Lady Jane Grey ACADEMY

Academy Policy

SEND Policy & Information Report

CEO approval:	Sean Kelly	Date:
LGB Cluster consultation (where applicable):		Date:
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1. Introduction

1.1. Lady Jane Grey Academy is a mainstream primary school in Leicestershire. As a mainstream school, we have a commitment to inclusive practice, so that all children can be happy, flourish and feel safe. We make sure that all pupils' individual needs are met. We support all pupils, including those with SEND, to aim high and achieve their full potential. We endeavour to promote self-esteem, independence, resilience and self-motivation. We aim to assist pupils in becoming independent, confident people and life-long learners who can make a positive contribution to our community.

1.2. We work closely with pupils, their families and other support services to provide the best possible learning experience for all our pupils.

2. Legislation and guidance

2.1. This policy and information report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

a) Part 3 of the Children and Families Act 2014, sets out schools' responsibilities for pupils with SEN and disabilities.

b) The Special Educational Needs and Disability Regulations 2014, set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

c) The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.

d) The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

e) The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND.

f) The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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

3. Inclusion and equal opportunities

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

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

4. Definition of SEND

4.1. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

4.2. They have a learning difficulty or disability if they have:

a) A significantly greater difficulty in learning than the majority of others of the same age, or

b) A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

c) Special educational provision is an 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.

4.3. The four areas of need:

Area of Need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as; dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

4. Roles & responsibilities

4.1. The SENDCo

4.2. The SENDCo is Rachel Burrows.

4.3. They will:

a) Work with the Principal and Trust's Director of Education to determine the strategic development of the SEN policy and provision in the school.

b) Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.

c) Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.

d) Advise on the graduated approach to providing SEND support.

e) Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.

f) Be the point of contact for external agencies, especially the local authority and its support services.

g) Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

h) Ensure the Academy keeps the records of all pupils with SEND up to date.

4.4. The Local Governing Body (LGB)

4.5. The LGB will ensure the duties set out in this policy are carried out effectively by the academy.

4.5. The Principal

4.6. The Principal will:

a) Work with the SENDCo and Trust Director of Education to determine the strategic development of the SEND policy and provision within the academy.

b) Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

c) Have an overview of the needs of the current cohort of pupils on the SEN register.

d) With the SENDCo, monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's CPD plan.

4.7. All staff

4.8. Staff are responsible for:

a) The progress and development of every pupil in their class.

b) Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching and learning.

c) Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision and support.

d) Ensuring they follow this SEND policy.

5. SEND Information Report

5.1. Please see Appendix 1.

6. Complaints

6.1. All complaints that the academy receives will be taken seriously. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available on request.

7. Contact details of support services for parents of pupils with SEND

7.1. Please click here for information about Leicestershire's local offer.

https://sendiassleicestershire.org.uk

8. Monitoring arrangements

8.1. This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.

9. Linked policies

1. Child Protection & Safeguarding Policy

2. Behaviour Policy
3. Concerns & Complaints Policy
4. Disciplinary Procedure Policy
5. Whistleblowing Policy

10. Appendices

10.1. Appendix 1: SEND Information Report

What kind of special educational needs are catered for in your academy?	At Lady Jane Grey Academy, we take pride in being an inclusive mainstream school that caters to a wide range of SEN across the four areas of need as defined in the SEND Code of Practice (2015). These four areas are: communication and interaction needs, cognition and learning needs, social-emotional and mental health needs and sensory and physical needs. *We embrace a holistic approach to education, developing an environment where all children, regardless of their specific needs, can thrive academically, socially and emotionally.* We work collaboratively with children, parents and external specialists to create individualised support plans that address each child's unique requirements
What is the school's approach to identifying SEN?	We identify children with SEND through our adherence to the definition of SEN provided in the SEN Code of Practice. A pupil has SEND where their learning difficulty or disability requires special educational provision to be made for them. Provision must be different from or additional to that normally available to pupils of the same age. A pupil has a learning difficulty or disability if he or she: • Has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools. For some children, SEND can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop. When it becomes evident that first-quality teaching alone is insufficient to meet a child's requirements, and class interventions are unsuccessful, we make the decision to place them on the SEN Register. It's important to note that this register is consistently updated to ensure that each child's needs are accurately reflected and addressed.

Who is the academy's SENDCo?	Rachel Burrows. Contact information: 0116 232 0031 office@ljg.academy
What expertise and training do your staff have? How do you secure additional specialist expertise?	Lady Jane Grey Academy has dedicated SEND support provided by our ELSA (Emotional Literacy Support Assistant) and Mental Health Lead. This staff member is also trained in bereavement support and can offer appropriate help when needed. The ELSA/Mental Health Lead and SENDCo meet weekly to ensure any concerns about children's mental health are identified and addressed promptly. Teachers can refer pupils directly to the ELSA/Mental Health Lead using our internal CPOMS system (Child Protection Online Management System). If parents have concerns about their child's mental health, they should speak with the class teacher in the first instance. We prioritise ensuring that our staff have the expertise and training necessary to effectively support children with special educational needs. Some of the training our staff possess are: qualified teachers, SENDCo, continuous professional development (CPD), inclusive teaching strategies, specific SEN training, individualised support plans, collaboration and teamwork, safeguarding training, awareness and empathy. We believe in ongoing development and learning to meet the evolving needs of our children and ensure they receive the best possible education. Lady Jane Grey Academy already works closely with a range of external agencies: • Speech & Language Therapy Service • Educational Psychology Service • The Hearing-Impaired Service • The Visual Impaired Service • The Autism Outreach Team • The Outreach Support Team at Dorothy Goodman • Ashmount and Forest Way Special Schools • Oakfield Outreach
What should I do if I think my child has SEN?	If you suspect that your child may have SEN, it's important to take proactive steps to ensure they receive the support they may require. The first step is to contact your child's class teacher, or the SENDCo, to share your observations and any specific challenges or behaviours you have noticed in your child's learning or development. Remember that early intervention and open communication with us are essential in ensuring that your child's SEN are identified and addressed appropriately. A parent's active involvement and collaboration with educators will greatly contribute to your child's success in their educational journey.

How will the academy know if my child needs SEN support? How are their needs assessed?	The Academy use a step-by-step approach called the graduated response to assess and support children with SEND. This process helps us identify their needs and put the right support in place. Children are regularly assessed in the classroom, and their progress is tracked through teacher assessments. Any identified needs are reviewed by the class teacher together with the SENDCo to make sure support is effective and up to date.
How do you assess and review children and young people's progress towards outcomes?	Children's academic outcomes are assessed by the class teacher and are monitored by the SENDCo. Children have individual targets, and these are reviewed regularly. When these have been achieved, a new target is set based on their area of need. Parents can attend SEN reviews three times a year (once a term), where they can meet with their child's class teacher and discuss how their child is progressing. They also receive a copy of the pupil's targets. **Reviewing Interventions and Sharing Strategies:** All interventions, including wellbeing support, are assessed and reviewed with the child and their parents/carers to ensure they are effective and having a positive impact. Strategies and intervention plans are shared with all relevant staff via the child's Individual Education Plan (IEP), ensuring a consistent approach across the academy. **Children with Education, Health & Care Plans (EHCPs) Annual Review:** Each year, an Annual Review is held for every pupil with an EHCP. Parents and carers, along with relevant services, agencies, and key professionals, are invited to attend or contribute via a report submitted in advance. During the Annual Review, the pupil's progress towards their Section E outcomes is discussed in detail. The review also considers any additional support or interventions that may be needed to help the child continue to make progress and achieve their goals.
How do you consult with parents of children with SEND and involve them in their child's education?	Working closely with parents is a key part of our SEN policy at Lady Jane Grey Academy. We believe that strong collaboration between home and school helps achieve the best outcomes for children with SEND. We involve parents in their child's education through: • Regular meetings to review Individual Education Plans (IEPs) • Parent-teacher meetings to discuss progress and next steps • Regular updates and progress reports to keep you informed Your input is vital, and we value your partnership in helping your child thrive.

How do you consult with children and young people and ensure they are actively involved in their education?	At Lady Jane Grey Academy, we make sure children with SEND are actively involved in their education and decision-making. We use age-appropriate communication and include them in creating their personal learning goals. Every child on the SEN register has an Individual Education Plan (IEP), which provides an overview of what they like, dislike, find challenging, and what helps them succeed. These details are gathered in consultation with the child, so their voice is always heard. We aim to empower children to understand and advocate for their own needs, creating a supportive and inclusive environment where they feel respected and valued. Our commitment is to ensure they play an active role in shaping their learning journey so they can reach their full potential
How will the academy adapt its teaching for my child? What interventions are available at your academy to support my child?	Lady Jane Grey Academy customises teaching approaches for pupils with SEND by creating IEPs and using an adapted curriculum, as needed. We provide speech, language and occupational therapy support, prioritise social and emotional wellbeing, and encourage peer inclusion. Regular monitoring and feedback, collaborating among staff, and ongoing adaptation of support plans ensure a tailored and inclusive learning environment for children with SEND. Pupils have opportunities to work as part of a class, in small groups, in pairs and individually. These groupings may be ability-grouped or mixed ability, encouraging pupils to support each other. Teachers provide learning opportunities for all children within this environment and provide resources appropriate to pupils' interests and abilities. The academy offers a variety of interventions to support children with SEND. These interventions are personalised to include IEPs, an adapted curriculum, small group sessions, one-on-one tutoring, speech and language therapy, occupational therapy and much more. We prioritise regular progress monitoring, professional collaboration and parental engagement to ensure that each child's unique needs are met effectively.
How are adaptations made to the learning environment of children and young people with SEND?	The school is built on one level. The main school building can offer wheelchair access to the main entrance. The main school building has a disabled toilet and a changing bed. Four classrooms in the main building have been modified and are now acoustically suitable for children with a hearing impairment. At the end of each academic year, we take advice from both the hearing and visual impairment services as to which classrooms would be most suitable for individual children for the following academic year, according to their needs. For children with higher level needs, we carry out a yearly risk assessment on the classrooms to make sure they meet that child's needs, e.g. doors or high handles on classrooms where children may be a 'flight risk'.

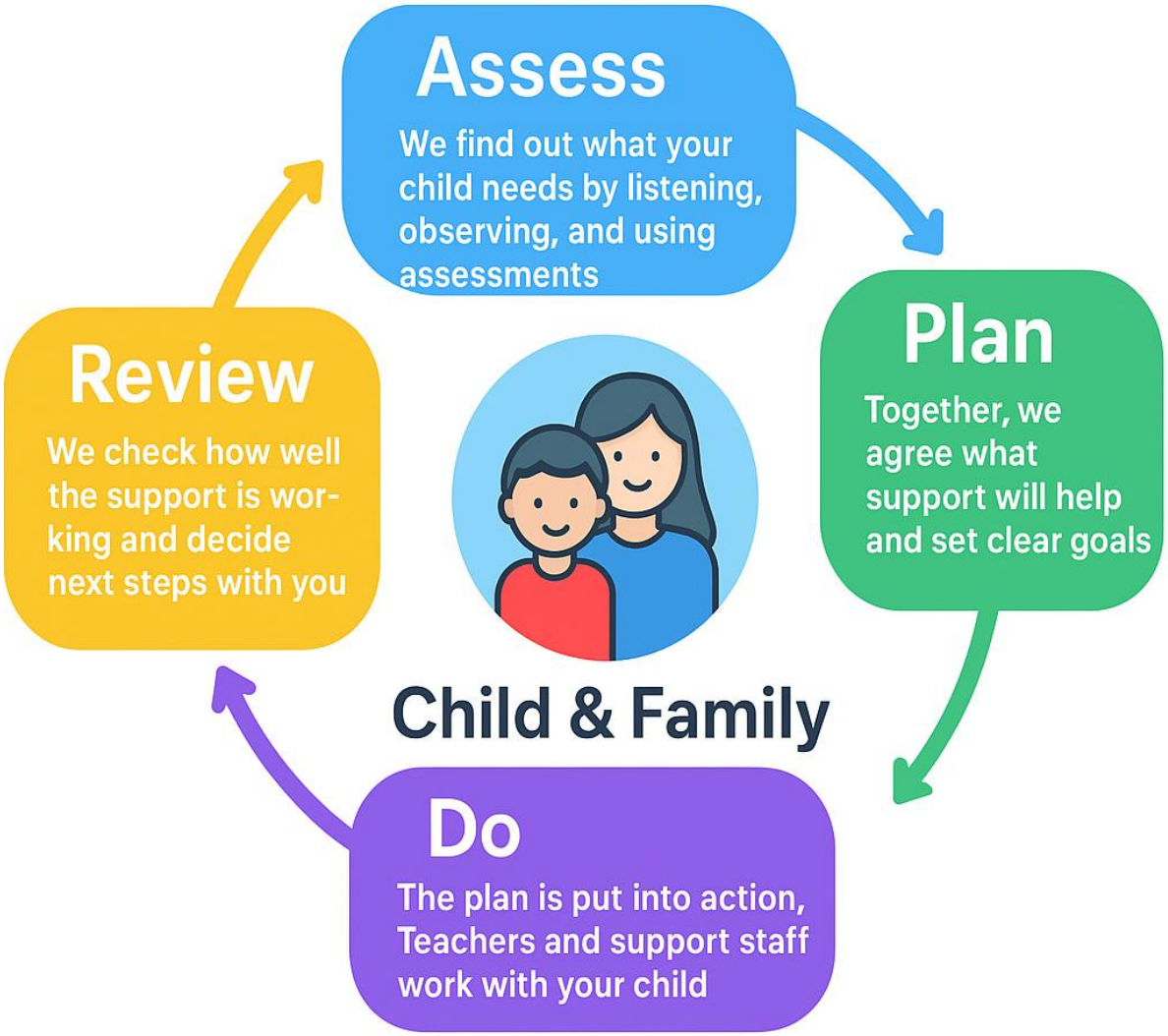
	In accordance with the Equality Act 2010 The academy has an 'Accessibility Plan' which outlines the aims of the academy to make the environment and curriculum as accessible as possible for our children. Where equipment and facilities are additional to or different from those already provided, the SENDCo would contact the relevant health agencies, e.g., the Occupational Therapist, to ensure the appropriate equipment to support the pupils' learning in school is available. *For more details, please refer to the academy's Accessibility Plan.*
How do you evaluate the effectiveness of the provision made for children and young people with SEND?	We regularly check how effective our support is for children with SEND through a thorough review process. This includes: • Termly review meetings with parents to discuss what is working well and what needs adjusting • Analysis of assessment data and progress • Feedback from parents and pupils • Classroom observations and monitoring • Input from specialist professionals Individual Education Plans (IEPs) documents are reviewed at least once a term. Class teachers and the SENDCo work together to make sure provision is appropriate and effective. We follow the 'Assess, Plan, Do, Review' cycle as part of the graduated approach, ensuring every child receives the best possible support tailored to their needs.
How will the academy resources be secured for my child?	The academy ensures that the necessary resources are secured for children with SEN. We conduct needs assessments, develop IEPs, allocate resources accordingly, invest in staff training, provide adapted materials and collaborate with external specialists and agencies when needed. We also involve parents in the process. For those with more complex needs, Top Up Funding will be applied for.
How do you support children and young people who move between phases of education?	Each year, staff take part in transition meetings to discuss all pupils in their class, including those with SEN. This allows staff to fully understand the needs of new pupils. All children take part in transition days where they meet their new class and teacher. Some children may require extra support, which is provided in a variety of ways, depending on what is best for the child. This may include additional visits to the new classroom, additional meetings with their new teacher, or transition books to prepare them. <u>Children transitioning to LJG</u>: Children who are transferring from other early years settings are welcome to visit us at any time with their current setting or parents. The Foundation teachers run several parent workshops in which they talk about the curriculum and routines. Parents and early years' providers are asked to provide details about the pupil's progress, interests, and any Special Educational Need or

	Disability. Where there has been involvement with the Early Years team, a transition meeting is planned with the parents, teacher and SENDCo prior to starting school. In addition, staff visit all new starters to the school in the autumn term before admission into school. <u>Children transitioning from LJG:</u> We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils on which information will be shared as part of this. We have very close links with our feeder setting, Brookvale Groby Learning Campus, to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer. The SENDCo from Brookvale Groby Learning Campus (or other named school) is invited to the Annual Review of a child with a Statement/EHCP, in the Autumn Term, which precedes transfer (Year 6). In the term before transfer, the Brookvale Groby Learning Campus SENDCo meets with the Year 6 teachers, Year 6 children with SEND and the Lady Jane Grey SENDCo to discuss and prepare for transition. In addition, pupils with SEND have bespoke visits to their new setting to help them prepare for transition, and to help them familiarise themselves with the new environments and connect with key adults.
How do you help children and young people prepare for adulthood?	At Lady Jane Grey Academy, all children are taught in line with our school values to help prepare them for adulthood. Some children may need extra support with social skills or building confidence, and we provide targeted interventions led by our learning mentor to support these areas. In addition, some pupils follow a Commando Joe's Programme alongside the main curriculum to help build character and resilience.
How are children and young people with SEND enabled to engage in wider curriculum and extra-curricular activities?	All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Pupils are represented well, proportionately in after-school activities and clubs, with inclusion at the forefront of our future plans. All pupils are encouraged to go on our residential trip(s), which occur in Year 4 and Year 6. We work with the providers of the residential trips to ensure that any specific needs of individual children are met. Previously, this has included; specific accommodation type and daily support medical meetings Lady Jane Grey leaders are represented in the staffing structure of all residential trips.

	Risk assessments are completed by staff before any educational visits, and where appropriate, parents are invited to participate. Learning Support Staff provide extra support for pupils with a high level of need at playtime/lunchtime. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Reasonable adjustments to activities ensure that every child has an enjoyable experience and participates fully. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Participation in specialist external sporting activities such as Boccia is actively encouraged and supported by staff.
How do you support the well-being of children and young people?	We support children's well-being in a variety of ways. Every week, pupils take part in PSHE lessons using the Jigsaw scheme, which helps them learn about feelings, relationships, and staying safe. Each classroom has a 'Worry Box' where children can share anything that is worrying them. The Bee Hive is a dedicated room that is designed to be a calm and reflective space in which children can think, discuss and explore their thoughts and feelings while being supported by a member of the pastoral team. The Bee Hive is equipped with resources to support this process of reflection and building more positive behaviour choices and improved emotional wellbeing.
How does the academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?	The academy collaborates with external bodies, including health and social care, local authority support services and organisations to meet the needs of children with SEND and support their families. This collaboration involves regular meetings, joint planning, referrals, sharing information and training. It also ensures a coordinated and holistic approach to addressing the diverse needs of pupils with SEND, with a strong emphasis on involving families and accessing additional resources when necessary.
What support is in place for looked-after and previously looked-after children with SEN?	The academy's Designated Teacher for Looked-After Children (LAC), Michael FitzGerald. Children who are looked-after or previously looked-after and have SEND receive tailored support to meet their individual needs. We work closely with carers, the SENCo, and external agencies to make sure these pupils have access to Individual Education Plans (IEPs), emotional and well-being support, and any necessary interventions. Regular reviews and multi-agency collaboration ensure that the support provided is always relevant and effective.
What should I do if I have a complaint about my child's SEN support?	If you have any concerns about your child's special educational needs or are unhappy with the support they are receiving, you can raise these with:

	• Your child's tutor or class teacher • The SENDCo team • The Principal We always aim to resolve concerns quickly and effectively. However, if your issue is not resolved, you can refer to the academy's Complaints Policy, which is available on our website.
What support is available for families?	Lady Jane Grey Academy is committed to supporting parents and carers. Support includes: signposting to specialist external services, e.g. school nursing team – Hinckley Health Centre, and support from the SENDCo regarding health referrals to Leicestershire NHS Partnership Trust. The school also works with the following services: Educational Psychology, Speech and Language Therapy, Visually Impaired and Hearing-Impaired teams, Physiotherapy and the Autism Outreach Team. For further information on any of the above, please contact the school's SENDCo. In addition, the school works closely with Social Services and 'Early Help' organisation, which can provide family support when needed. Please refer to the school's Safeguarding & Child Protection Policy. The school is aligned with Leicestershire's Local Offer for SEND. Further information can be found at www.leics.gov.uk

10.2. Appendix 2: Graduated Approach



10.3. Appendix 3: Whole-Academy Provision Map

Category of Need:	Wave 1: Universal Offer (Quality First Teaching)	Wave 2: Targeted Intervention (SEN Support)	Wave 3: External Support
Social, Emotional, Mental Health and Behavioural	Wave 1 SEMH provision aims to create a nurturing and inclusive school environment that supports the emotional well-being of all pupils, reducing the likelihood of more significant challenges arising in the future. • Inclusive environment • High quality teaching • Positive behaviour support • Access to support staff • Regular check-ins • Positive Classroom environment • Peer support • Effective communication • Access to resources • Promoting resilience • Regular review and evaluation	Wave 2 SEMH provision aims to provide a more targeted and intense support to pupils with specific SEMH needs, addressing their challenges and helping them develop the skills and strategies necessary for academic and emotional success. Identification and assessment • Individual Education Plans (IEPs) • Pupil on a page Coping strategies • Social skills training • Parental involvement • Regular progress monitoring • Behaviour plans • Emotional support zones • Termly reviews of targets • ELSA	Wave 3 SEMH provision is reserved for the most complex and challenging cases, providing highly specialised support to address the unique needs of pupils with severe SEMH challenges and ensure their safety, well-being and progress. Specialist assessment and referral • Access to external specialists • IEPs • Pupil on a page Multi-Agency collaboration • Transition planning • Family involvement and support Regular progress monitoring Termly review of targets
Cognition and Learning	Wave 1 Cognition and Learning provision aims to create an inclusive and supportive environment	Wave 2 Cognition and Learning provision aims to provide targeted support to pupils with specific learning difficulties,	Wave 3 Cognition and Learning provision is reserved for the most complex and challenging cases, providing highly specialised support

	where high-quality teaching practices benefit all pupils, regardless of their learning profiles or abilities. Here are key elements to expect in Wave 1: • Inclusive classroom environment • High-quality teaching • Adapted curriculum Varied instructional strategies, including visual and auditory strategies, to cater to diverse learning preferences. • Quality feedback • Positive behaviour support • Regular assessment and monitoring • Accessible learning resources • Collaborative planning • Small group support • Parental engagement • Professional development • Regular review and adaptation Regular team meetings	helping them build foundational skills and achieve academic success. Here are key elements to expect in Wave 2: • Identification and assessment • IEPs • Pupil on a page • Small group learning opportunities. Additional instructional time • Specialist support staff • Phonics and literacy support • Numeracy support • Progress meetings • Collaboration with parents • Regular review meetings • Positive reinforcement strategies • Focused learning zones/areas • Flexible grouping	to address the unique needs of pupils with severe learning difficulties and ensure their progress and development. Here are key elements to expect in Wave 3: Specialist assessment and referral • Collaboration with external specialists • Highly individualised support plans (IEPs) Specialised therapies/interventions • Small-group interventions • Adapted curriculum • Adapted materials • High staff-to-pupil ratios • Collaboration with parents and families • Regular review and progress monitoring • Functional skills development • Transition planning • Multi-Agency collaboration • Monitoring health and well-being • Progress meetings • Regular review meetings
Speech, Language, Communication & Interaction	Wave 1 for speech, language, communication and interaction provision	Wave 2 speech, language, communication and interaction provision aims to provide	Wave 3 speech, language, communication and interaction provision is designed for the most

	aims to create an inclusive and supportive learning environment where high-quality teaching practices benefit all pupils, regardless of their communication abilities or needs. Here are key elements to expect in Wave 1: • Inclusive classroom environment • High-quality teaching • Speech and language development • Visual and communication aids • Adapted instruction • Positive communication environment • Supportive Classroom strategies Regular assessment and monitoring • Teacher collaboration • Positive behaviour support • Parental engagement • Professional development • Regular review and adaptation	targeted support for pupils with specific communication difficulties, helping them improve their communication skills and participate more fully in classroom and social interactions. • Identification and assessment • Individualised education plans (IEPs) • Pupil on a page • Small group interventions • Speech and language therapy • Social communication interventions • Visual support for communication • Regular progress monitoring • Collaboration with parents and families • Specialist training for staff • Regular review meetings	complex and high-level of need cases, providing highly specialised support to address the unique and severe speech, language, communication and interaction needs of pupils, with the goal of helping them develop effective communication skills and engage fully in their educational experience. • Specialist assessment and referral • Collaboration with external specialists and agencies • Highly individualised IEPs • Intensive and regular speech and language therapy • Social communication programmes • Regular progress monitoring • Regular review and progress evaluation • Collaboration with parents and families • Professional development for staff
Sensory & Physical	Wave 1 sensory and physical needs provision	Wave 2 sensory and physical needs provision aims to provide	Wave 3 sensory and physical needs provision is reserved for the most

	aims to create an inclusive and supportive learning environment where high-quality teaching practices and accessible facilities benefit all pupils, regardless of their sensory or physical abilities. • Inclusive classroom environment • High-quality teaching practices • Adaptive materials and technology • Accessible physical facilities • Regular assessment and monitoring • Personalised IEPs • Adaptive seating • Collaboration with support staff • Promoting independence • Positive behaviour support • Family engagement • Regular review and adaption • Professional development	targeted support to pupils with specific sensory and physical needs, helping them develop the skills and independence required to fully participate in the educational experience. • Identification and assessment • IEPs • Specialist support staff • Adaptive equipment and technology • Small-group interventions • Physical therapy services • Occupational therapy services • Sensory-friendly learning environment • Accessible physical facilities • Collaboration with parents and families • Regular progress meeting • Communication and mobility support • Positive behaviour support • Professional development.	complex and challenging cases, providing highly specialised support to address the unique and severe sensory and physical needs of pupils, with the goal of enhancing their independence and overall quality of life. • Specialist assessment and referral • Collaboration with external specialists • IEPs • Therapy services • Adaptive equipment and technology • Accessibly physical facilities • High staff-to-pupil ratios • Collaboration with parents and families • Regular progress monitoring • Medical and health support • Transition planning.