Sawley Junior School

SEND Policy

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V0.4	19/05/26	E.Joyce	Content reviewed and updated with updated policy reference. Additional section added: *'Graduated Response: Tiered Model of Support'* Updates to the following sections: Introduction (amendments to safeguarding information, removal of COVID specific guidance), Compliance (updated policy references), School responsibilities (clarity on learning plans) Identification & Assessment (Reference to Ordinarily Available provision and recognition of additional barriers), Parents as Partners (Pupil involvement in target setting and reviewing), The role of the Special Educational Needs & Disabilities Co-Ordinator (SENDCo), staff and governors (link governor name) and Objectives for development and prioritisation (name of academy trust amendment). Amendment to intent, implementation and impact. Updated parent survey data added and quotes added throughout all sections.

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1. Introduction

At Sawley Junior School, we are committed to providing an inclusive setting with high expectations where all children feel able to aspire to achieve or exceed their potential. Our environment is one where we welcome children with Special Educational Needs and Disabilities and celebrate our pupils' many achievements, academically, socially and emotionally. The welfare of the child is central to our ethos and we recognise that all children, regardless of religious belief, disability, gender and racial heritage should be protected. We endeavour to safeguard children by ensuring that all adults who work with children and young people with SEND are aware of the additional needs children may have. Children with SEND are statistically more vulnerable to abuse and may have barriers which prevent them from communicating something is wrong. This means all adults working with these children must be vigilant and monitor changes to behaviour carefully. Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.

Staff recognise that pupils with SEND may be more vulnerable to safeguarding risks and may face additional barriers to disclosure, including communication or cognitive differences. All staff receive appropriate safeguarding training to ensure these needs are understood and responded to effectively.

"Staff have a strong understanding of SEND needs and adapt their support with patience, empathy, and expertise." - 2026 SEND Parent Survey response.

All teachers have the responsibility for meeting the needs of children with Special Needs through quality first teaching. This may be observed through adapted curriculum and scaffolds to target the child's specific difficulties. It is necessary for staff to liaise with and support each other and review and evaluate with parents.

The school recognises that at any time in a child's school life, they may need additional individual monitoring or support. This includes both the less able and the exceptionally able and these additional needs may vary as the child grows and changes.

2. Definition

Definitions of Special Educational Needs (SEND) taken from section 20 of the Children and Families Act 2014:
A child or a young person has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Equality Act 2010.

The act makes it unlawful for the responsible body of the school to discriminate, harass or victimise (directly or indirectly) against a pupil or potential pupil:

- In relation to admissions
- In the way it provides an education for its pupils
- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment.

The Act defines a disability as when a person has 'physical or mental impairment which has a substantial and long-

term adverse effect on that person's ability to carry out normal day to day activities.

3. Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Child Protection and Safeguarding Policy
- Accessibility Plan Teachers Standards 2012 Medical Needs Policy.
- SEND and Alternative Provision Improvement Plan (DfE, March 2023)
- Working Together to Safeguard Children (2023 update)
- Keeping Children Safe in Education (latest version – 2025/26)
- Suspension and Permanent Exclusion Guidance 2023
- Ofsted Education Inspection Framework (EIF)

Provision at Sawley Junior School is informed by the Fundamental Principles of Provision for the Code of Practice (Chapter 1, pg 7), which state that:

- A child with Special Education Needs should have their needs met
- The special educational needs of children will normally be met within the context of the child's class/year group
- The views of the child should always be sought and taken into account
- Parents (including those with parental responsibility) have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the foundation stage and the National Curriculum.

4. The role of the Special Educational Needs & Disabilities Co-ordinator (SENDCo), staff and governors.

The SENDCo is responsible for:

- the day-to-day implementation of the school's Special Needs Policy
- liaising with and advising fellow teachers and teaching assistants (Tas) about provision required
- co-ordinating provision for children with special needs
- maintaining the Special Needs Register
- liaising with external agencies to gain advice on children with special needs
- seeking external support and advice where necessary.

The Special Educational Needs & Disabilities (SEND) link governor (Mrs Oakley) will liaise with the

Special Needs Co-ordinator (Mrs Joyce), who will provide the governing body with regular reports and updates.

The headteacher or SENDCo will attend multi-agency meetings, monitor correspondence from the school and liase with visitors coming into school e.g. Inclusion Support Advisory Teacher, physiotherapists, educational psychologists etc.

5. Transition arrangements

Admission arrangements for Children with Special Educational Needs & Disabilities do not differ from those of any other children. In the event of oversubscription, all children would be admitted according to the school's admissions policy. This policy acknowledges that all children with Special Educational Needs & Disabilities have the right to be educated in mainstream school, with regard to the Code of Practice. When a child with an EHCP seeks admission, we follow the consultation process on the Derbyshire EHC Hub. We read the EHCP carefully and seek contact with the family and current school to gather information before responding.

The school liaises with the infant school on site and provide detailed handovers around transition periods. Children from the infant school are invited over for extra break times and some children have additional school tours in preparation for transitioning into Junior school. Parents are encouraged to pass on all information to the school. The children visit several times before they begin and parents meet with the Headteacher, SENDCO and class teacher. Other professionals involved with individual children are invited into school or organise online meetings to share relevant information.

All the children will be integrated into mainstream classes. We have some provision for small group withdrawal with a teaching assistant and support within the classroom setting. These children would workon an Individual Programme provided by the class teacher and/or SENDCo in correspondence with any external agency specialist advice. Where suitable, teaching assistants will also be involved in writing these programmes. Pupils with an Education Health Care Plan or Inclusion funding are allocated support via their own plans and additional funding.

The school has a full and planned liaison programme with The Long Eaton School, Friesland School and Wilsthorpe School, which includes visits to the school and visits from the relevant staff. Similar arrangements can be made, where necessary, for children to transfer to other secondary schools.

If children change schools during the primary phase, full Special Educational Needs & Disabilities records will be sent, with the rest of the school records, to their new schools.

The school building has been adapted to be accessible and has two disabled toilets, ramps and wheelchair access to all classrooms, the hall and other buildings making the building accessible for everyone. In 2022, and again in 2026, all members of staff accessed moving and handling training for wheelchairs.

6. Inclusion

Children with Special Educational Needs & Disabilities are integrated into mainstream classes and are included in all activities arranged by the school, providing that it is practicable for the pupil concerned and compatible with the efficient education of other pupils. The governing body will ensure that appropriate provision is made for all pupils with Special Educational Needs & Disabilities.

Our commitment is to prepare all of our children with SEND with:

- an excitement for learning
- the determination to overcome challenges
- the skills to communicate their needs effectively
- the ability to advocate for themselves in social situations so that they can progress and thrive

The school *"Actively promotes inclusion at all opportunities."* - 2026 SEND Parent Survey response.

7. School responsibilities

All staff at Sawley Junior School are committed to providing high quality, tailored provision for our children with SEND to ensure each individual's needs are met. As a team, we work together with teachers, teaching assistants, senior leadership, the SENDCo, midday supervisors, external agencies, parents and our wonderful pupils to providethe very best education for all. High quality teaching (Quality First Teaching) is the first step in responding to pupils who have or may have SEND. This includes adaptive teaching, explicit instruction, scaffolding, and the use of evidence-informed strategies to remove barriers to learning before additional intervention is considered.

"Any suggestions I've had to make adaptations for my child have been implemented by the school."- 2026 SEND Parent Survey response.

Our children with SEND:

- receive high quality teaching to meet their needs
- are immersed in all aspects of the school day
- are respected and listened to

Children on the Special Educational Needs & Disabilities Register will follow a SEND Support Plan to address specific targeted areas. These plans outline clear outcomes, provision, and review cycles in line with the graduated approach.

The school's budget is allocated according to priorities identified within the School Development Plan. In allocating funds for Special Educational Needs & Disabilities provision the headteacher will be mindful of:

- The amount of money allocated by Derbyshire County Council for children with additional needs through an EHCP or Inclusion Funding.
- The individual needs of children on the Special Educational Needs & Disabilities Register, including those with significant medical needs.

8. Identification, Assessment, Monitoring and Review.

The key to meeting the needs of all children will ultimately lie with the teacher's knowledge of every child's skills and abilities and the teacher's ability to match this knowledge to finding ways of providing the appropriate access to the curriculum for each child. Our school follows the graduated approach in line with the SEND Code of Practice:

1. Assess
2. Plan
3. Do
4. Review

This cycle ensures support is evidence-based and responsive to pupil progress. Our school recognises that not all pupils who are underachieving have SEND. Care is taken to distinguish SEND from other factors such as attendance difficulties, gaps in learning, English as an additional language, disadvantage, or social and emotional needs. Appropriate provision is put in place based on the underlying need.

"They are quick at implementing any new support my child needs."- 2026 SEND Parent Survey response.

Teachers in Sawley Juniors will observe and assess the progress of all individuals on a regular basis. This will provide information about areas where a child is not progressing satisfactorily even though the teaching style has been differentiated within the classroom. To provide the very best opportunities for all of our children with SEND, we follow the Graduated Response (May, 2022). This enables us to assess the child's individual needs. Using this assessment data, we plan targeted interventions to cater to these specific learning needs including quality first teaching. Next, the children do the intervention and we review progress at regular intervals, tweaking the interventions to improve outcomes as necessary.

The school uses Derbyshire's Ordinarily Available Provision guidance to ensure that inclusive strategies and adaptations are consistently implemented as part of Quality First Teaching before additional or specialist support is considered.

We support our children with SEND through:

a. targeted interventions with their teacher or teaching assistant to support specific needs
b. additional resources such as ear defenders, chair bands, wobble cushions, coloured overlays/books, desk supports, calm spaces andmanipulatives to allow them to access the

school day

c. Use of technology to assist independence
d. adult support, either 1:1 or in small groups to enable them to access elements of the curriculum
e. external agencies referral can offer individualised support from educational psychologists,occupational therapists, alternative provision providers, CAMHS, physiotherapy and other, personalised services.

Sawley Junior School is committed to ensuring that no child with SEND is treated less favourably than other pupils. We actively promote equality of opportunity and make reasonable adjustments to remove barriers to learning. Staff are regularly trained in inclusive practice, and our curriculum and extracurricular activities are adapted to ensure all pupils can participate fully.

If a concern is expressed about a child's progress by a parent or teacher, the stages of the Special Educational Needs Code of Practice will be followed. After consultation between the class teacher, parents and the Special Educational Needs & Disabilities Co-ordinator, the child will be placed upon the Special Educational Needs & Disabilities Register and a date will be set for a review. The views of the parents and pupil will be gathered and the expertise of other professionals will be accessed when required. Progress willcontinue to be monitored by the Special Educational Needs & Disabilities Co-ordinator and class teacher.

Individual Plans are kept by the class teacher as a working document. All teachers can digitally access a Special Educational Needs & Disabilities File containing current Individual Plans assessments, letters, reports and documents. These are shared with all relevant adults supporting and working with the child. All documents are stored and retained in accordance with our data protection policy and current data protection legislation.

To provide the very best opportunities for all of our children with SEND, we follow the Graduated Response (May, 2022).

9. Graduated Response: Tiered Model of Support

Tier 1 – Universal Provision (Quality First Teaching)
For all pupils. This may include but is not limited to:

- Adaptive teaching and scaffolding
- Use of Widgit-supported resources
- Clear modelling and structured lessons
- Flexible grouping
- Visual supports and working walls
- Amended behaviour routines and expectations
- Classroom adaptations (e.g. seating, movement breaks)

Tier 2 – Targeted Support (SEND Support)
For pupils requiring additional intervention. This may include but is not limited to:

- Small group interventions (phonics, LEGO Therapy, Fine motor support, Emotional regulation support)
- Targeted TA support
- Physical supports (wobble cushions, chair bands, oral sensory supports)
- Learning Support Plans
- Regular Assess, Plan, Do, Review cycles

Tier 3 – Specialist Support (High Needs / EHCP)
For pupils with complex or persistent needs. This may include but is not limited to:

- Individualised programmes
- 1:1 specialist interventions
- Educational Psychologist involvement
- Inclusion Support Advisory Service involvement
- Speech & Language / Occupational Therapy programmes
- Multi-agency planning
- EHCP provision and statutory reviews

Movement between tiers is fluid and based on ongoing assessment of need. Pupils may access support from more than one tier at any time.

10. Parents as Partners

We recognise the importance of communication with parents as an integral part of implementing the best possible practice for our pupils as you know your child best. Our school places high importance on workingtogether with parents to have the best impact on their child's educational trajectory. Staff *"made*

it so easy to approach them, even during difficult situations." 2026 SEND Parent Survey response.

We encourage parents to keep in contact with us via:

- Class Dojo
- a phone call
- a meeting with the class teacher
- a meeting with the SENDCo
- informal chats with the Senior Leadership Team or SENDCo on the gates before and after school

This open communication allows both parties to share updates on specialist advice, support resources and legislation. At this school all parents are always welcome to discuss their child's progress. Parents will be consulted before children are placed on the Register and at each subsequent review. Much of this liaison is carried out at Parents Evenings.

"Staff have worked incredibly hard to build strong relationships with us as parents." 2026 SEND Parent Survey response.

We recognize that the initial concern about a child's progress is often voiced by a parent, who should first contact the class teacher. He/she will then liaise with the Special Educational Needs & Disabilities Co-ordinator and together they will decide whether to register the child and at what stage. Wherever possible parents are encouraged to share in, and support their child's learning.

Where children are placed on the SEND register at Graduated Response 2, outside agents such as Educational Psychologists, Advisory Teachers, Speech Therapists, will be involved with supporting the child's education and individual needs. Such professionals will liaise with parents themselves through school.

The school will support parents through the SEND Code of Practice, 2015 and keep them informed of their rights and responsibilities. The school's SEND information report, which is available on the school's website, gives parents further information on their rights and how we, as a school, strive to meet the needs of all thechildren within our setting.

11. Continuous Professional Development

As a school we are committed to continually enhancing our practice to provide the very best education for our pupils. Our staff welcome opportunities to advance their understanding on elements of SEND including diagnoses, policy and helpful, current practices which can be implemented across school.

Opportunities are taken, where appropriate for the SENDCo to attend courses, relevant to the school development of Special Educational Needs & Disabilities provision. The knowledge and information

gained are fed back to staff via staff meetings and INSET days. The provision and progression of Special Educational Needs & Disabilities is an integral part of the School Improvement Plan. Any CPD (Continuous Professional Development) attended by staff will be shared and disseminated to ensure best practice is being delivered.

12. Outside Agencies

The school SENDCo has regular contact with outside agencies to allow a multi-agency approach to supporting our children. Mrs Joyce liases with staff from the Inclusion Support Advisory Service, Educational Psychology, CAMHS, speech and language and occupational therapists to discuss the needs of children with SEND (including children we may have concerns over), to discuss how together we can best support these children.

Outside Agencies Sawley Junior School use:

a. Educational Psychology Service (EP)
b. Speech Therapy
c. Inclusion Support Advisory Service
d. School Nurse
e. COMPASS – Changing Lives
f. Family Liason Officer
g. Counselling Services
h. Occupational Therapy
i. Early Help officers
j. CAMHS
k. Other external charities and agencies

Meeting the needs of children with SEND successfully requires good partnerships between all those involved. We believe that these partnerships can only work where there is a clear understanding of the aims, roles and responsibilities and the nature of these relationships; ensuring that there is clarity of information and information is shared promptly with all parties concerned.

We are proud to be involved with The Partnership for Inclusion of Neurodiversity in Schools (PINS) project which supports our school to develop multi-agency collaboration and strengthening of parent carer and school partnerships, focusing on supporting neurodiverse pupils.

Pupils with SEND are actively involved in the planning and review of their support wherever possible. They are supported to understand their strengths, needs and next steps, contributing to target setting and reviewing their own progress in an age-appropriate way.

Inclusion Support Advisory Service:

Each Derbyshire school is allocated an Inclusion Support Advisory Teacher (ISAT) who supports the school to improve inclusive practices. Our ISAT is involved with strategic planning of SEND within school, offering training and workshops to staff and parents to benefit our learners. If we feel a child needs a targeted and specialist support, school can complete a targeted and specialist referral form to receive individualized support for a child.

Educational Psychologist:
The school currently subscribes to having an Educational Psychologist (EP) for a set amount of standard and enhanced sessions per year,to include assessments of children's needs, meetings and discussions with parents, training and support for staff and parents along with meetings as needed. The EP may be required to assess and advise as part of the assessment process.

Speech Therapy:
The school may refer a child to the Speech and Language Therapy Service (SaLT) if parental permission is obtained. Copies of reports are sent out to schools. Pupil's speech and language development profiles are confidential, but information relevant to target setting in school, and EHCPs may be shared with staff in review meetings.

Children's Services:
Referrals to Social Services involving child protection issues are made by a designated safeguarding lead (Mrs Sisson, Claire Kudryk, Mrs Joyce, Mr Tye & Mrs Manning). Reports are highly confidential and filed on the online system MyConcern. The inclusion leader may refer non-Child Protection issues regarding children of concern or contact Social Services for advice. The inclusion leader will make every effort to attend case conferences/professional meetings as appropriate. Reports of these meetings are highly confidential and will be treated as such. Please also refer to the Child Protection policy.

Family Counselling and Support Service:
We have a Family Liason Officer working within our academy trust, Claire Kudryk (more information in section 12). The department for Children, Young People and their families also offers specialist counselling and support. Referrals may be recommended by school but can also be supported by the families GP. School may be asked to complete a brief report to support initial assessment.

School *"Tirelessly fight our corner in navigating the challenges of accessing external support."* 2026 SEND Parent Survey response.

13. Family Liaison Officer

As part of the Willows Academy Trust we also have a Family Liaison Office (FLO) - Claire Kudryk. Claire is on-site and is contactable by phone or email at any time during the working week. Claire is available as a listening ear to offer support, advice and guidance to parents/carers and families aroundspecific issues they may be

struggling and faced with at home including:

- Being worried about your child's behaviours.
- Being worried about your child's emotional health.
- Being worried about your child socially.
- Support around implementing routines in the home.
- Support around managing children's behavior.
- Support around adjusting to any changes within the family home.
- Support and sign-post to more specific and targeted services in the local community including health, housing and other social issues.

In addition, Claire can support families on a more targeted level by offering packages of support through home visiting and can work with you in overcoming any difficulties you may be facing.

14. Objectives for development and prioritisation

The Special Educational Needs & Disabilities Co-ordinator will continue to:

- Update and evaluate the policy according to the provisions of the SEND Code of Practice and subsequent legislation
- Liaise with class teachers to develop effective Individual Plans
- Report to the governors' meetings to inform them of any changes and progress throughout the year.
- Attend SENDCo cluster meetings as part of the ONE Academy Trust to ensure that all schoolsin the trust are in line with each other but adaptations will be made so the needs of individual schools are met.
- Keep the school information report up to date and in line with national and local expectations.

15. Monitoring and review

The governors of the school will evaluate and review, the Special Educational Needs & Disabilities Policy, along with the SEND information report on an annual basis. At every review, the policy will be approved by the governing board.

The Special Educational Needs & Disabilities link governor is responsible for implementing, monitoring and reviewing the school's policy and working with the Special Educational Needs & Disabilities Co-ordinator to ensure that the needs of all children identified as having Special Educational Needs & Disabilities are met.

Appendix 1

SEND Intent, Implementation and Impact Statement.

Intent	Implementation	Impact
At Sawley Junior School, we are committed to providing a fully inclusive environment, underpinned by high expectations, where every child feels supported, valued and empowered to achieve and where possible, exceed their full potential. We foster a culture in which children with Special Educational Needs and Disabilities (SEND) are welcomed, respected and enabled to thrive. We celebrate all pupils' achievements across academic, social and emotional development. Sawley Junior School supports a diverse range of Special Educational Needs and Disabilities. In line with the SEND Code of Practice (2015), these needs are categorised into four broad areas: • **Communication and Interaction** - including pupils with speech, language and communication needs (SLCN), as well as those with autism spectrum conditions. • **Cognition and Learning** - including pupils with moderate, severe or profound learning difficulties, as well as	**"Fairness is not giving everyone the same thing. Fairness is giving each person what they need to succeed."** At Sawley Junior School, all staff are committed to providing high-quality, personalised provision for pupils with Special Educational Needs and Disabilities (SEND), ensuring that every child's individual needs are understood and met. We work collaboratively as a whole school team, including: teachers, teaching assistants, senior leaders, the SENDCo, midday supervisors, external professionals, parents, and our pupils themselves, to provide the very best educational experience for all. To ensure effective support, we follow the *Graduated Response* (May 2022). This cyclical approach enables us to assess each child's individual needs, plan appropriate support, and deliver targeted provision. Using assessment information, we implement carefully planned interventions alongside high quality first teaching. We then review progress at regular intervals, adapting provision as needed to secure the best possible outcomes. **Our children with SEND:** • Receive high-quality teaching that is adapted to meet their needs • Are fully included in all	Through our holistic, whole-school approach to education, we aim for all pupils at Sawley Junior School to: • Feel safe, happy and valued within the school community • Actively engage in learning opportunities • Be supported to achieve their best possible outcomes and make strong progress from their individual starting points • Develop aspirational goals for their future and life beyond school • Enrich their cultural capital through a wide range of meaningful and engaging experiences • Become increasingly independent learners with curiosity and a love of learning • Develop strong social skills and the ability to collaborate effectively with others Our 2026 SEND parent survey received responses of parents from all year groups with a mixture of pupils on our SEND register and pupils with EHCPs. 80% of parents would recommend Sawley Junior School to other families of children with SEND, reflecting strong confidence in our inclusive provision. One parent shared*, "The support that Sawley have offered is*

specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. • **Social, Emotional and Mental Health (SEMH)** - including pupils who may experience difficulties such as anxiety, ADHD, challenges with emotional regulation and those who present with behavioural differences. • **Sensory and/or Physical Needs** - including pupils with visual or hearing impairments, multi-sensory impairments, or physical disabilities. Our commitment is to ensure that all pupils with SEND leave Sawley Junior School equipped with: • A genuine enthusiasm for learning • The resilience and determination to overcome challenges • The confidence and skills to communicate their needs effectively • The ability to advocate for themselves and navigate social situations successfully Through this, we aim to enable every child to make meaningful progress, develop independence, and thrive	aspects of school life • Are respected, valued, and listened to. **We follow a 3 tiered approach and support our children with SEND through:** • High quality first teaching, with adapted lesson plans and resources to support independence and inclusion. • Targeted interventions delivered by teachers or teaching assistants to address specific needs • Access to supportive resources and adaptations, such as ear defenders, coloured overlays, adapted workspaces, calm areas, and practical equipment to enable full participation • Specialist adult support, including one-to-one or small group provision where appropriate, to support access to the curriculum • Referrals to external agencies where appropriate, including educational psychologists, occupational therapists, Speech and Language Therapists, CAMHS, COMPASS Changing Lives, physiotherapists, and alternative provision services, to provide specialist, individualised support. We truly see parents as partners and recognise that strong communication with parents and carers is essential to achieving the best outcomes. As you know your child best, we place great	*incredible - I always recommend the school to other parents."* The vast majority of parents report positive experiences, with: • 90% agreeing their child feels safe in school. One parent shared, *"For the first time in his educational journey, I have felt genuinely hopeful and supported."* • 85% agreeing their child feels included and listened to. One parent shared, *"I truly feel that my children are understood and supported, rather than being labelled."* • 80% expressing overall satisfaction with SEND provision. One parent shared, *"They treat each child individually and tailor support to their needs."* While parental feedback is overwhelmingly positive, a small proportion of families (15%) expressed neutral views and we strive to build on communication and consistency of provision to ensure **all** families feel positive about the support we offer.

both within school and beyond.	importance on working in partnership with you to support your child's development and progress. Consistency offers our pupils the very best opportunity at success. We encourage ongoing communication through: • Class Dojo • Phone calls or meetings with the class teacher or SENDCo • Informal conversations with members of the Senior Leadership Team or SENDCo at the school gates before and after school • Regular SEND Natters events • SEND and Family Liason Officer drop ins • Open evenings • Workshops hosted at school to offer training and support to parents This open dialogue allows us to share updates, specialist advice, support strategies, and relevant information to ensure a consistent and effective approach. We are proud to be part of the ONE Academy Trust and implement the Trust's SEND policy through our daily practice, ensuring a consistent, inclusive, and high-quality approach to supporting all learners.	