concerns follow the school's complaints procedure.

## **13. Monitoring and review**

The SENDCo, Miss Lauren Taylor, and the Headteacher report on SEND to governors through the school's normal monitoring cycle. This policy is reviewed whenever statutory requirements or school practice materially changes and otherwise within the school's agreed policy-review cycle.