John Perry Primary School

Special Educational Needs and Disability (SEND) Policy

Date Completed: September 2025

Completed by: Victoria Walker

Review Date: September 2026

This policy covers many articles from the United Nations Convention on the Rights of the Child. Some key ones are listed below:

UNCRC Article 2 – Non-discrimination

UNCRC Article 12 – Respect for the views of the child

UNCRC Article 23 – Children with disabilities have the right to special care and support so they can live full and independent lives

This policy reflects our commitment to ensuring that children with special educational needs and disabilities are included, listened to, and provided with the appropriate support to thrive.

Compliance – This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School SEN Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards 2012
- This policy was created by the school Inclusion Manager/SENDco in liaison with the SLT, school staff and parents of pupils with SEND

Equal Opportunities and Inclusion Statement

At John Perry we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. The school endeavours to meet the diverse needs of all pupils to ensure inclusion for all and that all pupils are prepared to fully participate in a multi-ethnic society.

Introduction

John Perry Primary School is an inclusive school.

The school has a named Inclusion Manager/SENDco, Mrs Walker who has undertaken the Government SENDco qualification and is a member of the Strategic Leadership Team. Mrs Walker can be contacted via the school office 0208 270 4622. Mrs Gabi Hart is the SENDco.

A governor holds responsibility for SEN, this position is held by Mrs Rose. The governor ensures that the Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At John Perry we believe every child has the right to a good education. They should learn the basic skills of reading, writing and mathematics through good quality

teaching which meets their individual needs. However a good primary education is more than this.

John Perry Primary School believes that children learn most effectively in a happy, fun and stimulating environment. We aim to provide an environment in which children feel safe and secure, so that they come to school eager to learn about and take part in new experiences.

We believe that self-confidence is important. We teach children to develop a sense of self-worth, to be able to express their own views and opinions and to be proud of who they are and what they have achieved. We want children to understand the values of respect, responsibility, care and the importance of community and belonging.

We aim for children to leave us well prepared for the next stage of their education; happy, able pupils with a sense of right and wrong, a belief in themselves and their ability to achieve all they hope for.

At John Perry, teachers make the education of pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.

Teachers act with honesty and integrity, having strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive relationships and work with parents in the best interest of the pupil

Extract from Teachers Standards full version can be viewed at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers Standar ds.pdf

Aims and Objectives

The aims of the policy are:

- To work within the guidance provided in the SEND Code of Practice 0 - 25 (2014) (Section 1)
- To identify at the earliest opportunity, barriers to learning and participation for pupils with SEND (Section 2)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard (Section 3)
- To enable all children to participate in lessons fully and effectively (Section 3)
- To value and encourage the contribution of all children to the life of the school (Section 3)
- To work in partnership with parents (Section 3)
- To ensure support for pupils with medical conditions to enable them to fully participate in school life (Section 4)
- To work closely with external agencies, where appropriate, to support the needs of individual pupils (Section 6)

- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils (Section 6)
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND (Section 7)

Section 1 – Identifying Special Educational Needs

At John Perry we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational needs provision for pupils for whom this is required, that is 'additional and different from' provided within the differentiated curriculum to better respond to the four areas of the need identified in the new Code of Practice.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health needs
- Sensory/physical

The school operates procedures as stated in the current Code of Practice, this consists of two levels of Special Educational Needs - SEN Support and SEN with an Education and Health Care Plan previously known as a Statement. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The school produces a SEN/D Information Report, which can be viewed on the school website www.johnperryprimary.co.uk. The school works in partnership with parents/carers to address the needs of their children. Identified pupils are then recorded on the SEN/D register and the school's provision map. These documents are held by the Inclusion Manager.

Definition of Special Educational Needs and Disability

(June 2014 Special Educational Needs and Disability code of practice: 0 to 25 years)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Disabled Children and Young People – many children and young people who have SEN may have a disability under the Equality Act 2010 – that is – '… a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to-day activities'. 'Long-Term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Special Educational Needs and Disability code of practice: 0 – 25 years June 2014 – Introduction xi

Section 2 - A Graduated Approach to SEN Support

Identification of Needs

Identification of Needs

A relatively high percentage of the school's population may experience a difficulty at some time that could be defined as a special need (e.g. emotional difficulty due to close bereavement, physical difficulty after an accident resulting in serious but short term injury, social difficulty caused by loneliness and isolation through changing schools, or academic difficulty after a long absence when key concepts are unclear to the child.) Most of these needs are short term and are dealt with as part of the school's curriculum and are addressed through high quality teaching or school procedures and require no formal systems.

Children who experience significant and potentially long term need are those children who need to be recognised through the school's systems to support children's SEND. These children need to have the support they receive recognised through SEND support. The support should be planned, co-ordinated assessed and reviewed through the use of SEND Pupil Passports and Learning Plans or Education Health Care Plans (EHC Plans).

Teachers follow procedures for identifying pupils with additional needs which include:

1. Monitoring and reviewing progress.
2. Teachers complete a concern form and pass this to Inclusion Manager and SENDco.

3. Inclusion Manager and SENDco to discuss pupil with Class Teacher, conduct observations and look at pupils' books.
4. In the presence of the Inclusion Manager and SENDco to meet with parents to discuss pupil and plan next steps and review dates.
5. Inclusion Manager and/or SENDco to review timed support and assess progress.
6. If after monitoring the pupil has made less than expected progress or no progress Inclusion Manager and/or SENDco and Class Teacher to meet parents to discuss next steps in terms of support. Pupil's name will be added to the SEND register. A Pupil Passport will be created outlining the pupil's strengths and needs. A Learning Plan will be created outlining pupils next steps and support.
7. If necessary, SENDco/Inclusion Manager will discuss the involvement of outside agencies and gain signed permission from parents/carers.

The Inclusion Manager and/or SENDco gives clear guidance to teaching staff and support staff on implementing learning and behaviour programmes.

The school aims to identify pupils' additional needs at an early age. Identification and early intervention allow most needs to be addressed early before they become lasting special needs. Pupils are consulted about their views on their needs, whenever possible.

The school aims to meet all pupils' needs through quality first teaching (Wave 1). Some pupils may need additional support at a Wave 2 level, this is administered by learning support assistants and monitored by the Inclusion Manager. A discussion is held with class teachers as to the child's progress.

Some children require 1:1 (Wave 3) support to address their specific needs. The majority of children receive Wave 3 support for Speech and Language. Other children receive literacy programmes such as Pops Reading Scheme and Reading Support. Several children receive individual personalized Thrive sessions.

New Pupils

Parents/Carers of new pupils starting at the school complete a pupil information form. The forms are given to the Inclusion Manager to monitor for special educational needs, medical needs and spoken language. If additional needs are indicated the Inclusion Manager will contact the previous school for additional information. Previous school records and computerised records are also viewed when they are received.

Reading age and the Spelling ability is assessed using tests currently used in the school in the first week of starting school.

In the first two weeks of starting at the school, all new pupils are assessed for receptive language needs using the on-line Speech Link assessment tool.

Pupils identified with a need are discussed with the Inclusion Manager.

Section 3 – Supporting Pupils and Families

Interventions

The New Code of Practice describes four broad categories of need. These four categories give an overview of the range of some of the needs that are planned for pupils attending John Perry School.

- Communication and Interaction - Autistic spectrum and language disorders
- Cognition and Learning - Dyslexia, dyspraxia, moderate learning difficulties, global developmental delay
- Social, Emotional and Mental Health - ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties
- Physical and Sensory (including medical needs) - Hearing impaired, physical disability, epilepsy, bowel disorders and diabetes

Importantly it should be acknowledged that behaviour is not an acceptable way of describing a child's SEN needs. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need as identified in the above categories.

It is also recognised that if a child has a disability the school has a duty to provide under the current Disability Equality legislation 'reasonable adjustments' and that this alone does not constitute SEN.

It is also recognised that other non-SEN issues impact on progress and attainment, such as attendance and punctuality, health and welfare, EAL, being a Child Looked After (CLA), a child of a serviceman/women or being in receipt of a Pupil Premium Grant.

John Perry Primary School is an inclusive school and may offer a range of interventions/provision to support children with SEND, over and above Quality First Teaching for all. A full range of interventions can be found in the SEN Information Report, this can be viewed on the school website or in school.

Interventions/provision offered may include:

- Social Skills Programmes - support including strategies to enhance self esteem,
- Access to supportive environment **–** ICT facilities/equipment/resources,
- Speech and Language **–**support strategies/programmes,
- Emotional well-being **-** strategies to reduce anxiety/promote emotional wellbeing, including communication with parents,
- Behaviour Support **-** strategies to support/modify behaviour
- Literacy Support **-** strategies to support/develop literacy
- Numeracy Support **-** strategies to support and develop numeracy
- Physical Education **-** provision to facilitate physical education
- Independent Learning **-** strategies/support to develop independent learning

All interventions are assessed prior and post intervention to measure pupil progress and the effectiveness of the intervention. Learning Support Assistants are observed teaching the intervention and given written feedback and targets if required.

The school provides provision to facilitate access to the wider curriculum including unstructured activities:

- All Reception classes have a full time Learning Support Assistant.
- Key Stage 1 and 2 classes have small group support from Learning Support Assistants.

- One to one support in class from additional Learning Support Assistants to support or facilitate use of modified resources.
- Specialist support equipment such as furniture adaptations (e.g. support cushions, lap top, desk top writing support device).
- Use of personalised curriculum.
- Support/supervision at unstructured times of the day.
- Social stories to support personal care/playtime social interaction.
- Support with personal care from Learning Support Assistant.
- Named teaching assistant/ Mid-Day Supervisor at playtimes to support play and interactions
- Trained lunch time supervisors to support play and interactions

Physical Environment and Medical Needs

- Wheelchair accessible building – ramped entrances
- Lift in new build
- Staff trained in First Aid and specialise paediatric care
- Liaison with and training from external medical professionals
- Individual protocols (Care Plans) for children with significant medical needs and allergies
- Provision of aids and resources to support learning.
- Access to advice/assessment for external school nursing team.
- One to one support from trained school staff for life saving interventions (e.g. use of Epi-pen)

Additional Resources

- A private Speech and Language Therapist is employed by the school. The school has access to a NELFT Speech and Language Therapist. The Inclusion Manager and Speech and Language staff have regular meetings with the therapists to discuss the needs, targets and progress of the children.
- The school has the opportunity to engage the services of an educational psychologist and the service of a range of advisory teachers.

- For a child with complex SEND, the frequency of such provision may result in the school applying for additional funding to support them.

- The school has an additional resource provision for pupils with autistic spectrum disorder (ASD) or complex language and social skills needs. Full details are attached as an appendix.

- The school has an Intervention Space for children with complex needs who are in the mainstream school.

Communication - Liaison and Communication with Professionals/Parents, Attendance at Meetings and Preparation of Reports

The school works closely with parents, giving support when required. This can take the form of explaining professional reports, educational processes or related school provision plans.

Parents have the opportunity to formally discuss their children's progress at parents' evenings and additional review meetings. The Inclusion Manager and/or SENDco is also available at parents' evenings. Staff are always available to talk to parents after school. The Inclusion Manager and/or SENDco is available to discuss children's needs with parents on a daily basis.

The Inclusion Manager and/or SENDco arranges formal meetings with parents of pupils on SEND Support. Pupils with EHC Plans are reviewed termly. An annual review of the child's plan will be held and the class teacher, Inclusion Manager and/or SENDco and additional agencies involved will contribute to the meeting with the Parent/Carer and review the child's progress. The EHCP will also be reviewed and amendments made if necessary. The Inclusion Manager and/or SENDco will record the meeting and distribute the Annual Review paperwork to all parties present and to the Borough SEN Department. A report will reflect the current targets. Support provided will be recorded on the provision map by the Inclusion Manager. Pupils' views will be recorded and contribute towards the review of progress and inform further targets.

School staff attend meetings with professionals at child's previous setting, future setting or current setting if placed in a specialist unit.

The school hosts Team Around the Family meetings (TAF) to support the implementation of Common Assessment Framework (CAF)

The school liaises with a wide range of external professionals including: The Child Development Team, Educational Psychology Service, Child and Adolescent Mental Health Team (CAMHS), Schools Counselling Service, Education Inclusion Team, Children's Services, Common Assessment Framework (CAF) Practice Advisers, Family/Universal Support Workers, Intervention Workers, Carers of Barking and Dagenham, The Heathway Centre, The Sycamore Trust (formerly PACT) and Trinity Special School. The school utilises its links with the on-site Children's Centre.

SEN Information Report is available to view in school or on the school's website and the borough's SEN Information Report is available to view on the borough website.

Section 4 – Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including

school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- Some pupils with a medical condition may also have special educational needs (SEN) and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Class teachers are issued with a list of medical needs for their class.
- Care Plans for pupils with significant needs are held centrally and reviewed yearly. All staff are aware of the pupil's medical needs and procedures are followed by a qualified first aider.
- All medicines are securely centrally stored.

Section 5 - Planning and Assessment

The school uses a continuous form of assessment and planning in the form of the 'assess, plan, do, review' cycle.

Planning and assessment for pupils with identified special educational needs may involve the use of the following:

- Use of P levels where appropriate.
- Use of Early Years and Foundation Stage (EYFS) in Year 1 if required
- Use of P levels at the end of Year 2 if working below National Curriculum levels
- Personalised targets – learning plan
- Pupil Passport
- Termly review of targets with parents and child
- Education Health Care Plan (EHC)
- EHC Annual Review

Pupil Progress

Regular pupil progress meetings take place termly between the Head Teacher, Class
Teacher, Inclusion Manager and SENDco. Informal meetings between the Inclusion Manager and/or SENDco and the class teacher take place regularly. Any persistent concerns are discussed with parents. A Pupil Profile Form will then be completed by the class teacher and signed by the Parent/Carer. Targets will then be identified and recorded by the class teacher. The school aims to meet all pupils' needs through quality first teaching (Wave 1). Some pupils may need additional support at a Wave 2 level this is administered by teaching assistants and monitored by the Inclusion

Manager. A discussion is held with class teachers as to the child's progress. Some children require 1:1 (Wave 3) support to address their specific needs. The majority of children receive Wave 3 support for Speech and Language. Other children receive literacy programmes such as Toe by Toe, Better Reading Partners, and Reading Support.

Parents/Carers will have the opportunity to and review their child's progress on at least two formal occasions (parents' evenings) and at additional reviews. Pupils will be encouraged to contribute to progress via the Learning Plan review. Due to the nature of the support it may be relevant for external agencies to meet with the Parents/Carers to review the child's progress. A Learning Plan will reflect the current targets.
Support provided will be recorded on the provision map by the Inclusion Manager. Pupils' views will be recorded and contribute towards the review of progress and inform further targets.

Section 6 – Staffing, Roles and Responsibility

The school employs a range of staff to support the pupils' identified needs

Assistant Head for Inclusion/SENDco: Victoria Walker
Assitant Head and SENDco: Gabi Hart

Safeguarding Lead and Looked After Children: Nina Rajan-Weare (AHT)
Deputy Safeguarding Lead: Lori Buckle (AHT)
Deputy Safeguarding Officer: Karen Language (Computing Coordinator)
Deputy Safeguarding Officer: Victoria Walker (AHT)
Deputy Safeguarding Officer: Gabi Hart (AHT)

Pupil Premium Manager: Marta Cabero (DHT)

Responsibility for medical needs: Jan Deriouch

The school also employs:

One Specialist Speech and Language Learning Support Assistants

- Five High Level Learning Support Assistants
- Twenty Learning Support Assistants – qualified and trained in a range of interventions

The school also has an Additional Resource Provision (ARP) for Autism.
Staffing: ARP staff have been trained in TEACCH (structured teaching methods), Intensive Interaction, PECs, Communication Tables, Social Stories, and Autism awareness.

Staffing:

- ARP Lead
- ARP Teacher
- Five ARP Learning Support Assistants
- Access to a Specialist Autism Consultant

Class teachers are responsible for maintaining their SEN File and filing information received from the Inclusion Manager and/or SENDco and any reviews or assessments undertaken. At present Key Stage 1 and EYFS files are electronic and Key Stage 2 files are paper based. The files are collected/organised by the Inclusion Manager at the end of the school year and passed on to the next teacher.
All pupils are formally assessed termly and their attainment/progress is recorded. Pupils working at a level below Level 1 are assessed using P levels. P level assessments are completed with the assistance of the Inclusion Manager and/or SENDco.

Teachers use assessment and observations to identify pupils' additional needs and inform planning for their individual needs as part of day to day practice (Wave 1). At this point teachers start to gather evidence to support their concerns and build a pupil needs profile.

Teaching approaches are varied to ensure all children's needs are planned for.

Teachers aim to address difficulties promptly and effectively.

Teaching and non-teaching staff support pupils within the learning environment.

Teachers deliver an adapted curriculum that is sensitive to different learning styles, pace of learning, interests and ability and is supported by the Inclusion Manager and/or SENDco.

All EYFS classes have a full-time teaching assistant.

Support staff working with the additional needs pupils keep systematic records recording and monitoring pupil's progress, which inform future planning.

Role of the Assistant Head for Inclusion/SENDco

The Inclusion Manager has the responsibility to ensure that individual pupils or groups of pupils with a special educational need, disability or medical need throughout the school, receive effective appropriate provision and make at least

good progress. The Inclusion Manager monitors this on a daily basis and is available to advise teachers/learning support assistants and meet with parents.

The Inclusion Manager is responsible for maintaining accurate records for all pupils with additional needs, this includes a school SEN register and provision map. Copies of reports and reviews are stored electronically and in a personal file in the SEN office. Files are arranged in colour coded year groups and securely stored.

The Inclusion Manager is responsible for providing class teachers/teaching assistants with all relevant information regarding pupils with additional needs. The Inclusion Manager provides class teachers with an SEN File containing relevant information for their class which is updated termly. The class teacher is responsible for maintaining the SEN File and filing information received from the Inclusion Manager and any reviews or assessments undertaken. The Inclusion Manager monitors all interventions to ensure their effectiveness and suitability for the pupil's needs. The Inclusion Manager observes Learning Support Assistants implementing interventions and is their line manager. The Inclusion Manager observes teaching staff teaching pupils with additional needs in a classroom setting. The Inclusion Manager advises Teachers and Learning Support Assistants and provides information on Continuing Professional Development courses.

The Inclusion Manager regularly attends relevant CPD training and the borough's network meetings.

The Inclusion Manager is responsible for data analysis, including the end of term data to ensure the provision is effective for identified pupils. Under achieving pupils are also identified and investigated to eliminate any undiagnosed additional needs or needs related to pupil premium criteria (see separate document).

The Inclusion Manager undertakes risk assessments on pupils and activities they may be involved in.

The Inclusion Manager meets with the SEN Governor, termly, to discuss pupil progress and any relevant issues.

The Inclusion Manager is available to discuss issues with the Head Teacher and governing body. The Inclusion Manager prepares a termly report and a yearly report on the school's SEN profile for the governing body.

The Inclusion Manager is responsible for maintaining accurate records for all pupils with additional needs, this includes a school SEN register and provision map. Copies of reports and reviews are stored electronically and in a personal file in the SEN office. Paper files are arranged in colour coded year groups and securely stored.

The Inclusion Manager is responsible for supporting teachers in delivering an adapted curriculum that is sensitive to different learning styles, pace of learning, interests and ability.

The Inclusion Manage is responsible for identifying in-service/CPD training for teaching and non-teaching staff.

The Inclusion Manager is responsible for initiating and coordinating Early Help (CAF), coordinating support from various agencies.

The Inclusion Manager makes effective use of the relevant external agencies including:

- Child Development Team
- Doctors and Hospital Consultants
- School Nursing Team
- Health Visitors
- Occupational and Physiotherapy Services
- Speech and Language Therapy Service
- Educational Psychology Service
- Child and Adolescent Mental Health (CAMHS)
- Schools Counselling Service
- School's SEN Support Officer
- Specialist Physical Education Advisor for Disabled Pupils
- Education Inclusion Team: Speech and Language, Literacy, Numeracy, Autism, Computing, Dyslexia, Early Years and Behaviour Support
- Children's Services
- Social Workers
- Early Help (CAF) Practice Advisers
- Family/Universal Support Workers
- Intervention Workers
- Carers of Barking and Dagenham
- The Heathway Centre
- The Sycamore Trust (formerly PACT)
- Trinity Special School
- Professionals in child's previous setting

Section 7 - Governors

School Governors have a responsibility to ensure the provision of all pupils attending the school is effective and pupils make at least good progress.

The governing body has a SEN Link Governor who meets with the Inclusion Manager termly to discuss effective SEN provision within the school.

The Inclusion Manager is available to discuss issues with the governing body and prepares a yearly report on the school's SEN profile.

Section 8 – Reviewing the Policy

In discussion with SLT the policy will be reviewed annually.

Victoria Walker

Inclusion Manager

Sept 2025

Appendix A

Additional Resourced Provision (ARP)

John Perry Primary ARP caters for pupils with autistic spectrum disorder (ASD) or complex language and social skills needs. They may also have difficulties with learning.

All ARP pupils will have a statement of special educational needs or an Education Health Care Plan (EHC). All children are placed within the ARP through consultation with the borough's Special Needs Panel. There is no direct route into the ARP from the main stream school.

The ARP accommodates 12 primary phrase pupils.

Staffing consists two teachers and five teaching assistants. Staff have been trained in TEACCH structured teaching methods and completed CPD in: Intensive Interaction, PECs, Positive Handling, Communication tables, Social Stories, and Autism awareness. Both teachers are fully qualified with many years' experience. All Learning Support Assistants are experienced with pupils with autism and some hold at least a Level 2 GNVQ. In addition, there are named midday assistants.

Physical space consists of three rooms and an outside play area.

John Perry Primary ARP caters for pupils with autistic spectrum disorder (ASD) or complex language and social skills needs. They may also have difficulties with learning.

All ARP pupils have an Education Health Care Plan (EHC). All children are placed within the ARP through consultation with the borough's Special Needs Panel. There

is no direct route into the ARP from the main stream school. Full details are attached as an appendix.

Aims

We aim to provide a specialist education setting for EHC pupils with autism or complex communication and social skills difficulties.

We aim to support pupils to develop strategies and skills that will enable them to be included within main stream classes through a gradual, supported, integration process.

We aim to offer pupils opportunities to be included into main stream classes wherever suitable. (This may look different for individual pupils).

We aim to deliver the curriculum modified and differentiated for the needs of the specific group of pupils currently within the ARP

We aim to deliver programmes of work as developed by other agencies (SLT /OT)

We aim to provide structured teaching systems and routines to develop individual skills and independence.

We aim to support pupils with transitions to new classes or other placements.

Placement profile**:** (Drawn from LEA service level agreement)

Pupils are placed at the ARP by the borough's Special Educational Needs Panel this follows consultations involving: Educational Psychology Service, Complex Communication and Social Needs Advisory Team (CCSN), Current settings, Parental choice, and the health service.

Pupils will have needs in the following areas: significant needs relating to the development of social communication skills, social needs, flexibility of thought, behaviours which are linked to their autism or previously listed needs that do not require frequent physical restraint. (The ARP firmly believes in de-escalation, distraction and intervention.)

Other agencies involved**:**

The ARP has access to a Senior Educational Psychologist specialising in autism A speech and language therapist visit the ARP to assess and plan programmes of work for ARP staff to deliver.

The ARP has strong links with other ARPs within the borough for continuity and moderation

The ARP has links to Trinity special school for advice and moderation

The ARP has access to the CCSN team

The school's Inclusion Manager (Mrs Walker)

Policies and assessments:

The ARP follows all main stream school policies (available on the school website), suitably adapted as needed.

The ARP conduct risk assessments on pupils and activities which, once approved, are held centrally. Pupils are assessed using the B Squared assessment tool. This is a continuous assessment tool that provides ongoing targets for the children's development. These will be shared with parents and children (where suitable) termly. Each pupil will have an annual review of their statement with parents and other agencies involved are also invited to attend (or submit a report). Placement suitability will be discussed at these annual reviews.

All pupils will have a learning pathway which will be regularly updated.

Pupil progress is monitored and discussed with the Head teacher and Inclusion Manager termly in line with school policy.

Governors:

The ARP Lead produces a yearly report to the governing body regarding progress and development.

The SEN linked governor is able to visit and meet with the ARP manager as needed.

Director's challenge;

The Director of Education requires a yearly face to face update meeting to discuss ARP issues and pupil progress within the ARP. A list of the required data is compiled for this meeting as requested.

Date Completed: September 2025

Completed by: Victoria Walker

Review Date: September 2026