Buckland Primary School
SEND Policy

Governors' Responsible:	Full Governing Board (FGB)
Statutory Policy Originator:	Marie Lucas-Caller (SENCO)
Date reviewed	September 2026
Next Annual Review Due:	September 2027

Introduction

Buckland Primary School is committed to providing a safe, inclusive, and stimulating environment where every child is valued, respected, and supported to reach their potential.

This policy outlines how we identify, support, and review provision for pupils with Special Educational Needs and Disabilities (SEND), in line with the *Children and Families Act 2014* and the *SEND Code of Practice: 0 to 25 Years (January 2015).*

This policy should be read in conjunction with the Equality Act 2010, which places duties on schools to make reasonable adjustments for disabled pupils and to prevent discrimination.

Further information on national guidance can be found at: SEND Code of Practice 2015
Local support and resources are available through the Surrey Local Offer.

Further information about the school's SEND provision can be found in the school's SEND Information Report, available on the school website.

Our Vision and Values

At Buckland, we believe that every child can succeed when supported through quality first teaching, strong relationships, and high expectations. We promote respect, curiosity, resilience, and pride in all we do, celebrating diversity and fostering a strong sense of belonging across our school community.

Aims

We aim to ensure that every pupil:

- Has access to a broad, balanced, and inclusive curriculum.
- Is identified early if they have additional needs.
- Receives high-quality teaching and targeted support to overcome barriers to learning.
- Feels safe, valued, and heard in shaping their own learning.
- Is supported through strong partnerships between school, home, and external agencies.

Responsibilities

- The Headteacher and SENCO work together to oversee SEND provision and ensure compliance with statutory responsibilities.
- All teachers are responsible for the progress and development of pupils in their class, including those with SEND.
- The Governing Body has a statutory responsibility to ensure that the school meets its duties under the Children and Families Act 2014 and Equality Act 2010 and that appropriate provision is made for pupils with SEND.

Identification and Support

We follow the graduated approach outlined in the SEND Code of Practice.

Slow progress or low attainment does not automatically indicate that a pupil has SEND. The school considers a range of evidence before identifying SEND and determining appropriate support.

SEND may relate to one or more of the following areas:

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

We then follow the graduated approach: **Assess - Plan - Do – Review**

1. **Assess:** Teachers identify pupils who may have SEND through ongoing assessment and observation. Information is also gathered from parents, early years providers, and external professionals. Pupils are monitored according to our Wave System, which ensures support is proportionate to their needs.
2. **Plan:** The SENCO, class teacher, and parents agree on strategies, interventions, and outcomes, aligning support with the appropriate Wave level.
3. **Do:** Support is delivered through high-quality, differentiated teaching, targeted interventions, and collaboration with support staff or external specialists, depending on the pupil's Wave.
4. **Review:** Progress is reviewed regularly with parents and pupils, and provision is adapted accordingly. Reviews are informed by the pupil's Wave level, ensuring that interventions are effective and appropriately scaled.

Wave System Integration

Wave	Description	Monitoring
Wave 1 – Quality First Teaching	Pupils making expected progress through classroom strategies and reasonable adjustments.	Monitored by class teacher; recorded as Wave 1 – Monitoring.
Wave 2 – Targeted SEND Support	Pupils needing additional support (small groups, interventions, TA support).	SEND Progress Summary completed and reviewed termly; Wave 2 – SEND Support.
Wave 3 – EHCP Provision	Pupils with complex needs requiring personalised support outlined in EHCP.	SEND Progress Summary aligned with EHCP outcomes; Wave 3 – EHCP.

Pupils identified as requiring SEND Support (Wave 2) or who have an Education, Health and Care Plan (Wave 3) are recorded on the school's SEND Register and have a SEND Progress Summary outlining their needs, strategies, and termly targets.

Where a child's needs are complex or long-term, the school or parents may request an Education, Health and Care (EHC) Needs Assessment, which may lead to an Education, Health and Care Plan (EHCP). EHCPs are reviewed annually with parents, the pupil, and professionals, ensuring alignment with Wave 3 provision.

Pupils with an Education, Health and Care Plan (EHCP) receive highly personalised support tailored to their individual outcomes. The SENCO coordinates provision in partnership with teachers, parents, and relevant professionals to ensure that all statutory requirements within the plan are met. The school is committed to delivering the provision detailed in each EHCP and to participating fully in annual reviews, transition planning, and multi-agency meetings.

Access, Inclusion and Curriculum

We are an inclusive school and make every effort to enable pupils with SEND to participate fully in all areas of school life. Lessons are planned with adjustments to meet diverse needs. Support staff and specialist services (e.g., Educational Psychology,

Speech and Language Therapy, Occupational Therapy, Mindworks, and Freemantles ASD Outreach) work collaboratively to provide tailored interventions.

The school site is accessible to pupils with physical disabilities. Please refer to our Accessibility Plan for further details.

Nurture Provision

Buckland Primary School is committed to promoting positive mental health, wellbeing, inclusion, and a sense of belonging for all pupils. Our practice is underpinned by a nurturing and trauma-informed approach, recognising the impact that life experiences can have on children's learning, behaviour, and emotional wellbeing. This commitment is reflected through our achievement of the **Wellbeing Award for Schools**, the **SAATIS Award** for trauma-informed practice, and our successful participation in the **Nurturing Schools Programme (2024-2026)**, culminating in the award of the **Nurturing Schools Award in May 2026**.

Our Nurture Provision supports pupils who may benefit from additional emotional, social, or behavioural support. Through targeted small-group and individual interventions, pupils are supported to develop confidence, resilience, emotional regulation, communication, and social skills. The provision complements classroom learning and helps pupils engage successfully with school life and learning.

Pupils accessing Nurture Provision remain fully included within the wider school community. Progress is monitored regularly and, where appropriate, support is integrated within the Assess-Plan-Do-Review process and linked to the school's Wave System for pupils identified with SEND.

Transition Arrangements

The school works closely with families, settings, and receiving schools to ensure smooth transitions into school, between year groups, and on transfer to secondary education. Additional transition arrangements are provided where appropriate for pupils with SEND.

Working with Parents and Pupils

We value the role of parents as partners in their child's education. Parents are involved in every stage of the SEND process and receive regular updates on progress and provision.

Pupils are encouraged to share their views on what helps them learn best and are actively involved in setting and reviewing their own targets.

We are committed to transparent communication and co-production with families and agencies, ensuring that decisions about support are made collaboratively and in the best interests of the child.

We recognise parents as experts in their child and value their knowledge and contribution when planning and reviewing provision.

Links with External Agencies

The SENCO liaises closely with local and specialist services, including:

- Surrey Educational Psychology Service
- Speech and Language Therapy
- Behaviour Support Service
- Language and Learning Support
- Social Care and Health professionals

These partnerships strengthen our understanding and provision for children with SEND.

Training and Development

All staff receive regular training in SEND awareness, strategies, and inclusive teaching. The SENCO attends local network meetings and ensures training priorities align with school development goals and pupil needs.

Monitoring and Evaluation

SEND provision is monitored termly through pupil progress reviews, SEND progress summaries, staff feedback, and parent consultation. Outcomes are reported to governors termly through the Headteacher's report and annually through SEND provision monitoring.

Adjustments are made as needed to improve impact and inclusion.

The effectiveness of SEND provision is evaluated through progress data, pupil and parent feedback, and external moderation where appropriate. Governors receive regular updates on SEND outcomes and resource allocation to ensure statutory responsibilities are met.

Complaints

If a parent has concerns about SEND provision, they should first contact the class teacher or SENCO. Unresolved concerns can be raised with the Headteacher or through the school's formal complaints procedure. Parents may also seek impartial advice from Surrey SEND Information, Advice and Support Service (SENDIASS).

Key Contacts

- **SENCO:** Marie Lucas-Caller – senco@bucklandprimary.surrey.sch.uk
- **Headteacher:** Rebecca Hutton – head@bucklandprimary.surrey.sch.uk
- **SEND Governor:** Diane Purchase – office@bucklandprimary.surrey.sch.uk

Review

This policy is reviewed annually by the SENCO, Headteacher, and Governing Body to ensure it remains compliant, effective, and reflective of best practice.

This policy should be read alongside the school's Accessibility Plan, Equality Policy, and Safeguarding Policy.