



SEND Curriculum Overview

St Paul's Church of England Primary Academy

"We walk by faith and not by sight." (2 Corinthians 5:7)

1. Vision and Ethos for SEND

At St Paul's Church of England Primary Academy, our vision for SEND is rooted in inclusion, ambition and equity. We are committed to ensuring that pupils with special educational needs and disabilities are supported to access the full curriculum, participate fully in school life and make strong progress from their individual starting points.

Our approach to SEND is underpinned by our Christian ethos and commitment to British Values, promoting dignity, respect, compassion and belonging. We recognise and celebrate difference and believe that pupils with SEND should be supported to thrive academically, socially and emotionally, with high expectations for achievement and independence.

St Paul's fulfils its statutory duties under the Children and Families Act 2014, the SEND Code of Practice (2015) and the Equality Act 2010. We adopt a graduated response to meeting need, using the Assess–Plan–Do–Review cycle to ensure provision is evidence-led, responsive and regularly evaluated.

Quality First Teaching sits at the heart of our SEND provision. Teachers remain responsible and accountable for the progress and outcomes of pupils with SEND.

2. Our School Context and Inclusive Practice

St Paul's is a mainstream primary school where pupils with SEND are educated alongside their peers wherever possible. Inclusion is central to our values and practice, and additional support is used to increase access, engagement and success, not to remove pupils from their learning community.

Provision is flexible and responsive. Pupils may access targeted teaching, structured support or additional regulation opportunities when required, but mainstream classroom learning remains the core entitlement. Decisions about support are informed by assessment, readiness, wellbeing and individual need and are reviewed regularly through the graduated response.

3. Mainstream Classrooms: How We Adapt Teaching and Learning

Pupils with SEND are supported primarily within mainstream classrooms, through inclusive practice and high-quality teaching.

Adaptations include visual supports and scaffolds, structured routines and predictable transitions, chunked instructions and modelling, differentiated resources and outcomes, pre-teaching of key vocabulary and concepts, and alternative ways for pupils to record or demonstrate learning.

Classroom environments are organised to reduce barriers to learning, including calm and purposeful learning spaces and planned opportunities for movement and regulation. Visual timetables and now-next boards support engagement, independence and emotional regulation.

4. Assessment and Tracking in Mainstream Classrooms

Assessment and tracking are integral to everyday classroom practice and inform teaching, adaptation and next steps.

Teachers use formative assessment to adapt teaching in real time, including observation, questioning, feedback and monitoring engagement and independence.

Summative assessment tracks progress over time and may include EYFS assessment, curriculum assessments, Sandwell Skills Ladders and progress towards EHCP outcomes.

Progress is considered from each pupil's starting point and used to inform adaptations, interventions and escalation.

5. Learning Plans and Individualised Support

For pupils requiring additional support, assessment information feeds directly into individual learning plans.

Learning plans include SMART targets, agreed classroom strategies and adaptations, reflect professional advice and align with EHCP outcomes.

Plans are embedded into classroom practice and reviewed regularly through the Assess–Plan–Do–Review cycle.

6. Quality First Teaching (QFT)

Quality First Teaching is the foundation of SEND support at St Paul's and meets the majority of needs through inclusive practice. This includes clear learning intentions, modelling, guided practice, retrieval, scaffolded tasks and accessible resources. Teachers remain accountable for pupil progress.

6a. Targeted Intervention and Booster Provision

Targeted interventions supplement Quality First Teaching and are selected based on assessment.

Interventions may focus on literacy, mathematics, communication and language, SEMH, confidence and independence.

Before- and after-school booster sessions may be offered to consolidate learning and close gaps.

All interventions are time-limited, monitored for impact and reviewed through the Assess–Plan–Do–Review cycle.

7. Graduated Response at St Paul's (Assess–Plan–Do–Review)

Support follows a graduated response that is evidence-led and proportionate.

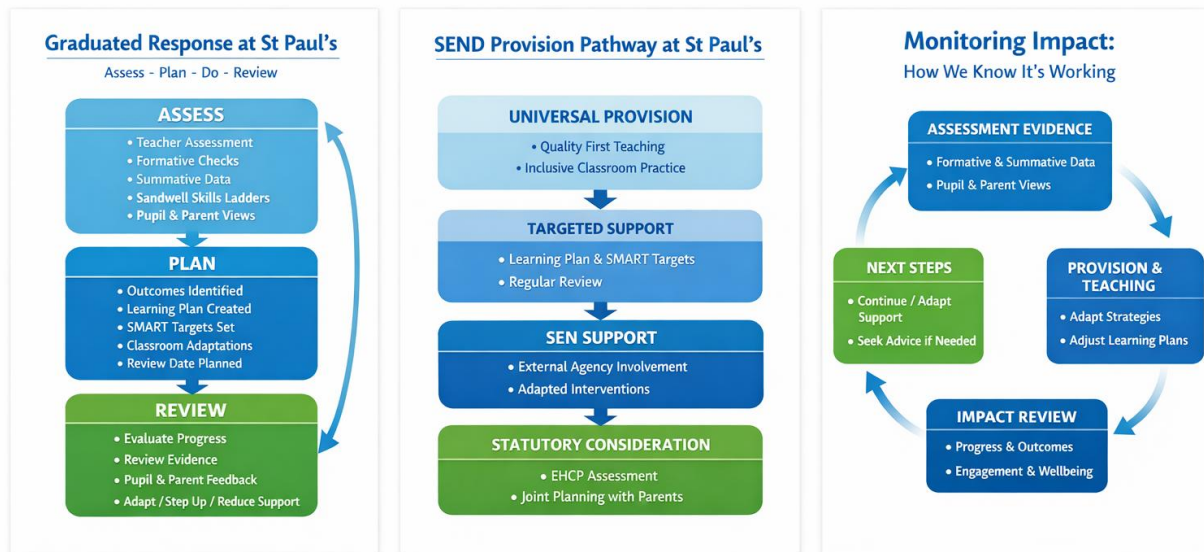
Assess: identification through assessment, observation, tracking and pupil/parent views.

Plan: outcomes, strategies and learning plans agreed with review dates.

Do: Quality First Teaching alongside targeted interventions and booster sessions.

Review: impact evaluated and support adapted, stepped up or reduced.

Visual Overview: Graduated Response, Monitoring Impact and SEND Provision Pathw



8. Curriculum Progression and Ambition for Pupils with SEND

Pupils with SEND follow the same ambitious curriculum entitlement as their peers. Teachers identify the essential knowledge, vocabulary and skills pupils need to learn and make adaptations that enable pupils to work towards these curriculum goals from their individual starting points.

Progression is supported through careful sequencing, explicit teaching, modelling, scaffolding, retrieval and opportunities for overlearning. Where pupils are working significantly below age-related expectations, learning is broken into appropriately sequenced smaller steps. Progress is evidenced through curriculum assessment, personalised targets, learning plans, EHCP outcomes and Sandwell Skills Ladders where appropriate.

Adaptation does not mean reducing ambition. Teachers consider the barriers preventing a pupil from accessing the intended curriculum and identify the teaching, resources, reasonable adjustments or additional provision required to enable participation and progress.

9. Areas of Need and Targeted Support

Support may relate to communication and interaction, cognition and learning, SEMH, or sensory and/or physical needs.

SEMH needs are supported through inclusive practice, nurturing routines and targeted provision.

10. Working in Partnership with Parents

Pupils make best progress when school and parents work together.

Parents are involved through regular communication, SEND meetings and shared review of assessment and provision.

Parents are supported through signposting, joint working and information sharing with external agencies.

Vulnerability is approached with sensitivity, dignity and respect.

11. Sandwell Local Authority Alignment and Signposting

The SEND curriculum aligns with Sandwell's local area approach.

Families may be signposted to the Sandwell Local Offer and SENDIASS.

Advice is translated into classroom strategies and reviewed through the graduated response.

12. Monitoring Impact

Impact is monitored through formative and summative assessment, tracking from starting points, learning plan and EHCP outcomes, provision monitoring, intervention and booster impact, SEND reviews, staff dialogue, and pupil/parent voice.

Assessment information informs next steps to ensure provision remains ambitious, responsive and effective.

Pupil voice is used to evaluate whether pupils with SEND feel included, understand their learning, can identify what helps them learn and are increasingly able to participate independently.

13. Transition and Continuity

Transition is planned carefully to maintain continuity of provision for pupils with SEND. Relevant information about successful strategies, reasonable adjustments, attainment, personalised targets and individual needs is shared between year groups, key stages and receiving settings, with pupils and parents involved where appropriate.

Reviewed September 2026

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