

Academy Policy

SEND Policy & Information Report

CEO approval:	Sean Kelly	Date:
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1. Introduction

- 1.1. Ambleside Academy is committed to providing full and appropriate support to pupils with Special Education Needs and Disabilities (SEND). We operate a 'whole pupil; whole school' approach for our pupils and adopt inclusive practices with a focus on raising aspirations and improving pupils' outcomes, regardless of barriers and challenges they may face.
- 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 Ambleside 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 significantly greater difficulty in learning than the majority of the others of the same age, or
 - 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
 - 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	<p>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.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • 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	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • 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 <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • 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.
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4. Roles & responsibilities

4.1. The SENDCo

4.2. The SENDCo is Mrs Wilson-Bluss (and Mrs Jackson)

4.3. They will:

- a) Work with the principal and SEND governor/trustee 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 by effectively by the academy.

4.6. The SEND link governor/trustee

4.7. The SEND governor/trustee will:

- a) Help to raise awareness of SEND issues at governing board/trustee meetings.
- b) Monitor the quality and effectiveness of SEND and disability provision within the academy and update the relevant board.
- c) Work with the principal and SENDCo to determine the strategic development of the SEND policy and provision in the academy.

4.5. The principal

4.6. The principal will:

- a) Work with the SENDCo and SEND governor/trustee 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 Nottingham City's local offer.

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

1.1. Safeguarding & Child Protection Policy

- 1.2. Relationships & Positive Behaviour Policy
- 1.3. Concerns & Complaints Policy
- 1.4. Disciplinary Procedure Policy
- 1.5. Whistleblowing Policy

10. Appendices

10.1. Appendix 1: SEND Information Report

<p>What kind of special educational needs are catered for in your academy?</p>	<p>At Ambleside 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, fostering 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.</p>
<p>Which policies identify children and young people with SEND?</p>	<p>We identify children with SEND through our adherence to the definition of SEN provided in the SEN Code of Practice. Additionally, we follow Routes to Inclusion (R2i) to identify and assess a child's specific needs. 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.</p>
<p>How are their needs assessed?</p>	<p>At Ambleside, assessing a child's needs, especially those with SEND, typically involves a multi-stage process, called the graduated response, to identify and address their specific requirements. Children are regularly assessed in the classroom and academic attainment is tracked using teacher assessment. In addition, we use R2i which allows for children's needs to be assessed and support to be put in place for them. Any needs are reviewed by the class teacher with the SENCo.</p>
<p>Who is the academy's SENCo?</p>	<p>Mrs Wilson-Bluss (and Mrs Jackson) Contact information: senco@ambleside.raleightrust.org 0115 9003610</p>
<p>What expertise and training do your staff have? How do you secure additional specialist expertise?</p>	<p>At Ambleside Academy, 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:</p> <ul style="list-style-type: none"> a) qualified teachers

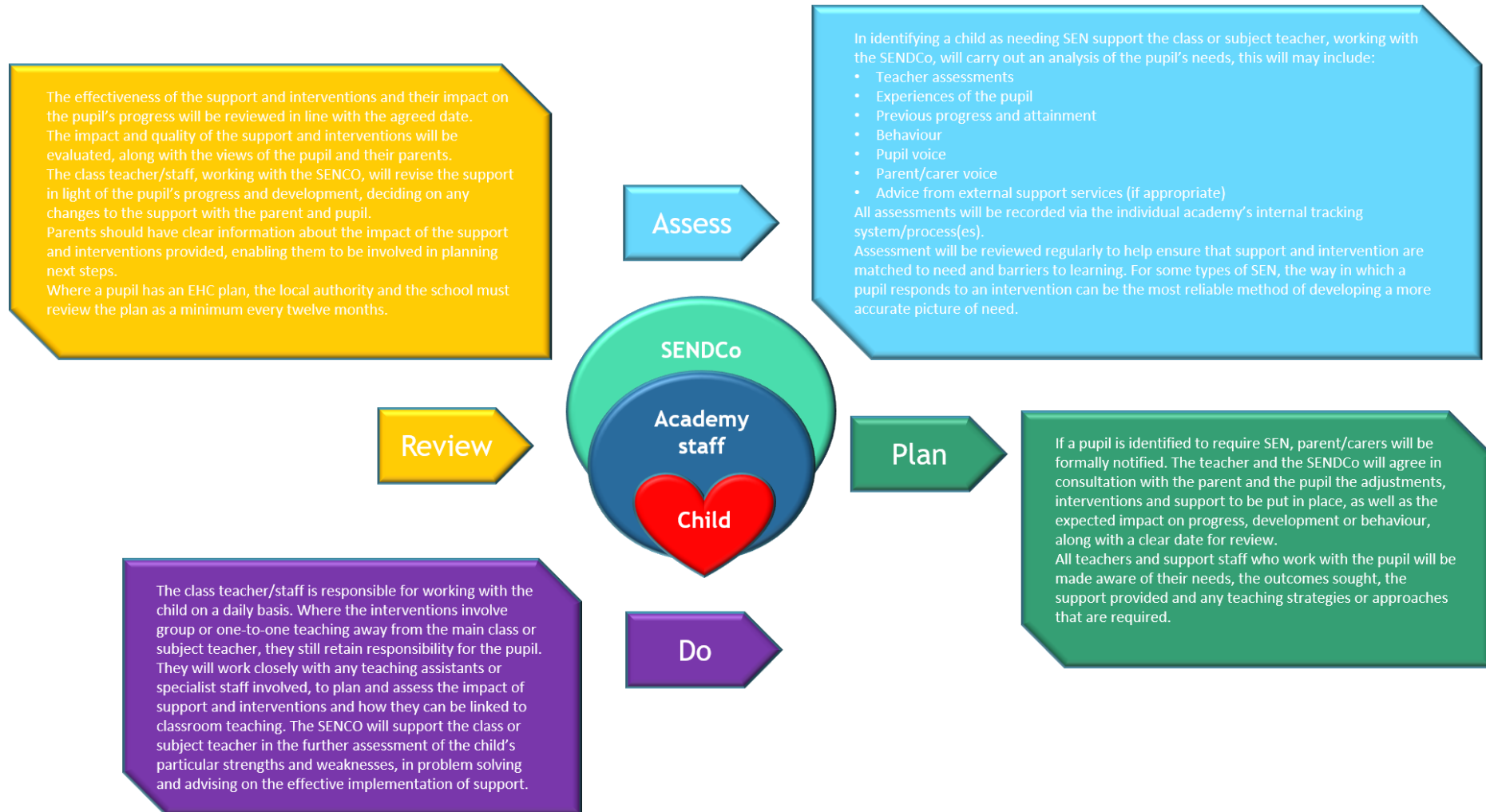
	<ul style="list-style-type: none"> b) SENCo c) continuous professional development (CPD) d) inclusive teaching strategies e) specific SEN training f) Team Teach g) individualised support plans h) collaboration and teamwork i) safeguarding training and awareness and empathy. <p>Overall, our staff's expertise and training are central to our commitment to providing a supportive and inclusive learning environment for children with SEN. We believe in ongoing development and learning to meet the evolving needs of our children and ensure they receive the best possible education.</p> <p>Securing additional specialist expertise to support children with SEN is a crucial aspect of our SEN policy at Ambleside. We recognise that some children may require specialised knowledge and skills beyond what our standard staff training provides. We ensure access to additional specialist expertise by maintaining strong partnerships with external professionals and agencies, including educational psychologists, speech and language therapists, autism teams and behaviour specialists. Ambleside Academy arranges for external assessments and consultations when necessary. These assessments help in diagnosing specific SEN conditions and determining the best course of action to support the child. We work closely with parents/carers to ensure their input is included in this process.</p>
<p>What should I do if I think my child has SEN?</p>	<p>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.</p> <p>The first step is to contact your child's class teacher or the SENCo to share your observations and any specific challenges or behaviours you have noticed in your child's learning or development.</p> <p>Remember that early intervention and open communication with us here at Ambleside are essential in ensuring that your child's SEN are identified and addressed appropriately. Your active involvement and collaboration with educators will greatly contribute to your child's success in their educational journey.</p>
<p>How will the academy know if my child needs SEN support?</p> <p>How are their needs assessed?</p>	<p>At Ambleside, we have a well-defined process to identify if a child needs SEN Support. We follow a graduated response approach, which involves several steps to identify, plan, implement and evaluate support for children.</p>
<p>How do you assess and review children and young people's progress towards outcomes?</p> <p>What opportunities are there to work with parents and pupils as part of this assessment and review?</p>	<p>Children's academic outcomes are assessed by the class teacher. This is monitored by senior leaders and the SENCo. Children have targets on their 'Pupil on a Page' and these are reviewed regularly. If children achieve them, a new target is set based on their area of need.</p> <p>Pupils are involved in the target setting and their voice is taken into consideration when writing them. Parents have the opportunity to 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 on a page.</p>

<p>How do you consult with parents of children with SEND and involve them in their child's education?</p>	<p>Consulting with parents of children with SEND and involving them in their child's education is a fundamental aspect of our SEN policy at our school. We recognise the importance of collaboration between parents and the school to ensure the best possible outcomes for children with SEND. We communicate and consult parents through regular meetings to discuss Individual Education Plans (IEPs), parent-teacher meetings, sharing up-to-date 'Pupil on a Page', parent workshops and information sessions related to SEND and through regular updates and progress reports.</p>
<p>How do you consult with children and young people and ensure they are actively involved in their education?</p>	<p>We actively engage children with SEND in their education by putting them at the centre of the decision-making process. This includes using age-appropriate communication, involving them in the development of Individual Education Plans (IEPs), setting personal learning goals and regularly seeking their feedback on their school experiences. All children on the SEN register have a 'Pupil on a page' and set individual targets. This gives an overview of the individual child, including details of what they like, and dislike, things they find difficult and things that can help them. This is done in consultation with the children, so their voice is always heard throughout the process. We empower them to advocate for their needs and create a supportive, inclusive environment where their voices are heard and respected. Our commitment is to ensure that they play an active role in shaping their educational journey, allowing them to reach their full potential.</p>
<p>How will the academy adapt its teaching for my child?</p> <p>What interventions are available at your academy to support my child?</p>	<p>Our academy customises teaching approaches for pupils with SEND by creating IEPs, adapted curriculum, offering additional support and using technology as needed. We provide speech, language and occupational therapy support, prioritise social and emotional well-being, and encourage peer inclusion. Regular monitoring and feedback, collaboration among staff, and ongoing adaptation of support plans ensure a tailored and inclusive learning environment for children with SEND.</p> <p>Our school offers a variety of interventions to support children with SEND. These interventions are personalised to include IEPs, an adapted curriculum, small group session, one-on-one tutoring, assistive technology, speech and language therapy, occupational therapy, social and emotional support, behavioural interventions, counselling sessions, gardening sessions and much more. We prioritise regular progress monitoring, professional collaboration and parental engagement to ensure that each child's unique needs are met effectively.</p>
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<p>Children's needs are primarily met in the classroom through a variety of strategies. For example, this may be individualised reward charts, or resources to support dyslexic tendencies. If a pupil is admitted who has disabilities, meetings will be held with the family, and school beforehand to discuss the needs, and steps which need to be taken to support that pupil. To ensure that pupils are not treated less favourably, we promote a positive ethos in school. In addition, we celebrate all children and raise awareness of disabilities through national days which take place throughout the year. We have a disabled toilet, which children can access if they need to.</p> <p>For some pupils with SEND, it may be needed for them to have individual risk assessments to ensure that they, and those around</p>

	<p>them, are safe. This may be for day-to-day activities in school or maybe for something more specific. These take into account any risks that may present and measures which can be taken to reduce them.</p> <p>There are extra-curricular activities within school which pupils can access, including those with SEND, including allotment education, counselling, and a behaviour therapist to support pupils with social and emotional difficulties.</p> <p>For further information, please see the academy's accessibility plan.</p>
<p>How do you evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>We evaluate the effectiveness of our provision for children with SEND through a comprehensive process. This includes regular review meetings, assessment data analysis, feedback from parents and pupils, observations, monitoring and specialist input. We also consider the alignment of goals, the whole-school approach, and ensure compliance with legal requirements. 'Pupil on a Page and IEPs are reviewed at least once a term and provision for pupils is reviewed between the class teacher and SENCo. Parents will have termly reviews to discuss provision, what is working well and what is not. We follow the assess, plan, do, review cycle of the graduated approach to ensure that all children with SEND receive the most effective provision.</p>
<p>How will the academy resources be secured for my child?</p>	<p>At our school, we ensure that necessary resources are secured for children with SEN. We conduct needs assessments, develop IEPs, allocate resources accordingly, invest in staff training, provide access to technology and adapted materials and collaborate with external specialists and agencies, when needed. We also involve parents in the process.</p>
<p>How do you support children and young people who move between phases of education?</p>	<p>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.</p>
<p>How do you help children and young people prepare for adulthood?</p>	<p>All children are taught based on the school's values to help prepare them for adulthood. Based on children's needs, some children may require additional support with social interactions, or self-confidence, and there are interventions run by a learning mentor which help with these areas.</p> <p>In addition, some pupils have a curriculum for life, which is taught alongside the main curriculum. This is tailored to their individual needs and focuses on the skills children may need once they leave school, such as catching a bus, or going to the library.</p>
<p>How are children and young people with SEND enabled to engage in wider curriculum and extra-curricular activities?</p>	<p>Children with SEND are offered support which is in addition to, or different to, that of their peers which enables them to engage in all aspects of the curriculum. This may involve additional support or specific strategies for that child. For children who work in the enhanced provision, activities are adapted to meet their needs allowing them to still take part. Off-site visits are planned for all children to allow them to have new experiences.</p>

<p>How do you support the well-being of children and young people?</p>	<p>Children are supported in a variety of ways. We have weekly PSHE lessons using the Jigsaw scheme, and “Groans and Grumbles” boxes in all classrooms to allow children to share anything that is worrying them. We also have a well-being team, which is discussed through assemblies and displayed in school. This consists of learning mentors, a behaviour therapist, a school counsellor and a gardener.</p>
<p>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?</p>	<p>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.</p>
<p>What should I do if I have a complaint about my child’s SEN support?</p>	<p>If you have a complaint about your child’s SEN support, you should start with an informal discussion with the teacher of SENCo. If unresolved, submit a formal written complaint to the school. The school will acknowledge and investigate your complaint. You will receive a response with findings and actions taken. If unsatisfied, escalate to the local authority’s SEN team.</p>

10.2. Appendix 2: Graduated Approach



10.1. Whole-Academy Provision Map

Category of need	Wave 1: Universal Offer (Quality First Teaching)	Wave 2 –Targeted intervention offer	Wave 3 – Specialist (External) intervention offer
Social, Emotional, Mental Health and Behavioural	<p>Wave 1 SEMH provision aims to create a nurturing and inclusive school environment that supports the emotional well-being of all students, reducing the likelihood of more significant challenges arising in the future.</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <ul style="list-style-type: none"> • Identification and assessment • Individual Education Plans (IEPs) • Pupil on a page • Small group interventions • Specialist support staff • Coping strategies • Social skills training • Parental involvement • Regular progress monitoring • Behaviour plans • Emotional support zones • Termly reviews of targets 	<p>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.</p> <ul style="list-style-type: none"> • Specialist assessment and referral • Access to external specialists • IEPs • Pupil on a pages • Intensive 1:1 support or small group work support • Multi-Agency collaboration • Transition planning • Family involvement and support • Sensory rooms and facilities (emotional support zones) • Regular progress monitoring • Specialist support staff • Termly review of targets
Cognition and learning	<p>Wave 1 Cognition and Learning provision aims to create an inclusive and support environment where high-quality teaching practices benefit all pupils, regardless of their learning profiles or abilities. Here are key elements to expect in Wave 1:</p> <ul style="list-style-type: none"> • Inclusive classroom environment • High-quality teaching • Adapted curriculum 	<p>Wave 2 Cognition and Learning provision aims to provide targeted support to pupils with specific learning difficulties, helping them build foundational skills and achieve academic success. Here are key elements to expect in Wave 2:</p> <ul style="list-style-type: none"> • Identification and assessment • IEPs • Pupil on a pages • Small group interventions 	<p>Wave 3 Cognition and Learning provision is reserved for the most complex and challenging cases, providing highly specialised support 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:</p> <ul style="list-style-type: none"> • Specialist assessment and referral • Collaboration with external specialists • Highly individualised support plans (IEPs)

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Additional instructional time • Specialist support staff • Phonic and literacy support • Numeracy support • Progress meetings • Collaboration with parents • Regular review meetings • Positive reinforcement strategies • Focused learning zones/areas • Flexible grouping • Monitoring mental health and well-being. 	<ul style="list-style-type: none"> • 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	<p>Wave 1 for speech, language, communication and interaction provision 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:</p> <ul style="list-style-type: none"> • Inclusive classroom environment • High-quality teaching • Speech and language development • Visual and communication aids • Adapted instruction • Positive communication environment • Supportive classroom strategies • Peer interaction programmes • Regular assessment and monitoring • Teacher collaboration • Positive behaviour support • Parental engagement • Professional development • Regular review and adaptation 	<p>Wave 2 speech, language, communication and interaction provision aims to provide targeted support for pupils with specific communication difficulties, helping them improve their communication skills and participate more fully in classroom and social interactions.</p> <ul style="list-style-type: none"> • Identification and assessment • Individualised education plans (IEPs) • Pupil on a pages • 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 	<p>Wave 3 speech, language, communication and interaction provision is designed for the most 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.</p> <ul style="list-style-type: none"> • 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 • High staff-to-pupil ratios
Sensory & Physical	<p>Wave 1 sensory and physical needs provision aims to create an inclusive and supportive learning environment where high-quality teaching practices and accessible facilities benefit</p>	<p>Wave 2 sensory and physical needs provision aims to provide targeted support to pupils with specific sensory and physical needs, helping them develop the skills and</p>	<ul style="list-style-type: none"> • Wave 3 sensory and physical needs provision is reserved for the most complex and challenging cases, providing highly specialised support to address the

	<p>all pupils, regardless of their sensory or physical abilities.</p> <ul style="list-style-type: none"> • 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 	<p>independence required to fully participate in the educational experience.</p> <ul style="list-style-type: none"> • 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 for staff • Regular review meetings 	<p>unique and severe sensory and physical needs of pupils, with the goal of enhancing their independence and overall quality of life.</p> <ul style="list-style-type: none"> • 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
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