




The LETTA Trust

Inclusion Policy

Including:

- Looked After Children
- SEN Information Reports
- Accessibility Plans

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Reviewed by:	Trust Board	Signed:	

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

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

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

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

1. Aims

Our Inclusion Policy and SEN Information Reports aim to:

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

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

Be Healthy

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

Stay Safe

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

Enjoy and Achieve

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

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

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

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

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

Make a Positive Contribution

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

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

Achieve Economic Wellbeing

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

Education

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

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

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

2. Legislation and guidance

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

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

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

3. Definitions

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

- Pupils in receipt of the Pupil Premium
- Those with English as an additional language

- New arrivals to our school, especially from overseas
- Pupils with special educational needs and disabilities

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

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

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

4. Roles and responsibilities

4.1 The Inclusion leader/SENCO

The Inclusion leader/SENCO will:

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

4.2 The SEND governor

The SEND governor at each school will:

- Help to raise awareness of SEND and Inclusion at local governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the local governing board on this
- Work with the headteacher and Inclusion Leader/SENDCO to determine the strategic development of provision in the school

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

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

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

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

5.1 Aims

The trust aims to ensure that:

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

5.2 Legislation and statutory guidance

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

5.3 Definitions

Looked-after children are registered pupils that are:

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

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

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

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

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

5.4 Identity of our designated teacher and other named staff members

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

5.5 Role of the designated teacher

Leadership responsibilities

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
 - Working with VSHs
 - Promoting a whole-school culture where the needs of these pupils matter and are prioritised
- Take lead responsibility for ensuring school staff understand:
 - The things which can affect how looked-after and previously looked-after children learn and achieve
 - How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of school and trust policies to ensure they consider the needs of looked-after and previously looked-after children

- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with looked-after and previously looked-after children
- Work directly with looked-after and previously looked-after children and their carers, parents, and guardians to promote good home-school links, support progress and encourage high aspirations
- Have lead responsibility for the development and implementation of looked-after children's PEPs
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education

Supporting looked-after children

The designated teacher will:

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

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

The designated teacher will:

- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school uses pupil premium plus funding

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

Relationships beyond the school

The designated teacher will:

- Proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of looked-after and previously looked-after children
- Discuss with social workers how the school should engage with birth parents, and ensure the school is clear about who has parental responsibility and what information can be shared with whom
- Be open and accessible to parents and guardians of previously looked-after children and encourage them to be actively involved in their children's education

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

6. Monitoring arrangements

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

7. Links with other policies and documents

This policy links to the following policies and procedures:

- Behaviour & Anti-bullying

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

Bygrove Primary School SEN Information Report 2024-2025

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

Our vision and how we hope to achieve it

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

The LETTA Trust vision for inclusion, Education Development Plan 2024

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

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

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

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

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

The type of school we are

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

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

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

Our Ofsted rating

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

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

The kinds of SEND that are provided for

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

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

How we know if a child has special educational needs

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

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

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

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

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

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

What we do to help children with special educational needs

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

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

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

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

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

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

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

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

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

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

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

How we check that a child is making progress

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

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

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

The assessment will be reviewed regularly.

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

How we keep parents informed, consulted and involved

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

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

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

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

1. Everyone develops a good understanding of the pupil's strengths and areas for development
2. We take into account the parents' concerns
3. Everyone understands the agreed outcomes sought for the child
4. Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

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

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

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

Bygrove School has clear anti-bullying and diversity policies.

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

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

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

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

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

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

Staff training

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

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

All staff are required to attend training.

How we include children in activities and school trips

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

Our school environment

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

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

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

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

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

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

Our home school liaison officer also runs secondary transition workshops.

How parents are involved in school life

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

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

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

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

Evaluating the effectiveness of our SEND provision

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

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

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

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

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

Who to contact for more information or to discuss a concern

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

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

If you'd like to make a complaint:

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

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

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

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

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

This SEND Information report was reviewed in Autumn 2024

It will be reviewed again in Autumn 2025

Accessibility Plans

Rationale

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

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

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

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

Related documents

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

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

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

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

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

Bygrove Primary School Accessibility Plan

1. Improving curriculum access

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

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

2. Improving Physical Accessibility

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

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

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