



Special educational needs and disabilities (SEND) policy

Friar's Grove Primary School

Upland Drive, Colchester, Essex, CO4 0PZ
Telephone: 01206 843683 | Email: admin@friarsgrove.essex.sch.uk

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This policy should be read alongside the school SEND Information Report, the Essex Local Offer and the school Accessibility Plan.

Contents

Section	Title
1	Aims and objectives
2	Vision and values
3	Legislation and guidance
4	Inclusion and equal opportunities
5	Definitions
6	Roles and responsibilities
7	SEND information report
8	Our approach to SEND support
9	Attendance
10	Safeguarding
11	Expertise and training of staff
12	Links with external professional agencies
13	Admission and accessibility arrangements
14	Complaints about SEND provision
15	Monitoring and evaluation arrangements
16	Links with other policies and documents
Appendix A	Essex Ordinarily Available compliance mapping

1. Aims and objectives

This SEND policy sets out how Friar's Grove Primary School identifies, assesses and makes provision for pupils with special educational needs and disabilities. It is designed to make sure that the school's approach is consistent, inclusive, needs-led and compliant with national requirements and the Essex Ordinarily Available: Inclusive Teaching Framework.

The policy aims to:

- make sure the school fully implements national legislation and statutory guidance for pupils with SEND;
- provide pupils with SEND access to all aspects of school life so that they can learn, participate and thrive alongside pupils who do not have SEND;
- ensure that high-quality teaching and Essex Ordinarily Available provision are the first response to meeting pupils' needs;
- set out how the school will support and make provision for pupils whose needs require support that is additional to, or different from, what is ordinarily available;
- help pupils with SEND fulfil their aspirations, achieve their best and become confident, independent learners;
- ensure that pupils and parents/carers are involved in discussions and decisions about support, outcomes and provision;
- explain the roles and responsibilities of everyone involved in SEND provision;
- make sure this policy is understood and implemented consistently by all staff.

2. Vision and values

Friar's Grove Primary School is an inclusive school and aims to meet the needs of every child. We recognise that all teachers are responsible and accountable for the progress and attainment of all pupils in their class, including those with SEND.

The school's approach is based on high expectations, a broad and balanced curriculum, positive relationships and the removal of barriers to learning. We use a non-labelling, needs-led approach. A diagnosis is not required before support is put in place; the child's presenting strengths, needs and barriers guide our provision.

The school is explicitly aligned with the Essex Ordinarily Available: Inclusive Teaching Framework. This means that high-quality, inclusive teaching is expected in every classroom and is reviewed regularly. Ordinarily Available provision is the first response for all pupils, including those who may later be identified as needing SEND support.

Our provision follows a graduated, tiered approach:

Tier	Provision	Purpose
Universal	Ordinarily Available high-quality teaching, inclusive classroom practice, reasonable adjustments, adaptive teaching, positive relationships and accessible learning environments.	Available to all pupils. This is not dependent on a SEND label or diagnosis.
Targeted	Time-limited, evidence-informed support such as short targeted intervention groups, pre-teaching, catch-up support, Thrive-based support, speech and language support, Talk Time, lunch club or regulation support.	For pupils who need additional support to secure progress or access learning.
Specialist	Support informed by external professionals, specialist assessment, individualised provision, specialist equipment, Education, Health and Care Plans (EHCPs), and multi-agency planning.	For pupils with more complex, persistent or specialist needs.

3. Legislation and guidance

This policy is based on the following legislation and guidance, and any subsequent updates to them:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years;
- Keeping Children Safe in Education;
- Working Together to Improve School Attendance;

- Part 3 of the Children and Families Act 2014;
- The Special Educational Needs and Disability Regulations 2014;
- The Equality Act 2010, including the duty to make reasonable adjustments and the Public Sector Equality Duty;
- The Governance Guide for maintained schools;
- The School Admissions Code;
- Essex Ordinarily Available: Inclusive Teaching Framework;
- Essex Local Offer and related Essex SEND guidance.

4. Inclusion and equal opportunities

Friar's Grove Primary School strives to create an inclusive teaching environment that offers all pupils, whatever their needs and abilities, a broad, balanced and challenging curriculum. We are committed to making reasonable adjustments to teaching, the curriculum and the school environment so that pupils with SEND can be included in all aspects of school life, including extra-curricular activities and educational visits.

We proactively promote participation and belonging. This includes planning to reduce barriers in advance, using inclusive language, promoting respect for difference and ensuring that pupils with SEND are not taught by support staff in ways that replace access to the class teacher or the full curriculum. Learning support assistants supplement and enhance teaching; they do not replace the teacher's responsibility for pupils' learning.

5. Definitions

5.1 Special educational needs

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

A pupil has a learning difficulty or disability if they have:

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

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

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The school will make reasonable adjustments so that pupils with disabilities are not placed at a substantial disadvantage compared with their peers.

5.3 The four broad areas of need

Area of need	Description and examples
Communication and interaction	Children may have difficulty saying what they want to, understanding what is said to them or understanding the social rules of communication. This includes pupils with autistic spectrum disorders.
Cognition and learning	Learning difficulties cover a wide range of needs including moderate, severe, profound and multiple learning difficulties, and specific learning difficulties such as literacy difficulties, dyscalculia and dyspraxia.
Social, emotional and mental health	Children may become withdrawn or isolated or may communicate distress through challenging or disruptive behaviours. This area includes needs associated with attention deficit disorder, attention deficit hyperactivity disorder, attachment needs, anxiety or other mental health difficulties.
Sensory and/or physical	Children may need specialist support or equipment to access learning and school life. This includes vision impairment, hearing impairment, multi-sensory impairment and physical needs.

Pupils may have needs that span more than one area and their needs may change over time. Provision will be selected according to the pupil's individual strengths, barriers and desired outcomes.

6. Roles and responsibilities

6.1 The SENCO

The SENCO is Mrs Toni Copp, who is also Deputy Headteacher. Mrs Copp holds the National Award in Special Educational Needs and attends regular meetings and training to keep her SEND knowledge up to date.

The SENCO can be contacted via the school office, Studybugs, Class Dojo or by telephoning the school on 01206 843683.

The SENCO will:

- work with the headteacher and SEND link governor to determine the strategic development of the SEND policy and provision in the school;
- have day-to-day responsibility for the operation of this SEND policy and for co-ordinating specific provision for pupils with SEN, including pupils with EHCPs;
- provide professional guidance to colleagues and work with staff, parents/carers, pupils and external agencies;
- advise on the graduated approach to SEN support and on the deployment of the school's SEND budget and resources;
- monitor the consistency and impact of Ordinarily Available provision across classrooms;
- ensure that staff have access to relevant information about pupils' needs, agreed outcomes and strategies;
- liaise with potential next settings and make sure relevant information is shared to support smooth transitions;
- work with the headteacher and governors to make sure the school meets its duties under the Equality Act 2010, including reasonable adjustments and accessibility arrangements;
- keep SEND records accurate and up to date;
- prepare and review information for the school SEND Information Report and updates to this policy;
- support analysis of patterns in SEND identification so that the school continues to reinforce the quality of teaching and provision.

6.2 The governing board

The governing board is responsible for making sure the school meets its statutory duties for pupils with SEND. The governing board will:

- do all it can to make sure that every pupil with SEND gets the support they need;
- ensure that pupils with SEND engage in school activities alongside pupils who do not have SEND;
- ensure that parents/carers are informed when the school is making special educational provision for their child;
- ensure that arrangements are in place to support pupils with medical conditions;
- ensure access to a broad and balanced curriculum;
- ensure that the school has a clear approach to identifying and responding to SEND;
- publish the SEND Information Report and accessibility information on the school website;
- monitor the effectiveness of SEND provision, including implementation of the Essex Ordinarily Available framework;
- determine the school's approach to using resources to support pupils with SEND.

6.3 The SEND link governor

The SEND link governor, Georgia Townshend, is appointed by the governing board and can be contacted via the school office.

The SEND link governor will:

- help raise awareness of SEND issues at governing board meetings;
- monitor the quality and effectiveness of SEND provision and update the governing board;
- work with the headteacher and SENCO to determine the strategic development of SEND policy and provision;
- support governor oversight of Ordinarily Available provision and compliance with statutory duties.

6.4 The headteacher

The headteacher, Chris Ruck, will:

- work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision;
- make sure the school meets its Equality Act 2010 duties, including reasonable adjustments and access arrangements;
- have overall responsibility for the provision and progress of pupils with SEND;
- monitor the school's notional SEND budget and any additional funding allocated by the local authority;
- ensure that the SENCO has sufficient time and resources to carry out the role effectively;
- with the SENCO, identify staff training needs and include them in the school's continuing professional development planning;
- with the SENCO and teaching staff, review patterns in SEND identification and use this to strengthen teaching and provision.

6.5 Class teachers

Class teachers are responsible and accountable for the progress and development of every pupil in their class, including those with SEND. Each class teacher will:

- plan and provide high-quality, inclusive teaching that is adapted to meet pupils' needs through the graduated approach;
- implement Ordinarily Available provision consistently, including clear routines, scaffolding, accessible resources, communication support and reasonable adjustments;
- use regular assessment and observation to identify strengths, barriers and any concerns about progress;
- work closely with LSAs and specialist staff to plan, deliver and evaluate support and interventions;
- work with the SENCO to review pupils' progress and decide on changes to provision;
- communicate regularly with parents/carers to agree outcomes, review progress and listen to concerns and aspirations;
- ensure they follow this SEND policy and the SEND Information Report.

6.6 Learning support assistants and other support staff

Learning support assistants (LSAs) and other support staff work under the direction of teachers and the SENCO. Their role is to supplement, not replace, teaching from the class teacher. They may support pupils through in-class support, small-group work, one-to-one interventions, speech and language support, regulation support, transitions and the use of specialist equipment or resources.

6.7 Parents and carers

Parents/carers should inform the school if they have concerns about their child's progress, development or wellbeing. They should speak to the class teacher in the first instance. If they feel that additional support may be needed beyond classroom strategies, they can contact Mrs Copp via the school office, Studybugs, Email or by telephoning 01206 843683.

Parents/carers of pupils on the SEND register will be invited to termly One Plan meetings to review outcomes and provision. They will be asked to share information about the impact of support outside school and any changes in their child's needs.

6.8 Pupils

Pupils will be supported to express their views about their strengths, needs, aspirations and support. The level and method of involvement will reflect the child's age, confidence and communication needs. Pupil voice may be gathered through attending meetings, contributing to One Plans, sharing a one-page profile, completing a questionnaire or contributing to "my views" for an annual review.

7. SEND information report

The school publishes a SEND Information Report on its website. The report explains how this policy is implemented in practice and should be read alongside this policy. It is reviewed annually and updated as soon as possible after any changes to the information it contains.

The Essex Local Offer can be accessed at: [Essex SEND Local Offer](#)

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

The school identifies and responds to needs through regular assessment, observation and discussion with pupils and parents/carers. Identification of SEND is considered only after high-quality Ordinarily Available provision has been implemented and reviewed, so that pupils are not identified as having SEND where progress can be secured through inclusive high-quality teaching alone.

Class teachers will regularly assess progress in reading, writing, mathematics and wider development. Where a child is not making expected progress, the teacher will target gaps through adaptive teaching, pre-teaching, additional classroom support or short targeted “fix it” groups. Children who do not have SEND usually progress quickly once gaps in learning have been addressed.

If a child continues to struggle to make expected progress, the teacher will discuss this with the SENCO. The SENCO may observe the child, review assessment information, discuss strengths and difficulties with the teacher, gather parent/carer views and seek the child’s views. A child does not need a diagnosis to receive support in school; presenting needs and barriers will drive provision.

A child will be added to the SEND register when their learning difficulty or disability calls for special educational provision that is additional to, or different from, what is ordinarily available to children of the same age.

8.2 Assessment information used by the school

Assessment information may include statutory assessments, school assessments, professional observations, provision review information, pupil voice and parent/carer views. The school may use the following tools and information sources as appropriate:

Type of assessment/information	Examples used by the school
Statutory assessments	Early Years Baseline Assessment; Year 1 Phonics Check; Year 4 Multiplication Tables Check; Year 6 SATs.
School assessments	Nessy Reading and Spelling; Special Needs Assessment Profile (SNAP); PIRA reading assessments; spelling assessments; independent writing; White Rose Maths assessments; Twinkl Phonics; Wellcomm speech and language assessment; Connected Steps curriculum and assessment programme.
Observations and professional input	Classroom observations; information from class teachers, LSAs, the in-school Thrive Practitioner, Behaviour Support, the Inclusion Partner, Educational Psychologist and other specialists where involved.

8.3 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of discussions and decisions about SEND support. Early discussions will focus on the pupil’s strengths, difficulties, barriers, aspirations and agreed outcomes. Parents/carers will be formally notified if it is decided that their child will receive special educational provision.

Parents/carers are invited to termly One Plan meetings with the class teacher. The SENCO has an overview of these meetings and will attend key points such as transitions or when an EHCP application is being considered. Specialist staff may also be invited. The meetings will:

- set clear outcomes;
- review progress towards outcomes;
- discuss the support needed to help the child progress;
- identify what school will do, what parents/carers will do and what the child will do;
- record agreed actions and provision so that all relevant staff and parents/carers have a copy.

Annual reviews are held for children with an EHCP. Parents/carers are invited to attend and give their views. Annual reviews are attended by the SENCO, class teacher and relevant specialists where appropriate.

8.4 The graduated approach to SEN support

The school follows the graduated approach: assess, plan, do, review. This cycle is used to understand a pupil's strengths and needs, agree outcomes, implement support and evaluate impact.

Stage	What happens at Friar's Grove Primary School
Assess	The class teacher and SENCO identify strengths and needs through assessment, observation and input from the pupil, parents/carers and staff. External advice may be sought where appropriate.
Plan	The teacher, SENCO, pupil and parents/carers agree outcomes, support, strategies, resources and review dates. Support is recorded through the school's One Planning and provision mapping arrangements.
Do	The class teacher retains responsibility for the pupil's progress and implements the support, with guidance from the SENCO. LSAs and specialists support delivery where appropriate.
Review	The impact of support is reviewed with reference to the pupil's progress, staff evidence, pupil views and parent/carer views. Provision is adapted, continued, increased or reduced as needed.

If a review shows that a child has made progress and no longer needs additional provision, they may be removed from SEND support. For other pupils, the cycle will continue and outcomes, strategies and provision will be refined.

8.5 Ordinarily Available and adaptive teaching

High-quality teaching is the first step in responding to a pupil's needs. Adaptive teaching reflects the Essex Ordinarily Available framework and includes clear routines, carefully planned scaffolding, inclusive language, positive relationships, accessible learning environments and adjustments that respond to pupils' strengths and barriers.

Examples of adaptive teaching and Ordinarily Available provision include:

- adapting the curriculum so pupils can access learning, including flexible grouping, one-to-one work where appropriate, and adaptations to teaching style or lesson content;
- giving longer processing time, pre-teaching key vocabulary, reading instructions aloud and chunking instructions;
- adapting resources and staffing while maintaining teacher accountability for learning;
- adapting the timetable where this is needed for an individual pupil;
- using recommended aids such as laptops, coloured overlays, visual timetables, larger font, fidgets, wobble cushions, resistance bands and ear defenders;
- planning pre-emptive regulation support such as soft starts, movement breaks, now/next boards, decompression time and scheduled use of the Rainbow Room or Sunbeam Room;
- providing small-group or one-to-one interventions, including speech and language support, when this is additional to classroom provision;
- using small intervention groups for core curriculum learning where this is appropriate and does not reduce access to a broad and balanced curriculum.

8.6 Emotional, mental and social wellbeing

The school supports pupils' emotional, mental and social wellbeing through a relationship-based and inclusive approach. Support may include:

- a whole-school behaviour management plan based on positive relationships, praise and reward;
- staff training in Trauma Perceptive Practice;
- individual regulation plans;
- the PSHE curriculum;
- the Thrive approach;
- access to the Sunbeam Room in KS1 and the Rainbow Room in KS2 when needed;
- referrals to CAMHS, where appropriate;
- support from the Family Support Worker and school inclusion team;
- Child First counselling where appropriate;
- lunch club for pupils who find the dinner hall, playground or social interactions difficult;
- Talk Time, sand play and Circle of Friends groups;

- a zero-tolerance approach to bullying.

These approaches reflect the Essex Ordinarily Available focus on positive relationships, co-regulation, emotional wellbeing and belonging as foundations for learning.

8.7 Levels of support and funding

Level	Description
School-based SEN provision	Pupils receiving SEN support will be placed on the school's SEND register. Their needs are met through the graduated approach using school-based provision, the school's notional SEND budget and, where necessary, external advice. On the school census these pupils are recorded as SEN support (K).
Education, Health and Care Plan (EHCP)	Pupils who need more support than can reasonably be provided through school-based SEN support may require an EHCP. An EHCP is a legal document that sets out needs, provision and outcomes. Provision may be funded through the school's notional SEND budget and additional high-needs funding from the local authority. On the school census these pupils are recorded as EHCP (E).

8.8 Evaluating the effectiveness of SEND provision

The school evaluates the effectiveness of SEND provision through:

- data tracking and progress analysis;
- provision mapping;
- SENCO monitoring;
- the review stage of the graduated approach;
- termly One Plan meetings;
- pupil voice and parent/carers feedback;
- annual reviews for pupils with EHCPs;
- governor oversight on a termly basis;
- review of classroom practice against the Essex Ordinarily Available framework.

9. Attendance

Many pupils with SEND can face complex barriers to attendance. Their right to education is the same as for any other pupil and the school's ambition for their attendance is equally high. The school will work with pupils, parents/carers, staff and external agencies to understand barriers and identify reasonable, supportive and proportionate actions. Where absence is linked to SEND, support will be considered through the graduated approach and in line with the school Attendance Policy.

10. Safeguarding

The school recognises that pupils with SEND can face additional safeguarding challenges, including communication barriers, increased vulnerability to bullying or exploitation, and the risk that signs of abuse or distress may be misinterpreted as behaviour related to a child's SEND. Staff will use professional curiosity, listen to pupils and make sure there is no wrong door for pupils seeking help. Safeguarding arrangements are set out in the school Safeguarding/Child Protection Policy.

11. Expertise and training of staff

The SENCO, Mrs Toni Copp, holds the National Award in Special Educational Needs and attends regular SEND meetings and training. All staff receive ongoing training and support so that they have a secure understanding of SEND, inclusive teaching and consistent implementation of the Essex Ordinarily Available Inclusive Teaching Framework. Training is also provided in response to the specific needs of pupils in school.

The headteacher and SENCO monitor staff training needs and incorporate SEND priorities into the school's continuing professional development programme. Staff are supported to implement strategies, reasonable adjustments, provision maps, One Plans, regulation plans and advice from external professionals.

12. Links with external professional agencies

Where there are concerns about a child's progress or wellbeing, specialist support may be sought. This will be discussed with parents/carers and consent will be obtained before a referral is made, unless safeguarding duties require a different response. Parents/carers are informed when a specialist visits school to see their child and the outcome is shared with them.

The school may work with:

- School Nurse;
- Continence Nurse;
- Paediatrics;
- Occupational Therapy;
- Speech and Language Therapy;
- Educational Psychologist;
- Inclusion Partner;
- Social Care;
- Family Support Worker;
- Family Solutions;
- CAMHS;
- Child First Counselling;
- specialist teachers or services for physical, sensory or other needs where appropriate.

13. Admission and accessibility arrangements

13.1 Admission arrangements

The Local Authority admissions criteria are followed in all cases. No child with SEND is discriminated against through the admissions process. Pupils whose EHCP names the school will be admitted in line with statutory requirements.

13.2 Accessibility arrangements

The school makes reasonable adjustments to support pupils with disabilities and to ensure that pupils can be included in the curriculum, school life, extra-curricular activities and trips. Risk assessments and accessibility plans are written and reviewed regularly for pupils needing specialist equipment. Equipment is checked regularly through Occupational Therapy and Essex Equipment Services where relevant.

The school has the following facilities and arrangements to support children and adults with disabilities:

- ramp access to the school building and playground;
- portable ramp in KS1;
- two accessible toilets and a portable toilet;
- ceiling hoist and manual hoist;
- changing table;
- internal lift;
- staff trained in manual handling and hoisting where required.

Further information is available in the school Accessibility Plan, which is published on the school website.

13.3 Transitions between classes and settings

The school plans carefully for transitions. Support is adapted to the needs of individual pupils and may include:

Transition	Support available
Pre-school/nursery to Early Years	Pre-school/nursery visits; induction visits; parents welcome meeting; parent and teacher meeting; SENCO meeting with pre-school/nursery SENCO; transition events between settings.
Between classes	Teacher handover meetings; SENCO meeting with new teachers; move-up afternoon; additional visits or time with the new teacher where needed; transition booklets with photos of the teacher, LSA, classroom and new areas; transition One Plan meetings

Transition	Support available
	for pupils receiving One Planning.
Primary to secondary	Open days organised by the secondary school, including additional visits where needed; secondary staff visits to primary school; SENCO-to-SENCO meetings; meetings between school staff and secondary staff; transition booklets; transition events for parents/carers.

14. Complaints about SEND provision

Parents/carers are encouraged to raise any questions or concerns with the class teacher or SENCO at an early stage so that issues can be resolved quickly and informally. The school aims to achieve mutual understanding and agreement about matters relating to individual children.

If a concern is not resolved informally, parents/carers should address the matter in writing to the headteacher in the first instance. The school will then follow its Complaints Procedure where necessary. Parents/carers can also seek independent advice from SENDIASS and information about disagreement resolution and mediation is available through the Essex Local Offer.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

The school will evaluate the effectiveness of this policy by considering whether it is helping to meet the objectives in section 1. This will include reviewing:

- staff awareness of pupils with SEND and their responsibilities;
- the quality and consistency of Ordinarily Available provision;
- how early and accurately needs are identified;
- pupils' progress, attainment, attendance and wider development;
- whether pupils with SEND feel safe, valued and included;
- the impact of targeted and specialist provision;
- feedback from pupils, parents/carers, staff and governors.

15.2 Monitoring the policy

This policy will be reviewed annually by the SENCO and headteacher and approved by the governing board. It will also be updated during the year if there are changes to legislation, guidance, local arrangements or school procedures. The next scheduled review is March 2027.

16. Links with other policies and documents

This policy links to the following documents:

- SEND Information Report;
- Essex Local Offer;
- Accessibility Plan;
- Behaviour and Anti-Bullying Policy;
- Equality Policy and Objectives;
- Supporting Pupils with Medical Conditions Policy;
- Attendance Policy;
- Safeguarding/Child Protection Policy;
- Complaints Policy;
- Data Protection and Privacy Notices;
- Curriculum information and assessment arrangements.

Parents/carers may also find the following support useful: [Essex SEND Local Offer](#)

SENDIASS contact details: 01245 204388; email: send.iass@essex.gov.uk. Educational Psychologist helpline: 01245 433293, Mondays 1pm to 5pm during term time.

Appendix A: Essex Ordinarily Available compliance mapping

The table below summarises how this policy and the school's SEND Information Report align with the Essex Ordinarily Available: Inclusive Teaching Framework. Leaders and governors should use this mapping alongside learning walks, pupil voice, provision mapping and SEND monitoring to check that Ordinarily Available provision is consistently implemented and reviewed before pupils move to targeted or specialist provision.

OA segment	How the policy supports compliance
A. Expectations and Values	The policy states that all teachers are responsible and accountable for all pupils, including those with SEND; it promotes high ambition, curriculum equity, a non-labelling needs-led approach, pupil voice, respectful language and full participation in school life.
B. Relationships and Behaviour	Provision is based on positive relationships, praise and reward, Trauma Perceptive Practice, Thrive, regulation plans, curiosity about behaviour, co-regulation and reasonable adjustments to behaviour responses where required.
C. Learning Environment	The school uses accessible and organised environments, visual timetables, Rainbow Room, Sunbeam Room, planned regulation spaces, ramp access, accessible toilets, hoists, a lift and individual risk assessments/accessibility planning.
D. Speech, Language and Communication	The policy includes pre-teaching vocabulary, clear and chunked instructions, processing time, visual supports, Wellcomm assessment, speech and language interventions and referrals to Speech and Language Therapy.
E. Pedagogy, Memory and Metacognition	Teaching is adapted through explicit teaching, small steps, modelling, pre-teaching, retrieval and review, scaffolding, real-life examples, independence-building and metacognitive review through One Plans and pupil voice.
F. Assessment, Planning and Teaching	The graduated approach is embedded through assess-plan-do-review, statutory and school assessments, data tracking, provision mapping, SENCO monitoring, flexible grouping and review of classroom practice before targeted/specialist support.
G. Literacy and Mathematics	The policy names literacy and maths assessment and support including Nessy, PIRA, Twinkl Phonics, spelling assessments, independent writing, White Rose Maths and Connected Steps, with adaptive teaching and intervention where needed.
H. Adaptations, Support and Scaffolds	The policy includes reasonable adjustments, laptops, coloured overlays, visual timetables, larger font, fidgets, wobble cushions, resistance bands, ear defenders, soft starts, now/next, movement breaks and decompression time.
I. Motivation, Recognition and Feedback	The school uses praise, reward, pupil voice, clear One Plan outcomes, regular review meetings, feedback from pupils and parents/carers, strengths-based planning and visual/structured approaches to recognise progress.