GREATFIELDS PRIMARY

Excellence for all

Special Educational Needs and Disabilities (SEND) Policy

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Policy Lead	Special Educational Needs Co-ordinator (SENCO)

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure Greatfields Primary School implements national legislation and guidance regarding pupils with SEND, and that this policy is understood and followed consistently by all staff.
- Enable every pupil to experience success, develop confidence and a positive attitude, fulfil their aspirations and achieve their best.
- Provide appropriate educational provision through an ambitious, broad and balanced curriculum, using high-quality inclusive and adaptive teaching so that pupils with SEND can access the intended learning and make progress.
- Give pupils with SEND equal opportunities to take part in all aspects of school life alongside pupils who do not have SEND.
- Identify, assess, record and regularly review pupils' needs, progress and the effectiveness of their support.
- Involve pupils and parents/carers in discussions and decisions about support and provision, and work collaboratively with families, professionals and support services.
- Explain and maintain the responsibilities of all staff and governors for SEND.
- Support pupils to develop independence and make successful transitions between classes, settings and phases of education.

2. Vision and values

At Greatfields Primary School we believe that each pupil has individual and unique needs. Some pupils need support throughout their time in school, while others need extra help for a short period to overcome temporary difficulties. We recognise these differences and plan accordingly so that all pupils can achieve their full potential.

We share a commitment to inclusive education and to pupils' personal, social, emotional and academic development, regardless of gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. We provide meaningful access to the National Curriculum within a safe, caring and supportive environment.

Our provision is tailored to pupils' needs while maintaining ambitious expectations. In line with Greatfields' Teaching and Learning Policy, high-quality inclusive teaching is the universal foundation for all pupils. Adaptations and additional support are purposeful, proportionate and reviewed so that pupils with SEND can access the same ambitious curriculum, develop independence and take part in the same learning experiences as their peers wherever appropriate. Expertise is shared across the school, and SEND is an integral part of school development planning.

3. Legislation and guidance

This policy has regard to the SEND Code of Practice: 0 to 25 years (January 2015), Keeping children safe in education 2026, Working together to safeguard children 2026 and Working together to improve school attendance (July 2026).

This policy is also based on the following legislation and guidance:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, as amended, including the 2024 amendments to SENCO qualification requirements. The regulations cover EHC plans, SENCOs and the SEN information report.
- The Equality Act 2010, including section 20 on reasonable adjustments for disabled pupils and Schedule 10 on school accessibility planning.

- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Academy trust governance guide (July 2026), which explains the trust board's responsibilities, including its accountability for pupils with SEND.
- The School Admissions Code 2021, including the duty to admit a pupil whose EHC plan names the school and not to disadvantage unfairly pupils with SEN or a disability.

Greatfields Primary School is a free school within Partnership Learning. This policy should be read alongside the trust's funding agreement, articles of association and scheme of delegation.

4. Inclusion and equal opportunities

At Greatfields Primary School we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Pupils with SEND have access to school productions, educational visits, extracurricular activities and before- and after-school provision. Additional staffing and resources are deployed so that pupils can participate in curriculum experiences, including activities for which a voluntary parental contribution is requested.

Teachers use adaptive teaching, flexible grouping, explicit teaching and modelling, purposeful scaffolds, structured talk and frequent checks for understanding. Visual, concrete, communication and assistive supports are selected where they improve access and are reduced or changed as pupils become more secure. PSHE lessons promote respect for difference. Pupils are supported to understand how they learn and to develop independence, rather than routinely being withdrawn for an entirely different curriculum.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	Description
Communication and interaction	Pupils may have difficulty understanding what is said to them, expressing themselves, or understanding and using the social rules of communication. Pupils on the autism spectrum often have needs in this area.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. This includes specific learning difficulties, such as dyslexia, dyscalculia and dyspraxia; moderate learning difficulties; severe learning difficulties; and profound and multiple learning difficulties, which can include physical disability or sensory impairment alongside severe and complex learning difficulties.
Social, emotional and mental health	Needs may reflect a wide range of underlying difficulties or disorders, including anxiety, depression or an eating disorder; attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder; or adverse childhood experiences. These needs may appear as challenging, disruptive or disturbing behaviour, or as withdrawal or isolation.
Sensory and/or physical	A disability may hinder access to educational facilities generally provided. Needs may include vision impairment, hearing impairment, multi-sensory impairment or physical impairment. Pupils may need ongoing additional support and equipment to access the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO and inclusion leadership

The SENCO (SENDCo) at Greatfields Primary School is Donna Swann and Sarah Kinnaird. The SENCO can be contacted through the school email: inclusion@greatfieldsprimary.com

Mrs Swann is the Assistant Headteacher for Inclusion.

Mrs Kinnaird is the Executive headteacher.

The SENCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to SEN support and on adaptive teaching, reasonable adjustments and additional provision appropriate to individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Support teachers in carrying out detailed assessments and observations, drawing up Individual Education Plans (IEPs), setting appropriate targets and selecting resources, strategies and classroom support.
- Maintain the SEND register, record of need and class SEND information, and make the policy, IEPs, moderation descriptors and other relevant information accessible to staff.
- Manage learning support assistants, contribute to their training and co-ordinate provision and review meetings, normally once a term.

6.2 The governing body

Partnership Learning's trust board retains legal accountability for the school's SEND duties. The Greatfields Primary/Greatfields Secondary Joint Local Governing Board carries out the responsibilities delegated to it by the trust. References to the governing body in this policy mean the local governing board acting within that delegation. The governing body, within its delegated remit, is responsible for ensuring the following duties are carried out:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Ensure that SEND provision is an integral part of the School Development Plan, and take part in the development, monitoring and self-review of the school's SEND policy and provision.

6.3 The SEND link governor

The SEND link governor is Grace Maryon. They can be contacted through the school email: office@greatfieldspriamry.com

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Make visits to understand SEND support and undertake termly monitoring of procedures and practice, reporting findings to the governing body.

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Oversee the deployment of SEND personnel, keep the governing body informed about SEND issues, and decide the SEND budget in consultation with governors on the basis of pupils' needs.

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality inclusive teaching, using adaptive practice to respond to pupils' starting points and current understanding while maintaining ambitious curriculum goals.
- The progress and development of every pupil in their class
- Working closely with teaching assistants and specialist staff to plan support, connect interventions to classroom learning and assess whether adaptations improve participation, progress and independence.

- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil
- Write IEPs and set individual targets with support from the SENCO; anticipate barriers in whole-class planning; adapt explanations, modelling, resources, grouping, pace and practice where necessary; and provide feedback to parents/carers.

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

At Greatfields, pupils also self-assess their learning and progress, contribute through pupil voice, and may become ambassadors or members of the school council. SEND pupils are represented in these opportunities. Participation is adapted to pupils' evolving maturity, communication and support needs.

6.8 Teaching assistants, learning support assistants and other staff

Teaching assistants (TAs) and learning support assistants (LSAs) work as part of a team with teachers and the SENCO. They support access, participation and independence, implement agreed programmes and IEPs, monitor pupils' responses, contribute to review meetings and help pupils access the intended curriculum. Support is planned under teacher direction and should supplement, not replace, teacher-led instruction.

All support staff must understand the SEND policy, the Teaching and Learning Policy and the procedures for identifying, assessing and providing for pupils' needs. They use a least-help-first approach where appropriate, encouraging pupils to think, retrieve, reason and self-correct before increasing support. They give teachers feedback about pupils' responses to tasks, adaptations and strategies. Daily dialogue with parents/carers about a child's day is welcomed; questions about learning and progress should normally be directed to the class teacher or SENCO.

Lunchtime supervisors receive relevant information, such as behaviour plans, social stories and risk assessments, and may meet the SENCO about particular pupils' needs. SEND is an item on staff meeting agendas, and daily informal staff contact is used to monitor pupils and discuss concerns.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Greatfields Primary School's SEN Information Report sets out its universal, targeted and specialist provision, arrangements for working with families, staff expertise and links with external services. The report was last reviewed in September 2026 and is next due for review in September 2027. Its summary of provision is included in Appendix A.

The Barking and Dagenham Local Offer provides information about local SEND services and support.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil’s current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

All children are discussed at termly pupil progress meetings. Teachers may raise concerns at these meetings or complete a SEN concern form, recording strategies already tried. The SENCO suggests strategies for the teacher to implement and monitors their use. Strategies are normally reviewed within six weeks, or sooner where needs require it, and intervention is adjusted where concerns continue.

Support begins when a need is identified; pupils do not have to wait for the next meeting, a diagnosis or external-agency involvement. SEN support is recorded when special educational provision is required. Separate termly SEND progress meetings are described in section 8.5.

If concern continues after intervention, the SENCO refers to appropriate external agencies and staff implement the resulting recommendations in the pupil's programme. Parental permission is sought before a formal referral to an external service. Pupils with significant difficulties may receive additional support through a comprehensive individual timetable, closely monitored by the SENCO.

Fortnightly senior leadership and year-group meetings also consider pupils causing concern, agree appropriate support and review its impact. Teachers and support staff take early action to assess and address difficulties, including communication, literacy, mathematics, emotional or behavioural needs and sensory or physical barriers.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

Parents/carers are involved from the outset in planning, monitoring and reviewing provision. Termly SEND reviews with parents/carers and IEP reviews provide at least three opportunities each year to share information, agree targets and review progress. These are separate from the internal SEND progress meetings described in section 8.5. Annual person-centred reviews involve the pupil, parents/carers and relevant professionals. Parents/carers are invited to review healthcare plans where these are needed.

Parents' evenings are held twice a year, in the autumn and summer terms. Parents/carers are also welcome to arrange meetings with the class teacher or SENCO at other times. Interpreters are arranged wherever possible for families whose first language is not English.

The Social Inclusion Officer and external agencies lead regular coffee mornings. Weekly reading mornings, lesson drop-ins, book looks, assemblies and celebration events provide further opportunities for parents/carers to engage in school life.

Parents/carers can access and contribute to records of their child's progress. Information and advice from outside professionals are discussed directly with them or shared in a report. A home/school communication book may be agreed where useful. Children's Services Inclusion advisers support families whose child is undergoing statutory assessment, and the school provides access to information about SEND provision, the Code of Practice, the SEND tribunal and the local authority.

Pupils contribute to target-setting and reviews, talk with teachers and LSAs about their learning, and give feedback on support. Their views are sought before EHC plan reviews, and they are invited to attend all or part of a review where appropriate.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff working with the pupil are made aware of their needs, outcomes, support and teaching strategies. This information is recorded in the SEND record of need, provision maps and Individual Education Plan (IEP), and relevant information is available in the class SEND file. The SEND register is recorded on Bromcom.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

IEPs normally focus on two or three short-term individual targets that are additional to, or different from, the school's universal classroom provision. They record the teaching strategies, adaptations, provision and review date, and targets are discussed with parents/carers and the pupil. Advice from external agencies is reflected in the plan. The class teacher writes the IEP with SENCO support; where outside agencies are involved, the SENCO takes the lead with the teacher and professionals.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

IEPs are reviewed three times a year with pupil and parental involvement. Group Education Plans (GEPs) for group interventions record short-term targets, teaching strategies and provision, and are reviewed every term. Reviews identify what is working, celebrate success and revise provision and targets where necessary.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

The headteacher, SENCO and governors regularly review pupils' needs and allocate resources accordingly. Resources include teacher and support-staff time, learning materials, equipment and training. The SENCO and headteacher consider pupils already receiving help, those needing extra help and those not making expected progress and review the impact of the resources and support provided. Additional local authority funding may be sought where needed.

School-based provision follows local authority guidance and the school's graduated response. Support is selected in light of assessment and may include different learning materials or equipment, additional adult time, staff training and advice from local authority support services. Appendix A sets out Greatfields' universal, targeted and specialist provision.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Where an EHC needs assessment may be necessary, the school follows the local authority's statutory assessment process. Parents/carers can also request an assessment directly from the local authority. The school implements the provision specified in an issued EHC plan without waiting for a target-setting meeting. Within the first two months after a plan is issued, a meeting is held with parents/carers, relevant staff and professionals to set targets and discuss strategies.

EHC plans are reviewed annually; for children under five, reviews take place every six months. These reviews are additional to regular termly reviews. Reviews consider achievements, difficulties, whether the plan should continue, any changes to its wording or provision, and longer-term objectives. Relevant professionals are invited to attend or provide a written report. Annual reviews normally take place during the school day and include the pupil's views.

8.5 Evaluating the effectiveness of SEN provision

In addition to the school's termly pupil progress meetings, Greatfields Primary School holds dedicated termly SEND progress meetings. These discussions take place with senior leaders and the SENCO and focus specifically on tracking the progress of pupils with SEND, reviewing the impact of provision and identifying targeted next steps to improve their outcomes.

The discussions consider progress towards individual targets, barriers to learning and the support required. Agreed actions inform teaching, interventions and individual plans and are reviewed at subsequent meetings. These internal meetings do not replace termly SEND reviews with parents/carers or statutory EHC plan reviews.

Class teachers track progress and senior leaders analyse the information. The school evaluates the effectiveness of SEND provision through:

- Formal tests, end-of-unit quizzes, teacher assessments, pupil tracking and provision maps, with records maintained and monitored on school computer systems.
- Termly pupil progress meetings and separate termly SEND progress meetings with senior leaders and the SENCO, alongside the review stage of each graduated-support cycle.
- IEP and intervention reviews, annual person-centred reviews and EHC plan reviews.
- Pupil questionnaires, pupil voice and feedback from parents/carers, including formal and informal meetings.
- Monitoring of classroom practice, planning, work and progress data; SEND-focused learning walks; and SENCO and governor monitoring.
- School self-evaluation and SEND reviews by the borough, independent advisers and external inspection.

Assessment is matched to pupils' learning and communication needs. The engagement model is used for pupils working below the standard of national curriculum assessments who are not engaged in subject-specific study, in line with current assessment guidance. Pupils engaged in subject-specific study are assessed using appropriate curriculum measures, including pre-key stage standards where applicable at statutory assessment points. Pupils at an early stage of learning English are targeted, supported and monitored through a programme of basic language skills.

8.6 Teaching, curriculum adaptations and interventions

High-quality inclusive teaching is the starting point for pupils with SEND. Teachers plan from the intended curriculum, anticipate likely barriers and use ongoing assessment to decide which adaptations or additional support are needed. Greatfields' six-strand Teaching and Learning Model guides this universal classroom practice: Clear Structure and Clarity; Explicit Teaching and Modelling; Adaptive Teaching in Action; Checking for Understanding; a Language-Rich and Inclusive Environment; and Promoting Independence and High Expectations. Provision is reviewed and developed in response to evidence of what is helping pupils learn. Classroom approaches include:

- Clear structure and clarity: concise, chunked instructions; predictable routines; explicit links to prior learning; carefully selected visual prompts, task boards, worked examples and concrete resources.
- Explicit teaching and modelling: the "I, we, you" approach, think-alouds, guided practice, purposeful retrieval, pre-teaching of key vocabulary and gradual transfer to independent practice.
- Adaptive teaching and access: purposeful scaffolds, flexible grouping, specialised or personalised equipment, workstations, visual timetables, prompt cards, communication aids and assistive technology where these improve access.
- Checking for understanding, language and independence: frequent formative assessment, structured talk, explicit vocabulary teaching, accessible communication, timely feedback and planned fading of prompts or adult support as confidence and competence grow.

Support is provided in the most inclusive way available. All pupils work towards ambitious curriculum goals, with the route adapted where needed rather than the learning routinely simplified. Pupils normally learn with their peers, with group or individual support where appropriate. Separate provision is used for a specific, time-focused purpose, is connected to classroom learning and is reviewed for impact on progress, participation and independence.

Speech and language: Interventions are organised by the speech therapist and SENCO and delivered by the Speech and Language TA. They include individual speech therapy programmes and group language development, such as Colourful Semantics, with additional support in class.

Literacy: Short-term group interventions address reading, writing and phonics. Trained teachers or TAs deliver this support, the senior leadership team monitors it, and regular assessment identifies gaps and checks progress. Individual programmes and booster classes are available for more specific needs.

Mathematics: Trained teachers or TAs provide short-term group programmes to identify and close gaps in learning, with monitoring by the senior leadership team.

English as an additional language: Pupils at the early stages of learning English receive additional language support. Staff take particular care to distinguish language acquisition from SEN when identifying and assessing needs.

8.7 Transitions and preparation for independence

Reception and early years: Teachers visit pupils with SEND at nursery and at home. Families and children are invited to visit Greatfields Primary, meet staff and look around. Adaptations to the settling-in period and a transition booklet may help the child become familiar with the school.

Mid-phase admissions: Greatfields liaises closely with the previous school, exchanges information and documentation, and plans the transfer. An initial family visit includes a tour and introductions to key staff. An individual transition programme is put in place; a gradual transfer may be agreed where the school considers this necessary. Any reduced timetable for a compulsory-school-age pupil must also meet the safeguards in section 9.

Within school: Teachers and professionals hold handover consultations. Targeted transition groups, observations in the existing class and repeated meetings with the new teacher support continuity. Pupils have opportunities to visit their next year group, with additional visits where required.

Secondary transfer: All pupils visit their new school at least once. Greatfields liaises with receiving teachers and SENCOs, transfers SEND records in line with borough/county procedures and agrees a programme suited to the pupil. This may include additional or weekly visits.

Independence and life skills: Pupils with significant needs have continuing opportunities to practise cooking, dressing and hygiene. Closely supervised visits using public transport and to local shops, including helping with transactions, support preparation for later life.

8.8 Emotional and social development

The headteacher, senior leaders and staff continually monitor pupils' emotional and social development. Worry boxes in classrooms and corridors, and a virtual worry box, are regularly monitored.

Depending on individual needs, provision may include social skills groups, communication cards, meet-and-greet arrangements, structured transitions, structured lunch groups or alternative lunch arrangements, additional adult support, behaviour plans, pastoral support plans and risk assessments. Pupil ambassadors, school council participation and celebration activities also support belonging and confidence.

The school buys in a school counsellor for one and a half days each week.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our Attendance Policy work with pupils, families and the SENCO to understand barriers and consider reasonable adjustments.

For pupils of compulsory school age, a reduced timetable is an exceptional, temporary arrangement, not a behaviour-management measure. It must be agreed with parents/carers, reviewed regularly and have a proposed end date and a plan for return to full-time education. The school discusses the arrangement with the local authority where the pupil has an EHC plan, involves any allocated social worker and records attendance accurately.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For details of pastoral support and help to overcome communication barriers, see our Safeguarding and Child Protection Policy.

All staff are trained to identify barriers to learning and child protection concerns. The school's Child Protection Policy follows national guidelines. The school's pastoral arrangements are described in section 8.8.

Staff must not assume that changes in behaviour, mood or injuries are caused by SEND without exploring safeguarding concerns. They remain alert to communication barriers, isolation, bullying and online risks, including vulnerabilities associated with intimate care or dependence on adults. Concerns are reported promptly to the designated safeguarding lead or deputy, who liaises with the SENCO as appropriate.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. SEND professional development is aligned with Greatfields's Teaching and Learning Policy and develops shared practice in high-quality inclusive teaching, adaptive teaching, explicit instruction, formative assessment, language-rich classrooms, effective scaffolding, sensory-aware environments, assistive technology and the effective deployment of additional adults. The headteacher and the SENCO will continuously monitor staff development needs and incorporate them into the school's plan for continuous professional development, coaching and collaborative improvement.

All Greatfields teachers hold Qualified Teacher Status. The school will ensure that its SENCO meets the statutory teacher-qualification and SENCO-training requirements. Since 1 September 2024, the mandatory qualification for SENCOs required to undertake training is the leadership National Professional Qualification (NPQ) for SENCOs, to be completed within three years of appointment. Existing holders of the National Award for SEN Co-ordination (NASENCO) do not need to complete the NPQ. Applicable statutory exemptions and transitional arrangements are respected.

Expertise available to the school includes specialist speech and language support staff, a qualified dyslexia teacher, an accredited SENCO, an ECAT specialist, an educational psychologist and an NHS speech and language therapist.

The SENCO, EMA co-ordinator and designated teacher for looked-after children attend local network meetings. The SENCO attends the borough SENCO network. Whole-staff training, regular LSA training and individual courses are arranged in response to pupil and staff needs, including training provided by external agencies and borough inclusion advisers.

New teaching and support staff meet the SENCO to discuss school procedures. Reading and discussing documentation, SENCO/teacher meetings, relevant borough/county meetings and in-service training are part of continuing staff development.

12. Links with external professional agencies

The school recognises that it cannot meet every pupil's needs through in-house expertise alone. For routine SEND referrals, Greatfields seeks parental permission and draws on education, health and social services, implementing professional recommendations in pupils' support programmes. Safeguarding referrals and lawful information-sharing to protect a child are not delayed where consent is not required or would put a child at risk.

- NHS and health services: the Child Development Centre, Developmental Advisory Clinic, Speech and Language Therapy Services, Occupational Therapy Services, Physiotherapy Services, Child and Family Consultation Service, Child and Adolescent Mental Health Services (CAMHS), the school nurse and health visitor.

- Local authority services: the Inclusion Advisory Team / Advisory Team for Inclusion (SEND), Language Resource Base outreach teachers, the Service for Autism, the Service for Pupils with Physical Disabilities, the Sensory Support Service and Educational Psychology Service.
- Additional professional support: a privately employed educational psychologist, a school counsellor bought in for one and a half days each week, and access to advisory teams, resource centres and in-service training programmes.

The SENCO co-ordinates contact with external agencies, arranges meetings and shares advice with teachers and families. The school works with Children's Services Inclusion advisers to support families during statutory assessment.

13. Admission and accessibility arrangements

13.1 Admission arrangements

Greatfields Primary School welcomes pupils with SEND and strives to be fully inclusive. Applications for new and mid-phase admissions are coordinated through the London Borough of Barking and Dagenham (LBBD) Admissions team in accordance with published admission arrangements. Placements through an EHC plan follow the local authority's statutory SEND process. The borough's fair access protocol applies where relevant.

All prospective pupils whose EHC plan names the school will be admitted before other places are allocated. Admission and oversubscription arrangements must not unfairly disadvantage prospective pupils with a disability or SEN. See Admission to Our School for the school's admissions information and local authority application route.

Before entry, staff liaise with the family, the previous setting and relevant professionals so that needs are understood and support and access arrangements can be planned. Transition arrangements are described in section 8.7.

13.2 Accessibility arrangements

All entrances to the school building are step-free. The school has disabled and wheelchair access, an accessible toilet and a quiet classroom for sensory activities. Equipment is made accessible wherever possible, and specific physical requirements are assessed individually, with help from local authority SEND services.

Reasonable adjustments may include learning aids such as pencil grippers, specialist equipment, visual and communication supports, individual care plans and risk assessments. Before- and after-school provision, extracurricular activities, school trips and school council membership are accessible to pupils with SEND.

Greatfields' accessibility action plan is included in Appendix B. The separate Accessibility Policy and Plan is also identified among the school policies available on the website. It addresses curriculum access, learning opportunities, accessible homework, extracurricular participation, staff training, the physical environment and access to information.

The school's accessibility arrangements aim to increase participation in the curriculum, improve the physical environment and improve the availability of accessible information for disabled pupils.

14. Complaints about SEND provision

Parents/carers who are unhappy with an aspect of SEND provision should first discuss it with the class teacher. Those who feel unable to speak to the teacher, or are not satisfied with the response, should ask to speak to the SENCO. An appointment should be arranged where a concern needs time to explore fully, rather than trying to resolve it hurriedly before school.

Where concerns are not resolved informally, a formal complaint should be made in accordance with the school's Complaint Policy, available on the policies page or on request from the school office. The school office can explain the correct recipient and the next stage of the procedure.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Independent information and support are available from Barking and Dagenham SENDIASS at the Carers Centre: telephone 020 8593 4422; email carers@carerscentre.org.uk.

For information about disagreement resolution and mediation for EHC-related disputes, see the Local Offer: Resolving disagreements page. SENDIASS can help families identify the appropriate route and current mediation service. The school complaints process is distinct from statutory EHC appeal rights.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

The SENCO and subject/year-group leaders monitor classroom practice, planning, pupils' work and progress data, including how effectively the six strands of Greatfields's High-Quality Inclusive Teaching Model enable pupils with SEND to access and learn the intended curriculum. Senior leaders undertake SEND-focused learning walks. The SEND governor monitors procedures and practice termly, and the governing body is involved in self-review. The school's annual SEND review evaluates success and sets development priorities within the School Development Plan. Findings from the dedicated termly SEND progress meetings inform this evaluation and priorities for provision.

The school also draws on parent and pupil voice, formal and informal review meetings, borough SEND reviews, independent advisers and external monitoring and inspection to evaluate provision and identify improvements.

15.2 Monitoring the policy

This policy will be reviewed by the SENCO, working with the headteacher and SEND governor, every year. It will also be updated when new legislation, requirements or changes in procedure occur during the year.

The policy will be approved by the authorised governing body in accordance with Partnership Learning's scheme of delegation. The SEN Information Report is reviewed annually and updated as soon as possible when its information changes.

16. Links with other policies and documents

This policy should be read alongside the following school and local authority documents. School policies are available on the Greatfields Primary School policies page or from the school office.

- Teaching and Learning Policy 2026–2027.
- SEN Information Report.
- Accessibility Policy and Plan 2026–2029 (action plan in Appendix B).
- Inclusion Strategy and Mid-Phase Admissions Policy.
- Behaviour and Engagement Policy and Anti-Bullying Policy.
- Public Sector Equality Policy and equality information and objectives.

- Supporting Pupils with Medical Conditions Policy.
- Attendance Policy.
- Safeguarding / Child Protection Policy.
- Complaints Policy.
- Looked After Children Policy.
- Educational Visits Policy.
- Local authority information: Barking and Dagenham Local Offer.

Appendix A. Summary of SEND provision

Universal provision is available to all pupils and is rooted in Greatfields' High-Quality Inclusive Teaching Model. Targeted provision adds purposeful support for pupils with additional needs, while specialist provision builds on universal and targeted support for pupils with complex or significant needs. Additional support supplements rather than replaces access to high-quality classroom teaching. Provision is selected to match individual need and is reviewed for its impact on participation, progress and independence; approaches may include those below.

A1. Communication and interaction needs

Universal - all pupils: Individual targets; episodic teaching; structured class routines; a reading programme; assessment for learning; talk-partner strategies; IT support; visual support; and a phonics programme.

Targeted - universal provision plus: Appropriate assessments; small-group teaching; additional learning aids or equipment; increased visual aids; an Individual Education Plan; and additional parent support.

Specialist - universal and targeted provision plus: Input from the school speech and language specialist; flexible teaching and learning arrangements; a workstation; specialist agency assessment and input; a tailored support programme; PECS, core boards or Makaton; a home/school communication booklet; and access to appropriate holiday activities.

A2. Cognition and learning needs

Universal - all pupils: Individual targets; structured class routines; adapted teaching; a reading programme; assessment for learning; talk-partner strategies; IT support; and visual support.

Targeted - universal provision plus: Appropriate assessments; small-group working; additional learning aids or equipment; increased visual aids; an Individual Education Plan; SENCO support; and additional parent support.

Specialist - universal and targeted provision plus: SENCO input; referral to CAMHS where mental health needs indicate; additional adult support; visual timetables; flexible teaching and learning arrangements; a workstation; specialist agency assessment and input; a tailored support programme; a home/school communication booklet; possible referral for an EHC assessment; Early Help assessment or referral, where appropriate; and access to appropriate holiday activities.

A3. Social, emotional and mental health needs

The school also buys in a school counsellor for one and a half days each week (see section 8.8).

Universal - all pupils: Individual targets; structured class routines; an adaptive curriculum; the whole-school Behaviour Policy; celebration assemblies; visual support; Star of the Week; a worry box; and pupil ambassadors.

Targeted - universal provision plus: Appropriate assessments; social skills groups; communication cards; a behaviour report; referral to CAMHS; increased adult support; alternative lunch arrangements; risk assessment; access to the SENCO; meet and greet; structured transitions; structured lunch groups; and additional parent support.

Specialist - universal and targeted provision plus: Flexible teaching and learning arrangements; specialist agency assessment and input; a tailored support programme; a behaviour plan; a pastoral support plan; referral to alternative provision or a specialist school; a home/school communication booklet; possible referral for an EHC assessment; referral to a parenting programme; and access to appropriate holiday activities.

A4. Sensory and/or physical needs

Universal - all pupils: Access arrangements; an accessible toilet; a quiet classroom for sensory activities; and educational aids such as pencil grippers.

Targeted - universal provision plus: A care plan; risk assessment; other reasonable adjustments; access to the SENCO; and access to the school nurse or health visitor.

Specialist - universal and targeted provision plus: Administration of injections or medication; alternative feeding methods; care of, for example, stoma bags; specialist equipment; a home/school communication booklet; individual transport arrangements where necessary; access to appropriate holiday activities; possible referral for an EHC assessment; and Early Help assessment or referral, where appropriate.

Specialist medical care is arranged according to the pupil's individual healthcare plan, professional advice and appropriate staff training. The examples above are needs-led arrangements, not a statement that every procedure is routinely delivered to every pupil. Transport and specialist placements follow the relevant local authority arrangements.

Appendix B. Accessibility plan

Actions cover curriculum access, the physical environment, accessible information, and support for young carers and families. The plan period remains 2026–2029. Dates and responsibilities marked "Proposed" require approval.

Individual adjustments and support are not delayed until an audit or scheduled review. Termly SEND progress meetings are separate from pupil progress meetings, parent/carer SEND reviews and statutory education, health and care (EHC) plan reviews.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Curriculum C1. Individual access	Individual Education Plans (IEPs), class SEND files, provision maps, care plans and risk assessments record needs and adjustments. Adapted teaching, resources and adult support enable access.	Short term: staff know each pupil's access needs. Long term: full curriculum participation.	Provide individual access plans where needed. Identify curriculum, teaching and classroom-management barriers. Share adjustments with relevant staff and at transition handovers; review their impact.	SENDCo; Head of School; class teachers	IEP reviews: three times a year. Proposed: initial access check by end of autumn term 2026.	Staff understand individual access needs and feel confident to provide support. Pupils can participate in curriculum areas and learning opportunities improve.
Curriculum C2. High needs and progress	Responsive teaching, individual targets, visual timetables and workstations support access. Dedicated termly SEND progress meetings with senior leaders and the SENDCo are additional to pupil progress meetings.	Short to long term: refine the curriculum and target the progress of pupils with high needs.	Refine curriculum plans through the assess, plan, do, review cycle. Use IEPs and assessment information to track progress, evaluate provision and agree targeted next steps. Review agreed actions at subsequent SEND meetings.	SENDCo; senior leaders; class teachers	SEND progress meetings: termly. IEPs: three reviews yearly. Group plans: every eight weeks.	Pupils make progress on assessment trackers and/or towards individual targets. Reviews identify effective provision and the changes needed to improve outcomes.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Curriculum C3. Speech and language	The therapist and SENDCo organise speech and language programmes, delivered by a Speech and Language Teaching Assistant. Colourful Semantics, classroom strategies and communication aids are used as needed.	Short to long term: improve National Curriculum access for pupils with speech and language difficulties.	Use NHS/consultant speech and language advice for staff in-service training, individual staff support, parent support and interventions. Apply recommendations to teaching and review individual programmes and communication supports.	SENDCo; Head of School; speech and language staff	Individual programme review dates. Proposed: review staff training needs by end of autumn term 2026.	Speech and language barriers to learning are reduced. Staff and families understand strategies, and pupils make progress towards communication targets.
Curriculum C4. Medical needs	Care plans, risk assessments, reasonable adjustments and school nurse advice support medical needs, including anaphylaxis and Type 1 diabetes. An alternative lunch menu is provided for pupils with allergies.	Short to long term: pupils with medical conditions take a full and active part in school life.	Liaise with parents/carers and the school nurse. Make reasonable adjustments, arrange appropriate staff medical training and review healthcare plans. Continue suitable school-meal arrangements for pupils with allergies and diabetes.	SENDCo; Head of School	Individual healthcare-plan review dates. Proposed: check arrangements by end of autumn term 2026 and when needs change.	Pupils with medical conditions participate in school life. Staff have appropriate training. Pupils with allergies and diabetes can access school meals.
Curriculum C5. Accessible homework	Teaching is differentiated and uses visual, IT and personalised resources. Individual targets and adapted planning support pupils' learning needs.	Short term: identify homework barriers. Long term: all homework is accessible to pupils in protected groups.	Monitor samples of homework for compatibility with additional needs. Use staff discussion and individual support information to identify and make the adaptations required.	Senior leaders; class teachers; SENDCo	Proposed: begin homework sampling in autumn term 2026; review each term through 2027.	Pupils in protected groups can access and complete homework assignments. Monitoring identifies barriers and results in appropriate adjustments.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Curriculum C6. Clubs and visits	Pupils with SEND can access productions, before- and after-school provision, clubs and school trips. Additional staffing and resources support participation.	Short to long term: increase opportunities to join clubs and attend educational visits.	Identify access barriers. Provide additional support for clubs and work with activity leaders to improve access. Organise the staffing, equipment and transport needed for educational visits, making reasonable adjustments.	SENDCo; Head of School; class teachers; clubs lead	Proposed: check access before each visit or activity; review club participation termly.	Pupils with disabilities have increased opportunities to join clubs. Pupils in protected groups can attend educational visits with appropriate support.
Curriculum C7. Attitudes and emotional support	PSHE, SEAL, friendship groups, worry boxes, pupil voice and structured support promote inclusion. The school buys in a school counsellor for one and a half days each week.	Medium to long term: promote positive attitudes to disability and support pupils' participation and belonging.	Review PSHE, assemblies and the wider curriculum so pupils learn positively about disability. Review social and emotional support in light of individual needs, pupil feedback and progress, including structured transitions and lunchtime support.	Head of School; SENDCo; senior leaders	Counsellor: 1.5 days each week. Proposed: review PSHE and assemblies by end of spring term 2027.	Pupils and staff express positive attitudes to disability. Pupils feel safe, valued and included, and support helps them participate in school life.
Physical environment P1. Mobility and facilities	Facilities include step-free entrances, wheelchair access, a lift, ramps and an accessible toilet. A quiet classroom is available for sensory activities; equipment needs are assessed individually.	Short term: identify barriers. Medium to long term: maintain and improve access throughout the school.	Examine and audit the building and classrooms. Maintain the lift, ramps, accessible toilet and other access equipment. Identify mobility restrictions and agree the resources and work needed to address them.	SENDCo; Head of School; School Business Manager	Proposed: access audit by end of autumn term 2026; agree priority improvements in spring term 2027.	Classrooms and facilities are accessible to their users. Pupils with disabilities can access buildings and participate in school life; movement around school is improved.
Physical environment P2. Safe evacuation	The school has evacuation chairs. Individual care plans and risk assessments are used for pupils who need them.	Short to long term: suitable escape routes and safe evacuation for pupils, staff and visitors with disabilities.	Review the Fire Policy and evacuation arrangements for people with mobility impairments. Check escape-route suitability. Ensure sufficient staff are trained to use evacuation chairs and maintain the equipment.	SENDCo; Head of School; School Business Manager	Proposed: review arrangements and training by end of autumn term 2026; revisit when needs change.	People with disabilities can reach suitable exits and evacuate safely, with support where required. Sufficient staff are trained to use evacuation chairs.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Staff access P3. Work and training	In-service training, staff meetings, specialist advice and SEND training support staff development.	Short to long term: improve working and training access for staff in protected groups.	Identify disability/medical needs with staff; arrange resources, role adjustments, occupational health advice and healthcare plans where needed. Identify and address barriers to courses, training and meetings.	Head of School; SENDCo; School Business Manager; senior leaders	Proposed: review access needs in autumn 2026, before training and when needs change.	Staff in protected groups can carry out daily tasks and participate in training and meetings with appropriate adjustments.
Information I1. Pupils	Visual timetables, prompt cards, communication cards, IT support, PECS, core boards or Makaton are used according to need. Pupil and family views inform individual support.	Short to long term: pupils receive essential information in a form they can access.	Proposed development: identify information and communication needs with pupils and families. Provide suitable formats, such as symbols, large print or accessible electronic information, within a reasonable time. Review whether the format meets the pupil's needs.	Proposed lead: SENDCo / senior leaders, with teachers and office staff	Proposed: on admission and when needs change; review termly. Initial review by end of autumn term 2026.	Pupils with disabilities access school and curriculum information in a suitable format within a reasonable time. Pupil and family feedback confirms needs are met.
Information I2. Parents and carers	Termly SEND reviews, school-office contact, meetings and home/school communication books support families. Interpreters are arranged wherever possible.	Short to long term: parents/carers with disabilities can access information and communicate with school.	Review admissions procedures to identify parent/carer access needs. Respond to requests for alternative formats, including large print or audio. Review information sent to families and use their feedback to improve accessibility.	SENDCo; Head of School; class teachers	Proposed: review admissions and communication by end of spring term 2027; respond when needs are identified.	Parents/carers receive information in a format they can access and can take part in discussions about their child's education.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Young carers and families **F1. Additional support**	Existing family support includes meetings, home/school communication books and regular coffee mornings led by the Social Inclusion Officer and external agencies.	Medium to long term: remove access and communication barriers for young carers and their families.	Proposed development: discuss access needs with young carers and their families, including parents/carers with disabilities or illness. Agree suitable communication formats and accessible meeting arrangements through the school's existing family-support routes.	Proposed lead: Assistant Headteacher for Inclusion / SENDCo	Proposed: agree the school approach by end of spring term 2027; review during 2027.	Young carers and their families can communicate with school and participate in meetings. Agreed arrangements address identified access barriers.