




The LETTA Trust

Inclusion Policy

Including:

- Looked After Children
- SEN Information Reports
- Accessibility Plans

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Reviewed by:	Trust Board	Signed:	

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UN Convention on the Rights of the Child: Article 23:

“A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disabilities.”

At LETTA, we believe that inclusion is all about belonging. Children and adults who feel like this is ‘their place’ and these are ‘their people’ are more likely to achieve highly and to lead happy and fulfilled lives.

We will ensure that all children, including those with special educational needs and disabilities are nurtured, challenged and enabled to be the very best that they can be. We give children encouragement, acceptance and respect for their individuality. We make every effort to understand and meet the needs of all the children in our schools.

1. Aims

Our Inclusion Policy and SEN Information Reports aim to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for all pupils including those in receipt of the Pupil Premium, those with English as an additional language (EAL), new arrivals to our school and pupils with special educational needs and/or disabilities (SEND).

It is the aim of the policy to reflect the 5 outcomes of Every Child Matters.

Be Healthy

Pupils are supported through a variety of measures to ensure that they are mentally and emotionally healthy.

Stay Safe

Physical and emotional safety is provided to enable all learners to achieve their full potential.

Enjoy and Achieve

Learners of all abilities are supported to achieve personal and social development and are made aware of what constitutes bullying.

Pupils have the opportunity to achieve their full potential whatever their educational needs.

We provide an environment where all pupils regardless of any physical disability can access the social and educational experiences at school.

We encourage and support inclusive learning; gender, cultural, academic, social and emotional needs.

Pupils with EAL have equal opportunities to achieve and reach their potential.

Make a Positive Contribution

Pupils are involved in decisions about their school. We encourage positive behaviour in the community that shows respect for others.

We provide confidence raising opportunities which enable our pupils to deal positively with life's changes and challenges.

Achieve Economic Wellbeing

We provide children with the preparatory life skills to enable independent living and economic well being.

Education

The LETTA Trust is committed to providing outstanding quality education to the children living in our local area. We believe that all children, including those identified as having SEND have an entitlement to a broad and balanced academic and social curriculum which is irresistible and accessible to everyone.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs and disabilities (SEND)
- those who are looked after by the local authority (LAC)
- others such as: those who are sick, those who are young carers, and those who are in families under stress
- any learners who are at risk of disaffection and exclusion

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

We use the term 'Inclusion' to encompass provision for all pupils particularly those who may need something 'extra' to succeed. This may include:

- Pupils in receipt of the Pupil Premium
- Those with English as an additional language
- New arrivals to our school, especially from overseas
- Pupils with special educational needs and disabilities

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of others of the same age
- 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.

4. Roles and responsibilities

4.1 The Inclusion leader/SENCO

The Inclusion leader/SENCO will:

- Work with the headteacher and SEND governors to determine the strategic development of the provision in the school
- Have day-to-day responsibility for the operation of this policy and the coordination of specific provision made to support individual pupils including those in receipt of the **Pupil Premium**, those with **EAL**, **new arrivals** to our schools and pupils with **SEN**
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that the pupils above receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively (see SEND funding report)
- Be the point of contact for external agencies, the local authority and support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and local governing board to meet responsibilities under the Equality Act 2010 for reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor at each school will:

- Help to raise awareness of SEND and Inclusion at local governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the local governing board on this

- Work with the headteacher and Inclusion Leader/SENDCO to determine the strategic development of provision in the school

4.3 The headteacher

The headteacher will:

- Work with the Inclusion leader/SENDCO and SEND governor to determine the strategic development of provision and the implementation of the Inclusion Policy in school
- Have overall responsibility for the provision and progress of learners, including those with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion leader/SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this Inclusion Policy

5. Designated Teacher Policy - formerly the Looked after Children LAC and Previously Looked after Children (PLAC) Policy

The following sections cover our approach to the designated teacher role in LETTA Trust schools.

5.1 Aims

The trust aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children at each school in the trust
- The designated teacher promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too
- Staff, parents, carers and guardians are aware of the identity of the designated teacher at their school, how to contact them and what they are responsible for

5.2 Legislation and statutory guidance

- This policy is based on the Department for Education's statutory guidance on the designated teacher for looked-after and previously looked-after children.
- It also takes into account section 2E of the Academies Act 2010.
- This policy complies with our funding agreement and articles of association.

5.3 Definitions

Looked-after children are registered pupils that are:

- In the care of a local authority, or

- Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours

Previously looked-after children are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be as a result of any of the following:
 - A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
 - A special guardianship order
 - An adoption order
 - They appear to the board of trustees to have:
 - Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
 - Ceased to be in that state care as a result of being adopted

Personal education plan (PEP) is part of a looked-after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

Virtual school head (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's looked-after children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

5.4 Identity of our designated teacher and other named staff members

The designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. They are your initial point of contact for any of the matters set out in the section below.

5.5 Role of the designated teacher

Leadership responsibilities

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
 - Working with VSHs
 - Promoting a whole-school culture where the needs of these pupils matter and are prioritised
- Take lead responsibility for ensuring school staff understand:

- The things which can affect how looked-after and previously looked-after children learn and achieve
- How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of school and trust policies to ensure they consider the needs of looked-after and previously looked-after children
- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with looked-after and previously looked-after children
- Work directly with looked-after and previously looked-after children and their carers, parents, and guardians to promote good home-school links, support progress and encourage high aspirations
- Have lead responsibility for the development and implementation of looked-after children's PEPs
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education

Supporting looked-after children

The designated teacher will:

- Make sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs
- Have overall responsibility for leading the process of target-setting in PEPs
- Monitor and track how looked-after children's attainment progresses under their PEPs
- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP
- Ensure the identified actions of PEPs are put in place
- During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for pupils
- Ensure that:
 - A looked-after child's PEP is reviewed before the statutory review of their care plan – this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered
 - PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced
 - The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan
- Transfer a looked-after child's PEP to their next school or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version

Supporting both looked-after children and previously looked-after children

The designated teacher will:

- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school uses pupil premium plus funding
- Access training and keep up to date with good practice, to ensure that they and other school staff have strong awareness and training around the needs of looked-after and previously looked-after children, and how to support them
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium funding and other support for these children
- Liaise with VSHs to contribute to decisions about how pupil premium plus funding for looked-after children can most effectively be used to improve their educational outcomes
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium plus funding and other support for these children, including encouraging parents to tell the school if their child is eligible to attract pupil premium plus funding
- Play a key part in decisions on how pupil premium plus funding is used to support previously looked-after children
- Encourage parents' and guardians' involvement in deciding how pupil premium plus funding is used to support their child, and be the main contact for queries about its use
- Ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas like attendance, homework, behaviour and future career planning
- Be aware of the special educational needs (SEN) of looked-after and previously looked-after children, and make sure teachers also have awareness and understanding of this
- Ensure the SEND code of practice, as it relates to looked-after children, is followed
- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a looked-after child may have
- Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEN issues in looked-after and previously looked-after children, and know how to access further assessment and support where necessary
- Ensure that they and other staff can identify signs of potential mental health issues in looked-after and previously looked-after children and how these can impact on the children and their ability to engage in learning, and understand where the school can draw on specialist services
- Put in place robust arrangements to have strengths and difficulties questionnaires (SDQs) completed for looked-after children, and use the results of these SDQs to inform PEPs
- Work with senior leaders and other relevant staff to put in place mechanisms for understanding the emotional and behavioural needs of previously looked-after children

Relationships beyond the school

The designated teacher will:

- Proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of looked-after and previously looked-after children

- Discuss with social workers how the school should engage with birth parents, and ensure the school is clear about who has parental responsibility and what information can be shared with whom
- Be open and accessible to parents and guardians of previously looked-after children and encourage them to be actively involved in their children's education
- Proactively build relationships with local authority professionals, such as VSHs and SEN departments
- Consider how the school works with others outside of the school to maximise the stability of education for looked-after children, such as:
 - Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans
 - Ensuring mechanisms are in place to inform VSHs when looked-after children are absent without authorisation and work with the responsible authority to take appropriate safeguarding action
 - Talking to the child's social worker and/or other relevant parties in the local authority regarding any decisions about changes in care placements which will disrupt the child's education, providing advice about the likely impact and what the local authority should do to minimise disruption
 - Making sure that, if a looked-after child moves school, their new designated teacher receives any information needed to help the transition process
- Seek advice from VSHs about meeting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians
- Make sure that for each looked-after child:
 - There's an agreed process for how the school works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress
 - School policies are communicated to their carer and social worker and, where appropriate, birth parents
 - Teachers know the most appropriate person to contact where necessary, such as who has the authority to sign permission slips
- Where a looked-after child is at risk of exclusion:
 - Contact the VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary
 - Working with the VSH and child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour
- Where a previously looked-after child is at risk of exclusion, talk to the child's parents, carers or guardians before seeking advice from the VSH on avoiding exclusion

6. Monitoring arrangements

This policy including the SEND Information Reports appended will be reviewed by the CEO in consultation with Heads **annually**. Reports will also be updated if any changes to the information are made during the year. The policy will be approved by the Trust Board.

7. Links with other policies and documents

This policy links to the following policies and procedures:

- Behaviour & Anti-bullying
- Child protection and safeguarding
- Equality information and objectives
- Exclusions
- Medical needs policy (including Asthma and Intimate Care)
- Pupil Premium Strategy and funding report

Bygrove Primary School SEN Information Report 2024-2025

How we support pupils with special education needs and/or disabilities

Our vision and how we hope to achieve it

'Everyone belongs. Our pupils love coming to school; they thrive because they feel like they belong and their individual needs are met.'

The LETTA Trust vision for inclusion, Education Development Plan 2024

At Bygrove we find it unhelpful to think of inclusion in terms of the few. Nor is it just about the many. Inclusion is about belonging and as such involves everyone, every single one. Pupils, staff, parents and governors feel like Bygrove is their school, like they belong here and that's why we're successful.

Bygrove's Vision Statement is in the form of a set of promises we make to all our pupils. Every day at Bygrove Primary School, the staff and governors are working to make sure that by the time you leave us:

1. You will love learning new things, feel ready for the future and want to keep on learning more
2. You will know what it feels like to be good at something and have achieved your very best
3. You will understand just how incredible you are, believe in yourself and have confidence and resilience to follow your dreams
4. You will have grown healthy and strong and understand how to look after your body and mind
5. You will have known friendship and learned how to get along well with other people
6. You will feel part of your community, proud of your school and inspired to make a difference

Our school motto is 'Aiming High'. We encourage all our pupils to aim high and strive to achieve their very best. As teachers we work hard to support all the children in our school to be the best they can, including all children with special educational needs or disabilities.

We are committed to helping our pupils overcome any barriers to learning that they may have and have a member of staff designated to organising support for pupils with learning difficulties. The school building is fully accessible for pupils with physical disabilities.

The type of school we are

Bygrove is a primary school for the 3-11 age range. We have a Foundation Stage (Nursery and Reception) for children aged 3-5. There is one class in each year group with 245 children in the school altogether.

Bygrove is an outstanding one-form entry primary school serving a multicultural community practically in the shadow of Canary Wharf in the East End of London. We are one of two primary

schools in The LETTA Trust, a multi-academy trust and SCITT. Together we run a highly successful initial teacher training programme graded outstanding by Ofsted in 2024. We support other local schools & alongside our alliance partners, training the next generation of outstanding teachers.

Our Ofsted rating

In our last Ofsted inspection in 2024, Bygrove was judged **outstanding** in all areas. The report states:

'Pupils have a keen and genuine interest in learning. They thrive in this safe and welcoming school, where all pupils are expected to achieve their best. Pupils with special educational needs and/or disabilities (SEND) receive the support and guidance they need to be successful.'

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

1. Communication and interaction, for example, autistic spectrum condition , and speech and language difficulties
2. Cognition and learning, for example, dyslexia, dyspraxia
3. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
4. Sensory and/or physical needs, for example, hearing impairments, processing difficulties, epilepsy, cerebral palsy
5. Moderate/severe/profound and multiple learning difficulties

How we know if a child has special educational needs

During the autumn term, we invite all parents/carers into the school to meet their child's class teacher. We ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can discuss this and make sure the right support is in place. In addition to this, the EYFS team carry out home visits in order to see the child in their own home and discuss any concerns the parents may have.

If a child is joining us from a new setting, the inclusion leader will use the information provided by the setting to plan the best programme of support. When possible, the EYFS team will also visit the child in their setting. The inclusion leader will liaise with professionals who have already been involved with the child in order for effective transition to take place. This is also the process for children who have transferred in KS1 and KS2.

If a child has special educational needs and/or disabilities we know how important it is that they get the help they need as soon as possible. To ensure that any special needs not known about before starting the school are picked up early, all pupils are assessed during the first 3 weeks at the school. Our regular assessment and monitoring procedures continue throughout the children's time at the school to look out for any special needs that may develop later.

We hold pupil progress meetings each term for all classes and half termly for Reception and Years 2 and 6 to discuss pupils' progress and decide on appropriate provision for all pupils including those with SEND or English as an additional language. The inclusion leader also meets regularly with class teachers for SEND highlighting meetings to discuss any concerns about children in their classes.

We work closely with specialist services, such as speech therapists and educational psychologists, who provide expertise in finding out the type and range of the pupil's needs.

We work hard to maintain good home/school links and parents are always welcome to speak to us if they have any concerns. Our home school liaison officer and school social worker support the needs of families.

What we do to help children with special educational needs

Bygrove has developed a wide range of ways in which we support children with different special educational needs or disabilities. This is how we plan support:

- Our primary means of supporting children is through high quality first teaching, with carefully adapted lessons that are resourced to meet the needs of all our learners. We ensure that classrooms are well resourced and we use a range of learning supports such as Chromebooks, and visuals & to support learners
- First we identify what the particular barrier is through assessment and discussion. Then, we meet with parents to discuss their child's needs
- We agree on a programme of support that is carefully targeted on the particular area or barrier to learning. This describes what we will do to support a child and what we hope the support will achieve
- To see whether the support is helping we set a time-frame and review how things are going, we set targets for each child with special educational needs. This is reviewed each term with parents, the class teacher, other professionals and the child themselves if they are old enough

How we adapt our teaching and our learning environments for children with special educational needs and disabilities

At Bygrove, we are committed to meeting the needs of all our pupils through quality first teaching. Children with special educational needs are taught alongside other children but lessons are designed so that all the children in the class learn and make progress. We do this by adapting the learning so that all children are working towards the same learning intention.

Every class teacher is involved in planning, monitoring and providing support for all pupils within their class, including children with special educational needs. We make the following adaptations to ensure all pupils' needs are met:

1. Adapting our curriculum to ensure all pupils are able to access it, for example, by pre-teaching concepts or providing learning scaffolds,
2. Adapting our resources and staffing
3. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
4. Adapting our teaching, for example, pre-teaching key vocabulary or concepts, using flexible grouping & using assessment for learning to check pupils' understanding.

How we decide what resources we can give to a child with special educational needs

Part of the school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about which support programme is best for a child are made by the inclusion leader in consultation with a child's class teacher and parents /carers.

Parents are invited to contribute to planning through a meeting or if they are not able to come into the school in whatever way is best for them e.g. by telephone or email.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds we will apply to the local authority for additional support for a child. Parents can do this too. We are happy to discuss all of this in more detail with parents.

We have a number of teaching assistants who are trained to deliver specific interventions. These TAs will work mostly with small groups to offer support but promote independence. TAs will work 1:1 with pupils when their specific needs require it.

How we check that a child is making progress

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

1. The teacher's assessment and experience of the pupil
2. Their previous progress and attainment and behaviour
3. Other teachers' assessments, where relevant
4. The individual's development in comparison to their peers and national data
5. The views and experience of parents
6. The pupil's own views
7. Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How we keep parents informed, consulted and involved

We work hard to maintain good home-school links with parents. We have a weekly newsletter, the Byword; with general news about the school. We have a parents'/carers' evening twice a year and we send all parents/carers a report about their child's progress once a year. We also have a Twitter account which is updated daily.

We hold pupil progress meetings each term for all classes and half termly for Years 2 and 6 to discuss pupils' progress and evaluate the provision for all pupils including those with SEND or English as an additional language. For children with special educational needs we also have SEND highlighting meetings each term with the class teacher and the inclusion leader. Children with Educational Health and Care Plans (EHCPs) have yearly Annual Review meetings. Parents are invited to the review and we try as far as possible to arrange it at a time that will allow them to attend.

Parents are always welcome to speak to their child's class teacher or any member of the leadership team if they have any concerns. Our home school liaison officer and school social worker are also available to speak to.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

1. Everyone develops a good understanding of the pupil's strengths and areas for development
2. We take into account the parents' concerns
3. Everyone understands the agreed outcomes sought for the child
4. 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. We will formally notify parents when it is decided that a pupil will receive SEND support.

Support we offer for children's health and emotional and social development

Children need to be happy and be able to behave appropriately to learn well so all our class teachers work with children in their class on social skills, behaviour and wellbeing. If a child has a particular difficulty, their class teacher will have help from colleagues e.g. teaching assistants, the inclusion leader or an emotional literacy support assistant (ELSA) to help support the child.

At Bygrove, we make sure that we listen to the children and respond to what they say through pupil voice conversations about their learning and experiences in school. . Pupils also complete a termly online survey for governors.

Bygrove School has clear anti-bullying and diversity policies.

If a pupil has particular behavioural challenges, a behaviour plan will be designed to identify the triggers and support the child to avoid the pupil disrupting his/her own or others' learning and prevent exclusion.

Our School Council has class reps from each year group. Council representatives meet with the school council leaders regularly to discuss issues that pupils wish to raise or ideas and suggestions they may have about any aspect of school life.

Specialist external services we use when we think extra help is needed

Sometimes a child will have needs that may benefit from additional help from specialists outside the school. Depending on a child's needs we may draw on support from:

- Speech and language therapy
- Occupational therapy
- Child psychology
- Educational welfare
- Hearing Impaired service
- Visually Impaired Service
- Behaviour Support Service
- Social Care
- Physiotherapist
- Police Community Support
- Phoenix Outreach Team for Autism
- Specific Learning Difficulty Team
- Parent Advice Centre
- Local Authority SEND section
- CAMHS
- ASDAS

We always communicate with parents if we think additional support is required and before we contact other specialists.

Staff training

Every year we have 5 staff training days. In these training days we incorporate special educational needs to make sure that every teacher:

- understands the different special educational needs
- knows how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- knows how to support the emotional needs of children with special educational needs
- understands how important it is to work closely with parents/carers

All staff are required to attend training.

How we include children in activities and school trips

Any trips or outings we plan always include children with special educational needs and/or disabilities. We use part of our budget to make sure that any support needed can be provided. We always consult with parents/carers before arrangements are finalised.

Our school environment

All of our classrooms are fully accessible for children.. There are accessible toilets with a changing bed available close to the staffroom and a medical/therapy room in which all peripatetic therapies can take place.

In school we have a range of equipment designed to support the development of children's coordination and motor skills in class but if any child needs additional equipment we will get this through specialist services, e.g. through Occupational Therapy.

How we prepare for children joining our school and leaving our school

Children joining our school from the nursery visit their new classroom several times before the start of the new school year. Reception class teachers introduce the children to the school once they start to make sure they are confident in their new surroundings.

We have close working relationships with other pre-school providers and services in the local area and we encourage them also to visit to help prepare children who will be joining Bygrove. We invite all the parents and carers of children joining the school to meet their child's class teacher during the summer term before their children start at the school. We also ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

We help older children prepare for secondary school through a class project in Year 6 'Identity Project'. This helps the children understand for example how a typical day works in a secondary school, what their timetable might look like, how to find out who to go to for help if they need it. As part of the culmination of our 'Identity' project in Y6, we invite our most recent alumni (current Y7) back to school for a small ceremony and QandA session with our current Y6.

Our home school liaison officer also runs secondary transition workshops.

How parents are involved in school life

At Bygrove we believe in working with parents and carers as partners and we hope that our parents share that belief. We are always ready to speak to parents about any concerns they may have about their child. The headteacher sees or speaks with parents and carers by appointment, although she is available to speak to parents at other times.

When we write to parents and carers, we always try to write in plain English. We have a group of bi- and multilingual staff who offer translation and interpretation in Arabic, Somali, Sylheti/Bengali and Urdu for parents and carers who need help with English.

We hold a yearly 'Have Your Say Conference' for parents to offer feedback on all aspects of school life and we also issue a report for parents, Parent Power; to explain how the school has responded to their ideas and suggestions.

Parents are welcome to attend regular coffee mornings and parent clubs, such as keep fit and parent cooking.

Evaluating the effectiveness of our SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

1. Reviewing pupils' individual progress towards their goals each term
2. Reviewing the impact of interventions half termly
3. Using pupil questionnaires
4. Monitoring by the SENDCo
5. Using provision maps
6. Holding annual reviews for pupils with EHCP plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their additional needs.

Please see also the school's accessibility plan, available from the website.

Who to contact for more information or to discuss a concern

- Your child's class teacher
- The Inclusion Leader
- Headteacher or CEO at The LETTA Trust
- Parent governors –

If in doubt, ask at the school reception. The school telephone number is 0207 538 4925 or email admin@bygrove.org.uk

If you'd like to make a complaint:

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

1. Exclusions
2. Provision of education and associated services
3. Making reasonable adjustments, including the provision of auxiliary aids and services

Our offer to children with special educational needs and disabilities forms part of the 'local offer' of the London Borough of Tower Hamlets. More information about the local offer and about support services available can be found at:

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

This SEND Information report was reviewed in Autumn 2024

It will be reviewed again in Autumn 2025

Columbia Primary School SEN Information Report 2024-2025

How we support pupils with special education needs and/or disabilities

Our vision and how we hope to achieve it

We celebrate diversity and difference, and believe that it enriches everyone's learning.

We challenge any attitude or behaviour which discriminates against groups or individuals in our school community. We take time to think about our own practice in relation to this and we help children to do the same.

All children at Columbia have equal rights to the opportunities offered by education. We have high expectations for every child's attainment.

We are committed to inclusion. This means that at Columbia our children learn together in and out of class. This in turn means that we often make changes to the school environment, the curriculum and teaching in order to include individual children.

We expect all children to think of themselves as learners and to do their best. We encourage them to aspire. We teach creatively so that children want to learn for themselves. We teach them the skills they need to learn independently.

We involve children as much as possible in decisions which are made on their behalf.

There are many diverse needs among the children at our school, in addition to the children with special educational needs and disabilities. All children are welcomed, valued and included at Columbia.

We know that parents' involvement with their children's education is vitally important so we work with them as partners. Parents are consulted at every stage of action taken by school. We ask parents to support us in helping their children to achieve well.

Our vision for our Columbia is:

"We are active learners who work well with each other, understand our feelings and enjoy challenging ourselves. We are ready to thrive, contribute and be responsible for our world. We are kind to each other and love that we are all different."

The type of school we are

We are a community primary school based in a Victorian building with 2 classes in each year group. We admit children from the ages of 3 - 11. The school has an early years' unit on the

ground floor where nursery and reception children learn together in an open-plan setting. Years 1, 2 and 3 classrooms are on the middle floor and years 4, 5 and 6 work upstairs on the top floor. Each phase (early years foundation, Years 1 & 2, Years 3 & 4 and Years 5 & 6) is supported by a phase leader to make the quality of teaching and learning as high as possible. We have good links with our surrounding community.

Visitors to our school notice that relationships among children and adults are respectful and friendly. Adults and children enjoy talking to one another. We all use first names. We believe in the power of collaboration so all our staff are organised into teams. Everything we achieve depends on good communication so we concentrate on communicating as well as possible. We talk to each other, we talk to children and we talk to parents. We listen to what children, parents and teachers say.

Our Ofsted rating

In our last Ofsted inspection in July 2023, Columbia was graded good overall with outstanding judgements for Behaviour and Attitudes and Personal Development. The report states:

'The school's welcoming ethos contributes to pupils feeling valued and secure. This includes pupils with special educational needs and/or disabilities (SEND), who are fully included in the life of the school.'

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

1. Communication and interaction, for example, autistic spectrum condition and, speech and language difficulties
2. Cognition and learning, for example, dyslexia, dyspraxia,
3. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
4. Sensory and/or physical needs, for example, hearing impairments, processing difficulties
5. Moderate/severe/profound and multiple learning difficulties

'Special Educational Needs' is a legal definition and refers to children with learning problems or disabilities that make it harder for them to learn than most children the same age.

Children are said to have Special Educational Needs (SEN) when one or more of these is true:

- they don't make enough progress, even though the teacher has planned work specially to help them
- their difficulties with literacy and numeracy affect their learning in other subjects
- they have ongoing emotional or behavioural difficulties which upset their own and other children's learning
- their sensory or physical differences affect their learning
- communicating or interacting with others is difficult

Sometimes this is referred to as SEND - the D stands for disability.

At Columbia we have children with speech and language difficulties, autism, global developmental delay, social, emotional and mental health difficulties, learning disabilities, specific literacy difficulty, visual impairment, hearing impairment and developmental coordination disorder. We have previously included a child with Downs Syndrome and children with cerebral palsy. We celebrate neurodiversity and encourage awareness and discussion around this with our children and families.

What we do to help children with special educational needs

First...

Teachers assess children constantly so concerns are usually picked up quickly and can be raised at termly SEND Meetings. At these meetings, teachers identify the barriers to learning for a child and what has already been done to support them. Teachers also discuss this in line management and weekly planning meetings.

During line management and weekly planning meetings, suggestions are made for possible next steps. This might include adjustments to planning, one to one tutoring or a change of teaching group.

At the SEND Planning meetings we discuss children who continue to make slow progress or have other barriers to their learning which are preventing them from thriving in different aspects of school and during lessons. These meetings typically involve the SENCo and class teachers, phase leaders and subject leaders.

A teacher can also raise a concern at any time by talking to the SENCo who might observe the child and will talk to the other adults involved with the child in school.

If parents have their own concerns about their children's learning needs they can contact the SENCo at any time through the school office.

At first, strategies we use with children within and beyond the classroom to support these identified needs are called SEN support.

Then...

Some children receiving SEN support will make good progress, simply because talking about what a child needs and putting a plan in place has helped the teacher work out how to support the child successfully. A typical classroom will have all the practical materials and adult support a child needs to make good progress.

But some children may need help from specialists. Here is a list of the specialist services we use: Educational Psychology, Barts and the London Children's Speech and Language Therapy, Blossom Tree Speech Therapy, Child and Adolescent Mental Health, Social Services, Children's Occupational Therapy, Children's Physiotherapy, Child Development Team, Hearing Impaired

Service, Visually Impaired Service , Literacy Support Team, Behaviour Support Team, School therapists and counsellors, Children with Physical and Medical Needs Advisory Team, Stephen Hawking School and Phoenix School.

If parents agree to it, the SENCo organises the work of these professionals in school. They usually work closely with the child for a short time and then give us, the teachers, recommendations about how to work with the child. Sometimes they stay involved with children throughout their time in school. We have good relationships with all the children's services in Tower Hamlets.

How we adapt our teaching and our learning environments for children with special educational needs and/or disabilities

Children with special educational needs and disabilities are mostly taught alongside other children but lessons are designed so that all children in the class learn and make progress. This means that all children in the class are working on the same topic but the activities and questions teachers ask are different, so that they suit the attainment level of the child.

Teachers make lessons lively and interesting. They don't overload children with too much talk, but use lots of visual support to explain and remind. Children have time to think and ask questions. Some teachers use signing to support their children's understanding. They plan work which is manageable but challenging so that children make progress.

While pupils usually work in the classroom, there are times when they may be withdrawn for 1:1 or group work, to focus on learning a particular skill.

Teachers adapt their talk, the classroom and the equipment used by the children so that every child is able to learn. We follow our specialists' recommendations when planning how to adapt teaching for individual children with SEND.

Several children use ICT and specialist software to support their learning.

Sometimes individual children have 1:1 support from an adult for part or all of every day.

Some examples of classroom adaptations we have made are: acoustic ceiling boards to help children with hearing impairment, height-adjustable tables and chairs, individual work-stations, space for physiotherapy, hoists and other equipment to enable movement, individual sensory classrooms.

When children have physical or sensory disabilities we might need to differentiate PE lessons for them. We have specialist equipment for ball skills, for example, and our sports instructor is skilled at making team games inclusive for children with mobility difficulties. We have sometimes asked for help with planning for PE from a Tower Hamlets SEN specialist and in this way our skills have improved. We would ask for advice again in the future.

How we decide what resources we can give to a child with special educational needs and/or disabilities

Part of the school's budget is set aside to support pupils with special educational needs and disabilities. This is a fixed amount so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. It pays for:

- support services like Speech and Language Therapy and Educational Psychology
- practical resources like specialised PE equipment and software
- the additional adults who support children with SEND in school

We are costing all the ways we support children in order to have a good overview. Decisions about which support to put in place for a child are made by the Inclusion team (SENCo, Headteacher, Assistant SENCo and Inclusion Manager) after talking to everyone involved (including specialists, teachers, the child and the family).

Sometimes children need a high level of support for their special educational need/s. When this happens, we ask the local authority for an EHCP (Education Health Care Plan) to help support the child's health and learning in school. This includes some extra funding for the provision required. EHCPs have replaced Statements of SEN. Parents can apply for an EHCP themselves. If you would like to talk about this in more detail please contact the SENCo directly.

How we check that a child is making progress

Teachers follow a cycle of assessing, planning, doing and then reviewing for all children, including those with SEND. Informal assessment goes on all day in class and feeds into what the teacher plans for the next day.

Formal assessments are made every half-term and all children are tracked carefully. If they're not making good progress it shows up quickly so that we can act quickly.

Parents of SEND children are kept 'in the loop' through the regular meetings mentioned above but they can contact the school in between times to talk about any concerns.

If a child has an EHCP the SENCo will invite everyone involved to a review meeting once a year. The child will be present and it will be a person-centred meeting.

How we keep parents informed, consulted and involved

If your child has an Education Health Care Plan, you and your child will meet the SENCo and class teacher regularly and in between times, parents or carers will have everyday contact with the class teacher and can choose to contact the SENCo any time by asking at the school office.

We do our best to involve parents and children in the decisions that we make about them. We are constantly working to improve the way we speak and listen to children so that what we communicate is meaningful.

Support we offer for children's health and emotional and social development

We know that children thrive and learn best when they feel safe and well. We value good, respectful communication and we encourage openness. We have a strong, positive behaviour policy and an anti-bullying policy which we talk about regularly with the children. We teach and support children to sort out their own conflicts and give them a language to do it with. We follow the Golden Rules and children are rewarded for following them with Golden Time every Friday afternoon.

Children explore issues that arise in their school lives through planned PSCHE lessons. Children are taught explicitly about SEN and disability. They learn to accept and value difference so that children with all kinds of additional needs feel included here.

As a result of Covid and lockdown measures, children have been under increasing physical and mental health pressures over recent years. Consequently, we have put extra measures in place to support children's mental health and wellbeing. We have a learning mentor who is trained to support children with everyday social, emotional and mental health concerns. In addition, there is a children's counsellor working 1:1 in school for one day a week and an art therapist who runs 1:1 therapeutic sessions once a week.

In Year 6, children apply to become members of Friendship Squad which is a team of buddies who help younger children to feel safe and happy in the playground.

Specialist external services we use when we think extra help is needed

Sometimes a child will have needs that may benefit from additional help from specialists outside the school. Depending on a child's needs we may draw on support from:

- Speech and language therapy
- Occupational therapy
- Child psychology
- Educational welfare
- Hearing Impaired service
- Visually Impaired Service
- Behaviour Support Service
- Social Care
- Physiotherapist
- Police Community Support
- Phoenix Outreach Team for Autism
- Specific Learning Difficulty Team
- Parent Advice Centre
- Local Authority SEN section
- CAMHS
- THEWS
- ASDAS

We always communicate with parents if we think additional support is required and before we contact other specialists.

Staff training

All teachers and teaching assistants at Columbia have 1:1 meetings with their line managers at least once a half term (once every two weeks for teachers). These meetings have been invaluable in developing our understanding of what each of us needs to do next to make our work with children as good as it can be.

Experienced phase leaders and subject leaders work alongside teachers in class and in planning sessions to raise the standard of their teaching and children's learning.

We hold weekly staff meetings for teachers to develop their practice. All staff are included in the whole-school INSET days at Columbia. In addition to this, if teachers and TAs need to understand more about a specific type of SEN, or develop the way they work with a child, we can arrange for them to attend training outside school. Some members of staff are trained by the outreach teachers who visit from Phoenix and Stephen Hawking special schools. Our Education Psychologist and Speech and Language Therapist also work alongside staff to support their practice.

How we include children in activities and school trips

School trips are an important part of children's learning and everyone is included. Teachers plan trips carefully with all their children's needs in mind. We make risk assessments to be sure we've thought of everything and these include what we need to do for the children who have additional needs. If a child needs close supervision an extra adult accompanies the group. Sometimes parents are invited to come on trips to support their own children.

Breakfast, lunchtime and after-school clubs are open to everyone. The school will make all possible adjustments to include children with additional needs. This might mean providing adult support, altering the environment, adapting the plans or using adapted tools.

Our school environment

Our school is increasingly accessible. There is a ramp into the playground from the street. The playground has been modified to make a better play environment for children with mobility difficulties.

Inside the building on the ground floor there is an accessible toilet. There is a lift which makes it possible for wheelchair users to reach the first and second floors. On the first floor, the children's toilets are accessible for walking-frame users. There is also an accessible toilet on the top floor. Some classrooms have been fitted with acoustic boards to help reduce background noise for hearing impaired children.

We are continuously working to improve accessibility.

How we prepare for children joining our school and leaving our school

When a child with a disability joins Columbia (either from another school or at the beginning of his or her education) we will make reasonable adjustments in order to include the child meaningfully. To date we have made a wide range of modifications for individual children which range from the size of a font and colour of writing paper all the way through tweaks in the timetable and to buying specialist furniture, hoists and modifying the playground structures. Modifications are decided on in partnership with the children themselves, the parents and the specialist professionals from external agencies who advise us.

All modifications are made with the aim of maximising opportunities for learning alongside peers and developing meaningful relationships.

Sometimes children with SEN or a disability join Columbia from another school. When this happens we find out as much as we can by meeting the child and his or her parents or carers, and we talk to the SENCo from the previous school. If necessary we modify the learning environment (see previous paragraph).

We might ask a TA to support him/her to begin with. We'll find him/her a buddy and help him/her get used to our routines. We'll make sure all the adults involved and in the wider school are briefed about what s/he needs.

When children move from one year group to another, information about SEND is shared between the old and new teachers. TAs also handover what they know to their colleagues. Towards the end of the year, some children with SEND might spend time visiting their new classrooms and teachers. In this way they can get used to the changes before they happen. Children with disabilities can contribute to planning adjustments for their new classrooms.

When children with EHCPs are in year 5 we think about their secondary schools. We encourage parents to visit as many as possible and can help them to do so. Our learning mentors can contact schools, arrange appointments and go with parents to visit. They support the parents to ask useful questions.

The secondary SENCo is invited to the child's year 6 annual review meeting. The transition process is the same as it is for younger children - the child may visit the new school before s/he leaves Columbia. There will be plenty of time given to asking questions and getting used to the idea of change. Once s/he starts at the new school, our learning mentors might visit him/her there and we will encourage him/her to visit us sometimes.

How parents are involved in school life

We want parents to be interested and involved in their children's education.

There is a Family Friday session every week when parents are invited to come and learn about an aspect of their children's education. These sessions often involve the children working alongside their parents.

We run high quality parenting courses. There is a group of parents called 'Friends of Columbia' who run monthly coffee mornings and organise the summer and winter fairs amongst other inclusive activities.

Parents are also able to run clubs at Columbia.

We have an increasingly wide range of home languages and because we want Columbia to be accessible for everyone we provide translators for parent meetings and some workshops. We are constantly looking at how we can communicate and consult with parents as well as possible.

Evaluating the effectiveness of our SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps
- Holding annual reviews for pupils with statements of SEN or EHC plans

Who to contact for more information or to discuss a concern

- Your child's class teacher is usually the best person to ask first
- The SENCO
- A senior member of staff – any phase leader, assistant or deputy headteacher or the headteacher

If in doubt, ask at the school reception. The school telephone number is 0207 739 3835 or email admin@columbia.towerhamlets.sch.uk

If you'd like to make a complaint:

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Other useful contacts:

The Early Help Hub- this the easiest route to accessing information about organisations who can help you in Tower Hamlets. They will advise and help to put you in touch with appropriate services.
020 7364 5006

Our offer to children with special educational needs and disabilities forms part of the 'local offer' of the London Borough of Tower Hamlets. More information about the local offer and about support services available can be found at:

<https://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

This SEND Information report was reviewed in Autumn 2024

It will be reviewed again in Autumn 2025

Hermitage Primary School SEN Information Report 2024-2025

How we support pupils with special education needs and/or disabilities

The type of school we are

Hermitage Primary School is a mainstream primary school based in Tower Hamlets, for children 5-11 age range. We have a nursery which admits children from age 3. There are 45 places in each year group.

We are also in the process of extending our existing building to accommodate an SEN Unit to support children who have a diagnosis of Autism, who require a different curriculum for some of the time. The school employs a lead teacher for the Unit, Margaret Ann Dunne (Maggie).

As detailed in the SEND Code of Practice 2015, special educational needs at Hermitage are identified across four broad areas of needs:

Cognition and learning:

Pupils with cognition and learning difficulties usually learn at a slower pace than their peers. This may include difficulties in reading, spelling, learning new concepts, maths, working memory and concentration. Such difficulties might include Specific Learning Difficulties (e.g., dyslexia, dyspraxia, dysgraphia and dyscalculia), Moderate (e.g., Global Development Delay) and Profound Learning Difficulties.

Communication and interaction:

Pupils may have difficulties with communicating and interacting with their peers. This may include understanding or using language and communicating socially. They may have trouble expressing themselves. This might include conditions such as Autism, specific language impairment and speech sound delays.

Social, emotional and mental health (SEMH):

Difficulties in this area can reflect a wide range of underlying disorders like anxiety, stress, depression or anger. These can manifest in different ways including dysregulated behaviour, which may prevent children from accessing the curriculum.

Sensory and/or physical:

This might include sensory processing difficulties affecting movement and coordination, physical disabilities, sensory sensitivities and sensory impairment (e.g., vision and hearing impairment).

Some pupils with SEND may have needs across more than one area of need and where this is the case, an individualised and tailored approach with reasonable adjustments is used to best provide support for your child.

How we know if a child has special educational needs

Early identification through appropriate methods of assessment is key in being able to provide the best possible support for your child. This helps us to gain a better understanding of the pupil's strengths and identify areas where they may need further support to close any gaps in learning.

At Hermitage, assessments are always developmentally age and stage appropriate and agreed upon through discussions with staff members working with the pupil. They are carried out with parental consent. Depending on the specific area of needs, assessments can take place in many ways including by different members of staff or external professionals.

What we do to help children with special educational needs

At Hermitage, we provide support for pupils with SEND across the school using a 3-tiered approach. Depending on the pupil's strengths and difficulties, support will look different for different individuals.



Wave 1 – Universal support

All pupils have access to inclusive quality first teaching at Hermitage, using a range of best-practise strategies. This level of support will involve a range of evidence-informed strategies including flexible grouping of pupils, supporting pupils to develop independent thinking and learning strategies, clear, precise instruction and explanation, use of technology and visual 'scaffolding' of work to allow pupils greater access to learning.

Wave 2 – Targeted support

Group based interventions are offered to those pupils identified as needing a more personalised approach to specific areas of learning, in addition to Wave 1 support. These interventions, run by teaching assistants or teachers, include support for difficulties across the 4 broad areas of need and aims to enable children to make accelerated progress against their targets and to be working at the age-expected level.

Wave 3 – Specialist support

For a small number of pupils, a highly personalised approach to learning is required, using recommendations from external professionals such as a speech and language therapist (SaLT), Educational Psychologist (EP) or therapists from other services. This type of support will vary hugely between individuals depending on strengths and difficulties. Children who might benefit from Wave 3 support will most often have or require an Education, Health and Care Plan (EHCP) for the school to provide the level of specialist support. All support across the school is monitored and evaluated every half term during Pupil Progress meetings. This is to ensure that the support in place is meeting the needs of individual pupils.

How we adapt our teaching and our learning environments for children with special educational needs and/or disabilities

At Hermitage, we have a range of experienced and dedicated staff who are skilled at delivering inclusive high-quality teaching and interventions through our tiered approach. Working closely with the LETTA Trust, the Local Authority and external agencies, we aim to provide structured and tailored support for pupils with a wide range of abilities and difficulties across the 4 broad areas of SEND.

We have an above national average number of pupils with SEND so we are able to use our specialised resources to benefit all pupils who may need them. This includes teaching assistant support and access to external professionals like Educational Psychologists and Speech and Language Therapists.

Children with more complex needs might be supported at our Wave 2 and 3 levels of support which is a targeted or specialist level of support. Typically, children who require this level of support will have an Education, Health and Care Plan (EHCP) which provides additional funding from the Local Authority.

Accessibility

Hermitage is a fully accessible mainstream school set across 2 floors, with wheelchair access to all classrooms. Accessible toilets are on each floor. We have a hygiene room with a shower, hoist and changing bed.

How we let you know about your child's progress

Hermitage is committed to sharing information of the progress of your child's academic achievements, which will take the following forms:

Parents' evening meetings

These meetings take place every term (3 times a year), where you can meet your child's teacher and discuss their progress academically and socially. These discussions can help to shape the individualised support for your child. Good communication between home and school ensures that there is consistency in our approach to supporting your child effectively.

School report

Your child will receive a detailed school report at the end of the school year. This will include any statutory assessment information (e.g. SATs and phonics results) for key year groups.

Weekly school newsletter

To find out more about what our children are up to on a weekly basis, Hermitage parents receive an online newsletter, to which all teachers contribute. We love to share our exciting learning with you and parents tell us how much they enjoy being part of their child's learning journey.

How we involve parents in the assess, plan, do, review approach

At Hermitage, we believe in working closely with parents/carers who have an in-depth knowledge of their child's strengths, difficulties, likes and dislikes. When a child has been identified as requiring Wave 3 SEND support, we follow the Graduated Approach model or Assess, Plan, Do, Review (ADPR), ensuring to involve parents throughout each of the stages.

Assess

Concerns about a child may be initiated by the school staff members, parents or health and care professionals (GP/social worker). Once a concern is raised, we would assess the needs or difficulties first, ready for the next stage.

School initiated

If your child's teacher has concerns, they will first speak to you to ask for your thoughts and input. They may also speak to the school's Special Educational Needs Coordinator (SENCo) for advice.

Parent initiated

If you have concerns about your child's learning and/or development, in the first instance, speak to your child's class teacher. Each class has a dedicated email which can be used for this. They will be able to give you feedback on how your child is doing in class and can develop a support plan for your child. Your concerns will be shared with the SENCo so that they can monitor progress.

Health and Care Professional initiated

If a concern is raised by a GP or health or care professional, they will usually communicate only with you and not the school. It is important that you share as much information about concerns raised or relevant diagnoses your child might have so we can put the right support in place. Please inform your child's class teacher if this is the case.

Further Assessment

For some children, the type of assessment may be more specific or require a referral to qualified professionals such as an educational psychologist, speech and language therapist or paediatrician. You would always be contacted to ask for your consent and contributions towards the referral being made.

Plan, do and review

After assessment and identification of their needs, your child's class teacher will plan and deliver specialised strategies and interventions to provide support. Achievable targets will be set and shared with you and regularly reviewed. If necessary, termly meetings with you may be arranged in addition to the parent's evenings, to ensure that targets and interventions are appropriate and next steps are identified.

Support we offer for children's health and emotional and social development

Children need to be happy and be able to behave appropriately to learn well so all our class teachers work with children in their class on social skills, behaviour and wellbeing. If a child has a particular difficulty, their class teacher will have help from colleagues e.g. teaching assistants, the school nurse or the inclusion leader to help support the child.

At Hermitage, we carry out regular subject health checks which include pupil interviews to find out pupil views on a range of topics including their learning, safety and wellbeing. This helps to inform our decision making about the school and the children.

Hermitage School has clear anti-bullying and diversity policies. If a pupil has particular behavioural needs, we have a Behaviour Support Programme designed to identify the cause of the problem and support the child to avoid the pupil disrupting his/her own or others' learning and prevent exclusion.

Our School Council has class reps. Council representatives meet with the school council leader regularly to discuss issues that pupils wish to raise or ideas and suggestions they may have about any aspect of school life.

Specialist external services we use when we think extra help is needed

Sometimes a child will have needs that may benefit from additional help from specialists outside the school. Depending on a child's needs we may draw on support from:

- Speech and language therapy
- Occupational therapy
- Child psychology
- Educational welfare
- Hearing Impaired service
- Visually Impaired Service
- Behaviour Support Service
- Social Care
- Physiotherapist
- Police Community Support
- Phoenix Outreach Team for Autism
- Specific Learning Difficulty Team
- Parent Advice Centre
- Local Authority SEN section

- CAMHS
- THEWS
- ASDAS

We always communicate with parents if we think additional support is required and before we contact other specialists.

Staff training

Every year we have 5 staff training days. In these training days we incorporate special educational needs to make sure that every teacher:

- understands the different special educational needs
- knows how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- knows how to support the emotional needs of children with special educational needs
- understands how important it is to work closely with parents/carers

All staff are required to attend training.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND, for example, school trips

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We use part of our budget to make sure that any support needed can be provided. We always consult with parents/carers before arrangements are finalised.

How we prepare for children joining our school and leaving our school

Children joining our school from the nursery visit their new classroom several times before the start of the new school year. Reception class teachers introduce the children to the school once they start to make sure they are confident in their new surroundings.

We have close working relationships with other pre-school providers and services in the local area and we encourage them also to visit to help prepare children who will be joining Hermitage. We invite all the parents and carers of children joining the school to meet their child's class teacher during the summer term before their children start at the school. We also ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

We help older children prepare for secondary school. The children learn for example how a typical day works in a secondary school, what their timetable might look like, how to find out who to go to for help if they need it.

Evaluating the effectiveness of our SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps
- Holding annual reviews for pupils with statements of SEN or EHC plans

Who to contact for more information or to discuss a concern

- Your child's class teacher
- The SENCO
- The inclusion leader
- A senior member of staff – any phase leader or assistant head or the headteacher

If in doubt, ask at the school reception. The school telephone number is 020 7702 1037 or email admin@hermitage.towerhamlets.sch.uk

If you'd like to make a complaint:

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Our offer to children with special educational needs and disabilities forms part of the 'local offer' of the London Borough of Tower Hamlets. More information about the local offer and about support services available can be found at:

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

This SEND Information report was reviewed in Autumn 2024

It will be reviewed again in Autumn 2025

Stebon Primary School SEN Information Report 2024-2025

How we support pupils with special education needs and/or disabilities

Our vision and how we hope to achieve it

At Stebon we find it unhelpful to think of inclusion in terms of the few. Nor is it just about the many. Inclusion is about belonging and as such involves everyone, every single one. Pupils, staff, parents and governors feel like Stebon is their school, like they belong here and that's why we're successful. Stebon's Vision Statement is in the form of a set of promises we make to **all** our pupils:

To all the pupils at Stebon Primary School

The staff and governors at Stebon promise you that by the time you leave us:

1. You will have had fun, discovered your talents and celebrated many successes along the way.
2. You will love learning, believe it can take you anywhere and want to keep on learning more.
3. You will know that life is a fantastic adventure, have dreams for your future and the confidence to take on the challenges that await you.
4. You will have grown healthy and strong and understand how to look after your body and mind.
5. You will have made friends and learned to treat other people with fairness, compassion and respect.
6. You will understand that the world is a wondrous place and be inspired to make a difference.

We encourage all our pupils to strive to achieve their very best.

As teachers we work hard to support all the children in our school to be the best they can, including all children with special educational needs or disabilities. We are committed to helping our pupils overcome any barriers to learning that they may have and have a member of staff designated to organising support for pupils with learning difficulties. The school building is fully accessible for pupils with physical disabilities.

The type of school we are

Stebon is an outstanding community primary school for the 3-11 age range. We have a Foundation Stage (Nursery and Reception) for children aged 3-5. There are 3 classes in each year group with 630 children in the school altogether.

Stebon is one of 2 primary schools in The LETTA Trust, a multi-academy trust (MAT). The other is Bygrove Primary. Both are in Poplar, East London. Stebon is an active member of the LETTA SCITT.

Our Ofsted rating

In our last Ofsted inspection in July 2023, Stebon was graded outstanding in all areas. The report states:

'The provision for pupils with special educational needs and/or disabilities (SEND) is exceptional. Leaders identify pupils with SEND at the earliest opportunity. Adults who support pupils with SEND are experts at what they do. They know the needs of pupils with SEND very well. Staff encourage pupils with SEND to become confident and independent learners. All pupils with SEND access the same curriculum as other pupils.'

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

1. Communication and interaction, for example, autistic spectrum condition and, speech and language difficulties
2. Cognition and learning, for example, dyslexia, dyspraxia,
3. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
4. Sensory and/or physical needs, for example, hearing impairments, processing difficulties
5. Moderate/severe/profound and multiple learning difficulties

How we know if a child has special educational needs

During the autumn term, we invite all parents/carers into the school to meet their child's class teacher. We ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can discuss this and make sure the right support is in place. In addition to this, the EYFS team carry out home visits in order to see the child in their own home and discuss any concerns the parents may have.

If a child is joining us from a new setting, the inclusion leader will use the information provided by the setting to plan the best programme of support. When possible, the EYFS team will also visit the child in their setting. The inclusion leader will liaise with professionals who have already been involved with the child in order for effective transition to take place. This is also the process for children who have transferred in KS1 and KS2.

If a child has special educational needs we know how important it is that they get the help they need as soon as possible. To ensure that any special needs not known about before starting the school are picked up early, all pupils are assessed during the first 3 weeks at the school. Our regular assessment and monitoring procedures continue throughout the children's time at the school to look out for any special needs that may develop later.

We hold pupil progress meetings each half term for all classes to discuss pupils' progress and decide on appropriate provision for all pupils including those with SEND or English as an additional language. The inclusion leader also meets regularly with class teachers for highlighting meetings to discuss any concerns about children in their classes.

We work closely with specialist services, such as speech therapists and educational psychologists, who provide expertise in finding out the type and range of the pupil's needs.

We work hard to maintain good home/school links and parents are always welcome to speak to us if they have any concerns. Our home family engagement officer and school social worker support the needs of families.

What we do to help children with special educational needs

Stebon has developed a wide range of ways in which we support children with different special educational needs or disabilities. This is how we plan support:

- Our primary means of supporting children is through high quality first teaching, with carefully adapted lessons and resources to meet the needs of all our learners. We ensure that classrooms are well resourced and we use specialist equipment such as chrome books, iPads and visual aids to support learners
- First we identify what the particular problem is through assessment and discussion. Then, we meet with parents to discuss their child's needs
- We agree on a programme of support that is carefully targeted on the particular area or difficulty. This describes what we will do to support a child and what we hope the support will achieve
- To see whether the support is helping we set a time-frame and review how things are going
- We set targets for each child with special educational needs. This is reviewed each term with parents, the class teacher, other professionals and the child themselves if they are old enough

How we adapt our teaching and our learning environments for children with special educational needs and/or disabilities

At Stebon, we are committed to meeting the needs of all our pupils through quality first teaching. Children with special educational needs are taught alongside other children but lessons are designed so that all the children in the class learn and make progress. We do this by planning what's called 'differentiated' lessons in which for example both a child with special educational needs and a very high attaining child have different learning goals within the lesson.

Every class teacher is involved in planning, monitoring and providing support for all pupils within their class, including children with special educational needs.

We make the following adaptations to ensure all pupils' needs are met:

1. Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
2. Adapting our resources and staffing
3. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
4. Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5. Individual curriculum plans for children working on P levels (not national curriculum)

How we decide what resources we can give to a child with special educational needs and/or disabilities

Part of the school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about which support programme is best for a child are made by the inclusion leader and SENCO in consultation with a child's class teacher and parents/carers.

Parents are invited to contribute to planning through a meeting or if they are not able to come into the school in whatever way is best for them e.g. by telephone or email.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds we will apply to the local authority for additional support for a child. Parents can do this too. We are happy to discuss all of this in more detail with parents.

We have a number of teaching assistants who are trained to deliver specific interventions. These TAs will work mostly with small groups to offer support but promote independence. TAs will work 1:1 with pupils when their specific needs require it.

How we check that a child is making progress

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

1. The teacher's assessment and experience of the pupil
2. Their previous progress and attainment and behaviour
3. Other teachers' assessments, where relevant
4. The individual's development in comparison to their peers and national data
5. The views and experience of parents
6. The pupil's own views
7. Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How we keep parents informed, consulted and involved

We work hard to maintain good home-school links with parents. We have a weekly newsletter with general news about the school. We have a parents'/carers' evening twice a year and we send all parents/carers a report about their child's progress once a year.

We hold pupil progress meetings each half term for all classes and evaluate the provision for all pupils including those with SEND or English as an additional language. For children with special educational needs we also have highlighting meetings each term with the class teacher and the inclusion leader. Children with statements or Educational Health and Care Plans (EHCPs) have yearly Annual Review meetings. Parents are invited to the review and we try as far as possible to arrange it at a time that will allow them to attend.

Parents are always welcome to speak to their child's class teacher or any member of the leadership team if they have any concerns. Our home school liaison officer and school social worker are also available to speak to.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

1. Everyone develops a good understanding of the pupil's areas of strength and difficulty
2. We take into account the parents' concerns
3. Everyone understands the agreed outcomes sought for the child
4. 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. We will formally notify parents when it is decided that a pupil will receive SEN support.

Support we offer for children's health and emotional and social development

Children need to be happy and be able to behave appropriately to learn well so all our class teachers work with children in their class on social skills, behaviour and wellbeing. If a child has a particular difficulty, their class teacher will have help from colleagues e.g. teaching assistants, the school nurse or the inclusion leader to help support the child.

We also have 'playground buddies'; a group where older children who have been specially trained offer support to younger children.

At Stebon, we carry out regular subject health checks which include pupil interviews to find out pupil views on a range of topics including their learning, safety and wellbeing. This helps to inform our decision making about the school and the children.

Stebon School has clear anti-bullying and diversity policies. If a pupil has particular behavioural difficulties, we have a Behaviour Support Programme designed to identify the cause of the problem

and support the child to avoid the pupil disrupting his/her own or others' learning and prevent exclusion.

Our School Council has class reps from years 4-6. Council representatives meet with the school council leader regularly to discuss issues that pupils wish to raise or ideas and suggestions they may have about any aspect of school life.

Specialist external services we use when we think extra help is needed

Sometimes a child will have needs that may benefit from additional help from specialists outside the school. Depending on a child's needs we may draw on support from:

- Speech and language therapy
- Occupational therapy
- Child psychology
- Educational welfare
- Hearing Impaired service
- Visually Impaired Service
- Behaviour Support Service
- Social Care
- Physiotherapist
- Police Community Support
- Phoenix Outreach Team for Autism
- Specific Learning Difficulty Team
- Parent Advice Centre
- Local Authority SEN section
- CAMHS
- THEWS
- ASDAS

We always communicate with parents if we think additional support is required and before we contact other specialists.

Staff training

Every year we have 5 staff training days. In these training days we incorporate special educational needs to make sure that every teacher:

- understands the different special educational needs
- knows how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- knows how to support the emotional needs of children with special educational needs
- understands how important it is to work closely with parents/carers

All staff are required to attend training.

How we include children in activities and school trips

Any trips or outings we plan always include children with special educational needs and/or disabilities. We use part of our budget to make sure that any support needed can be provided. We always consult with parents/carers before arrangements are finalised.

Our school environment

All of our classrooms are fully accessible for children with mobility issues. The building is on 2 floors throughout and there are lifts at either end. There are accessible toilets with changing facilities available close to the staffroom and a medical/therapy room in which all peripatetic therapies can take place.

We have a range of equipment designed to support the development of children's coordination and motor skills in class but if any child needs additional equipment we will get this through specialist services, e.g. through Occupational Therapy.

How we prepare for children joining our school and leaving our school

Children joining our school from the nursery visit their new classroom several times before the start of the new school year. Reception class teachers introduce the children to the school once they start to make sure they are confident in their new surroundings.

We have close working relationships with other pre-school providers and services in the local area and we encourage them also to visit to help prepare children who will be joining Stebon. We invite all the parents and carers of children joining the school to meet their child's class teacher during the summer term before their children start at the school. We also ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

We help older children prepare for secondary school through a class project in Year 6 'Getting Ready for Secondary School'. This helps the children understand for example how a typical day works in a secondary school, what their timetable might look like, how to find out who to go to for help if they need it. As part of the culmination of our 'Identity' project in Y6, we invite our most recent alumni (current Y7) back to school for a small ceremony and QandA session with our current Y6.

How parents are involved in school life

At Stebon we believe in working with parents and carers as partners and we hope that our parents share that belief. We are always ready to speak to parents about any concerns they may have about their child. The headteachers see or speak with parents and carers by appointment, although both heads are also available to them at other times.

There is an active Stebon Parents' and Community group and parents are represented on the school's local governing board (LGB).

When we write to parents and carers, we always try to write in plain English.

We have a group of bi- and multilingual staff who offer translation and interpretation in Arabic, Somali, Sylheti/Bengali and Urdu for parents and carers who need help with English.

We hold a yearly 'Shaping Stebon's Future Conference' for parents to offer feedback on all aspects of school life and we also issue a report for parents, Parent Power, to explain how the school has responded to their ideas and suggestions.

Parents are welcome to attend regular coffee mornings and parent clubs, such as sewing and cooking.

Evaluating the effectiveness of our SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps
- Holding annual reviews for pupils with statements of SEN or EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please see also the school's accessibility plan, available from the website.

Who to contact for more information or to discuss a concern

- Your child's class teacher
- The SENCO
- The inclusion leader
- A senior member of staff – any assistant head/phase leader or headteacher

If in doubt, ask at the school reception. The school telephone number is 020 7987 4237 or email admin@stebon.org.uk

If you'd like to make a complaint:

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Our offer to children with special educational needs and disabilities forms part of the 'local offer' of the London Borough of Tower Hamlets. More information about the local offer and about support services available can be found at:

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

This SEND Information report was reviewed in July 2024

It will be reviewed again in Summer 2025

Accessibility Plans

Rationale

This Accessibility Plan is compliant with current legislation and requirements specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the SEND Code of Practice 2014.

We value and include all our pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. As such, we make sure the environment enables full curriculum access for everyone. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion within the school. Through training we raise awareness of equality issues within our school community.

The LETTA schools' Accessibility Plans show how access will be improved for disabled pupils, staff and visitors in a given timeframe at each school. The Accessibility Plans contain actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life, (if a school fails to do this they are in breach of duties under the Equalities Act 2010). This includes the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers provision of specialist or **auxiliary aids and equipment**, which may assist pupils in accessing the curriculum
- improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities, examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats.

Related documents

The Accessibility Plans should be read in conjunction with the following school policies and documents:

- Curriculum Policy
- Equalities Policy
- Educational Visits Policy
- Health and Safety Policy
- Inclusion Policy
- Behaviour Policy

- Anti-Bullying Policy
- School Development Plan
- School Brochure

Equality Impact Assessments are undertaken when school policies are reviewed and the terms of reference for all Trust Board committees include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan for physical accessibility was put together following an audit undertaken by the school's Inclusion Leader. It may not be feasible to undertake all of the works listed during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covered by this plan in order to inform the development of a new Accessibility Plan.

Bygrove Primary School Accessibility Plan

1. Improving curriculum access

Aim	Activity	Deadline	Outcome	Evaluated by
Training for staff to support and assess learning for children with additional needs.	<ul style="list-style-type: none"> ● Gather staff feedback on strengths & areas for development to inform professional learning plan for 24/25 ● Training to ensure all staff are able to delivery quality first teaching ● Training to support children with ASC ● Training to support children with SEMH needs ● Adaptive teaching training ● Restorative approaches training 	Autumn 2024 On-going	Children with additional needs are supported appropriately and successfully included in all aspects of school life. Provision reflects value for money	Termly by Inclusion Leader Headteacher
Learning environments effectively organised to promote the participation and independence of all pupils	<ul style="list-style-type: none"> ● Develop a new learning space to meet the needs of pupils with SEND ● Inclusive learning environment checklist ● Learning walks ● Additional training ● Develop the sensory room 	24/25	Children have ready access to effective learning environments & a range of resources to support their learning	Termly by Inclusion Leader Headteacher
All children can access the curriculum during and after school through effective adult support	<ul style="list-style-type: none"> ● Adult support is available during key times that individual children may need support i.e. lunchtimes, after school clubs, residential visits, PE lessons. 	On-going	Children who need individual adult support to participate in some activities have access to this support	Termly by Inclusion Leader Headteacher

To make available IT resources which enhance pupils' learning	<ul style="list-style-type: none"> • Train staff to use Widgit Online • Train staff to use Mathletics 	24/25	Pupil get access to the curriculum	Termly by Inclusion Leader Headteacher
Improve pupil voice for children with SEND	<ul style="list-style-type: none"> • Pupil survey to find out their views of inclusion at Bygrove and how they think things could be developed • Continue to ensure that a range of pupils, including those with SEND, participate in the pupil voice section of subject health checks • Ensure that pupils with SEND have the opportunity to experience pupil leaderships roles such as dining hall helpers or leaders in Explorers 	24/25	Pupils help shape provision at Bygrove	Termly by Inclusion Leader Headteacher

2. Improving Physical Accessibility

Aim	Activity	Deadline	Outcome	Evaluated by
The school is aware of the access needs of disabled pupils, staff, governors and parents or carers	<ul style="list-style-type: none"> • Create individual access plans 	On-going	All individuals can safely access the school building	Termly by Inclusion Leader Headteacher
Staff can safely move children	<ul style="list-style-type: none"> • Staff to attend Team TEACH • Organise staff moving and handling training • Work with OT to create individual moving and handling plans 	24/25	All staff can safely and confidently move children in order to meet their physical needs. Risks are minimised	Termly by Inclusion Leader Headteacher

	<ul style="list-style-type: none"> • Work with OT to create risk assessments 			
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3. Improving provision of information

Aim	Activity	Deadline	Outcome	Evaluated by
<p>Availability of written material in alternative formats</p> <p>Make available school prospectus, newsletter and other information to parents in alternative formats</p>	<ul style="list-style-type: none"> • More school information to go on school's website so it can be enlarged • Letters emailed to parents • Support available to parents in reading newsletters • Situations dealt with case by case. • HSLO to support 	On-going	The school will be able to provide written information in different formats when required for individual purposes	Office team Head teacher
Seek parental views about the quality of communication to seek their opinions as to how to improve	<ul style="list-style-type: none"> • Parent survey • Include communication in Have Your Say parental questionnaire • Ask parents how the school can improve the provision of information 	On-going	The school will improve provision of information in accordance with the views of parents	Leadership team Head teacher

Columbia Primary School Accessibility Plan

1. Improving curriculum access

Aim	Activity	Deadline	Outcome	Evaluated by
Strategic direction, monitoring and evaluation.	Evaluate the curriculum to ensure that it includes positive images of people with disabilities.	July - ongoing	Curriculum reflects the school demographic.	DHT
	Monitor assemblies/ newsletters/ performances to ensure pupils with disabilities are given equal opportunities to take part.	Ongoing	Clear plan in place to address imbalance	AHT resp for Inclusion
	Monitor children's work to ensure pupils with disabilities are being challenged sufficiently	Termly	Feedback given where necessary and reported to Head.	DHT
	Monitor frequency of bullying related to discrimination and adjust assembly plans accordingly.	Half Termly	Underlying discrimination is tackled at whole school level	HT
Improving access to the school curriculum for pupils with disabilities.	Review pupil tracking to ensure pupils working at P levels are making good progress.	Termly	All children are making good progress.	AHT resp for Inclusion
	Ensure the new school curriculum is accessible and relevant to all pupils.	Half Termly	New curriculum reflects the school demographic.	DHT
	Train new staff effectively so they are confident supporting pupils with disabilities.	Ongoing	Pupils are well supported in class and are making good progress.	AHT resp for Inclusion

2. Improving Physical Accessibility

Aim	Activity	Deadline	Outcome	Evaluated by
Improving access to the physical environment of school for pupils with physical disabilities.	Improve the playground so there is more to do for pupils with physical disabilities.	Ongoing	Pupils with physical disabilities are engaged throughout lunchtime.	HT

3. Improving provision of information

Aim	Activity	Deadline	Outcome	Evaluated by
Improving the delivery of information for pupils with disabilities	Set up parent led support groups for pupils with differences.	January	Parents feel well supported. A greater number of differences are supported.	AHT resp for INclusion
	Improve our procedures for early identification of differences.	Ongoing	Pupil progress meetings show that pupils are flagged up early for additional/ specific support.	AHT resp for INclusion

Hermitage Primary School Accessibility Plan

1. Improving curriculum access

Aim	Activity	Deadline	Outcome	Evaluated by
To increase the staff confidence and expertise about how to enable disabled pupils to fully participate in the school's curriculum	<ul style="list-style-type: none"> -Specific training in speech and language support -Training in VAK & learning style learnings -All staff to receive disability training -Continue the development of the common language 	<p>Start from Autumn</p> <p>ongoing</p>	More staff confident to support individual pupil's needs	HT and CoG
To set suitable learning challenges for all pupils	<ul style="list-style-type: none"> -Adults deployed according to the needs of pupils -The school offers a differentiated curriculum for all pupils -Resources tailored to the needs of pupils who require support to access the curriculum -Curriculum resources include examples of people with disabilities -Curriculum progress is tracked for all pupils, including those with a disability -Targets are set effectively and are appropriate for pupils with additional needs -The curriculum reviewed to ensure it meets the needs of all pupils 	Each term	All pupils have; access to curriculum, relevant targets according to their needs, work differentiated in pace, style and content. Resources are purchased used effectively. Curriculum policies updated regularly. Policies reflect the inclusive practice	SENCo/ all staff

To respond to pupils diverse learning needs and overcome potential barriers to learning	<ul style="list-style-type: none"> -To ensure that all teachers are effectively planning for children with disabilities -CPD planned and delivered to ensure staff knowledge and understanding meet all children's needs. -Effective forms of communication to be used to inform parents and others 	<p>All year round</p> <p>Once a term</p> <p>Review dates</p> <p>On request</p>	<p>A broad range of teaching styles and strategies are observed in lessons.</p> <p>Improved access to learning for all pupils throughout school.</p> <p>Enhanced pastoral support for specific pupils. Parent survey completed annually on pupils learning</p>	SEN governor + SENCO
To involve pupil in target setting and IEPs	<ul style="list-style-type: none"> -Pupils involved in target setting with teacher -Pupils attend PCARand/or other SEN meeting as appropriate to take part in sharing their success/ achievement 	<p>Termly</p> <p>Annually</p>	Pupils know, understand and achieve their targets	SENCO
To make available computing resources which enhance pupils' learning	<ul style="list-style-type: none"> -Use computing and SEN budget to buy suitable resources -Train LSAs to make effective use of computing resources to help the pupils with whom they work 	Termly	Pupil get access to the curriculum	SENCO
To make effective and accurate assessments of individuals and groups of pupils	<ul style="list-style-type: none"> -Termly pupil progress meetings for all pupils -NFER tests for Key Stage 1 and 2 -SATs tests for Years 2 and 6 -Target Setting for all pupils 	<p>Termly</p> <p>Summer</p> <p>Each term</p>	<p>Pupils achieve at their level.</p> <p>Up-to-date assessment data available for all pupils which is used effectively to ensure good or better progress.</p>	AHTs
To ensure that	-Children with specific	ongoing	All children have	All staff /

all school trips fully consider the needs of all children	medical and behavioural needs given full consideration at planning stage -Where reasonable adjustments are required this is specified in the risk assessment.		access to trips	SENCO
To ensure that all classrooms have resources that include positive images of people that reflect the whole community	-New resources are monitored for positive images and references	ongoing	All classrooms have resources that include positive images of people that reflect the whole community	HT
CPD access for all Staff	-Reasonable adjustments are made when needed	ongoing	CPD opportunities are accessible to all staff with disabilities	HT
To embed the playground buddy system to support vulnerable and newly arrived pupils	-Newly arrived pupils will be paired with an existing pupil for 1/2 weeks	From Summer When a new child arrives	-Newly arrived pupils settle quickly -Everyone enjoys school life.	Learning Mentor
Admission form to have information about additional need	-To include specific questions about additional needs on the admissions form' used at all admission meetings	April	Detailed information included on admissions form	Office
Medical file reviewed and storage of medication reviewed	-To ensure that the medical register is up-to-date and that relevant pupils have a medical care plan which is reviewed in line with statutory requirements	Feb	Medical register is up to date	SENCO/ DH

2. Improving Physical Accessibility

Aim	Activity	Deadline	Outcome	Evaluated by
2.1 Progressive planned improvements to the physical environment of the school to improve accessibility	-All 3 Playground to be redevelopment -Ensure wheelchair access throughout ground floor via outside doors and ramps -Provision of external & internal ramps for access around site (classrooms and hall)	Sep	Ensure it is safe for use for all Wheelchair access to the whole ground floor. Complete ramps in use.	HT PM
	-Redevelopment of the DT room and the computer suite -Cooking facilities to be accessible to all	Sep	Dining hall to have wheelchair access The redeveloped space to be used by parents, wider local community	HT Key phase leaders/ SENCO
	-The development of ASP for children with Autistic spectrum condition meets the needs of children with ASC	Sep	Disable toilet upstairs Children with specific medical and behavioural needs given full consideration at planning stage	HT / Governors
	-Classroom environment clearly labelled and organised	Annually	Improved accessibility for specific children.	Key phase leaders/ SENCO
	-Hall to have curtains for better acoustics -Tea-boiler need to be adjusted according to the wheelchair person level	Sep	Improved accessibility for all users of the premises.	PM
		SEP		PM
	-Renovate the KS2 pupils' toilets on the ground floor (Years 3/4)	SEP	Better access to toilet facilities for KS2 pupils	PM

3. Improving provision of information

Aim	Activity	Deadline	Outcome	Evaluated by
To improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled.	-Improved provision of information Identify materials -Identify providers of 'translation' services -Information about the school to be made available in large print or on computer disc on request	On request	Pupils and parents able to access information in different formats. Register of use of service and satisfaction survey.	Office Manager

Stebon Primary School Accessibility Plan

1. Improving curriculum access

Target	Strategy	Outcome	Time	Achievement	Evaluated by
Revised training for all staff in teaching children with a hearing impairment	Attendance at LA training and continued support from the Hearing Support Teacher	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them	Ongoing as required by pupil needs	Hearing impaired child is successfully included in all aspects of school life	Termly by INCO and specialist services Annual review of EHCP Head Teacher
Revised training for all staff in teaching children with a visual impairment	Attendance at LA training and continued support from the Visual Support Teacher including Braille teaching	All staff have clear understanding of the needs of visually impaired children and how to ensure the curriculum is fully accessible to them	Ongoing as required by pupil needs	Visually impaired child is successfully included in all aspects of school life	Termly by INCO and specialist services Annual review of EHCP Head Teacher
Training for staff to support and assess learning for children with additional needs	Staff attend appropriate training to match the needs of children Children families and staff have outreach support and provision from external agencies	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom Children with additional needs are successfully included in all	Ongoing as required by pupil needs	Children with additional needs or are identified appropriately and successfully included in all aspects of school life.	Termly by INCO and specialist services Annual reviews of EHCPs Head Teacher

		aspects of school life			
Learning environments are effectively organised to promote the participation and independence of all pupils	Staff attend appropriate training to match the needs of children Staff use inclusive environment checklists Use of personal work spaces where appropriate.	Children have ready access to a range of resources to support their learning	Ongoing as required by pupil needs	Increase in access to the National Curriculum	Termly by INCO and SENCO Head Teacher
All children can access the curriculum through effective adult support	Deployment in review meetings with all adults. Establish where support is to be deployed	Adult support is available during key times that individual children may need support i.e. lunchtimes, after school clubs, residential visits, PE lessons	Ongoing as required by pupil needs	Children who need individual adult support to participate in some activities have access to this support	Termly by INCO and SENCO Head Teacher Phase Leaders
IT resources are available to support and enhance pupils learning	Continue to research and evaluate new and existing IT resources.	IT resources are available to support identified pupils access and engage with the curriculum Staff attend relevant IT training to	Ongoing	Pupils get access to the curriculum	Termly by INCO and SENCO IT Leader Head Teacher Phase Leaders

		enhance learning for all			
Improve pupil voice for children with SEND	Pupil surveys are used to explore children's views of inclusion at Stebon and how things could be developed	Pupil voice for children with SEND is collected and shared All staff have clear understanding of the views of children with SEND	Autumn 2021	Pupils help shape provision at Stebon	Termly by INCO Head Teacher Phase Leaders

2. Improving access through the physical environment

Aim	Activity	Time	Outcome	Evaluated by
Acoustics improved to ensure acceptable level to maximise inclusion of ASD, HI and VI children	Audio and visual equipment are serviced to ensure they working appropriately Equipment (such as ear defenders) are available to students as and when required.	Autumn 2021 Ongoing as required by pupil needs	To improve provision for hearing impaired pupils when in the hall	Termly by INCO and SENCO IT Leader Head Teacher
Children with a visual impairment can move around the school safely	Visibility strips on staircases and other steps are installed	Autumn 2019 Ongoing as required by pupil needs	To safely increase the independence of children with visual impairments, when moving around the school.	Termly by INCO and SENCO Premises Team Head Teacher
The school is aware of the access needs of disabled pupils, staff, governors and parents or carers.	Individual access plans are created	Ongoing	All individuals can safely access the school building and playground	Termly by INCO and SENCO Head Teacher

Staff can safely move children	Staff attend appropriate training to match the needs of children (such as, Team TEACH and positive handling). Individual access plans are created in conjunction with specialist services	Ongoing as required by pupil needs	All staff can safely and confidently move children in order to meet their physical needs. Risks are minimised	Termly by INCO and Head Teacher
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3. Improving the delivery of written information

Target	Strategy	Outcome	Time	Achievement	Evaluated by
Availability of written material in alternative formats Make available school prospectus, newsletter and other information to parents in alternative formats	More school information to go on school's website so it can be enlarged. Support available to parents in reading newsletters. Situations dealt with case by case	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to pupils and parents will be improved as the school will be able to provide written information in different formats when required	Office Team Head Teacher
Parental voice is enhanced	Parents are surveyed to evaluate the quality of communication and to seek their opinions as to how to the school can improve	School is more aware of the opinion of parents and action taken accordingly	Termly	The school will improve provision of information in accordance with the views of parents	Head Teacher and Leadership Team