

Special Educational Needs and Disability (SEND) Policy

DOCUMENT CONTROL

Policy Owner	Executive Lead Team
Scope	All staff, Trustees and Governors
Last Updated	Spring 2025
Effective from	Spring 2025
Next planned reviewed date	Autumn 2025
Status	APPROVED
Consultation/Date of approval	Reviewed by Executive team 29.01.25, approved by Board of Trustees 03.02.25
Summary of last revision	Spring 2025 - changed parent/carer to responsible adult(s), school websites now hold SEND school contacts, added Arbor Parent App to communication method under 8.2.2, added reference to Trust's complaints policy under 13.3.
Related Policies/Documents	<ul style="list-style-type: none"> • SEND Code of Practice 2014 • MAT Accessibility Plan • MAT Behaviour Policy & Procedures (incorporating tackling bullying, inclusion, personal development, support, exclusions and use of reasonable force & physical intervention) • MAT Children with Medical Needs Policy • MAT Safeguarding and Child Protection Policy and Procedures
Policy control survey	Please complete this survey and provide feedback if you have had to use this policy https://forms.office.com/r/HMeZtB29Si

Contents

1	Introduction	3
2	Scope, principles and management	4
3	Role of the Local Governing Body	6
4	Admissions	7
5	Identifying special educational needs	7
6	A graduated approach to SEND support	8
7	The SEND register	9
8	Partnerships	9
9	Managing and supporting children & young people (CYP) with medical conditions in the Trust	12
10	Monitoring and evaluation of SEND	12
11	Reviewing the SEND Policy	13
12	Accessibility	13
13	Procedures for concerns and complaints	14
14	Appendix A - graduated support model WAVE	15
15	Appendix B - QFT10 - universal expectations for SEND	16
16	Appendix C - Learning for Life Framework	17

1 Introduction

- 1.1 Marches Academy Trust (the Trust) is committed to providing high quality teaching and learning for all our children and young people (CYP). We strive to create a sense of community and belonging for all our learners. We have an inclusive ethos with high expectations and set challenging targets for all our CYP. We deliver a broad and balanced curriculum for all CYP enabling them to aspire for the best opportunities as they advance through their education and enter adulthood. We focus on the outcomes of our CYP and not solely on hours of provision and support.
- 1.2 How we will achieve our aims:
- i. We will work within the guidance provided in the [SEND Code of Practice 2014](#).
 - ii. We utilise whole school monitoring systems, WAVE reviews, and individual staff feedback, to identify the CYP whose progress is inadequate or insufficient.
 - iii. We will operate a whole school approach to the management and provision of support for learners with special educational needs and disabilities - always considering CYP holistically.
 - iv. We will provide support and advice for all staff working with learners with special educational needs and disabilities (SEND).
 - v. We will work in partnership with CYP and responsible adult(s) to enable all CYP to aspire to achieve their best.
- 1.3 **Within this policy, adults responsible for the care of CYP are referred to throughout as responsible adults, taken to mean those with parental responsibility¹ for the CYP and may include parents, carers, kinship carers, corporate parents, or guardians.**

¹ [S3 Children At 1989](#)

2 Scope, principles and management

2.1 As defined in the [SEND Code of Practice 2014](#), a CYP has SEND:

“Where their learning or disability calls for special educational provision, namely different from or additional to that normally available to CYP of the same age”. (6.15)

2.2 The Trust monitors the progress of all CYP and will identify those whose progress is:

- i. “significantly slower than that of their peers starting from the same baseline;
- ii. fails to match or better the child’s previous rate of progress;
- iii. fails to close the attainment gap between the individual CYP and their peers;
- iv. widens the attainment gap”. (6.17)

2.3 In particular we endeavour to monitor all CYP who are not making adequate progress in the four areas specified in the Code.

- i. Communication and Interaction (6.28/6.29)
- ii. Cognition and Learning (6.30/6.31)
- iii. Social, Emotional and Mental Health (6.32/6.33)
- iv. Sensory and/or Physical Needs (6.34/6.35)

2.4 We believe in the principles of inclusive education and the vast majority of CYP are fully integrated into all mainstream classes and access the universal offer provided within the school (see individual Trust schools’ SEND Information Report for Local Offers, as published on websites).

2.5 All practitioners are teachers of learners with SEND and the majority of CYP’s needs can be met within the classroom through high quality teaching, appropriate adaptations and differentiation, and in-class intervention. All schools expect teachers to practice within the [Teachers’ Standards](#) and as teachers of CYP with SEND.

2.6 The Trust recognises the right of learners with SEND to access a broad and balanced curriculum and that teachers set high expectations of every CYP, however, it also recognises that a small number of CYP, whose needs are exceptional, will still benefit from access to a more specialist environment either in school or as part of a bespoke educational package, possibly external to school.

2.7 We believe in equality of opportunity for all and understand we must make reasonable adjustments to meet the physical, emotional and intellectual needs of all CYP under the duties outlined in the Equality Act 2010.

- 2.8 We work closely with all responsible adult(s) to listen to their views to build on CYP's previous experiences, knowledge, understanding and skills so that their child can develop in all aspects of the curriculum. In line with the SEND Code of Practice 2014 (6.65) we aim to meet responsible adult(s) three times per year as part of our person-centred planning.
- 2.9 In addition, we work with CYP to develop their own perception and understanding of their needs and the support that they find most beneficial.
- 2.10 Learners with SEND are fully integrated into the life of the school and the curriculum; we recognise the strengths of every individual as well as any areas for development. We aim to ensure that all CYP contribute to the social and cultural activities of the school.
- 2.11 Please refer to individual schools' websites for people responsible for SEND within each Trust school.

3 Role of the Local Governing Body

3.1 A Governor at each school has responsibility for SEND.

3.2 The Local Governing Body (LGB) should:

- i. ensure that provision is made for CYP who have SEND
- ii. ensure that the needs of learners with SEND are made known to all who are likely to teach them
- iii. ensure that teachers are aware of the importance of identifying and providing for those learners with SEND
- iv. consult the Local Authority (LA) and the Local Governing Bodies of other schools when necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- v. ensure that learners with SEND participate with all CYP in the activities of the school together, so far as is reasonably practical and compatible with the CYP receiving the SEND provision, their learning needs' requirement and the effective education of the CYP with whom they are educated optimises an efficient use of resources
- vi. report to responsible adult(s) on the implementation of the school's policy for learners with SEND
- vii. have regard to the SEND Code of Practice 2014 when carrying out its duties to learners with SEND
- viii. ensure that responsible adult(s) are notified of the decision of any extra provision being made for their child.

3.3 Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. SEND Governors liaise closely with the SENDCO and are fully informed about all matters relating to the department. SEND provision is an integral part of each school's School Development Plan.

4 Admissions

- 4.1 Provision for CYP with SEND is a matter for each school as a whole.
- 4.2 All Trust schools welcome all CYP to our schools and endeavour to ensure that appropriate provision and reasonable adjustments are made to cater for needs.
- 4.3 All CYP with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the responsible adult(s) are always informed.
- 4.4 CYP with Education, Health and Care Plans (EHCPs) are admitted into school and fully integrated unless it would be incompatible with the efficient education of other CYP, and there are no reasonable steps that can be taken to prevent the incompatibility.

5 Identifying special educational needs

5.1 Identification and assessment

All Trust schools monitor all CYP via the WAVE system (Appendix A) to identify all CYP who are not making adequate progression in the four areas specified in the SEND Code of Practice 2014:

- i. Communication and Interaction
- ii. Cognition and Learning
- iii. Social, Emotional and Mental Health difficulties; and
- iv. Sensory and/or physical needs.

- 5.2 This policy should also be read alongside individual Trust schools' SEND Information Reports (including the Local Offer), which demonstrates how we identify, assess and support these areas of difficulty appropriately and effectively.
- 5.3 We recognise individual strengths and look to use well-evidenced interventions to allow our CYP to grow.
- 5.4 Our partnership with responsible adult(s) is key in the development of interventions to meet the need of the whole CYP to enable them to achieve their best, become confident individuals and make a successful transition into adulthood.
- 5.5 We ensure that Learning for Life is central to the education of all learners, particularly those with SEND, and so as Trust schools, we adopt a graduated approach to supporting

the needs of learners as they emerge, or at the earliest point of identification (Appendix C).

- 5.6 We also recognise that consideration needs to be given to other factors which may impact on progress and attainment but are not SEND:
- i. attendance and punctuality
 - ii. health and welfare (including being trauma-experienced)
 - iii. English as an Additional Language
 - iv. being in receipt of Pupil Premium funding
 - v. being a Child who was Previously, or is currently, Looked After
 - vi. being a child of service people; and
 - vii. having a protected characteristic.

6 A graduated approach to SEND support

- 6.1 In the Trust we provide high quality teaching (pre-WAVE). This is regularly reviewed by senior and middle leaders.
- 6.2 The class teacher is the first step in identifying CYP who are at risk of not making adequate progress. Teachers are responsible and accountable for the progress and development of CYP in their class - those CYP who are at risk of underachievement should, in the first instance, be receiving appropriate adaptations/differentiation (WAVE 1) and good quality personalised teaching. This is 'Quality First Teaching'.
- 6.3 Through staff appraisal and a proactive approach towards Teaching and Learning, we look to provide staff with appropriate opportunities to improve their understanding of strategies to identify and support vulnerable CYP, and develop their knowledge of the areas of SEND.
- 6.4 Classroom teachers, where progress is not being made at the expected level, will be working on a graduated cycle of **ASSESS** - Assessments of CYP, **PLAN** - Planning for any additional in-class intervention, **DO** - Implementing intervention and then **REVIEW** - Reviewing the impact of the in-class work before a CYP should be identified as SEND (WAVE 2).
- 6.5 In considering whether a CYP needs special educational provision we will look at the overall desired outcomes - the teacher and/or SENDCO will consider all the information within school, national data and expectations of progress. This will then determine whether something *different or additional is required* (WAVE 3+).

7 The SEND register

- 7.1 The SEND register is reviewed at least termly and is held within Arbor.
- 7.2 Responsible adult(s) are informed of consideration to changes of the level of input (increase or decrease) their child will receive - a discussion with the parent/carer and CYP will be key in this process.
- 7.3 CYP with Education, Health and Care Plans will have a Person-Centred Plan. The Plan, drawn up in agreement with responsible adult(s) and CYP, will show what the CYP (and responsible adult(s)) feel supports them and will suggest strategies for use in the classroom by the teacher.
- 7.4 Person-Centred Plans (for SEN K and EHCP CYP) will have termly targets specifically looking at the identified areas of difficulty; progress will be measured against the expected outcomes. This review will take place by the SENDCO or a delegated member of the Learning Support Team.

8 Partnerships

8.1 Partnership with external agencies

The Trust works effectively and proactively with a wide range of services when it is felt specialist advice is required. These services include, but are not exclusive to:

- i. Educational Psychologist
- ii. Targeted Youth Service
- iii. Detached Youth Service
- iv. Sensory Inclusion Service - visually and hearing-impaired CYP
- v. LA EHCP Team
- vi. Occupational Therapy Service
- vii. Speech, Language & Communication Service (NHS and independent)
- viii. CAMHS/BEEU
- ix. Autism West Midlands
- x. Tourettes Action

- xi. Lifelines (Bereavement Service)
- xii. Shropshire Youth (Shropshire Careers service)
- xiii. Early Help Team/COMPASS
- xiv. Children's Social Care
 - xv. Diabetic & Epilepsy Nurses
 - xvi. Shropshire Carers
 - xvii. MATi Outreach Services (previously Woodlands Outreach)
- xviii. Education Welfare Officers
 - xix. Family Support Workers
 - xx. Parenting Team
 - xxi. Virtual School
 - xxii. Multi-Cultural Service
- xxiii. Play Therapists
- xxiv. Counselling Services

Many of these services are now traded and the Trust, and/or Trust schools, have a Service Level Agreements in place for some services that are used more regularly.

8.2 Partnerships with responsible adult(s)

- 8.2.1 Responsible adult(s) are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- 8.2.2 We share information with responsible adult(s) in informal conversations and individual meetings, as well as keeping a dialogue through other forms of communication specific to Trust schools (email, text, DoJo, pupil planners, Arbor Parent App, etc.)
- 8.2.3 Responsible adult(s) are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the CYP both in school and at home.

- 8.2.4 Responsible adult(s) are encouraged to use the [IASS \(Information, Advice and Support Service\)](#) for support and advice, or to bring an appropriate relative/friend to meetings if they wish to do so.
- 8.2.5 We promote a culture of cooperation between responsible adult(s), schools, LAs and others. This is important in enabling learners with SEND to achieve their full potential.
- 8.2.6 We respect the differing perspectives of all parties concerned with CYP with SEND and seek constructive ways of reconciling different viewpoints.
- 8.2.7 We respect the differing needs of responsible adult(s) such as a disability or communication and linguistic barriers.
- 8.2.8 Responsible adult(s) can also access other school policies via Trust school websites or by contacting the Trust's Governance Officer Belen.LopezBloor@mmat.co.uk.

8.3 Partnership with children & young people (CYP)

- 8.3.1 CYP, who are capable of forming views, have a right to receive and make known their opinion, and to have that opinion taken into account in any matters affecting them. The views of the CYP in school are given due weight according to their age, maturity and capability.
- 8.3.2 CYP participate where possible in all the decision-making processes by:
 - i. being central to person-centred planning in Assess, Plan, Do, Review meetings (person-centred meetings) and setting targets;
 - ii. contributing to their One-Page Profiles and/or Person-Centred Plans through individual consultation with a member of staff;
 - iii. discussing option choices;
 - iv. discussing their needs and problems; and
 - v. annual reviews and termly person-centred meetings.

8.4 Transition partnerships

- 8.4.1 A member of the SEND Department attends SEND reviews at partner schools.
- 8.4.2 All feeder primary schools/destination schools are visited by the SENDCO / delegated member of the Learning Support Team to gather information about incoming CYP/provide information for transition to destinations.

- 8.4.3 Transition programmes are provided for vulnerable Year 6 SEND CYP, in liaison with responsible adult(s) and the staff from other settings (dependent on whether the school is transitioning a CYP to or from their setting).
- 8.4.4 Post 16 providers are invited to annual reviews for learners in Year 11 who have an Education, Health and Care Plan.
- 8.4.5 Additional adult support is provided on taster days/interviews for vulnerable CYP.

9 Managing and supporting children & young people (CYP) with medical conditions in the Trust

The Trust recognises that CYP at school with medical conditions or mental health needs should be properly supported so that they have full access to education, including school trips and physical education. Some CYP with medical conditions or mental health needs may be disabled and, where this is the case, the school will make reasonable adjustments to comply with its duties under the Equality Act 2010.

10 Monitoring and evaluation of SEND

- 10.1 Monitoring and evaluation of learners with SEND is through analysis of termly pillar data, regular contact with responsible adult(s) within Assess, Plan, Do, Review meetings, termly review of intervention, impact and feedback from subject staff, access leaders' and teaching assistants' records of progress.
- 10.2 The SEND Policy is subject to annual review and should be read alongside other Trust policies.
- 10.3 The SENDCO regularly reports back to the Headteacher.
- 10.4 The Link Governor completes an annual SEND report.
- 10.5 There is at least an annual visit from the SEND Governor.
- 10.6 All appropriate records should be kept, available for responsible adult(s) and will provide information to new teachers, schools or further educational establishments.

11 Reviewing the SEND Policy

- 11.1 The SEND Policy is subject to a regular cycle of monitoring evaluation and review by the Trust's Executive Director for Education (Inclusion).
- 11.2 The SEND Policy should also be read alongside the **MAT Accessibility Plan** and Trust schools' SEND Information Reports (available on individual websites).
- 11.3 The Governors receive an amended/updated policy annually.

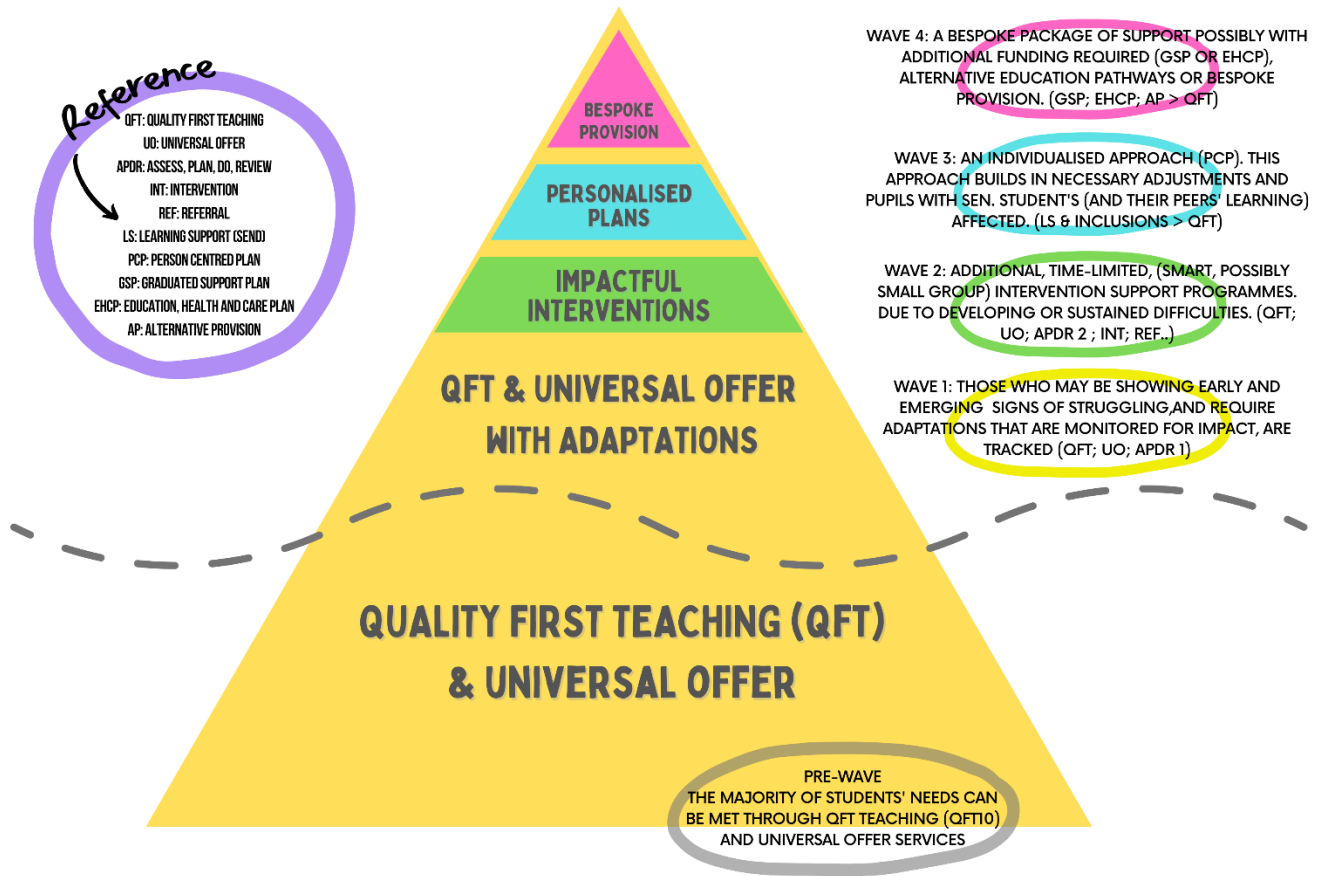
12 Accessibility

- 12.1 The Trust has a duty under the Equality Act 2010 to ensure its accessibility for disabled CYP.
- 12.2 The Trust has an Accessibility Plan which outlines its strategies.
- 12.3 We endeavour to offer all curriculum opportunities and activities to all CYP and make reasonable adjustments where necessary to sustain an ethos of an inclusive environment.
- 12.4 Staff receive input from Shropshire Sensory Inclusion Service to enable them to adapt their teaching methods, confidently use hearing monitors and adapt materials or the learning environment to support CYP with visual impairment.
- 12.5 Responsible adult(s) of CYP with disabilities receive information through letter, website, text and email and sometimes through a follow up telephone call depending on their preferred method of communication.

13 Procedures for concerns and complaints

- 13.1 The Trust endeavours to do our best for all CYP but if there are any concerns, we encourage those concerned to approach, in the first instance, the SENDCO directly and then if unresolved, the Headteacher. A response will be made as soon as possible. More information regarding concerns is included in individual Trust schools' SEND Information Report(s).
- 13.2 Responsible adult(s) are informed about IASS (Information, Advice & Support Service) so that they can obtain support, advice and information if they wish.
- 13.3 If families want to raise concerns or complaints about how we work with SEND CYP, they can do this using the Trust's Complaints Policy which is available on all Trust schools' websites. We also actively seek views of families regarding SEND in school via family surveys and in discussion at open events, including family evenings.

14 Appendix A - graduated support model WAVE



15 Appendix B - QFT10 - universal expectations for SEND

QFT10

CHECK #1 POLICIES

All policies have been read, processes understood and these are applied consistently. It is important to breed consistency as, although alternative approaches may not affect you, they may affect a colleague, and will definitely impact on cyp.

CHECK #2 PREPARATION

You have cross-referenced your class lists, Learning Support Register/Wave information, obtained Person Centred Plans, reviewed previous data (FFT/SISRA), and are aware of access arrangement information.

CHECK #3 SPACE

Seating plans consider the (access) needs of all CYP and the classroom is well-organised, free of clutter (low-arousal environment), labelled and all displays are accessible for all, supporting the learning planned for the space, including subject-specific vocabulary supported with visual aids.

CHECK #4 STRUCTURE

Clear, logical learning is planned and adaptations implemented. Learning is chunked with opportunities for pre- and over-learning. Links to real life situations are optimised and when any changes are due, these are prefaced with a warning.

CHECK #5 ROUTINE

Clear, consistent routines are used to create a safe environment i.e., SMART way, task on entry, references are in line with policy; AtLs, Zones of Regulation, C system, rewards, etc. CYP are involved in the routine and given roles and responsibilities - coordinate control in the room.

RELATIONSHIPS CHECK #6

...are the currency to all things positive! *Know your children and young people!* This does not mean you're their friend but their supportive critic. Are they FSM, PP, what's the thing that they love, what is their PCP...? Relationships should hinge on a shared intention for the CYP to thrive with high challenge and high support.

CHECK #7 MODELLING

Model the behaviours you wish to see: punctuality, calmness, compassion, respect. Model everything you wish CYP to do: thought processes, written response, completing a process - look for opportunities to praise. Discuss wrong-doing restoratively to unpick the error and look for alternative eventualities. Model alternative routes to 'getting it right' rather than admonishing the error, academically and behaviourally.

COMMUNICATION CHECK #8

...with all stakeholders. You are not an island and need the CYP working with you, along with their families, colleagues, external professionals. Speak to them. Engage them. Work together. Be clear. If your communications are unclear, the response will not be as you need or intend it to be.

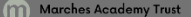


























CHECK #9 IMMEDIACY

Do it now! Give feedback now - not retrospectively when it doesn't get read, but in class, in discussion, in low-stakes tests, in collaboration: write it, model it, coach it. CYP need to see they are getting it right and this needs to be explicit, or the value is diminished. They also need to know when they're getting it wrong and if you commit to support or a consequence, this needs to happen there and then, or soon.

ACCESS | SUPPORT CHECK #10

Plan in, and with, any arranged in-class support (TAs, HLTAs, Access Leaders, etc.) - this should not be based on behaviour but learning. Verbal instructions/expectations should be logical & chunked, where possible also supported by visual cues. Build in a variety of multi-sensory learning (visual, auditory and kinaesthetic) to improve memory.

16 Appendix C - Learning for Life Framework

 LEARNING FOR LIFE FRAMEWORK		INCLUSIVE LEARNING	INCLUSIVE HEALTH & WELLBEING	INCLUSIVE INDIVIDUAL DEVELOPMENT	INCLUSIVE SAFEGUARDING & ATTENDANCE	INCLUSIVE COMMUNITIES	
WAVE 4 BESPOKE CYP on this wave require a bespoke approach (lilely funded) comprised of one or more pillars of the LfL framework.	 WHO? CYP WITH SPECIFIC NEEDS (EHCP GSP) AND CYP WITH A SIGNIFICANT PROGRESS DEFICIT (SEE GUIDANCE P. 11) WHAT? Identify CYP who need a bespoke package and make necessary adjustments to ensure opportunities are not limited and that the intervention has impact so the disadvantage is not long term. Note, not all EHCP SENKS CYP remain on this wave once the plan is effective	 WHO? CYP WITH A HEALTH AND OR WELLBEING NEED REQUIRING SIGNIFICANT ALTERATIONS WHAT? Recognise the difficulties of CYP with health and or wellbeing need(s) responding with care and compassion. CYP has access to the support, learning and opportunities to feel safe & belong through a highly bespoke package. Any required funding or resource is sought provided.	 WHO? CYP WITH SPECIFIC VULNERABILITIES, WHETHER DIAGNOSED, LABELLED OR NOT (SEEN THROUGH LIKELY BEHAVIOURS) WHAT? CYP who need a bespoke package are identified and necessary adjustments are implemented to ensure opportunities are not limited and that disadvantage due to any vulnerability is not long term. Behaviour is not the primary focus but the indicator of need.	 WHO? CYP WITH SIGNIFICANT AND SUSTAINED ABSENCE RISK OF SIGNIFICANT HARM WHAT? Alert to CYP identified, ensuring there are carefully considered plans, relevant support documents in place with robust reviews (e.g. risk assessment) and immediate to report concerns. Low attendance is addressed through the graduated attendance response.	 WHO? CYP OR FAMILIES AT RISK OF DISAFFECTION FROM THE COMMUNITY WHAT? The needs of individual CYP and families are considered broadly and bespoke plans are developed with CYP, families and partner agencies. Plans are likely to include Wave 4 for all other elements of the LfL, and the broader community links.		
WAVE 3 PERSONALISED CYP on this wave require a personalised, person-centred approach comprised of one or more pillars of the LfL framework.	 WHO? CYP REQUIRING PERSONALISED SUPPORT, AND CYP WITH A CONCERNING PROGRESS DEFICIT (SEE GUIDANCE P. 10) WHAT? Identify CYP need(s), understand how to support, share their profiles well across school and secure accessible learning to ensure achievement for all aspects. Gaps are regularly monitored at senior/leader level, impact is a high priority and is timely.	 WHO? CYP WITH A HEALTH AND OR WELLBEING NEED THAT REQUIRES SPECIALIST SUPPORT WHAT? CYP are accessing learning in a compassionate and comfortable way, full understanding to meet (s) met by the school through well-considered and regularly reviewed plans. There is full co-operative working with CYP, families and professionals.	 WHO? CYP REQUIRING PERSONALISED SUPPORT TO ALLOW THEM TO DEVELOP AND THRIVE IN ALL ASPECTS OF LIFE WHAT? Identify the CYP barrier(s) to thriving and outline an effective personalised plan to overcome them - focus on the barrier(s) and not just possible consequent behaviour(s). It is likely consent for external agency involvement is required - relational practice is necessary.	 WHO? CYP WITH SUSTAINED ABSENCE RATES CYP THAT REQUIRE SUPPORT TO STOP SIGNIFICANT HARM WHAT? All staff know what makes behaviours harmful, abusive, ensuring victims and perpetrators are carefully and regularly reviewed and referred for appropriate support. Where attendance is a barrier to accessing learning, it is managed as a priority.	 WHO? CYP OR FAMILIES WHOSE ACCESS TO THE COMMUNITY HAS BEEN AFFECTED AND WARRANTS ADDITIONAL SUPPORT WHAT? Systems effectively involve families & forge school-home-agency links. Support to overcome barriers that inhibit familial involvement ensure cohesive and collaborative working to permit CYP access to school and specifically learning.		
WAVE 2 INTERVENTIONS CYP on this wave require a combination of adaptations and interventions in one or more pillars of the LfL framework.	 WHO? CYP REQUIRING SPECIFIC INTERVENTIONS, CYP WITH A PROGRESS DEFICIT (SEE GUIDANCE P. 9) WHAT? Identify the CYP barrier(s) to learning and outline an effective intervention strategy to overcome them - focus on the barrier(s) and not just the consequent behaviour(s). Gaps are regularly monitored at senior/leader level, impact is a high priority and is timely.	 WHO? CYP WITH HEALTH AND OR WELLBEING NEEDS WHICH REQUIRE ADDITIONAL CONSIDERATION AND SUPPORT WHAT? Schools have expansive knowledge and skillsets, CYP are identified and receive timely support. The curriculum design is adapted so all CYP can access learning and thrive and where this is not enough, interventions are utilised to positively impact on individuals or groups.	 WHO? CYP REQUIRING SPECIFIC INTERVENTIONS TO ALLOW THEM TO DEVELOP AND THRIVE IN ALL ASPECTS OF LIFE WHAT? Identify the CYP barrier(s) to thriving and outline an effective intervention strategy to overcome them - focus on the barrier(s) and not just possible consequent behaviour(s). Interventions are specific to individual, cohort and contextual needs.	 WHO? CYP WITH ONGOING ABSENCE CYP AT RISK OF NEGATIVE IMPACTS TO WELFARE AND OR LIFE OUTCOMES WHAT? All staff, where concerns are sustained, implement appropriate and effective interventions to negate negative impact upon CYP life outcomes. Procedures are in place that prioritise attendance as an indicator of unmet needs and ALL absence is tightly reviewed.	 WHO? CYP OR FAMILIES THAT REQUIRE SPECIFIC SUPPORT FOR SMART PERIODS WHAT? Systems effectively involve families & forge school-home links. Interventions to overcome barriers that inhibit familial involvement ensure active involvement to permit CYP access to school and specifically learning.		
WAVE 1 ADAPTATIONS CYP on this wave require adaptations in one or more pillars of the LfL framework.	 WHO? CYP WHERE PROGRESS DEFICIT EMERGING (SEE GUIDANCE P. 8) WHAT? Assess need(s) and plan adaptations to meet them. Where CYP are unable to attend the physical teaching space make adaptations to allow continued access to the curriculum. Gaps are understood and adjustments ensure they are closing.	 WHO? CYP WHERE OBSERVATIONS, INCIDENTS AND BEHAVIOURS ARE STARTING TO EMERGE THAT INDICATE A STRUGGLE TO THRIVE WHAT? Assess, understand and adapt to support the barrier(s) to positive health (incl. mental) and wellbeing. Support CYP to utilise self-care in addition to developing skills and strategies to thrive.	 WHO? CYP WHERE THERE ARE INSECURITIES IN DEVELOPMENT, SENSE OF IDENTITY OR BELONGING, OR ACCESSIBILITY IS RESTRICTED WHAT? Emerging concerns are recognised and responded to through adaptive approaches. Equality, diversity, inclusion and belonging is lived through all aspects of the school and all barriers have clear strategies to allow those with factors affecting accessibility to thrive.	 WHO? CYP WITH EMERGING ATTENDANCE CONCERNS CYP WHERE CONCERNS ARE EMERGING WHAT? Emerging concerns are recognised, responded to and adaptations to CYP provision are implemented. CYP barriers to attendance and punctuality are assessed and understood, and adaptations are implemented.	 WHO? CYP AND FAMILIES THAT REQUIRE ADAPTED PROVISION AND ADDITIONAL RESOURCES TO ACCESS THE UNIVERSAL OFFER WHAT? Strong systems and strategic programmes involve families in school-led or partnered community programmes. Programmes are planned around ongoing family needs such as family-focused learning.		
PRE-WAVE UNIVERSAL All CYP have access to the universal offer and for CYP on this wave, their needs are being met.	 WHO? CYP ACCESSING THE CURRICULUM EFFECTIVELY AND DEMONSTRATING AGE-RELATED EXPECTED PROGRESS WHAT? All needs are met through quality first teaching and CYP supported to thrive. Reading skills and functional skills are not a barrier to learning. Where CYP are unable to attend the physical teaching space, CYP can access the curriculum(s) remotely or otherwise.	 WHO? CYP WHO DEMONSTRATE POSITIVE MENTAL HEALTH AND WELLBEING, OR SELF-CARE STRATEGIES TO WEATHER NEGATIVE PERIODS WHAT? CYP voices are heard, they thrive in their school community and feel a sense of belonging and inclusion. They are learnt to provide self-care, and develop skills in caring for others. They contribute to the culture of their school positively, and drive change where beneficial.	 WHO? CYP HAVE SECURE IDENTITIES AND RATES OF DEVELOPMENT, AND CAN ACCESS AND INFLUENCE ALL CURRICULUM, TAUGHT OR LIVED WHAT? CYP are supported to thrive through quality PSHE, RSE and development programs. Enrichment and extra-curricular offers are strong; CEAG and preparation for the next phase is well-executed. Where potential barriers to accessing opportunities are understood and addressed in the curriculum, CYP voices are heard and inform change.	 WHO? CYP WITHOUT ADDITIONAL NEEDS OR ATTENDANCE ISSUES - CYP CAN THRIVE AS THERE ARE NO CONCERNS WHAT? All staff receive training, regular updates & are aware of concerns - symptoms that may require additional services, and can signpost CYP and parents / carers to these. Patterns of absence are identified early and specific groups tracked tightly.	 WHO? CYP, FAMILIES, SCHOOLS AND COMMUNITIES WHAT? Schools have a SCP (School Community Plan) that details a clear understanding of the contextual needs (see safeguarding and attendance pillar) and community engagement and they are the heart of the community. Community engagement is a whole school approach.		
 Access supporting documents, policies and links for this pillar of the framework.		 Access supporting documents, policies and links for this pillar of the framework.		 Access supporting documents, policies and links for this pillar of the framework.		 Access supporting documents, policies and links for this pillar of the framework.	

BELONGING PRINCIPLES: A CULTURE OF CARING FOR ALL

This includes, but is not limited to:

strong universal offers focused on trauma-responsive approaches founded in relational practice | inclusive, broad and context-aware curriculums | cohesive infrastructures | clear, centralised data tracked through ASSESS, PLAN, DO, REFLECT |

