

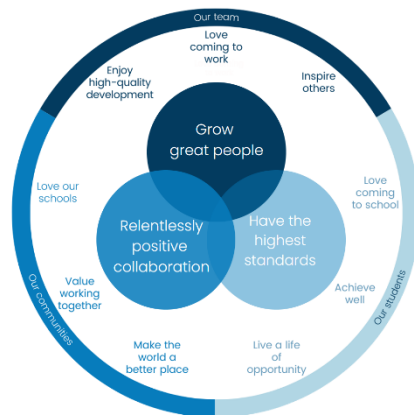
Ted Wragg TRUST

We are an ambitious and inclusive Trust of schools



We demonstrate our love through our values

How we will succeed



## Statement of Intent

At **Whipton Barton Federation**, we believe that every child deserves the very best possible start in life, and we are committed to enriching the lives of all our pupils. We are proud to be an inclusive federation where every child, regardless of their individual needs or circumstances, is welcomed, valued, and supported to thrive.

Our values of **Excellence, Bravery, and Citizenship** underpin everything we do. We strive for **Excellence** by setting the highest expectations for all, ensuring that every child is challenged, supported, and inspired to achieve their best. We celebrate **Bravery** by encouraging pupils to take risks in their learning, to persevere through challenges, and to develop resilience in the face of difficulty. We nurture **Citizenship** by teaching children the importance of respect, kindness, and responsibility, helping them to grow into active, compassionate members of their community and beyond.

All children with Special Educational Needs and Disabilities (SEND) are fully included in our federation. We provide carefully planned support and tailored strategies to remove barriers to learning, enabling every pupil to achieve their full potential. We work closely with parents, carers, and pupils themselves, ensuring that their voices are central in planning and reviewing progress against individual goals and aspirations.

At **Whipton Barton Federation**, inclusivity is not an add-on; it is embedded in the fabric of our culture. Every teacher and adult is a *teacher of SEND*, supported by ongoing training and development to build expertise and understanding. We believe that high-quality, adaptive teaching, alongside excellent care, guidance, and support, allows our pupils with SEND to feel safe, secure, and confident to embrace challenges.

To ensure our inclusive approach is robust and effective, our federation will:

- Have a designated SENCo, part of the Senior Leadership Team, who holds the National Award for SEN Coordination.
- Have a named Governor for SEN who ensures accountability at the highest level.
- Publish and review annually our SEN Information Report and SEN Policy, making them available on our website.
- Ensure pupils with SEND have full access to enrichment and extra-curricular opportunities and are represented in every aspect of school life.
- Monitor SEND within our key performance indicators (KPIs) to track progress and impact.
- Ensure we work collaboratively with our Ted Wragg Trust, keep up to date with current best practice and research which informs our SEND practices and policies.
- Publish information regarding the Local Offer to support learners and their families with external support and guidance in the community via our website.

Our guiding principles in supporting children with SEND are clear:

- We know our children well – their strengths, their challenges, and their aspirations – and build strong, trusting relationships with them.
- We focus on the whole child, celebrating their talents and individuality while addressing barriers that may stand in their way.
- We are their advocates, ensuring they are prioritised for opportunities that inspire ambition, independence, and leadership.
- We believe in the power of excellent teaching – adaptive, evidence-informed, and knowledge-rich – to transform outcomes.
- We remove practical and financial barriers to participation so every child can access learning and enrichment.

- We nurture resilience, independence, and high aspirations, equipping pupils with the skills and confidence to make positive life choices.
- We recognise the importance of excellent attendance, intervening early and positively to address challenges.

Above all, **Whipton Barton Federation is an inclusive community where every child is believed in, supported, and celebrated.** We are unwavering in our commitment to ensuring that children with SEND are given the same opportunities as their peers to flourish academically, socially, and personally, preparing them for bright and fulfilling futures.

## Contact Details

Special Educational Needs Coordinator (SENCO)	Kirstin Williams
Staff member with overall responsibility for pupils with Medical Needs	Mollie Reed
SEN Governor	Alice Purcell
Where is the Local Authority's Local Offer published?	<a href="https://www.devon.gov.uk/children-families-education/send-local-offer/">https://www.devon.gov.uk/children-families-education/send-local-offer/</a>
Contact details for support services for parents of pupils with Special Educational Needs.	<a href="mailto:sendco@whiptonbarton.org">sendco@whiptonbarton.org</a>

## Implementation

Questions	School Response
What kinds of special educational needs are provided for at Whipton Barton Federation?	<p>Whipton Barton Ted Wragg Trust (TWT) is a mainstream, inclusive school for children aged 2-11 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2015).</p> <p><i>A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for children with SEND.</i></p> <p>Trained and experienced staff are able to support learners who may have difficulties with:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Speech, Language and Communication needs</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and/or Physical Difficulties</li> </ul> <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Children with SEND, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision appropriate and accessible to meet the SEND of pupils at this school.</p> <p>For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:</p> <ul style="list-style-type: none"> <li>• it would be unsuitable for the age, ability, aptitude or SEND of the child or young person,</li> <li>or</li> </ul>

	<ul style="list-style-type: none"> <li>the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.</li> </ul> <p>Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the named school.</p>
<p><b>What are the policies for identifying children with SEND and assessing their needs?</b></p>	<p>Class teachers and teaching assistants work together to identify and help support children who are experiencing any difficulties. The SENDCo coordinates this work across the Ted Wragg Trust (TWT).</p> <p>All children are different so every child is unique with their learning journey. Class teachers continually track the progress of all children in their class. They have daily discussions with classroom support staff to ensure every child is meeting their potential as well as monitoring progress and regularly observing children during their learning.</p> <p>Class teachers and teaching assistants can discuss any concerns they have as and when needed with the SENDCo, and all teachers have termly Pupil Progress meetings and SEND reviews.</p> <p>There are many ways that we identify a SEND for example:</p> <ul style="list-style-type: none"> <li>Liaising with all Nursery providers and other primary schools to ensure that information on children transitioning into the Ted Wragg Trust (TWT) is shared effectively.</li> <li>Teachers and Nursery Practitioners carry out regular assessments, so that they are able to quickly identify any child who is experiencing particular difficulties.</li> <li>Parents may raise concerns about their child.</li> <li>Other professionals working with a child outside of the Ted Wragg Trust (TWT) may raise concerns or highlight a specific need.</li> <li>Pupils' views</li> <li>Review attendance and exclusion data for students with SEND</li> </ul> <p>All children are assessed regularly by their class teacher and their progress is recorded termly. This progress is tracked continuously by the Senior leadership team and SENDCo in the case of the SEND children.</p> <p>The governing body, in particular the SEND governor, also has a role to play in ensuring that the school makes the necessary provision for every child with SEND, professionally challenges the efficacy and efficiency of the provision and the efficient use of resources and funding.</p>
<p><b>How does Whipton Barton Federation evaluate the effectiveness of the provision for children with SEND?</b></p>	<p>Subject leaders and the SENDCo measure the effectiveness of provisions made for pupils as part of their subject monitoring cycle. This will include learning walks, book looks and pupil conferencing.</p> <p>Interventions will be monitored by the Classroom teacher and SENDCo and where necessary, appropriate additional training will be provided to staff running interventions.</p> <p>If a child is supported through the 'Team Around the Family' process or an 'Early Help Assessment', the multi-agency team working with the child will meet every 6 weeks to review progress against outcomes.</p> <p>Pupils with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed.</p> <p>The SENDCo reports to the Governing Body. We have a Governor who is responsible for SEND, who attends meetings where possible, and whom reports to the Governing Body regarding provision, levels of need and the adapted and personalised curriculum for SEND learners.</p>

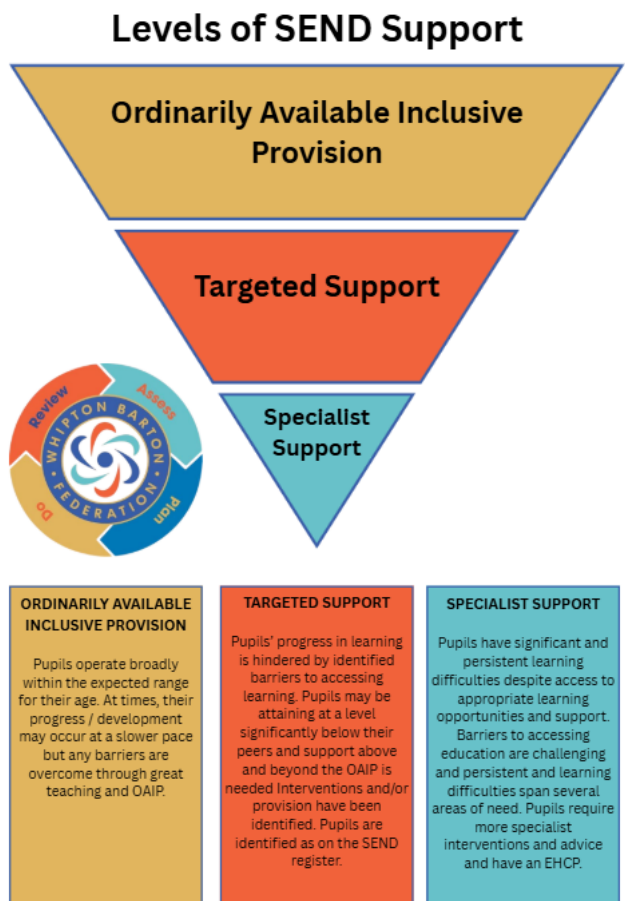
**What are the arrangements for assessing and reviewing children's progress towards outcomes?**

As a school, we track and analyse children's progress in learning against age related expectations on a termly basis. The class teacher continually assesses children and notes areas where they are improving and where further support is needed.

Pupil Progress meetings are held regularly between the class teacher and year group team leader. In these meetings, children who are not making at least expected progress are highlighted and a plan is created. The Senior Leadership Team oversee this process.

Where specific needs are apparent, Whipton Barton Federation has a range of assessments which can be used to explore a child's strengths and difficulties in more detail. The Devon Graduated Response framework can be used to support teachers and school leaders to identify, assess and review the needs of children requiring additional or special educational provision.

There are three stages of support, which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework, is to ensure that levels of support at an early stage, which are part of the Federation's Ordinarily Available Inclusive Provision (OAIP) offer, are implemented before a pupil progresses through to targeted or specialist levels of support:



For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided and additional funding for provision is secured.

<p><b>What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?</b></p>	<p>At Whipton Barton Federation, we have a highly ambitious and broad curriculum and we expect our SEND pupils to be fully involved in all lessons and extra-curricular activities. All students, including those with SEND, are taught the school's broad and balanced curriculum.</p> <p>We passionately believe that all teachers are teachers of SEND. High Quality Teaching is a non-negotiable for every child in our Federation. Our skilled teachers will use techniques such as scaffolding, flexible grouping, use of technology, metacognition and explicit instruction to ensure that all children experience success in their learning and achieve their potential. There is an expectation that teachers understand the learning needs of the children in their care and they will ensure that the learning is pitched at the point of learning for SEND pupils.</p> <p>What will high quality teaching look like for your child?</p> <ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in the class, both behaviourally and academically</li> <li>• All teaching is built on what your child already knows, can do and can understand.</li> <li>• Different ways of teaching are in place to ensure that your child is fully involved in all aspects of the lesson.</li> <li>• Specific strategies, practices and provision (that may be suggested by the SENCo or professionals) are in place to support your child to learn.</li> <li>• The teacher will use ongoing assessment in the lesson to assess progress, check for understanding and address any misconceptions or gaps in their knowledge.</li> <li>• The teacher or teaching assistant will offer extra support if needed to make the best possible progress for your child.</li> </ul> <p>Whipton Barton Federation recognises the importance of the findings by the Education Endowment Fund's summary of recommendations for SEN in mainstream schools and any in-class support by teaching assistants adheres to their recommendations on effective deployment of teaching assistants.</p> <p>Pupils with medical needs will be provided with a detailed Individual Health and Care Plan (IHCP), compiled in partnership with parents, health professionals and if appropriate, the pupil themselves.</p> <p>We are fully committed to ensuring that Whipton Barton Federation is accessible to all children and we are always be happy to discuss individual requirements where necessary. Whipton Barton Federation is accessible to all in a number of ways including:</p> <ul style="list-style-type: none"> <li>• Accessible toilet facilities on the ground floor of the Junior School</li> <li>• A lift situated on the lower level of the Junior School to provide access to the upper level</li> <li>• Accessible toilet facilities in the Infant school and a stair lift</li> <li>• The school grounds and outdoor areas are accessible for all children.</li> </ul> <p>Please see our <b>Accessibility Policy</b> for further details available on the school website.</p>
<p><b>What additional support for learning is available to pupils with special educational needs?</b></p>	<p>When a child has been identified with special educational needs, the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the family formally in a meeting.</p> <p>The SENCo will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum.</p>

	<p>If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencil grips or easy-to-use scissors.</p>
<p><b>How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?</b></p>	<p>All staff are committed to promoting the involvement of all children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met for all children.</p> <p>Where applicable, parents are consulted and involved in planning for inclusion. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all children.</p> <p>Where needed, additional adults may be deployed to support with trips. We also encourage children with SEND to access our lunchtime and after school clubs and will put in additional adult support if needed.</p>
<p><b>What support does the school provide for improving emotional and social development?</b></p>	<p>All our staff know and care about all the children and their needs. Time within the curriculum is dedicated to fostering self-esteem and confidence. Our carefully planned transition process ensures that we can anticipate the medical, social and emotional needs of our children.</p> <p>Whipton Barton Federation offers pastoral support through our relational approach for children who may be encountering emotional difficulties, starting with the Ordinarily Available Inclusive Provision offered to children in class. This is further supported through a comprehensive curriculum for children's spiritual, moral, social and cultural development and Wellbeing lessons for children in Reception to Year 6.</p> <p>We use our relational approach to support children's emotional needs. All of our staff receive training in our Positive Behaviour Management Policy, which includes guidance on expectations, rewards and sanctions and is followed consistently by all staff.</p> <p>Whipton Barton Federation aims to provide a safe environment with clear routines and consistent practices in place across the school, known as our 'Whipton Ways'.</p>
<p><b>What expertise and training do staff have to support children with SEND and how is specialist expertise secured?</b></p>	<p>We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. All the teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally.</p> <p>Our in-house Continual professional development (CPD) programme offers training around key aspects of SEND. As well as buying in specific whole school training and individual staff members undertaking more specialist training.</p> <p>We regularly audit and review staff training needs to inform our school improvement work and enable the senior leadership to plan relevant training aimed at supporting inclusive and high-quality teaching.</p> <p>We adhere to the principle that 'All teachers are teachers of children with special educational needs' and aim to ensure that all teachers and staff are equipped to deal with a diverse range of needs.</p> <p>We work closely with external agencies to support staff training and development of expertise.</p>

	<p>The SENDCo completed the National SENDCo Qualification in July 2024.</p> <p>The SENDCo attends termly network meetings to share best practice and be informed of updates to key legislation.</p> <p>There may be times when children require additional support from outside agencies to receive more specialised expertise; an example of some the agencies used by Whipton Barton Federation are:</p> <ul style="list-style-type: none"> <li>• Ted Wragg Speech and Language Team (TWSaLT)</li> <li>• NHS Speech and Language Therapists (SaLT)</li> <li>• Single Point of Access (SPA)</li> <li>• School Nursing Service</li> <li>• Health Visitor</li> <li>• Family Hub (Action for Children)</li> <li>• Multi-Agency Support Team (MAST)</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Attendance Engagement Officer</li> <li>• Social Care</li> <li>• Play Therapist</li> <li>• Early Years Consultant</li> <li>• Early Years Complex Needs Service</li> <li>• Devon Information Advise and Support Service (DIAS)</li> <li>• Devon Statutory SEND team</li> <li>• Inclusion Officer</li> <li>• Nursery Plus</li> <li>• Mabel Speech Therapy</li> </ul>
<p><b>How do we secure the equipment and facilities needed to support pupils with SEND?</b></p>	<p>The SENDCo oversees the SEND budget and commissions services, such as speech therapy and EP services to meet the needs of current and future cohorts. As needs of pupils and cohorts are identified or change specific equipment and facilities may be needed to be purchased using the SEND funding as agreed by the SENDCo.</p> <p>We work closely with other professionals and act on their advice, for example Occupational Therapists. Some pupils may need access to learning aids such as writing slopes, wedge cushions or pencil grips or more specialist equipment such as an AAC communication device.</p> <p>Our schools are wheelchair accessible from certain points (an old building which has been adapted) and we have disabled toilet facilities and a wet-room shower facility. We have an accessibility plan which is reviewed regularly.</p> <p>If appropriate, we would access further support and advice from outside agencies through the TAF process and access additional funding from the Local Authority if a child's needs exceed the notional funding available.</p>
<p><b>How do we consult with the parents of children with SEND and involve them in</b></p>	<p>From the very beginning of any child's educational journey with us, we work hard to engage families and build positive home-school relationships. We know that families know their children best and it is important that we, as professionals, listen and understand when parents express concerns about their child's development.</p>

<p><b>their child's education?</b></p>	<p>Daily opportunities for contact are provided at the end of the school day. If a longer conversation is felt necessary then a time can be made with the class teacher. Arrangements can be made to speak in more detail to the class teacher or SENDCo by appointment.</p> <p>Our universal offer includes Pupil Progress meetings where the progress of all children is reported to families verbally three times per year and in writing through an Annual Pupil Report.</p> <p>Each child on the SEND register has a SEND Support Plan which details the child's targets and provision in place, and is reviewed each term by the class teacher and child's family. These plans are discussed with families of children with special educational needs during the termly Pupil Progress meetings. This process is overseen by the SENDCo.</p> <p>Part of the statutory process Education and Health Care Plans (EHCPs) are reviewed annually. Families and any professionals involved with the child are invited to meet the SENDCo to review progress and complete the annual reviews. The views of the child and the family will form a key part of these discussions in terms of provision offered, and the educational attainment of the child. For children in Year 6, EHCPs are reviewed in the Autumn term to allow for secondary school selection.</p> <p>We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals and how well they are doing.</p>
<p><b>How do we consult with children with SEND and involve them in their education?</b></p>	<p>We use a child-centred approach where the views of the child are sought in ways appropriate to their age. Class teachers, teaching assistants and school leaders are always available to listen to children's opinions, questions and points of view. The SENDCo spends time with individuals to gain their thoughts as part of the annual review.</p> <p>Regular check-ins for vulnerable pupils are undertaken by the class teacher.</p>
<p><b>What are the school's arrangements for handling complaints from parents of children with SEN about provision?</b></p>	<p>If a parent of a child with SEND has a concern regarding their child's provision, they would be encouraged in the first instance to speak to the class teacher. The class teacher can then involve the SENDCo where necessary. A parent is also free to contact the SENDCo directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication.</p> <p>Mrs Kirstin Williams is the Special Educational Needs Coordinator (SENDCo). If you have any concerns regarding your child's learning, she can be contacted by email or an appointment can be made to see her through our admin team.</p> <p>If you would like to make a complaint, then please follow our Complaints Policy which is available on the school website.</p>
<p><b>How do we involve outside agencies in meeting children's SEND and supporting their families?</b></p>	<p>We work closely with outside agencies to request advice and further assessments to support individual children as well as to provide staff training. Outside agencies contribute to staff's professional development by delivering training on specific programmes of intervention, for example Dyslexia, Precision Teaching, Autism. As well as seeking advice on strategies for supporting children with identified difficulties.</p> <p>When involving other agencies, families will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child.</p>

<p><b>How will children be supported when moving to a new class or when joining or leaving the Federation?</b></p>	<p>A number of strategies are in place to enable effective pupil's transition. These include:</p> <p><b>On entry:</b></p> <ul style="list-style-type: none"> <li>• A planned programme of visits for pupils starting Nursery. Additional visits are arranged if needed. Parent/carers are usually invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.</li> <li>• The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.</li> <li>• If pupils are transferring from another school, the previous school records will be requested immediately.</li> <li>• Enhanced transition meetings may take place if the child has additional support from the Early Years Inclusion Service.</li> </ul> <p><b>Transition to the next class/key stage:</b></p> <ul style="list-style-type: none"> <li>• The current teacher completes a transition meeting with the new class teacher.</li> <li>• A transition morning is arranged to give pupils a chance to experience their new class before the new academic year starts. We know that early identification of possible problems is more beneficial to both the child and the teacher and these need to be addressed as early as possible.</li> <li>• New class teachers will be invited to TAF and Annual Reviews meetings in the Summer term with the permission of pupils and parents.</li> <li>• Bespoke transition plans will be put into place if required. This may be additional visits to the classroom when no one is in there, spending time playing games with the new class teacher or a transition booklet.</li> </ul> <p><b>Transition to a new school in Year 6</b></p> <ul style="list-style-type: none"> <li>• Transition days are generally arranged for pupils with SEN depending on need.</li> <li>• The annual review in the Autumn term of Y6 for pupils with an Education, Health and Care plan begins the process where parents are supported in making decisions regarding secondary school choice.</li> <li>• Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies where appropriate, to ensure information received is informative, with questions being answered.</li> <li>• Accompanied visits to other providers may be arranged as appropriate</li> </ul>
<p><b>Where can I find out more information regarding on the services available for children with special educational needs or disabilities?</b></p>	<p>The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs &amp; Disabilities (SEND) aged 0-25. This is the Local Offer.</p> <p>Devon Education and Families Local Offer contains a directory of services available. The link below will take you to the Devon Local Offer.</p> <p><a href="https://www.devon.gov.uk/education-and-families/send-local-offer/">https://www.devon.gov.uk/education-and-families/send-local-offer/</a></p> <p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice; - <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</a></p>

<p><b>Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?</b></p>	<p>The Class Teacher is responsible for:</p> <ul style="list-style-type: none"> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need working with the SENDCo as necessary.</li> <li>• Planning the provision maps based on the small steps of progress needed for success and sharing and reviewing these with parents at least once a term.</li> <li>• Personalised high-quality teaching of your child</li> <li>• Ensuring that the School's Information report and SEND policy is followed in their classroom for all pupils with SEND</li> </ul> <p>The SENDCo is responsible for:</p> <ul style="list-style-type: none"> <li>• Developing and reviewing the Schools SEND Information Report and Policy</li> <li>• Co-ordinating all of the support for pupils with SEN</li> <li>• Ensuring that you are: <ul style="list-style-type: none"> <li>I) Involved in supporting your child's learning</li> <li>II) Kept informed about the support your child is receiving</li> <li>III) Involved in reviewing how your child is doing</li> </ul> </li> <li>• Liaising with all other professionals who may be coming in to school to support your child</li> <li>• Updating the school's SEND Register and making sure that the records of your child's progress are kept up to date</li> <li>• Providing or sourcing specialist support for staff in the school, so they can help children with SEND in the school to achieve the best possible progress.</li> </ul> <p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school; this includes the support for pupil's with SEND.</li> <li>• The Headteacher will make sure that the governing body are kept up to date about issues relating to SEND.</li> </ul> <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> <li>• Making sure the necessary support is given for any child with SEND that attends the school.</li> </ul>
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## Impact

<p><b>What has gone well this year?</b></p>
<ul style="list-style-type: none"> <li>• 53% of children with SEND achieved the expected combined standard in Reading, Writing and Mathematics at the end of Year 6.</li> <li>• 24% of children with SEND achieved Greater Depth in Reading at the end of Year 6.</li> <li>• 86% of children with SEND passed the Phonics Screening test at the end of Year 1.</li> <li>• Our Ordinarily Available Inclusive Provision has been further embedded across the school ensuring that all children, especially those with SEND, are well supported and experience consistency in all our classrooms</li> <li>• We have continued investment in <b>CPD</b> so that all staff feel confident in identifying and planning for all areas of SEND, and in using the graduated response.</li> <li>• We have successfully completed the <b>Partnership for the Inclusion of Neurodiversity in Schools (PINS) project</b>, through which we were supported to provide extensive CPD on Developmental Language Disorder (DLD), Neurodiverse conditions and Understanding Autism.</li> <li>• Strong collaboration with the <b>Parent Carer Forum</b> during the PINS project, facilitated valuable listening conversations with families and gave us a template to continue these conversations allowing us to gather excellent feedback to strengthen our family relationships</li> <li>• We delivered a wide range of <b>family workshops</b> alongside other professionals and partners, giving parents and carers practical information and support on SEND-related topics.</li> </ul>

- We capitalised on the support provided by the **Ted Wragg Trust** to provide five children with **speech therapy sessions via Mabel Therapy**, avoiding long NHS waiting times.
- We achieved recognition as an **Inclusion Quality Mark Centre of Excellence**, celebrating our commitment to ensuring all stakeholders feel included, valued, and listened to.