ST MARY'S CE NURSERY AND PRIMARY SCHOOL

SEND and Inclusion Policy

2026–2027

Policy lead	Kerry Dunford – Inclusion Manager / SENCO
SEND/Inclusion Governor	Paula Greenwood
Review cycle	Annual, or sooner following significant statutory or school changes
Linked document	SEND Information Report 2026–2027

Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by Christian faith

Values: Compassion • Endurance • Thankfulness

1. Purpose and inclusive ethos

St Mary's is an inclusive Church of England nursery and primary school. We want every pupil to belong, participate, learn and flourish. Our Christian values of compassion, endurance and thankfulness underpin an inclusive culture in which barriers are identified early and pupils are supported to access a broad, balanced and ambitious curriculum.

This policy sets out the principles, responsibilities and systems through which St Mary's promotes inclusion and meets the needs of pupils with special educational needs and/or disabilities (SEND). It should be read alongside the school's SEND Information Report, which gives families more detailed and current information about the provision available in school.

Our approach is needs-led rather than diagnosis-led. A diagnosis is not required before reasonable adjustments, adaptive teaching or appropriate support can begin.

2. Scope of inclusion

Inclusion at St Mary's is wider than SEND. We recognise that pupils may experience barriers to learning, participation or wellbeing for many reasons. Our inclusive practice considers the needs of pupils including:

- pupils with SEND or disabilities;
- pupils learning English as an additional language (EAL);
- children looked after and previously looked after children;
- pupils eligible for Pupil Premium or experiencing disadvantage;
- young carers, service children and pupils whose families are experiencing temporary or ongoing difficulty;
- pupils from minority ethnic, cultural or faith backgrounds, including refugees, asylum seekers and Traveller families;
- pupils at risk of poor attendance, disaffection, suspension or exclusion;
- pupils with medical needs or disabilities requiring reasonable adjustments;
- pupils with protected characteristics, and pupils who may be vulnerable to discrimination or bullying;
- pupils whose attainment is significantly above age-related expectations and who require appropriate challenge.

Not all pupils in these groups have SEND. Support is based on the individual pupil's strengths, barriers, needs and circumstances.

3. Aims

- identify barriers and additional needs as early as possible;
- provide high-quality adaptive teaching and reasonable adjustments as the starting point for inclusion;
- ensure pupils with SEND are educated alongside their peers wherever this is appropriate and supports access, progress and participation;

- use the Assess–Plan–Do–Review cycle to agree clear outcomes and review whether support is making a difference;
- promote pupil voice, independence, wellbeing and preparation for the next stage of education;
- work in partnership with parents/carers and relevant professionals;
- use staffing, funding and specialist advice effectively and transparently;
- monitor the progress, participation and experience of vulnerable groups and act where barriers or inequalities are identified;
- develop staff confidence and consistency through training, coaching and shared inclusive practice.

4. Key responsibilities

Role	Key responsibility
Class teacher	Remains responsible for the progress and development of every pupil in the class; identifies barriers, adapts teaching, implements and reviews support, and communicates with families.
Inclusion Manager / SENCO – Mrs Kerry Dunford	Coordinates SEND provision; supports and advises staff; oversees the graduated approach and Provision Mapper; maintains SEND records; liaises with families, the local authority and external professionals; coordinates EHCP processes; and monitors the impact of provision.
Headteacher and Senior Leadership Team	Retain overall responsibility for the quality of education, inclusion, safeguarding, deployment of resources and implementation of statutory duties.
SEND/Inclusion Governor – Paula Greenwood	Provides governance oversight and challenge regarding SEND and inclusion, access, outcomes, use of resources and the effectiveness of improvement work.
Teaching Assistants / Learning Support Assistants	Deliver planned support under the direction of teachers and leaders, with a focus on access, progress, participation and increasing independence.

5. What is SEND?

A pupil has special educational needs where a learning difficulty or disability calls for special educational provision to be made. This includes pupils who have significantly greater difficulty in learning than most others of the same age, or a disability that prevents or hinders them from making use of facilities generally provided for their peers.

The four broad areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

These areas are a helpful framework rather than labels. Pupils may have needs across more than one area, and the school considers the whole pupil, including strengths, views, wellbeing, attendance, medical needs and environmental factors.

6. Identification and the graduated approach

St Mary's uses the Assess–Plan–Do–Review cycle. The class teacher is the first point of responsibility and should first consider the quality and accessibility of classroom teaching, alongside possible temporary or environmental factors. Concerns are discussed with parents/carers and the pupil where appropriate.

Stage	What happens
Assess	Consider attainment, progress, observation, work, pupil and parent views, previous information, attendance, wellbeing, medical/environmental factors and specialist advice where available.
Plan	Agree priorities, SMART outcomes, classroom adaptations and any targeted provision. Record relevant information through the school's SEND/Provision Mapper systems.
Do	The class teacher remains responsible for the pupil's learning. Agreed adaptations and interventions are implemented, with additional adult or specialist support where appropriate.
Review	Review progress towards outcomes and the impact of provision. Continue, change, intensify or reduce support in response to evidence.

Where a pupil continues to make less than expected progress despite appropriate support, the SENCO may undertake or coordinate further assessment and seek specialist advice. Where needs are significant and complex and may require provision beyond that ordinarily available in a mainstream school, an Education, Health and Care needs assessment may be considered.

The SEND register is maintained by the Inclusion Manager/SENCO and reviewed as needs change. Placement on, or removal from, the register is based on evidence of special educational need rather than attainment alone.

7. High-quality inclusive teaching

The priority is to make the classroom and curriculum accessible rather than routinely removing pupils from their peers. St Mary's uses adaptive teaching, reasonable adjustments and evidence-informed approaches as the foundation of provision.

The school uses the EEF Five-a-Day approach alongside Assess–Plan–Do–Review: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and effective use of technology.

- clear routines, visual supports and checks for understanding;
- small-step or chunked instructions and additional processing time;
- modelling, worked examples, sentence stems, writing frames and word banks;
- pre-teaching and repetition of key vocabulary;
- practical and concrete resources and alternative methods of recording;
- movement or sensory breaks and regulation strategies where needed;
- assistive technology and accessible resources;
- carefully planned adult support that promotes independence rather than unnecessary dependence.

More detailed examples of the school's current universal, targeted and specialist SEND provision are set out in the SEND Information Report. This avoids duplicating a changing list of interventions within this policy.

8. Levels of support and Wandsworth Ordinarily Available Provision

Our universal inclusive offer anticipates commonly occurring and predictable barriers to learning rather than waiting for individual pupils to experience difficulty. In line with DfE Inclusive Mainstream Fund guidance, this includes ambitious inclusive leadership and governance, early evidence-based support, high-quality adaptive teaching and curriculum, accessible enrichment, a safe culture of belonging and participation, strong partnership with families and wider services, and inclusive environments with continuous improvements to accessibility.

Where a pupil's needs cannot be met through the universal offer alone, targeted provision is added promptly. Targeted support is linked to an identified barrier and clear intended outcome, and is planned, recorded and reviewed using evidence of its impact on access, participation, independence and progress.

Level	Typical approach	Who may access it
Universal / ordinarily available	Adaptive teaching, routines, visual supports, scaffolding, reasonable adjustments and accessible resources.	All pupils, including pupils with SEND.
Targeted	Additional small-group or individual support linked to an identified need and clear intended outcome.	Pupils requiring support additional to universal provision.
Specialist / personalised	Individualised provision informed by specialist assessment/advice, including	Pupils with significant, persistent or complex needs.

	EHCP provision where applicable.	

St Mary's works within Wandsworth's Ordinarily Available Provision (OAP) expectations. OAP is not a fixed checklist for an individual pupil; provision is selected according to assessed need, barriers to learning and participation, intended outcomes and evidence of impact.

9. Assessing progress and reviewing provision

- Teachers assess learning continuously and use school assessment systems and pupil progress processes to identify concerns and monitor progress.
- SEND needs, outcomes, adaptations and provision are reviewed at least termly and updated sooner when needs change.
- Parents/carers are involved in target-setting and review; pupil voice is gathered in an age-appropriate way.
- Interventions have a clear purpose and review point. They continue because evidence shows they remain needed and useful, not simply because they have been delivered before.
- Pupils with an EHCP have a statutory annual review, with additional review where appropriate.

10. Education, Health and Care Plans (EHCPs)

Most pupils with SEND have their needs met through SEN Support and ordinarily available provision. An EHCP is a legal plan describing a pupil's needs, outcomes and specified provision. The local authority decides whether to carry out an Education, Health and Care needs assessment and whether to issue a plan.

For pupils with an EHCP, St Mary's organises provision in line with the plan, monitors progress towards outcomes and contributes to statutory annual reviews. Funding is used flexibly to deliver specified provision and promote access and independence; an EHCP does not automatically mean continuous 1:1 adult support.

11. Partnership with parents/carers and pupils

Families are essential partners. The school aims to communicate clearly, listen to concerns, agree priorities together and explain what support is being provided and why. Pupils are supported to express their views through discussion, pupil voice, profiles and review processes.

The usual route for a concern is class teacher → Inclusion Manager/SENCO → Headteacher, with the school's formal complaints procedure available if a concern remains unresolved.

12. External professionals and multi-agency working

Where appropriate, and subject to service criteria, St Mary's may seek advice or involvement from Speech and Language Therapy, Occupational Therapy, Educational Psychology/Schools and Community Psychology Service, Wandsworth Autism Advisory Service, Behaviour and Learning Support Services, Community Paediatrics, School Nursing, hearing/visual impairment services, physiotherapy, CENMAC,

CAMHS or other mental-health services, Early Help/social care, PRU/outreach and commissioned specialist or therapeutic services.

Parents/carers are normally consulted before a school referral is made. Specialist recommendations should be translated into practical classroom provision and reviewed for impact. Multi-agency meetings may be used where coordinated planning is needed.

13. Accessibility, disability and medical needs

St Mary's makes reasonable adjustments so disabled pupils and pupils with SEND can access education, information, the physical environment and wider school life. The school's Accessibility Plan and Equality Information and Objectives should be read alongside this policy.

Pupils with medical needs are supported through the school's First Aid, Medicines and Supporting Pupils with Medical Conditions procedures. Individual Healthcare Plans, risk assessments, personal care arrangements and staff training are put in place where required.

Trips, clubs, collective worship and curriculum enrichment should be planned inclusively, with reasonable adjustments considered so that pupils can participate as fully as possible.

14. Safeguarding and SEND

Pupils with SEND, particularly pupils who are non-speaking, have communication difficulties or complex needs, may face additional safeguarding vulnerabilities. Staff must remain alert to changes in behaviour, presentation or communication and follow the school's Safeguarding and Child Protection Policy and reporting procedures.

This policy does not duplicate the school's current safeguarding staffing arrangements, which are maintained in the Safeguarding and Child Protection Policy and displayed in school.

15. English as an Additional Language (EAL)

Having EAL is not, in itself, a special educational need. Bilingualism and multilingualism are valued. Teachers use adaptive approaches such as visual support, pre-teaching vocabulary, modelling, structured talk, role play and alternative ways to record learning. New arrivals may receive additional language support where needed.

Where progress is a concern, staff consider language acquisition alongside other evidence so that SEND is neither overlooked nor incorrectly identified.

16. Looked-after and previously looked-after children

St Mary's works with carers, social workers, the Virtual School and other professionals to support children looked after and previously looked after children. Personal Education Plans, safeguarding information and educational targets are used to promote progress, wellbeing, stability and high expectations. Information is shared on a need-to-know basis and in accordance with safeguarding and data-protection requirements.

17. Pupil Premium, disadvantage and attendance

The school considers the interaction between disadvantage, attendance, wellbeing and learning when identifying barriers. Pupil Premium funding is used in accordance with the school's published strategy and reviewed for impact. SEND status and disadvantage are considered separately: a pupil may have one, both or neither.

Attendance concerns are addressed through the school's Attendance Policy and appropriate support. Poor attendance is not, by itself, evidence of SEND, but attendance patterns may form part of the wider assessment of a pupil's needs.

18. Equality, participation and wider inclusion

St Mary's promotes equality of access, participation and opportunity and does not tolerate discrimination, harassment or bullying. The curriculum and wider school life should reflect and respect diversity. Concerns relating to racism, bullying, protected characteristics or discriminatory behaviour are managed through the relevant school policies and reporting procedures.

Pupils whose attainment significantly exceeds age-related expectations are provided with appropriate challenge through ambitious teaching, depth, breadth and enrichment. This is part of inclusive teaching and is not SEND provision.

19. Transition

Transitions are planned carefully where change may create additional barriers. Support may include additional visits, transition books or visual supports, handover meetings, early sharing of successful strategies and liaison with previous or receiving settings. Secondary SENCOs are invited to relevant Year 6 EHCP annual reviews.

20. Monitoring, improvement and governance

The Inclusion Manager/SENCO, Headteacher and Senior Leadership Team monitor the quality and impact of inclusion through pupil progress information, SEND reviews, Provision Mapper, intervention review, parent/carer feedback, pupil voice, learning walks and scrutiny of classroom provision.

Following the May 2026 inspection, the school's current SEND improvement focus is the consistency and timeliness of planning and review, the precision of classroom adaptations, and stronger leadership and governor monitoring. Improvement activity includes Provision Mapper, updated pupil information, parent meetings, inclusion learning walks, intervention reviews and pupil voice.

The SEND/Inclusion Governor provides oversight and challenge. The Governing Body reviews the effectiveness of the school's SEND and inclusion arrangements through its agreed committee and reporting structures.

During 2026–2027, St Mary's will continue to develop its whole-school inclusive offer in response to national SEND and inclusion reforms, including the Inclusive Mainstream Fund. The school will use its understanding of pupil need, provision and impact to inform strategic decisions about inclusive practice and the removal of barriers to learning. In line with DfE requirements, the school will publish an inclusion strategy from December

2026 and report on how Inclusive Mainstream Fund funding is used to strengthen the universal offer and remove barriers to learning.

21. Complaints and information for families

Concerns about learning or SEND provision should normally be raised with the class teacher first, then the Inclusion Manager/SENCO, and then the Headteacher if needed. If the matter remains unresolved, parents/carers may use the school's formal complaints procedure.

The SEND Information Report contains current links to Wandsworth's SEND Local Offer, Ordinarily Available Provision guidance, EHCP information and the Wandsworth Information, Advice and Support Service (WIASS). Keeping these links in the Information Report reduces duplication and makes it easier to keep public-facing information current.

22. Related school documents

- SEND Information Report
- Accessibility Plan
- Equality Information and Objectives
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- First Aid, Medicines and Supporting Pupils with Medical Conditions Policy
- Pupil Premium Strategy Statement
- Complaints Policy and Procedure

23. Statutory and guidance framework

The school has regard to the SEND Code of Practice: 0 to 25 years and operates within the legal framework for SEND, equality, disability and education. The policy should be updated when relevant statutory guidance or legislation changes. Current external links are maintained in the SEND Information Report rather than repeated throughout this policy.

Current DfE guidance also includes Inclusive Mainstream Fund: best practice for schools (updated August 2026), which sets out seven principles for a strong universal inclusive offer and expectations for targeted evidence-based support. Guidance: https://www.gov.uk/government/publications/inclusive-mainstream-fund-support-for-school-leaders/inclusive-mainstream-fund-best-practice-for-schools

24. Monitoring and review of this policy

The Inclusion Manager/SENCO leads the annual review of this policy, with oversight from the Headteacher, Senior Leadership Team and Governing Body. It will be reviewed sooner where significant statutory guidance, legislation, local arrangements or school practice changes.

Operational forms, detailed intervention lists and classroom strategy banks are maintained separately through Provision Mapper, staff guidance and the SEND Information Report so that they can be updated without making this policy unnecessarily long.