EMMAUS
CATHOLIC ACADEMY TRUST

DIOCESE OF SALFORD

Special Educational Needs and Disabilities (SEND) Policy

June 2025

Humility • Faithfulness • Service

POLICY DOCUMENT	Special Educational Needs and Disabilities (SEND) Policy
Legislation/Category: Academy Schools	LEGALLY REQUIRED
Lead Member of Staff:	Senior Leader i/c SEND and Inclusion
Approved by:	
Date of approval:	
Date of Renewal:	

EMMAUS CATHOLIC ACADEMY TRUST

The Diocese of Salford provides Catholic Academy Trusts, schools, and colleges for the following reasons:

1. **To assist in the mission of making Christ known to all people;**
2. **To assist parents and carers, who are the prime educators of their children, in the education and religious formation of their children;**
3. **To be of service to the local Church – the Diocese – the Parish and the Christian home;**
4. **To be of service to society.**

Emmaus Catholic Academy Trust Vision:

To provide great Catholic education across Greater Manchester.

Journey with Emmaus CAT…

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1. Policy Statement

Our core purpose is to create a healthy Catholic organisation serving the pupils in our Catholic schools, communities, families, and parishes across Greater Manchester. We are aligned in our mission to work collegially to ensure that we have great schools, strong in faith, serving society. Schools where every pupil has an equal opportunity to thrive and receive the very best Catholic education and formation. Our guiding principles and this SEND Policy exist to ensure that each Emmaus CAT school has a clear and compelling vision for all of its pupils, focused on creating an inclusive environment, tailored to the needs and abilities of each and every pupil. At Emmaus CAT we will succeed with our philosophy of aligned autonomy, the belief that talent is key and the sharing of curriculum knowledge and academic rigor.

2. Aim of Emmaus CAT Policies

The aim of this, and all Emmaus CAT policies is to support the seven major themes of Catholic Social Teaching, which include;

- The dignity of work and the rights of the worker;
- Solidarity with all people;
- A preferential option for the poor;
- Stewardship and care for creation;
- The call to community and participation;
- The sacredness of life and the dignity of the human person;
- Human rights and the responsibility to protect them;

as well as ensuring that national legislation and guidance are implemented across all our schools. Our policies should not be viewed in isolation, but along with our guiding principles, as integral to all aspects of school improvement. With our policies we aim to create an effective partnership with parents and carers, the prime educators of their children, to ensure that all children reach their potential whist setting high expectations and aspirations, in a positive and supportive environment. All Emmaus CAT policies will clearly define and communicate the core principles which underpin our Catholic culture, mission and vision.

The aim of this SEND policy is to make sure all Emmaus CAT schools fully implement national legislation and guidance regarding pupils with SEND and sets out how our schools will:

- Set high aspirations and expectations for all pupils, without exception
- Create a positive and supportive environment for all pupils without exception
- Promote positive, caring relationships between staff, pupils, their parents and carers, other agencies, and educational settings
- Understand each pupil's learning needs using the graduated 'assess, plan, do, review' approach (Special Educational Needs and Disability Code of Practice, 2015).
- Ensure that all pupils have access to high quality teaching and a high-quality curriculum
- Adopt a positive and proactive approach to behaviour which enables all pupils, including those with SEND, to thrive both in and out of the classroom (DfE 2022)
- Ensure that pupils with SEND can take part in all the school has to offer, including pupil leadership and extra-curricular activities
- Ensure that our Special Education Needs and Disabilities Co-ordinators (SENDCos) have the expertise and time needed to fulfil their role

- Ensure that teachers and support staff have the expertise to make effective adaptations to enable pupils with SEND to achieve well, through well planned training and development opportunities
- Undertake regular assessments to check that pupils with SEND are making the progress that they should
- Enable pupils with SEND to make successful transitions between key stages, be well prepared to enter the world of work and into adulthood
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3. Legislation and Guidance

This policy should be read in conjunction with each individual school's SEND Information Report and The Local Offer, published on the website for each Emmaus CAT school. The SEND Information Report and The Local Offer provide a detailed insight into the specific mechanisms to support young people with SEND within each Emmaus CAT school and within their Local Authority. The role of Local Authorities in the UK includes providing a range of vital services for people living in the local community covering areas such as Education, Social Care and Health. Section 25 of the Children and Families Act 2014 places a duty on Local Authorities that should ensure integration between educational provision and health and social care provision in order to improve the quality of services for children and young people with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and has been written with reference to the following documents and legislative frameworks:

✓ The Equality Act 2010: advice for schools (2013)

✓ SEND code of practice: 0 to 25 years (2015)

✓The Children and Families Act (2014)

✓ Keeping Children Safe in Education (2024)

✓ The SEND Regulations (2014)

✓ Teachers' Standards (2012)

✓ The School Admissions Code (2021)

✓ SEND: Guidance for School Governing Bodies (2025)

This policy should also be read alongside the following (available on the school's website):

✓ The Emmaus CAT Safeguarding Policy

✓ The Emmaus CAT Behaviour Policy

✓ The Emmaus CAT Attendance policy

✓ The Emmaus CAT SEND Guiding Principles

✓ The School's Accessibility Plan

✓ The School's SEND Information Report

✓ The Local Authority's Local Offer

✓ The Emmaus CAT Alternative Provision School Guidance Report

4. Inclusion and Equal opportunities

All Emmaus CAT schools strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, access to a broad, balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making provisions, reasonable adjustments, and adaptations to teaching, the curriculum and the school environment to make sure that all Emmaus CAT pupils are fully included in all aspects of school life, including extra-curricular activities, trips, and leadership opportunities. All reasonable adjustments or adaptations will also be made for families to ensure their involvement in their child's support.

5. Definitions

Special Educational Needs

A pupil has Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them. Pupils are considered to have a learning difficulty if they have a significantly greater difficulty in learning than most others of the same age.

The SEND Code of Practice states that special educational provision is educational or training provision that is additional to, or different from, that made for other children or young people of the same age by mainstream schools.

Disability

The SEND Code of Practice states that pupils are considered to have a disability if they have a mental or physical condition that has a substantial and long-term negative effect on their ability to do normal daily activities or which prevents or hinders them from making use of facilities of a kind provided for others of the same age within a mainstream school. All schools within Emmaus CAT will make reasonable adjustments and adaptations for pupils with disabilities, so that they are not disadvantaged.

The Four Areas of Need

Pupils with SEND are categorised under one of the four following areas of need, as set out in the SEND code of practice SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk):

Communication and Interaction

Pupils with needs that fall into this category will have trouble communicating with others. They may experience difficulties understanding what is being said to them and may have trouble expressing themselves. This may also mean the pupil lacks the vocabulary or language skills to access learning effectively. Pupils with Autism Spectrum Condition have needs that fall into this category.

Cognition and Learning

There are a wide range of needs under this area including pupils with specific learning needs such as dyslexia and dyscalculia. Pupils may also have been identified as having moderate or severe learning difficulties and are likely to be learning at a slower pace than their peers. Pupils with profound and

multiple learning difficulties would fall into this broad area of need and are likely to have complex learning difficulties as well as sensory differences or a physical disability.

Social, Emotional and Mental Health

Pupils with needs such as attention deficit hyperactivity disorder (ADHD), anxiety or eating disorders would fall into this category along with pupils who have experienced significant Adverse Childhood Experiences (ACEs). ACEs are potentially traumatic events that occur in childhood and can include violence, abuse, and growing up in a family with mental health or substance use problems. Stress from ACEs can change brain development and affect how the body responds to stress. Children and young people may experience a wide range of social and emotional difficulties which manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying more challenging behaviour.

Sensory and/or Physical Needs

Pupils with needs that fall into this category will need on-going support and equipment to access all the opportunities available to their peers due to physical needs or sensory differences.

Whilst the primary area of need above is usually identified, pupils can have needs which are included across multiple broad areas of need. The level of the support that pupils with SEND receive, within Emmaus CAT schools, is led by their individual barriers to learning and not any formal diagnosis.

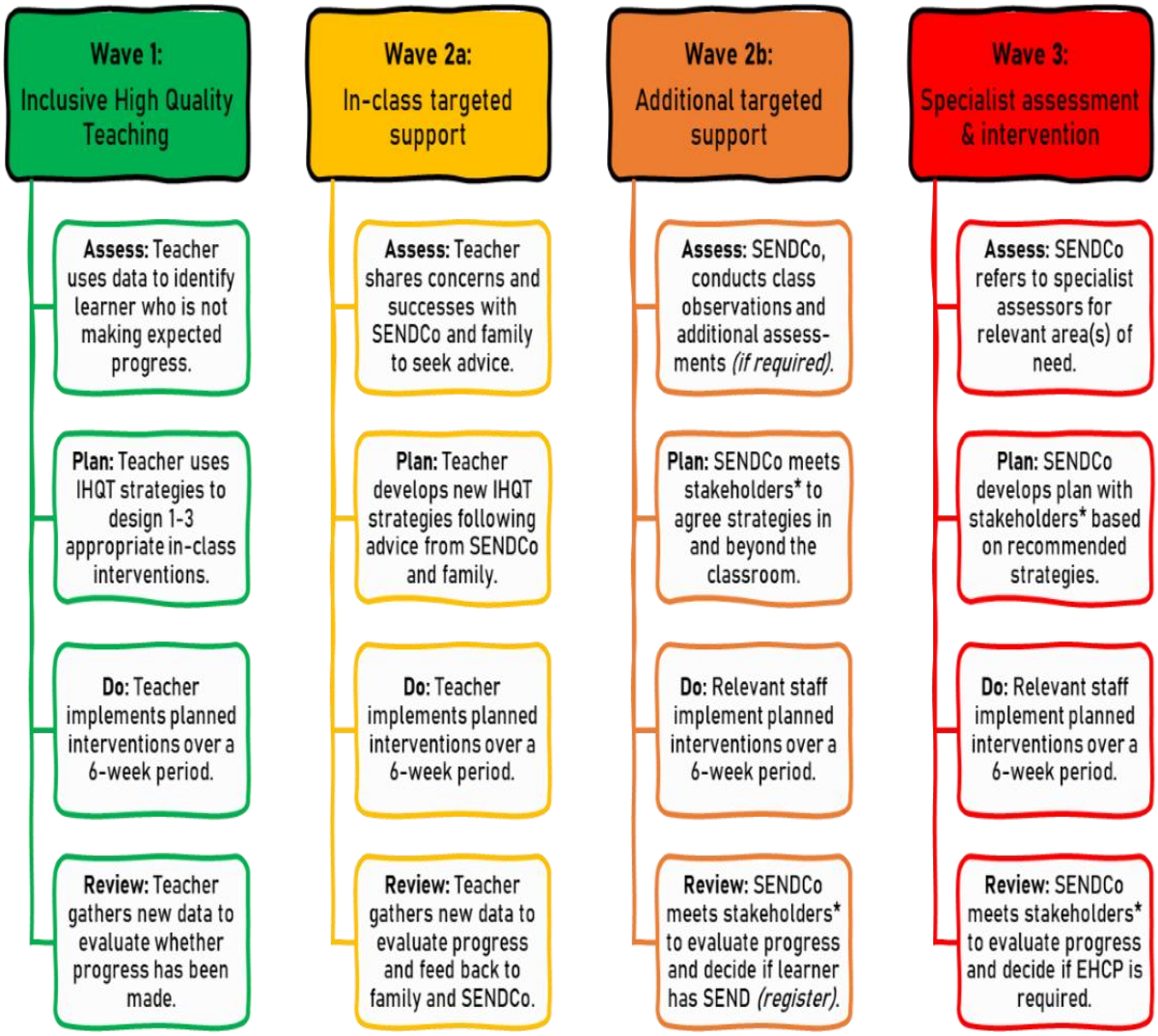
6. The Graduated Response

The first response to pupils not making expected levels of progress, should be adaptations made by the teacher to target the pupil's specific gaps in learning.

Standard 5 in the Early Career Framework (2019) states that teachers should:

Provide the opportunity for all pupils to experience success by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.

If a pupil continues to struggle to make expected progress, the teacher should inform the pupil's parents and carers of their concerns before making a detailed referral to the school SENDCo. The teacher should follow the school's referral process, that should include concerns and any previous adaptations to teaching and learning. For example, a pupil's English teacher may detect some difficulties with learning and using spelling rules or reading with accuracy and fluency that may indicate dyslexic traits, and therefore the pupil may require diagnostic assessment to ensure they receive further support. The school SENDCo will then initiate a cycle of Assess, Plan, Do and Review, as set out below:



*Stakeholders include the pupil and their family, teachers, the SEND team, and any other key adults/professionals that may include an Educational Psychologist, Speech and Language Therapist or a key professional from the Child and Adolescent Mental Health Service (CAMHS).

The SENDCo will respond to concerns raised by parents and carers, pupils, or any member of staff, to ensure that pupils who may have SEND are identified as early as possible. The SENDCo will signpost outside agencies or medical support for parents and carers to pursue diagnosis for different learning needs and/or disability, or where appropriate, help instigate formal diagnostic testing themselves.

7. The SEND Register and Pupil Profiles

Where a Special Educational Need is identified, the SENDCo will communicate the needs of the pupil to all school staff via an online SEND Register. This should be set out in a way that allows effective communication of pupils' individual needs and the ways they will be met, along with specific targets. This will include the pupil's specific difficulties and bespoke strategies and targets to support the pupil during and outside of lessons, if appropriate. All students with an Education, Health, and Care Plan (EHCP) will also have a Pupil Profile that includes specific targets and more detail about the pupil. Any supporting key documents and resources will also be linked on the SEND register. The SEND Register and Pupil Profiles will be reviewed at least termly and in consultation with the pupil and their family.

8. Education, Health and Care Plans (EHCPs)

When pupils with EHCPs move from one setting to another, the EHCP goes with them. However, the new setting must be consulted by the Local Authority. The new setting will read the EHCP and any recent appendices to ensure they will be able to successfully meet the pupil's needs and the outcomes set out in the EHCP. The school's SENDCo, in consultation with the headteacher, will reply to the consultation within 15 days. The school will admit any pupil that names the school in an EHCP if it is agreed it is the best place to most effectively meet the pupil's needs.

The school SENDCo will ensure that all those teaching or working with a child with an EHCP are aware of the pupil's needs and that arrangements are in place to meet them. The school will make their best endeavours to meet the outcomes detailed in section E of the pupil's EHCP.

Schools are required to use their 'best endeavours' to ensure the needs of the pupil are met. This is known as the 'Best Endeavours Duty' under section 66 (1), (2) and (3) of the Children and Families Act 2014, and requires a school to use their best endeavours to meet the pupil's special educational needs. In the case of a child with an EHCP, this includes a duty to inform the Local Authority formally if schools cannot meet the specified provisions in section F. This can, for example, be on grounds of the LA not funding sufficiently, the LA not providing certain resources, school being unable to recruit an appropriately experienced and/or trained member of staff as required in specified provisions. This may be applicable especially if schools are directed to admit a pupil because the LA has no specialist places even if it has been agreed that a specialist place is appropriate for the pupil. In this case, schools will find it more challenging to meet the pupil's need appropriately and schools should work with the Emmaus CAT central team to invoke the LA's absolute and non-delegable duty under Section 42(2) to secure the specified special educational provision.

The school SENDCo will request a re-assessment of an EHCP at least 6 months following an initial assessment if a pupil's needs significantly change.

The school SENDCo will ensure an annual review meeting takes place in a timely manner with all relevant stakeholders. The SENDCo with gather advice and information about the pupil prior to the annual review meeting from all parties involved.

Schools will ensure that a review of a pupil's EHCP is undertaken before transfer to another phase of education. The school will make their best endeavours to meet the pupil's SEND. When Emmaus CAT schools have exhausted all their best endeavours to meet the needs of a young person, but no progress is made, further guidance and support will be sought from the school's Local Authority, who retain statutory responsibilities for the provision of an appropriate educational setting for children or young people with SEND.

Emmaus CAT does not support the use of an alternative provision that has not been registered with the Department for Education (DfE). The school must undertake ongoing and rigorous checks regarding safeguarding, attendance, and the quality of the curriculum during any off-site direction to another provision and the pupil must be dual registered.

9. SEND and Behaviour

The school and Emmaus CAT recognise that pupils' behaviour may be impacted by a pupil's SEND. When incidents of misbehaviour occur, schools will consider any possible link to the pupil's SEND,

although we recognise that not every incident of misbehaviour will be connected to SEND. Decisions on whether the SEND needs of the pupil had an impact on an incident of misbehaviour will be made on a case-by-case basis and schools may adjust their sanctions and support that may include:

- Short, planned movement breaks
- A time out of class pass
- Adjusting uniform requirements for a pupil with sensory issues or medical conditions (e.g. severe eczema)
- Assessing if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction (e.g. next day rather than same day detentions)

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time because of their SEND
- Whether the pupil is likely to behave aggressively due to their SEND

Where pupils display behaviours which could put themselves or others at risk, positive handling plans, and individual risk assessments will be put in place. Any restrictive physical intervention will be recorded in line with the schools positive handling policy/behaviour policy and communicated to parents and carers.

10. Roles and responsibilities

All Emmaus CAT staff are responsible for maintaining an oversight of the delivery of high quality, inclusive teaching, learning and support, adapted to the specific needs of any pupil with SEND.

Parents and carers will:

- Play an active role in the support of their child and make best endeavors to attend all meetings relating to their child

SEND Leaders at Emmaus CAT will:

- Support schools to conduct a full review of their SEND provision and identify key areas for development
- Determine the strategic development of the SEND policy and hold responsibility for monitoring the implementation of the SEND Policy across each school in Emmaus CAT to ensure that it is successfully embedded
- Lead on strategic projects to develop the quality of provision and outcomes for pupils with SEND
- Work in collaboration with school leaders on areas for improvement within the school's Development Plan
- Provide SEND team networking and SEND training opportunities and resources for Emmaus CAT colleagues to support their continued professional development
- Support the recruitment of SEND staffing in consultation with school senior leaders
- Support the termly review of the SEND Register and Pupil Profiles
- Act as a point of contact to school senior leaders and SENDCos for help and advice on issues relating to SEND

The school's SEND Governor will:

- Ensure that strategies are in place to promote and implement the SEND Policy throughout the school and with parents, carers and school staff
- Review the effectiveness and implementation of the policy as part of the school's LGB reports
- Hold specific oversight of the school's arrangements for SEND, fulfilling the statutory duties of the SEND Code of Practice (2015)
- Liaise with the SENDCo to support the development of SEND and monitor key data for pupils with SEND
- Work alongside Emmaus CAT on SEND initiatives

The Headteacher will:

- Ensure schools have a named Governor of SEND
- Ensure that the SENDCo has sufficient time and resources to carry out their role effectively
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in an equivalent way to other important strategic roles within the school
- Ensure that teachers and all school staff understand the strategies to identify and support pupils with SEND by providing appropriate and regular training opportunities
- Ensure all legislation and statutory requirements are met along with the implementation of this policy
- Ensure regular communication between the school's SENDCo and other key school leaders within the quality of education, behaviour, attendance, and safeguarding teams to ensure a coherent approach to provision

The SENDCo will:

- Hold or complete the National Professional Qualification for SENDCo's within 3 years of being in post
- Advocate for all pupils with SEND, and their families, to ensure there is no poverty of expectation of their progress and support
- Ensure all legislation and statutory requirements are met along with the implementation of this policy
- Ensure the school's SEND Information Report is kept up to date and published on the school's website along with links to the Local Authority's Local Offer
- Work collaboratively with the Local Authority to ensure appropriate provision is in place
- Be the first point of contact for parents and carers on issues relating to SEND identification and provision and endeavour to respond to all communication within two working days of initial contact (unless another key member of staff has been identified to work more effectively with the pupil, in which case they will make contact in a timely manner within these time frames)
- Work with the Headteacher and SEND governor to determine the strategic development of provision for pupils with SEND within the school
- Monitor, track and evaluate pupils' attendance, safeguarding, progress and achievement
- Effectively train, deploy, appraise and manage the team of Learning Support Assistants (LSAs)
- Hold day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND

- Communicate professional guidance to colleagues, liaise and work in collaboration with staff, parents, carers, and other agencies to make sure that pupils with SEND receive appropriate and impactful support, interventions, and high-quality, adaptive teaching
- Implement, record, and monitor a graduated approach to providing SEND support using a considered assess, plan, do, review approach
- Identify staff training requirements and lead on adaptive teaching strategies and the application of appropriate reasonable adjustments along with targets and key areas of development for teaching staff that are appropriate for the individual needs of pupils to ensure access to their learning
- Work with the headteacher on the deployment of the school's SEND budget to ensure the most efficient use of resources
- Ensure statutory requirements are followed including the annual reviews of EHCPs and the updating of other key documentation, that may be specific to the Local Authority (LA), within stated timescales
- Be the point of contact for external agencies, especially the LA and its support services, and work with external agencies to ensure that appropriate responses and provision are provided in a considered and timely manner
- Liaise with SEND leads within previous or next providers of education to make sure that pupils and their parents and carers are informed about options and that a smooth transition is planned and implemented, so that all relevant information is communicated in a transparent and timely manner
- Ensure their attendance at annual EHCP reviews for students transitioning to their setting during the pupil's final year at primary school and ensure the SENDCo at the pupil's next phase of education/future placement is invited to the pupil's final review meeting

Subject leaders will:

- Monitor the progress of all pupils with SEND within their subject area through effective data analysis and quality assurance processes
- Ensure that there is a focus on SEND provision and the progress of pupils with SEND within each curriculum meeting
- Ensure teachers have a clear understanding of the needs of pupils with SEND in their classes and provide guidance and evaluation on classroom practice that engages and supports them (see appendix 6 & 7 for guidance on strategies relating to the EEF's Five-a-Day)
- Provide opportunities to share good practice across different subjects on effective strategies to support the engagement and progress of pupils with SEND
- Ensure teachers are skilled at early identification of a possible Special Educational Need, and know what process to follow
- Ensure that the pupil and their families are informed of progress and/or concerns

Classroom teachers will:

- Have a clear understanding of the needs of all pupils, and be able to use and evaluate distinctive teaching approaches to engage and support them
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Work closely with the pupil and their families to celebrate success and progress and discuss

support and/or concerns and follow the school's graduated response where needed

- Use the EEF guidance on effective classroom practice for pupils with SEND that includes: EEF blog: 'Five-a-day' to improve SEND outcomes | EEF
    - Explicit instruction with a focus on clear explanations, modelling and frequent checks for understanding followed by guided practice before independent practice
    - Cognitive and metacognitive strategies with a focus on managing a pupil's cognitive load to enable learning to take place more effectively
    - Effective scaffolding that is slowly removed
    - Flexible grouping that focuses on the pupil's current level of mastery
    - Using technology to help pupils learn, practise or record their work

The Local Authority will:

- Publish and maintain an extensive Local Offer Website
- Play a key role in the identification of children with SEND
- Conduct an Education, Health, and Care needs assessment (EHCNA) where evidence suggests an EHCP may be necessary
- Prepare and maintain EHCPs in a timely manner
- Identify 'the specified special educational provision for the child' (Children and Families Act, 2014) where children have an EHCP
- Integrate education, health, and social care services where this would promote the health and wellbeing of the child

11. Emmaus CAT key contacts

Name and email	Role
elizabeth.stevens@emmauscat.com	Senior Executive Leader (Primary)
simon.hunter@emmauscat.com	Executive Leader (Primary)
corrine.wilkinson@emmauscat.com	Specialist Subject Leader for SEND (Primary)
liz.stewart@emmauscat.com	Senior Leader for SEND and Inclusion (Secondary)

Appendix 1 – SEND Information Report Guidance

What is a Special, Educational Needs and Disabilities (SEND) Information Report?

A SEND Information Report must feature on the website of all schools to share SEND policies and practices with parents and carers. It allows parents and carers, and prospective parents and carers, along with other stakeholders, the opportunity to learn more about the school's approach towards educating, including and supporting pupils with SEND.

The report should be updated annually or as soon as possible throughout the year if any of the information changes.

The SEND Information report is a statutory document. The SEND Code of Practice lists the information that must be included as:

- The kinds of special educational needs the school can provide for (four areas of need)
- The name and contact details of the school's SENDCo and any other key staff
- The process and procedures for identifying children and young people with SEND and how their needs will be assessed
- Arrangements for consulting parents and carers of pupils with SEND and their involvement in their child's education
- Arrangements for consulting pupils and involving them in their education and support
- Arrangements for assessing and reviewing pupils' progress towards outcomes
- Arrangements for supporting pupils moving between phases of education and in their preparation for adulthood
- The school's approach to teaching pupils with SEND
- How adaptations are made to the curriculum and the learning environment of pupils with SEND
- How staff and teachers are trained to ensure expertise in teaching and supporting pupils with SEND
- How the effectiveness of provision will be evaluated
- Provisions made so pupils with SEND can successfully take part in all aspects of school life
- How pupils with SEND are supported with their emotional and social development, including measures taken to prevent bullying
- How the school involves other professionals, including health and social care, local authority support services in meeting pupils' SEND and supporting their families
- How the school handles complaints from parents and carers of pupils with SEND about the provisions made at the school
- How the school support pupils who are looked after by the Local Authority
- A link to the Local Authority's Local Offer

In order to make it a purposeful document, the school SENDCo must consider their school community to ensure the report is accessible and engaging. This can be done by answering a set of questions parents and carers may find useful:

What type of SEND do you provide for?
What should I do if I think my child needs extra help?
How will you know if my child needs extra help?
Where can I find the SEND Policy and other key documents?
How will you teach and support my child with SEND?
How will the curriculum and learning environment be suitably matched to my child's needs?
How are resources allocated to meet my child's needs?
How is the decision made about what type and how much support my child will receive?
How will equipment and facilities to support my child be secured?
How will you and I know how my child is doing and how will you help me to support their learning?
How will you consult with and involve my child in planning and reviewing their education?
How do you assess and evaluate the effectiveness of the arrangements and provision for children and young people with SEND?
How do you ensure that my child stays safe outside of the classroom?
What pastoral support is available to support my child's overall well-being?
How will you manage my child's medicine or personal care needs?

What support is available to assist with my child's emotional and social development?
What support is there for behaviour, avoiding exclusions and increasing attendance?
What does the school do to ensure that information about my child's SEND or EHCP is shared and understood by teachers and all relevant staff who come into contact with my child?
What expertise is available at the school in relation to SEND and how is this developed?
What services does the school access to provide for and support pupils with SEND (including health, therapy and social care services)?
How does the school support a child with SEND who is looked after by the Local Authority and is categorised as a Looked After Child (LAC)?
How will my child be included in activities outside the classroom, including trips?
Is the building fully wheelchair accessible?
Are accessible changing and toilet facilities available?
Do you have parking areas for pick up/drop offs and accessible parking spaces?
Who should I contact about my child joining the school?
How can I arrange a visit to the school?
How will you prepare and support my child to join your school and how will you support them to move on to their next stage, or move on to adult life?
What can I do if I am not happy with a decision or the support my child is receiving?
What other support is available for our family to help support my child?

Appendix 2 Accessibility Plan Guidance

Contents:

1. **Aims**
2. **Legislation and Guidance**
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4. **Links with other policies**
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1. Aims

According to the Special Educational Needs and Disabilities (SEND) Code of Practice, inclusion is the 'progressive removal of barriers to learning and participation'. All Emmaus CAT schools are committed to ensuring that all pupils, including those with SEND, have full access to the school's curriculum.
All schools are required to have an accessibility plan. The school's plan sets out how the school aims to continue to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school, by including relevant actions to:

- Increase the extent to which pupils with any Special Educational Needs and Disabilities can participate fully in the curriculum of the school
- Improve it's physical environment to enable pupils with disabilities to take better advantage of the school's education, benefits, facilities and services
- Improve the availability of accessible information to disabled pupils

2. Legislation and Guidance

The accessibility document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education's (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010, defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial and long term' effect on his or her ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Schools are required to make reasonable adjustments for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.

3. Monitoring arrangements

This document should be reviewed annually but more frequently if necessary. It should be reviewed by the governing body, headteacher and SENDCo.

4. Links to other policies and documents:

- Risk Assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability policy
- Supporting pupils with medical needs policy

5. Accessibility audit

	Key question	Green	Amber	Red	Comments
1	Is furniture and equipment selected, adjusted and located appropriately?				
2	Are routes logical and well signed?				
3	Are Personal Emergency Evacuation Procedures in place for specific pupils with SEND?				
4	Is appropriate furniture and equipment provided and arranged to allow for easy movement for pupils with SEND?				
5	Are quiet/calming spaces available?				
6	Are there car parking spaces available for pupils with SEND close to the main entrance?				
7	If there are steps to access the main entrance, are they clearly marked?				
8	If there are steps, is a ramp provided to ensure access for wheelchair users?				
9	Is there a handrail on each ramp and stair flight and landing to the main entrance?				
10	Is the main entrance accessible for wheelchair users?				
11	Do all internal doors allow a wheelchair user to get through unaided?				
12	Do all corridors have a clear unobstructed width of 1.2 meters?				
13	Does each building block have a wheelchair accessible toilet?				
14	Does each building block have accessible changing rooms?				

15	If the block is on more than one level, do the internal steps have contrast colour edgings?				
16	If the building is on more than one level, is there a lift that can be used by wheelchair users?				
17	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				
18	Are non-visual guides available to assist people using the buildings?				
19	Has consideration been given to pupils with SEND regarding the decoration and displays in classrooms and around the school building?				
20	Is a hearing induction loop available?				
21	Do emergency alarm systems cater for those with hearing impairments (flashing lights on alarms)?				
22	Is regular training provided to all staff to ensure an understanding and recognition of SEND issues?				
23	Are teachers and support staff adequately trained to effectively teach and support pupils with SEND?				
24	Do all staff seek to remove barriers to learning and participation in all elements of the school's curriculum?				
25	Is teaching and learning appropriately adapted to meet the individual needs of pupils with SEND so that they make good progress?				
26	Are all pupils, including those with SEND, encouraged to take part in extracurricular activities, including music, drama and sporting activities?				
27	Do all staff recognise, understand and allow for the				

	additional planning necessary for pupils with SEND to be fully included in the curriculum?				
28	Are all staff encouraged to recognise and allow the additional time required by some pupils with SEND to use equipment in practical work?				
29	Is access provided to appropriate technology for pupils with SEND along with appropriate training for the pupil and school staff?				
30	Are school visits, including those overseas, made accessible to all pupils, including those with SEND?				
31	Are arrangements made to provide information in alternate formats to support pupils, parents and carers who may have difficulty with standard forms of printed format?				
32	Is information available to pupils, parents, carers and school staff presented in a user-friendly and accessible way?				

6. Action Plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date for actions to be completed	Success Criteria
Increase access to the curriculum for all pupils, including those with SEND						
Improve and maintain access to the physical environment for all pupils, including those with SEND						
Improve the delivery of information to all pupils, including those with SEND						

Appendix 3 Risk Assessment Guidance

This risk assessment template is a good practice document that has been drawn up to help schools carry out a risk assessment when responding to incidents. The purpose for this is to support those involved by identifying potential risk to individuals and by providing clear strategies to mitigate these risks. Risk assessments and safety plans should be reviewed at least every half term or in response to any further incidents

Whenever a safeguarding incident is reported the school DSL should make an immediate risk and needs assessment. KCSiE (Pt 5) requires that the risk assessment be shared with all staff who work with the child, as well as parents/carers. It requires that the assessment reflects any behaviour change and should be regularly reviewed to meet needs and address the impact.

Key Documents

The following statutory and non-statutory documents are also relevant for consideration:

Keeping Children Safe in Education DfE 2023 sets out the legal duties that must be followed to safeguard children under 18 in schools and colleges.

Working Together to Safeguard Children (DfE 2023). This is usually referred to as 'Working Together'. It is statutory guidance produced by the government which directs how practitioners working with children should work together to ensure children are safeguarded.

This template should be read in conjunction with the following school policies:

- Child Protection and Safeguarding policy
- Behaviour policy
- Child on Child Abuse policy
- Anti-bullying Policy

The risk assessment is split into two parts. The first captures details about the child and any other safeguarding information. The second is the full risk assessment that details the incident that has necessitated the risk assessment, together with the gathering of evidence and logging of any further concerns.

Risk Assessment

Name of child	
Class / Group	
Name of teacher MOS completing RA	

Outline of identified risk background and context	
Risk factor	**Risk reduction methods**
Being in the classroom	
Around school	
Playground	
Toilets	
To and from school	
Non-compliance	

Pupil Voice	

Parent / Carer Voice	

Measures	Possible Options	Benefits	Drawbacks
Proactive interventions to prevent risk (whole school approach)			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

Assessment completed by	
Staff member	
Parent / Carer	
Pupil	
Date	Click or tap to enter a date.

Risk Assessment Management Plan and Review		
Plans and strategies shared with	**Communication method**	**Date Actioned**
Parent / Carer		Click or tap to enter a date.
Teaching Staff		Click or tap to enter a date.

Agreed actions			
Action	**Action**	**By Whom**	**Timeframe**

Risk assessment agreed		
Parent / Carer signature	**Pupil signature**	**Staff signature**
Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.

Agreed review date	Click or tap to enter a date.

Review Statement (6 weeks) Please indicate in the review statement what actions have been achieved and by whom	**Action**	**Achieved / Impact**	**Date**

Risk assessment agreed / amended			
Support agreed	**Support**	**Agency**	**Contact**
Any renewed / new actions	**Action**	**By whom**	**Timeframe**

Risk assessment review agreed		
Parent / Carer signature	**Pupil signature**	**Staff signature**
Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.

Early Help opened / agreed?	**Details**

Safety Plan

Pupil Voice (To be completed by a trusted adult with the pupil)

How I feel What I would like to happen What Support I need

Parent / Carer Voice (To be completed by staff member that has a relationship with the family)

How I feel What I would like to happen What Support I feel is required

Actions for me

1 2 3 4

Actions for parents / carers

1 2 3 4

Actions for school

1 2 3 4

Name	Signed	Date
School		
Parent / Carer		
Pupil		

Safety Plan to be amended as a result of the risk assessment review process.

Appendix 4 Primary Governor Reporting form

SENCO Report to the Governing Body

Date:

Academic Year 2025/2026

This report template has been designed to support governors in effectively reviewing key information about SEND provision in school. The purpose of this structured format is to promote consistency and alignment across all schools within Emmaus CAT. It also supports the collection of essential data by the executive team and board of directors. The template should be populated by SENCOs, discussed with the school's SEND Governor and shared at full governor meetings (half terms 1, 2 and 5). To differentiate updates, changes or new information should be highlighted using an alternative text colour.

Stakeholder voice be included as part of this data collection, to establish:

- *What is the experience of a pupil with SEND in our school/Trust?*
- *What is the experience of a parent/carer with a pupil with SEND in our school/Emmaus CAT?*
- *How do we know that pupils with SEND thrive in our school/Emmaus CAT (as much as those without SEND).*

SENCOs should provide high-level summaries within the allocated sections. SEND governors are encouraged to use these summaries as a basis for in-depth discussion, asking rigorous and probing questions. To support this process, example questions (in blue) are included throughout the document.

Statement regarding overall quality of provision for pupils with SEND:

(Supporting evidence from the SEND review, recent Ofsted inspections, quality assurance visits etc)

Please refer to Whole Education self-evaluation and action plan, including:

- Intent, implementation, Impact
- Working with learners and families
- Effective use of teaching assistants
- Provision mapping
- Identification

Contextual information			
	Number	**Percentage**	**National Percentage**
Pupils with SEND			
Pupils at SEND support (K)			
Pupils with an EHCP (E)			
Commentary:			
Questions for governors to consider: *What are trends over time in this contextual information?* *How does the school context compare with national?*			

SEND Register	**Communication and Interaction**		**Cognition and Learning**		**SEMH**		**Sensory and/or physical**	
Total	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**
	K- E-	K- E -	K- E -	K- E -	K- E -	K- E -	K- E -	K- E -
Nursery	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -
Reception	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -
Y1	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -
Y2	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -
Y3	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -
Y4	K - E -	K - E -	K - E --	K - E -	K - E -	K - E -	K - E -	K - E -
Y5	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -
Y6	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -
Commentary:								
Questions for governors to consider: *How are pupils' SEND needs identified?* *How is the assess, plan, do, review cycle implemented?* *Is the SEND register regularly reviewed?* *How does the schools' SEND cohort compare to national data? E.g. if SLCN below national – is there an identification issue?*								

Attendance

(Please note, the information on attendance is also in the termly HT report to governors).

Attendance of all pupils			
	Overall attendance %	Overall Absence %	Unauthorised absence %
School 2024/25			
National 2024/25			
School this year to date			
National this year			

Attendance of pupils with SEND support			
	Overall attendance %	Overall Absence %	Unauthorised absence %
School 2024/25			
School this year to date			
Commentary:			
Questions for governors to consider: *How does the attendance of pupils with SEND support compare with all pupils? (See table above)* *What actions are leaders taking to improve the attendance of pupils with SEND support? What has been the impact?* *How are we supporting any pupils showing indicators of Emotionally Based School Avoidance (EBSA)?* *Does the SENCO take part in a regular analysis and review of attendance?* *Is there collaborative work with attendance teams and are support plans in place?*			

Attendance of pupils with SEND EHCPs			
	Overall attendance %	Overall Absence %	Unauthorised absence %
School 2024/25			
School this year to date			
Commentary:			
Questions for governors to consider: *Does the schoolwork in partnership with parents to develop specific support approaches for attendance, including, where applicable, ensuring the provision outlined in the pupil's education, health and care plan is accessed?* *Does the schoolwork in partnership with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day?* *Does the school establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements?* *Does the school consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability? Do leaders ensure that any adjustments are agreed by, and regularly reviewed with the pupil and their parents?* *Does the school ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate?*			

Absence Band	Total number of pupils	Total percentage of pupils	Status e.g. SEND support, EHCP
Absence from 0% to less than 5%			
Absence from 5% to less than 10%			
Absence from 10% to less than 15%			

Absence from 15% to less than 20%			
Absence from 20% to less than 25%			
Absence from 25% to less than 30%			
Absence from 30% to less than 35%			
Absence from 35% to less than 40%			
Absence from 40% to less than 45%			
Absence from 45% to less than 50%			
Absence greater than or equal to 50%			

Commentary:

How are we using this absence banding information to drill down into attendance patterns for pupils with SEND? Are we aware of which pupils are moving across bandings? What are trends over time? Are leaders' actions having a positive impact and helping pupils with SEND to move to lower absence bandings?

Behaviour	
	Please provide a commentary relating to the questions below. Please refer to pupil groups, i.e. Children in care, SEND support, SEND EHCPs
Number of suspensions for pupils with SEND this academic year: (Do suspensions relate to the same pupils i.e. repeat exclusions?)	
Number of permanent exclusions of pupils with SEND this academic year compared to the same period last year:	
Recorded cases of bullying relating to pupils with SEND (as categorised on CPOMS):	*What follow up actions have leaders taken to keep pupils safe?*
Recorded cases of sexualised language and/or behaviour relating to pupils with SEND (as categorised on CPOMS):	*What follow up actions have leaders taken to keep pupils safe?*
Commentary on Behaviour, attitudes (BA) and personal development (PD) for pupils with SEND:	

Questions for governors to consider:

Do those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010?

Is DfE permanent exclusion guidance routinely followed?

Are learners with SEND over- represented in exclusions and suspensions? Does there need to be a wider understanding of specific needs (ASC/SEMH?)

For any exclusions, what alternatives were considered, including but not limited to off-site directions, managed moves, engagement with parents, provision of mentoring/coaching, use of pupil support units, assessment and support under the SEND framework, and multi-agency support under the "working together" framework? For suspensions, what arrangements were made for work to be provided on days 1 to 5? Or was alternative provision been arranged? Were other relevant stakeholders notified, where appropriate — governors, local authority, social worker, virtual school headteacher?

When did we last speak to pupils with SEND about BA and PD?

Outcomes Data
Outcomes data will be collected at the start of the school year and will be presented at the annual standards review. This should be included within the SENCO report as an appendix.
Commentary on outcomes:
Questions for governors to consider: - *How does the data for pupils with SEND compare to the data for pupils without SEND?* *What do trends in data show governors about the curriculum? What are the reasons behind any drops in outcomes for pupils with SEND?* *What is available for those not able to successfully access the school curriculum (e.g bespoke curriculum?)* *What intervention plans are in place?* *How is progress measured including for pupils not entered for statutory assessments?* *E.g. Use of Cherry Garden, PIVATs etc.* *How well do pupils with SEND achieve in this school compared with pupils nationally?*

Statutory Requirements		
	Commentary	Questions for governors to consider
SEND Policy		*When was this reviewed, have any changes been made? What was the impact?*
SEND information report & link to the Local Offer		*When was this reviewed and does it meet statutory requirements?* *Has this been published on the school website?*
Accessibility plan		*Any updates? Review date?*
Statutory assessments and reviews		*Are necessary resources available? (e.g. E.P. time)*
Access arrangements		*Are normal ways of working appropriately established during all assessments?*
SEND Budget and spending		*What was the budget allocation and how is it used?* *Are EHCPs sufficiently funded? If not, what it the impact?* *Has the school coded pupils correctly on the school census? E.g. K codes.*
Website compliance		*Has the DfE website compliance checker been referenced?*

Other Aspects to Consider		
	Commentary	Questions for governors to consider
Working with families		*What does coproduction look like? How are parents/carers involved in reviews?* *Are there open lines of communication with the SENCo/member of the SEND team?*
Preparation for adulthood		*How are learners supported in the transition to secondary? Does this begin in Year 5?* *Do pupils with SEND access extracurricular and leadership opportunities?* *Do pupils make a successful transition to secondary? How does the school check this?*
Transition		*How is transition planned into school and across year groups?* *How are learners supported in the transition to secondary? Does this begin in Year 5?*
Staffing		*Is SEND provision well-resourced to ensure pupils are well supported?* *Does the SENCo hold the NASENCO award or is undertaking the SEND NPQ qualification?*
SENCo workload		*SENCo workload; does the SENCo have time to carry out their role both operationally and strategically? (How much time is allocated to SEND, what is the teaching time?*
Intervention offer		*Is the impact of interventions appropriately measured?* *Does the offer reflect pupils' needs?*
Continued Professional Development and training	What CPD has taken place and what has been the impact of it for pupils with SEND?	*Do all staff, teachers and leaders feel confident meeting the needs of pupils with SEND?* *What CPD has taken place and what has been the impact of it for pupils with SEND?*
Work with external agencies?		*What external specialist support services are available and what is their impact?* *Are any agencies difficult to access?*
Complaints regarding SEND		*How many and what are the details?*

Any other developments regarding SEND	This is an opportunity to share any other initiatives that the school has launched and what impact these have had or are hoped to have. This is an opportunity to share any ideas that the SENCO feels may become a concern over the next year unless action is taken; this could include staffing issues, issues relating to specific pupils (without names), support from external agencies, other resourcing issues etc).	*Are there any concerns regarding provision for pupils with SEND?*

Appendix 5 Secondary SENCO Report to the LGB

SENCO Report to the Governing Body

Date:

Academic Year 2025/2026

This report template has been designed to support governors in effectively reviewing key information about SEND provision in school. The purpose of this structured format is to promote consistency and alignment across all schools within Emmaus CAT. It also supports the collection of essential data by the executive team and board of directors. The template should be populated by SENCOs, discussed with the school's SEND Governor and shared at full governor meetings (half terms 1, 2 and 5). To differentiate updates, changes or new information should be highlighted using an alternative text colour.

Stakeholder voice be included as part of this data collection, to establish:

- *What is the experience of a pupil with SEND in our school/Trust?*
- *What is the experience of a parent/carer with a pupil with SEND in our school/Emmaus CAT?*
- *How do we know that pupils with SEND thrive in our school/Emmaus CAT (as much as those without SEND).*

SENCOs should provide high-level summaries within the allocated sections. SEND governors are encouraged to use these summaries as a basis for in-depth discussion, asking rigorous and probing questions. To support this process, example questions (in blue) are included throughout the document.

Statement regarding overall quality of provision for pupils with SEND:

(Supporting evidence from SEND review, recent Ofsted inspections, quality assurance visits etc)

Please refer to Whole Education self-evaluation and action plan, including: • Intent, implementation, Impact • Working with learners and families • Effective use of teaching assistants • Provision mapping • Identification

Contextual information			
	Number	**Percentage**	**National Percentage**
Pupils with SEND			
Pupils at SEND support (K)			
Pupils with an EHCP (E)			
Commentary:			
Questions for governors to consider: *What are trends over time in this contextual information?* *How does the school context compare with national?*			

SEND Register	**Communication and Interaction**		**Cognition and Learning**		**SEMH**		**Sensory and/or physical**	
Total	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**
	K- E-	K- E -	K- E -	K- E -	K- E -	K- E -	K- E -	K- E -
Y7	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -
Y8	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -
Y9	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -
Y10	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -
Y11	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -	K - E -
Commentary:								
Questions for governors to consider: *How are pupils' SEND needs identified?* *How is the assess, plan, do, review cycle implemented?* *Is the SEND register regularly reviewed?* *How does the schools' SEND cohort compare to national data? E.g if SLCN below national – is there an ID issue?*								

Attendance

Attendance of all pupils			
	Overall attendance %	Overall Absence %	Unauthorised absence %
School 2024/25			
National 2024/25			
School this year to date			
National this year			

Attendance of pupils with SEND support			
	Overall attendance %	Overall Absence %	Unauthorised absence %
School 2024/25			
School this year to date			
Commentary:			
Questions for governors to consider: *How does the attendance of pupils with SEND support compare with all pupils? (See table above)* *What actions are leaders taking to improve the attendance of pupils with SEND support? What has been the impact?* *How are we supporting any pupils showing indicators of Emotionally Based School Avoidance (EBSA)?* *Does the SENCO take part in a regular analysis and review of attendance?* *Is there collaborative work with attendance teams and are support plans in place?*			

Attendance of pupils with SEND EHCPs			
	Overall attendance %	Overall Absence %	Unauthorised absence %
School 2024/25			
School this year to date			
Commentary:			
Questions for governors to consider: *Does the school work in partnership with parents to develop specific support approaches for attendance, including, where applicable, ensuring the provision outlined in the pupil's education, health and care plan is accessed?* *Does the school work in partnership with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day?* *Does the school establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements?* *Does the school consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability? Do leaders ensure that any adjustments are agreed by, and regularly reviewed with the pupil and their parents?* *Does the school ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate?*			

Behaviour	
	Please provide a commentary relating to the questions below. Please refer to pupil groups, i.e. Children in care, SEND support, SEND EHCPs
Number of suspensions for pupils with SEND this academic year:	

(Do suspensions relate to the same pupils i.e. repeat exclusions?)	
Number of permanent exclusions of pupils with SEND this academic year compared to the same period last year:	
Commentary on behaviour for pupils with SEND:	
Questions for governors to consider: *Do those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010?* *Is DfE permanent exclusion guidance routinely followed?* *Are learners with SEND over- represented in exclusions and suspensions? Does there need to be a wider understanding of specific needs (Autism/SEMH?)* *For any exclusions, what alternatives were considered, including but not limited to off-site directions, managed moves, engagement with parents, provision of mentoring/coaching, use of pupil support mentors, assessment and support under the SEND framework, and multi-agency support under the "working together" framework?* *For suspensions, what arrangements were made for work to be provided on days 1 to 5? Or was alternative provision arranged? Were other relevant stakeholders notified, where appropriate — governors, local authority, social worker, virtual school headteacher?* *When did we last speak to pupils with SEND about Behaviour?*	

Outcomes Data
Analysis of outcomes data will be collected at the start of the school year and will be presented at the annual standards review. This should also be included within the SENCO report as an appendix.
Commentary on outcomes:
Questions for governors to consider: - *How does the data for pupils with SEND compare to the data for pupils without SEND?* *What do trends in data show governors about the curriculum? What are the reasons behind any drops in outcomes for pupils with SEND?* *What is available for those not able to successfully access the school curriculum (e.g bespoke curriculum?)* *What intervention plans are in place?* *How is progress measured including for pupils not entered for statutory assessments?* *How well do pupils with SEND achieve in this school compared with pupils without SEND?*

Statutory Requirements		
	Commentary	Questions for governors to consider
SEND Policy		*When was this reviewed, have any changes been made? What was the impact?*
SEND information report & link to the Local Offer		*When was this reviewed and does it meet statutory requirements?*

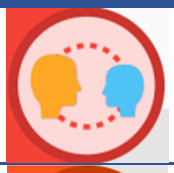
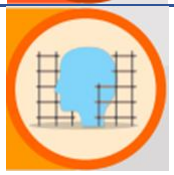
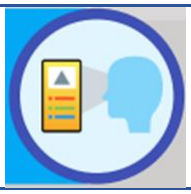
		Is this published on the school website?
Accessibility plan		*Any updates? Review date?*
Statutory assessments and reviews		*Are necessary resources available? (e.g. time)*
Access arrangements		*Are normal ways of working appropriately established during all assessments?*
SEND Budget and spending		*What was the budget allocation and how is it used?* *Are EHCPs sufficiently funded? If not, what it the impact?* *Has the school coded pupils correctly on the school census? E.g. K codes.*
Website compliance		*Has the DfE website compliance checker been referenced?*

Other Aspects to Consider		
	Commentary	Questions for governors to consider
Working with families		*What does coproduction look like? How are parents/carers involved in reviews?* *Are there open lines of communication with the SENCo/member of the SEND team?*
Preparation for adulthood		*Do pupils with SEND access extracurricular and leadership opportunities?* *Do pupils make a successful transition to secondary? How does the school check this?*
Transition		*How is transition planned into school and across year groups?* *How are learners supported in the transition to next steps? Does this begin in Year 5?* *How are they prepared for their next stage of education (e.g to college)?*
Staffing		*Is SEND provision well-resourced to ensure pupils are well supported?* *Does the SENCo hold the NASENCO award or is undertaking the SEND NPQ qualification?*
SENCo workload		*SENCo workload; does the SENCo have time to carry out their role both operationally and strategically? (How*

		much time is allocated to SEND, what is the teaching time?
Intervention offer		*Is the impact of interventions appropriately measured?* *Does the offer reflect pupils' needs?*
Continued Professional Development and training	What CPD has taken place and what has been the impact of it for pupils with SEND?	*Do all staff, teachers and leaders feel confident meeting the needs of pupils with SEND?* *What CPD has taken place and what has been the impact of it for pupils with SEND?*
Work with external agencies?		*What external specialist support services are available and what is their impact?* *Are any agencies difficult to access?*
Complaints regarding SEND		*How many and what are the details?*
Any other developments regarding SEND	This is an opportunity to share any other initiatives that the school has launched and what impact these have had or are hoped to have. This is an opportunity to share any concerns that the SENCO feels may become an issue over the next year unless action is taken; this could include staffing issues, issues relating to specific pupils (without names), support from external agencies, other resourcing issues etc).	*Are there any concerns regarding provision for pupils with SEND?*

Appendix 6 T&LEEF Five-a-Day Checklist (Primary)

SEND ACROSS THE CURRICULUM
EEF Five-a-Day Checklist

EEF's 'Five-a-Day' evidence informed approach	
Explicit Instruction Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.	
Cognitive and Metacognitive strategies Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Opportunities are provided for pupils to plan, monitor and evaluate their own learning	
Scaffolding When pupils are working on a written task, a supportive tool or resource is provided such as a writing frame or a partially completed example. Less support of this nature is given throughout the course of the lesson, week or term.	
Flexible Grouping Groups are allocated temporarily, based on current level of mastery. This could, for example, be a group that comes together for additional reading intervention or pre-teaching based on current need, before re-joining the main class.	
Using Technology Technology may be used by a teacher to model worked examples; it may also be used by pupils to help them to learn, to practise and or to record their learning. For instance, a class visualiser may be used to share pupils' work or to jointly rework an incorrect model.	

Explicit Instruction	
An overview of the lesson is given at the start, in appropriate language for the age group – visuals could be used to support	
Review the previous lesson before moving on, both visually and orally	
Make plenaries the strongest part of the lesson to capitalise on the primacy and recency effect of working memory.	
Short, sharp teaching points. Chunk learning up into clear sections	
Emphasise the key knowledge/points and repeat more than once both visually and orally, use mini plenaries	
Where appropriate, pupils are asked to verbally rehearse instructions and repeat them back.	
Additional examples and non-examples are provided regularly.	
Key teaching points and new learning is chunked into clear sections with misconceptions addressed at each stage.	
There is use of simple, concise and consistent wording/visuals and instructions.	
Regular opportunities for check ins evident to evaluate understanding and address misconceptions.	

Guided practice is built in before independent practice (I do, we do, you do model; pupils shown how to succeed at a task by the teacher modelling it step-by-step before pupils working independently).	
Independent practice is planned carefully so pupils can demonstrate they have mastered the learning objectives through high quality independent work.	
Appropriate questioning techniques are used such as 'Cold Calling' to check understanding by directly questioning a range of targeted pupils throughout the lesson.	
The subject is contextualised where appropriate to support clear explanations.	
allowing process time	
Use of mini white boards to carry out whole class assessment to check where all pupils are in their learning and address misconceptions.	
Use of retrieval practice to quiz the core and prior knowledge of pupils and build long-term memory.	
Use of targeted feedback and evidence that improvements are made as a result.	
Cognitive and metacognitive strategies	
The teacher's thinking process is given verbally and visually to support pupils with their organisation and planning.	
During guided practice, pupils are encouraged to mirror the teacher's thought process and language, using phrases such as: ® I am going to use my prior knowledge on...to help me complete the task ® I am going to use my word bank to support me ® I am going to do...to make sure I stay focussed ® I am going to make sure I... ® I have learnt that I...	
Clear instructions are provided and displayed (a task planner might be used for this) This is checked for understanding and repeated/rephrased if necessary.	
Lesson task lists are provided giving an overview of the requirements of the lesson.	
Use of visual aids are frequently provided to give information through two channels to support understanding and aid learning.	
Lots of positive reinforcement evident, watching pupils learning to learn and helping them understand why it's working.	
Pupil strengths, preferences and interests are built into the lesson, and opportunities are taken to give praise and encouragement when pupils are getting it right.	
Scaffolding	
All learners can access independent practice through carefully planned models and scaffolds pitched at an appropriate level and gradually removed over time. These may include verbal, written, visual, technology based or peer scaffolds.	
Display key vocabulary at the beginning of the lesson, read, explain and teach this	
Worked examples/modelled writing are displayed on IWB/displays/working walls	
Working walls to support learning	

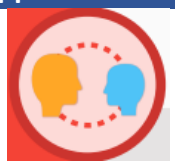
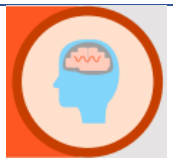
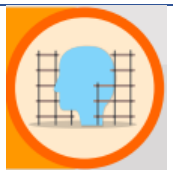
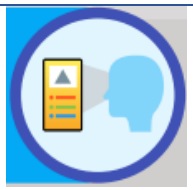
Pre-teaching of vocabulary to those that need it.	
Speech is supported with visual aids, gesture, pictures, wigits, objects etc	
Pupils have access to sentence stems, sentence builders, substitution tables, close procedures, writing frames etc These are removed over time.	
Partly completed examples are provided	
Flexible grouping	
Highest need pupils are seated carefully to allow frequent access from the teacher to offer support and check understanding.	
Pupils are encouraged to process new learning in structured pair/group tasks where they work collaboratively using targeted TA support.	
Groupings are flexible depending on the current level of mastery of the pupil.	
Teachers work closely with TAs to ensure they are deployed effectively to best support pupils in their lessons. (This may include TAs working with non-SEND pupils whilst the teachers work more closely with pupils with SEND).	
Using technology	
Technology is used to aid pupils' learning, such as a visualiser to model a task (I do) and display examples.	
Pupils have access to appropriate technology to record their work or help them complete tasks independently e.g. typing longer pieces of writing, use of talking tins, immersive readers etc	
When pupils are working on a device, screens adjusted as appropriate e.g. font type and size, background colour (Colorveil)	
Where appropriate, text to speech software is used	

Classroom environment	
Teachers know the learners well and have an understanding of their needs and how these translate in their classroom, making appropriate adaptations without lowering expectations for pupils with SEND.	
The classroom has good natural light.	
The classroom is clear, well organised and tidy.	
Classroom culture is calm and positive – pupils have tools, strategies and confidence to ask for instructions to be repeated minimising anxiety and maximising confidence.	
A calm and respectful learning environment encourages thinking time given for pupils to process questions and instructions.	
Careful consideration is given to seating arrangements of pupils e.g. visual/hearing impaired pupils	
Classroom noise is reduced, seating pupils with poor auditory memory nearest the teacher	
Clear visual timetabling is used	
Pupils have opportunities to evidence learning in different ways – e.g. discussion, mini whiteboards, mind maps, post-its, posters, ICT, photos.	
Displays are clear, tidy and support learning.	
Pastel backgrounds are used consistently on boards and displays.	
Resources are readily available to support independent learning.	

Additional resources are easily accessible for pupils e.g coloured paper, overlays, ear defenders/loops.	
Pictures and symbols are used to support written information, including drawer labels	
Colour coding for subject areas – resources and displays	
Use of different colours on whiteboards – e.g. different lines, words or sentences in different colours?	
Resources on tables and walls support independent learning – e.g. banks of key words, spelling lists, b/d memory joggers, alphabet strips, memory aids?	
Displays and Handouts	
Use of coloured text or cream paper for display labels	
Display evidence of pupils showing what they know in different ways – e.g. models, mind maps, post-its, posters, ICT, photos	
Use of a computer font that is plain and evenly spaced – e.g. Century Gothic, Comic Sans, Tahoma	
Avoidance of light text on a dark background – the reverse is clearer	
Avoidance of underlining and *italics.* These tend to make the text appear to run together. Use **bold** instead	
AVOIDANCE OF TEXT IN BLOCK CAPITALS – This is much harder to read	
For headings use larger font size in bold, lower case or a different colour	
Boxes can be used for additional emphasis	
Use a left hand margin	
Line spacing of 1.5 is preferable	
Use of bullet points and numbering rather than continuous prose	

Appendix 7 T&LEEF Five-a-Day Checklist (Secondary)

SEND ACROSS THE CURRICULUM
EEF Five-a-Day Checklist

EEF's 'Five-a-Day' evidence informed approach	
Explicit Instruction Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.	
Cognitive and Metacognitive strategies Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Opportunities are provided for pupils to plan, monitor and evaluate their own learning	
Scaffolding When pupils are working on a written task, a supportive tool or resource is provided such as a writing frame or a partially completed example. Less support of this nature is given throughout the course of the lesson, week or term.	
Flexible Grouping Groups are allocated temporarily, based on current level of mastery. This could, for example, be a group that comes together for additional reading intervention or pre-teaching based on current need, before re-joining the main class.	
Using Technology Technology may be used by a teacher to model worked examples; it may also be used by pupils to help them to learn, to practise and or to record their learning. For instance, a class visualiser may be used to share pupils' work or to jointly rework an incorrect model.	

Explicit Instruction	
Instructions are given as positive instructions rather than 'do nots', asking for the behaviour the teacher wants to see.	
Positive framing given with frequent, precise praise.	
Clear instructions are provided that name the task, time and conditions. These are checked for understanding, repeated and displayed for reference.	
Routines and instructions are repeated, embedding good habits and predictability.	

'Praising proud' is evident (where appropriate) but correction is given quietly beginning with impersonal prompts, before using direct instructions to re-engage distracted pupils in learning.	
Concepts are re-explained and explained in different ways where needed.	
Additional examples and non-examples are provided regularly.	
Key teaching points and new learning is chunked into clear sections with misconceptions addressed at each stage.	
There is use of simple, concise and consistent wording and instructions.	
Regular opportunities for check ins evident to evaluate understanding and address misconceptions. Lesson changing direction when necessary.	
Guided practice is built in before independent practice (I do, we do, you do model; pupils shown how to succeed at a task by the teacher modelling it step-by-step before pupils working independently).	
Independent practice is planned carefully so pupils can demonstrate they have mastered the learning objectives through high quality independent work.	
Appropriate questioning techniques are used such as 'Cold Calling' to check understanding by directly questioning a range of targeted pupils throughout the lesson.	
The subject is contextualised where appropriate to support clear explanations.	
Challenging goals are set for all pupils to ensure clear direction and challenge.	
Use of mini white boards to carry out whole class assessment to check where all pupils are in their learning and address misconceptions.	
Use of retrieval practice to quiz the core and prior knowledge of pupils and build long-term memory.	
Use of targeted feedback and evidence that improvements are made as a result.	
Carefully planned routes around the room are used providing live, individualised support, verbal modelling and feedback.	
Cognitive and metacognitive strategies	
The teacher's thinking process is given verbally and visually to support pupils with their organisation and planning.	
Pupils are encouraged to mirror the teacher's thought process and language, using phrases such as: → I am going to use my prior knowledge on...to help me complete the task → I am going to use my word bank to support me → I am going to do...to make sure I stay focussed → I am going to make sure I... → I have learnt that I...	
Clear instructions are provided and displayed that name the task, time and conditions. This is checked for understanding and repeated if necessary.	
Lesson task lists are provided giving an overview of the requirements of the lesson.	
Use of visual aids are frequently provided to give information through two channels to support understanding and aid learning.	
Lots of positive reinforcement evident, watching pupils learning to learn and helping them understand why it's working.	

Pupil strengths, preferences and interests are built into the lesson, and opportunities are taken to give praise and encouragement when pupils are getting it right.	
Evidence of appropriate use of bullet points and numbering (rather than continuous prose) to aid chunked learning.	
Use of a computer font that is plain and evenly spaced – e.g. Century Gothic, Comic Sans, Tahoma, Arial. Dark font on light (non-white) background is used.	
Avoidance of underlining and *italics (*these tend to make the text appear to run together – **Bold used instead**).	
AVOIDANCE OF TEXT IN BLOCK CAPITALS (this is much harder to read).	
Scaffolding	
All learners can access independent practice through carefully planned models and scaffolds pitched at an appropriate level and gradually removed over time. These may include verbal, written, visual, technology based or peer scaffolds.	
Reading ages of pupils are carefully considered and support is in place to enable them to access texts.	
Deliberate expansion and refining of pupils' vocabulary is evident, through comprehension and oracy discussions. Supported with vocabulary lists.	
Pre-teaching of vocabulary lists to those that need it.	
Pupils have access to sentence builders and writing frames to help them successfully fulfil the demands of the task. These are removed over time.	
Flexible grouping	
Highest need pupils are seated carefully to allow frequent access from the teacher to offer support and check understanding.	
Pupils are encouraged to process new learning in structured pair / group tasks where they work collaboratively using targeted TA support.	
Groupings are flexible depending on the current level of mastery of the pupil.	
Teachers work closely with TAs to ensure they are deployed effectively to best support pupils in their lessons. (This may include TAs working with non-SEND pupils whilst the teachers work more closely with pupils with SEND).	
Using technology	
Technology is used to aid pupils' learning, such as a visualiser to model a task (I do) and display examples.	
Pupils have access to appropriate technology to record their work or help them complete tasks independently.	

Classroom environment	
Teachers know the learners well and have an understanding of their needs and how these translate in their classroom, making appropriate adaptations without lowering expectations for pupils with SEND.	
Teachers have a good understanding of the barriers pupils face and tackle these expertly.	
Teachers review pupils' progress systematically and adjust adaptations as needed, drawing on specialist guidance where necessary.	

Teachers are highly vigilant in identifying pupils who may face barriers to their learning and/or well-being and know the process to tackle this appropriately.	
The classroom has good natural light.	
The classroom is clear, well organised and tidy.	
Classroom culture is calm and positive – pupils have tools, strategies and confidence to ask for instructions to be repeated minimising anxiety and maximising confidence.	
Pupils have opportunities to evidence learning in different ways – e.g. discussion, mini whiteboards, mind maps, post-its, posters, ICT, photos.	
Displays are clear, tidy and support learning.	
A calm and respectful learning environment encourages thinking time given for pupils to process questions and instructions.	
Pastel backgrounds are used consistently on boards and displays.	
Resources are readily available to support independent learning.	
Additional resources are easily accessible for pupils e.g coloured paper, overlays, ear defenders/loops.	