



# The Leys Primary & Nursery School

Learning Today ....Leading Tomorrow

## SEND policy

Date of issue: September 2026

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# 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfill their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

# 2. Vision and values

Explore  
Communicate  
Understand  
Solve  
Care

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

# 3. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy complies with our funding agreement and articles of association. This policy also reflects any subsequent statutory guidance and updates from the Department for Education and Hertfordshire LA (including the local offer) as at September 2026 and will be updated when new guidance is published.

## 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfill their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

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

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

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. We recognise neurodiversity and that many pupils will have co-occurring needs (for example, autism with specific learning difficulties or mental health needs). Provision will be personalised and not limited by category labels

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

| AREA OF NEED                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication and interaction | <p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>                                                                                                                                                                                                                                                                                |
| Cognition and learning        | <p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li></ul> |

| AREA OF NEED                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p> |
| Sensory and/or physical             | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>                                                                                |

## 6. Roles and responsibilities

### 6.1 The SENCO

The SENCO at our school is Jess Pomroy

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- All SEND records (assessments, meeting notes, provision maps, EHC documentation) are stored securely on the school drive and in compliance with GDPR. Records are retained in line with the school's retention schedule; parents have the right to request copies.

## 6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress

- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### **6.3 The SEND link governor**

The SEND link governor is Mel Stone 01438314148

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **6.4 The headteacher**

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child with additional meetings available on request.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible. Pupil voice will be sought termly through age-appropriate surveys, contributions to Pen Profiles and attendance at review meetings where appropriate. Feedback is used to shape provision.

## 7. SEN information report

The SEN information report will be published on the school website in an accessible format and will be updated at least annually. A parent-friendly summary will be available and parents will be notified of updates.

Scan the QR code to look our SEN information report.



## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil

and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

For early years pupils, we use statutory EYFS assessments, the Foundation Stage profile and speech and language screening where appropriate. Transition arrangements for pupils with SEND include pre-transfer meetings, sharing of Pen pictures and provision plans and arranged visits with receiving secondary schools. SENCOs will attend transition meetings where requested.

## **8.2 Consulting and involving pupils and parents**

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Parents co-produce the SEND information report and are part of the annual benchmark and planning tools
- Regular meetings and part of our SEND induction offer

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

## **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. Pen Pictures are updated termly and sit alongside their tracker. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

## **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in a child's Pen picture, cohort sheets and other sharing systems.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

## **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **8.4 Levels of support**

### **SEN support provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEN provision**

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Weekly Wellbeing meeting
- Personal small steps of development
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Success criteria for SEND provision include: increased rate of progress (expected or better) for identified pupils each term; reduction in attainment gap between SEND and non-SEND pupils by X% year-on-year; improved attendance by targeted SEND cohort; positive responses in pupil/parent surveys. Progress against these measures will be reported to governors termly and inform the school improvement plan.

## **9. Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

The school has an annual CPD plan for SEND which includes whole-school training (e.g., dyslexia awareness, behaviour regulation, autism), SENCO-led briefings, and specialist training when pupils' needs require it. New staff receive SEND induction. Training is logged and evaluated for impact.

## **10. Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists

- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses or Health visitors
- Child and adolescent mental health services (CAMHS)
- Attendance team
- Social services

## **11. Admission and accessibility arrangements**

### **11.1 Admission arrangements**

All children whose education, health and care (EHC) plan names the school will be admitted before any other places are allocated. If the school is not oversubscribed, all applicants will be offered a place. In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet any of the criteria set out below, in order until all places are filled. Over-subscription criteria

- Children with an EHC (Education, Health and Care) Plan that names the school.
- Children looked after and children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or a special guardianship order).
- Children for whom it can be demonstrated that they have a particular medical or social need to attend the Leys Primary School.
- Children who have a sibling at the school at the time of application.
- Children who live closest to the school.

### **11.2 Accessibility arrangements**

The Equality Act 2010 requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

[Accessibility plan](#)

## **12. Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the class teacher in the first instance. They will be handled in line with the school's complaints [policy](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area [here](#). You can request mediation by contacting KIDS SEND Mediation and Disagreement Resolution Service 0207 359 3635 [mediationlondon@kids.org.uk](mailto:mediationlondon@kids.org.uk)

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### 13.2 Monitoring the policy

This policy will be reviewed by the SENDCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## 14. SEND, Behaviour and Educational Visits (Including Residential Visits)

The school is committed to ensuring that all pupils, including those with Special Educational Needs and/or Disabilities (SEND), are able to access educational visits, outdoor learning and residential experiences wherever reasonably practicable. These activities are recognised as an integral part of the curriculum and contribute to pupils' academic, social and emotional development.

While **behaviour itself is not a protected characteristic**, the school acknowledges that **behaviour may be a manifestation of a pupil's SEND**. Where behaviour arises from a pupil's SEND, the school will consider its duties under the **Equality Act 2010**, including the duty to make **reasonable adjustments**, to ensure that pupils with SEND are not placed at a substantial disadvantage.

### 14.1 Early Planning, Risk Assessment and Reasonable Adjustments

Where a pupil's behaviour may present a potential risk to themselves or others on an educational or residential visit, the school will:

- address the issue at the **earliest possible stage of planning**;
- ensure SEND-related needs and behaviour are considered as part of the visit **risk assessment process**;
- consider what **reasonable adjustments** may enable the pupil to participate safely and meaningfully;
- ensure planning is individualised, proportionate and informed by the nature, duration and context of the visit.

### 14.2 Involvement of Interested Parties

To support inclusive decision-making, the school will involve all relevant parties, as appropriate, which may include:

- the pupil, where appropriate to their age and understanding;
- parents/carers;
- the SENCo;
- relevant school staff;
- external professionals or agencies, where appropriate.

This collaborative approach supports informed planning and ensures that decisions are transparent and evidence-based.

### 14.3 Behaviour Support Planning for Visits

Where behaviour linked to SEND may impact participation, the school may:

- establish a **visit-specific behaviour support or management plan**, with clear strategies and agreed action points designed to enable inclusion;
- agree **realistic behaviour targets and timescales**, where appropriate, which may support participation or inform a decision about inclusion;
- consider adaptations to routines, expectations, environment, staffing, or activities to reduce risk and support regulation.

### 14.4 Additional Adult Support

As part of reasonable adjustments, the school may consider:

- providing an **additional adult**, such as a parent/carer or support worker, to support the pupil on the visit or residential stay;
- ensuring any additional adult has a **clearly defined role and specific brief**, including responsibilities for behaviour support and safety;
- ensuring that expectations placed on school staff are **reasonable, proportionate, and within their professional competence and training**.

### 14.5 Staff Wellbeing and Safety

The school recognises its duty of care to **both pupils and staff**. Decisions regarding inclusion on educational and residential visits will take account of:

- the safety and wellbeing of all pupils and staff;
- the capacity of staff to manage identified risks effectively;
- the need to avoid placing staff in situations that are unreasonable, unsafe, or beyond their training and role.

Reasonable adjustments will not require staff to accept **unmanageable or unsafe levels of risk**, nor will they compromise the safety of the wider group.

#### **14.6 Decision-Making, Including Last-Minute Changes**

While the school aims to make decisions as early as possible, it recognises that **circumstances may change**. In some cases, a pupil's behaviour or level of risk may escalate close to, or on the day of, a visit or residential.

In such situations, the school may make a **last-minute decision** regarding participation where this is necessary to safeguard the pupil, other pupils, or staff. Any such decision will:

- be based on an **individual assessment of risk**;
- take account of reasonable adjustments already considered or implemented;
- be proportionate and in line with the school's legal duties;
- be clearly **recorded**, including the rationale for the decision.

#### **14.7 Exclusion from Visits and Alternative Learning Opportunities**

Where a pupil is unable to participate in an educational or residential visit due to behaviour concerns, the school will consider **alternative ways of achieving the same or similar learning outcomes**, wherever reasonably practicable.

The school recognises that educational visits and outdoor learning are a valued and integral part of the curriculum. **Exclusion from visits will not be used as a sanction or punishment** for behaviour unrelated to the visit itself. Doing so risks undermining the educational purpose of such activities and may suggest that they are less important than classroom-based learning.

For example, if a pupil would not be excluded from an indoor lesson as a consequence of unrelated behaviour, it would be inappropriate to exclude them from an educational visit for the same reason.

### **15. Incident Reports**

Incident reports will only be completed where the Headteacher deems the incident to be relevant to safeguarding matters..

#### **Communication with Parents/Carers**

The school values regular communication with parents/carers to support pupils' behaviour, wellbeing, and SEND needs.

Communication may include:

- Face-to-face discussions at drop-off collection.
- Behaviour charts to be sent home or email weekly.
- Telephone calls home where an incident or concern requires communication

Class teachers may also feel that a face-to-face meeting would be beneficial from time to time to discuss progress, share concerns, review support strategies, or work collaboratively with families.

## **16.Links with other policies and documents**

This policy links to the following documents

- [SEN information report](#)
- [The local offer](#)
- [Accessibility plan](#)
- [Behaviour policy](#)
- [Equality information and objectives](#)
- [Supporting pupils with medical conditions policy](#)
- [Attendance policy](#)
- [Safeguarding / child protection policy](#)
- [Complaints policy](#)