

Academy Policy

SEND Policy & Information Report

CEO approval:	Sean Kelly	
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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) 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	<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>

<p>Sensory and/or physical</p>	<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 <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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4. Roles & responsibilities

4.1. The SENDCo

4.2. The SENDCo is Hannah Wilson-Bluss.

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 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. Child Protection & Safeguarding Policy
2. Relationships & Positive Behaviour Policy

3. Concerns & Complaints Policy
4. Disciplinary Procedure Policy
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 are proud to be an inclusive school where every child is valued and supported. We welcome children with a wide range of special educational needs (SEN) across the four areas outlined in the SEND Code of Practice (2015):</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and physical needs <p>Our approach is holistic, meaning we look at the whole child and aim to help them succeed not only academically but also socially and emotionally. We work closely with children, their families, and specialist professionals to create personalised plans that meet each child's individual needs. Our goal is to ensure every child feels included, supported, and able to thrive</p>
<p>What is the school's approach to identifying SEN?</p>	<p>We identify children with special educational needs (SEND) by following the definition set out in the SEN Code of Practice. We also use the Routes to Inclusion (R2i) framework to help us understand and assess each child's specific needs.</p> <p>If we find that high-quality classroom teaching and additional class-based interventions are not enough to support a child, we will add them to our SEN Register.</p> <p>This register is regularly updated so that it always reflects each child's current needs and ensures they receive the right support.</p>
<p>Who is the academy's SENCo?</p>	<p>Hannah Wilson-Bluss – SENCo Rachel Walters – Interim SENCo</p> <p>All members of the SENCo team can be contacted at senco@ambleside.raleightrust.org</p> <p>0115 9003610</p>
<p>What expertise and training do your staff have?</p>	<p>At Ambleside Academy, we make sure our staff have the knowledge and training they need to support children with special educational needs (SEN). Our team includes qualified teachers and a dedicated SENCo, and all staff take part in ongoing professional development</p>

<p>How do you secure additional specialist expertise?</p>	<p>(CPD). This includes training in inclusive teaching strategies, specific SEN approaches, creating individualised support plans, safeguarding, and developing empathy and understanding.</p> <p>We believe that continuous learning is essential so we can meet the changing needs of our children and provide the best possible education.</p> <p>Sometimes, children need extra specialist support beyond what our staff can provide. When this happens, we work with external professionals such as educational psychologists, speech and language therapists, autism specialists, and behaviour experts. We arrange assessments and consultations when needed to help identify specific needs and plan the right support.</p> <p>Parents and carers are always involved in this process because your input is vital to making sure your child gets the help they need.</p>
<p>What should I do if I think my child has SEN?</p>	<p>If you think your child may have special educational needs (SEN), the best thing you can do is talk to us as soon as possible. Start by contacting your child's class teacher or our SENCo to share your concerns and any observations about your child's learning or development.</p> <p>Early intervention and open communication are key to making sure your child gets the right support. Working together with you is very important to us, and your involvement will make a big difference in helping your child succeed on their learning journey.</p>
<p>How will the academy know if my child needs SEN support?</p> <p>How are their needs assessed?</p>	<p>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. We also use the Routes to Inclusion (R2i) framework, which helps us understand each child's needs and plan appropriate strategies.</p> <p>Any identified needs are reviewed by the class teacher together with the SENDCo to make sure support is effective and up to date.</p>
<p>How do you assess and review children and young people's progress towards outcomes?</p>	<p>Your child's progress is regularly assessed by their class teacher and monitored by our assistant principals and SENCo. Each child has personalised targets recorded on their 'Pupil on a Page,' which is reviewed regularly. When a target is achieved, a new one is set based on your child's individual needs.</p> <p>We believe children should have a voice in their learning, so they are involved in setting these targets. Parents are invited to SEN review meetings three times a year (once each term) to discuss progress with the class teacher. You will also receive a copy of your child's</p>

	<p>‘Pupil on a Page’ so you can see their targets and celebrate their achievements.</p> <p>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 ‘Pupil on a Page’, ensuring a consistent approach across the academy.</p> <p>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.</p> <p>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.</p>
<p>How do you consult with parents of children with SEND and involve them in their child’s education?</p>	<p>Working closely with parents is a key part of our SEN policy at Ambleside 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:</p> <ul style="list-style-type: none"> • Regular meetings to review Individual Education Plans (IEPs) • Parent-teacher meetings to discuss progress and next steps • Sharing updated ‘Pupil on a Page’ documents so you can see your child’s targets • Parent workshops and SEND information sessions to provide guidance and support • Regular updates and progress reports to keep you informed <p>Your input is vital, and we value your partnership in helping your child thrive.</p>
<p>How do you consult with children and young people and ensure they are actively involved in their education?</p>	<p>At Ambleside 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 Individual Education Plans (IEPs), setting personal learning goals, and giving feedback about their school experience. Every child on the SEN register has a ‘Pupil on a Page,’ 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.</p> <p>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</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>At Ambleside Academy, we adapt our teaching to meet the individual needs of pupils with SEND. This includes creating Individual Education Plans (IEPs), adjusting the curriculum, providing extra support, and using technology where helpful. We also offer speech and language therapy, occupational therapy, and focus on social and emotional well-being while encouraging inclusion with peers. Regular monitoring, staff collaboration, and ongoing updates to support plans ensure every child receives tailored help in an inclusive environment.</p> <p>We provide a wide range of personalised interventions, such as:</p> <ul style="list-style-type: none"> • Individual Education Plans (IEPs) • Adapted curriculum • Small group sessions and one-to-one tutoring • Assistive technology • Speech and language therapy • Occupational therapy • Social and emotional support • Behavioural interventions • Counselling sessions • Gardening sessions and more
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<p>Ambleside Academy ensures that the learning environment and curriculum are accessible and adapted to meet the needs of all pupils, including those with SEND.</p> <p>The Academy Environment</p> <p>The building is single-storey and fully accessible, with disabled toilet facilities, inclusive changing, and shower areas.</p> <p>When planning future improvements or refurbishments, the academy considers the needs of pupils and other users with physical difficulties or sensory impairments, including access, lighting, acoustics, colour schemes, and more accessible facilities and fittings.</p> <p>The academy follows its Accessibility Plan to ensure continuous improvement:</p> <ul style="list-style-type: none"> • Specialist and Adapted Spaces • Sensory rooms • Wellbeing spaces • Calm spaces (internal and external) • Breakout spaces <p>The academy also has a fully equipped enhanced provision, called Dolphin Pods, which provides adapted learning environments (internal and external) for children with more complex needs.</p> <p><i>For more details, please refer to the academy's Accessibility Plan.</i></p>

<p>How do you evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>We regularly check how effective our support is for children with SEND through a thorough review process. This includes:</p> <ul style="list-style-type: none"> • 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 <p>Individual Education Plans (IEPs) and 'Pupil on a Page' 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.</p>
<p>How will the academy resources be secured for my child?</p>	<p>At Ambleside Academy, we make sure children with SEND have the resources they need to succeed. We start by assessing each child's needs and creating an Individual Education Plan (IEP). Based on this, we allocate the right resources, provide adapted materials, and use technology where helpful. We also invest in staff training and work closely with external specialists and agencies when additional expertise is needed.</p> <p>Parents are involved throughout the process to ensure support is tailored to their child. For pupils with more complex needs, we apply for High Level Needs (HLN) funding to secure extra provision</p> <p>The academy provides additional resources as required, including:</p> <ul style="list-style-type: none"> • Extra equipment to support learning • Teaching assistant support • Staff training to ensure high-quality, tailored provision <p>This ensures that every pupil receives the appropriate support and resources to help them achieve their potential.</p>
<p>How do you support children and young people who move between phases of education?</p>	<p>Every year, our staff take part in transition meetings to discuss all pupils, including those with SEND. This helps teachers understand the needs of new pupils before they join their class.</p> <p>All children take part in transition days where they meet their new teacher and classmates. For some children, extra support is provided to make the move as smooth as possible. This might include additional visits to their new classroom, extra meetings with their new teacher, or additional support from involved outside agencies such as the Autism and learning support team. As year 6 children move on to secondary school they take part in 2 day and for some children after transition conversation with the secondary school extra support is provided to support their transition. This is dependent on the secondary school but this might include, staff coming to meet them at Ambleside, small group additional visits, 1 to 1 additional visits and additional transition days or sessions.</p>

<p>How do you help children and young people prepare for adulthood?</p>	<p>At Ambleside 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.</p> <p>In addition, some pupils follow a 'Curriculum for Life' alongside the main curriculum. This is tailored to their individual needs and focuses on practical skills they will need beyond school, such as using public transport or visiting 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 receive support that is additional to, or different from, that of their peers to help them access all areas of the curriculum and extra-curricular activities. This might include extra help or specific strategies tailored to their needs. For children who work in our enhanced provision, activities are adapted so they can fully participate.</p> <p>We also plan off-site visits for all pupils, ensuring that every child has the opportunity to enjoy new experiences.</p>
<p>How do you support the well-being of children and young people?</p>	<p>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 'Groans and Grumbles' box where children can share anything that is worrying them.</p> <p>We also have a dedicated Well-being Team, which is introduced in assemblies and displayed around school so children know who to go to for help. This team includes learning mentors, a behaviour therapist, a school counsellor, and Allotment Education to provide outdoor learning and therapeutic activities.</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.</p> <p>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 support is in place for looked-after and previously looked-after children with SEN?</p>	<p>Our Designated Teacher for Looked-After Children (LAC) is Mrs Wilson-Bluss.</p> <p>Children who are looked-after or previously looked-after and have SEND receive tailored support to meet their individual needs.</p> <p>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.</p>

	<p>Regular reviews and multi-agency collaboration ensure that the support provided is always relevant and effective.</p>
What should I do if I have a complaint about my child's SEN support?	<p>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:</p> <ul style="list-style-type: none"> • Your child's tutor or class teacher • The SENDCo team • The Principal <p>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.</p>
What support is available for families?	<p>In Nottingham City, families can access a wide range of support services through the Ask Lion website. This local offer provides information on childcare, health services, activities, and family support networks, including help for those with SEND.</p> <p>Families can find guidance on financial support, parenting advice, mental health services, and access to local community groups.</p> <p>As an Academy, we are always looking at ways to support our families. Coffee morning events provide a great opportunity for parent/carers to network, build connections, as well as receive specialist advice.</p> <p>For more information on upcoming events, please contact the academy.</p>



10.3. Appendix 3: 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 • Varied instructional strategies, including visual and auditory strategies to cater to diverse learning preferences. 	<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 • Additional instructional time • Specialist support staff 	<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"> • 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"> • 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</p>	<p>Wave 2 sensory and physical needs provision aims to provide targeted support to pupils with specific sensory and physical</p>	<ul style="list-style-type: none"> • Wave 3 sensory and physical needs provision is reserved for the most complex and challenging cases,

	<p>teaching practices and accessible facilities benefit 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>needs, helping them develop the skills and 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>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.</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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