

# SHERINGTON PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



## Our Vision Statement

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

- Aspire** Motivating and exciting all to become lifelong learners
- Believe** Developing the skills and confidence to foster self-belief
- Create** Engaging all learners through creative practice and personal reflection
- Achieve** Experiencing success and embracing future challenges

## Our Aims are:

- To place the child at the centre of all that we do.
- To foster positive, supportive relationships with families and the wider community.
- To provide models of excellence drawing on the expertise of our highly skilled team.
- To provide an enquiry based curriculum, that promotes the values of resilience, adaptability and perseverance.
- To promote lifelong learning through developing a whole school culture of challenge and growth.
- To prepare learners for a future in an increasingly interconnected global economy.

Inclusion Manager	Joanna Richards
Designated SEND Governors	Laura Perrett and William Torrie

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Date due for review:	December 2025

## Context

A child is defined as having SEND if they have a learning difficulty or disability, which calls for special educational provision. This is defined as provision different from, or additional to, that typically available to children of the same age.

A learning difficulty means that the child has significantly greater difficulty in learning, or a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age.

The 0-25 SEND Code of Practice (2015) identifies four broad areas of special educational need and support: -

- **Communication and interaction** (such as autistic spectrum and language disorders)
- **Cognition and Learning** (such as specific learning difficulties, dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay).
- **Social, Emotional and Mental Health** (such as ADHD, ADD, ODD, attachment disorders, emotional difficulties, mental health difficulties)
- **Physical and Sensory** (such as hearing/ vision impaired)

At Sherington Primary School, we use a holistic approach to determining needs and think about how additional aspects may also impact on progress and attainment. This may include a child's attendance, health and welfare concerns, English as an additional language, Pupil Premium eligibility or being a child in the care of a local authority. We do this because we recognise there may be an intersection of need which impacts on learning and we need to consider all factors when planning an appropriate curriculum and support.

Children are categorised by their level of need on our school SEND register under the following levels:

- SEND monitoring
- SEND support
- EHCP

The purpose of identification is to work out what action we need to take to provide the highest standard of support for children. It is not to assert unnecessary labels or fit children into specific categories.

## Intent

At Sherington Primary School we are dedicated to ensuring that every child in our school community achieves their highest potential through opportunities for personal development and a broad and balanced curriculum. Our Sherington Primary School vision of 'Aspire, Believe, Create, Achieve', alongside our focus on Character Strengths, is reflected in practice through our determination to ensure that all children are provided with a consistently high quality of education.

Alongside the right support and provision to secure academic attainment and achievement, we uphold the rights of all our children to have access to experiences which will develop their cultural capital, enable their imagination and promote their aspirations. In doing so, we strive to narrow the attainment gap between our lowest achieving children and their peers. We work in collaboration with the Local Authority to secure the best possible offer for all our children.

The [SEND Code of Practice 2015](#), states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best,
- Become confident individuals living fulfilling lives,
- Make a successful transition into secondary school and then adulthood, whether into employment, further or higher education or training.

We aim to ensure that all children at Sherington Primary School leave with the skills and knowledge they need in order to become independent, enterprising and confident young people

At Sherington Primary School, inclusion lies at the heart of our practice and we aim to ensure that all children with a Special Educational Need or Disability (SEND), feel happy and secure and have their individual needs and abilities recognised and assessed, with appropriate and timely adaptations and support put in place.

We strive to deliver an appropriate curriculum to:

- Provide suitable learning challenges,
- Meet students' diverse needs,
- Remove the barriers to assessment and learning,
- Ensure personal development and growth.

This SEND policy is written to comply with the [2014 Children and Families Act](#), together with [The Equality Act 2010](#).

## Implementation

We recognise that **all** members of our school community are responsible for supporting all children. In line with the SEND Code of Practice 2015, we will:

- Identify and address, at the earliest possible stage, the individual barriers of the children we teach.
- Use our best endeavours to ensure that a child with SEND receives the highest standard of support that they need.
- Ensure that all children with SEND are offered full access to everyday school life and a broad, balanced and appropriate curriculum, that sets high expectations for every child whatever their prior attainment.
- Provide for the individual needs of all children with SEND and ensure their progress in mainstream education, alongside children who do not have SEND, in order to maximize their achievement.
- Ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed in partnership with the team around the child.
- Encourage children to develop their own views, wishes and feelings, involving them as fully as possible in decision making about their own education.
- Ensure that children with SEND have a clear understanding of their needs and the strategies that work well for them, what they need in order to progress and that they have the tools to be able to communicate this effectively to others.
- Recognise that parents/carers and children are integral part of the support provided for children with SEND and should be at the heart of all decisions made.
- Work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- Designate a teacher responsible for the coordinating of SEND provision. At Sherington Primary School, this is Joanna Richards, who holds the role of Inclusion Manager.

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice.

We endeavour to achieve this through:

- Following a comprehensive and structured approach to assessing, identifying and responding to individual child's needs.
- Providing high quality teaching and support that is differentiated and personalised to meet the needs of individual children.
- Maintaining high quality teaching of children with SEND and monitoring the impact on children's progress as a core part of the school's robust monitoring and performance management arrangements.

- Professional development of all staff, in the area of SEND, which is key to the quality of teaching, learning and wellbeing of children.
- Working alongside other professionals and referring to different agencies for additional support, guidance and advice, when needed.
- Making SEND provision an integral part of our School Improvement Plan.
- Ensuring that all governors, particularly the SEND Governors, are up-to-date and knowledgeable about the Schools' SEND provision and Inclusion overall.
- Ensuring the wellbeing and mental health of all children with SEND is monitored and supported.
- Ensuring the voice of children with SEND is captured and underpins the support provided, where possible.
- Developing effective partnerships with parents/carers
- Enabling successful transition of children with in the school, year to year and to and from educational settings.
- Ensuring that appropriate staffing and funding is in place for children with SEND.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Ensuring reasonable adjustments are made to whole school topics and projects to ensure accessibility, whilst maintaining high aspirations, for all
- Making EHCP needs requests and/or SEND admissions referrals when deemed to be in the child's best interest.

### Implementation: identification, assessment, provision and review

Where a child is identified with SEND, Sherington Primary School will act to remove barriers to achievement and put effective SEND provision in place. This takes place in the form of a four-part cycle known as the Graduated Response.



### The Graduated Response

#### Assess

Sherington Primary School has a clear and structured approach to identifying and responding to Special Educational Needs and Disability. As a school, we recognise the importance of identifying children's additional needs and we strive to identify these at the earliest point possible, with consequent follow-up of effective provision to improve long-term outcomes.

Staff at Sherington Primary School will carry out baseline assessments with all children on entry to the school and assess each child's current skills, development and levels of attainment. Those who do not meet age-appropriate expectations will be continue to be monitored. Where staff or parents/carers raise concerns, further observations and where appropriate, individual specialised tests carried out to assess further need. This can be supported by a referral to the appropriate outside agencies.

The Inclusion Manager and teachers make regular assessments of progress for all children. These seek to identify children making less than expected progress related to age and individual circumstance. This can be characterised by progress which:

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

It can also include measures of progress in areas other than attainment, such as behavioural, communication and language and emotional and social skills.

In September 2021 [The Engagement Model](#) was introduced for children not working at subject specific level. As a school we also use The Engagement Model observation tool to observe the learning behaviours and engagement of our most vulnerable learners; those working two years or more below their peers, those children who display consistently high levels of behaviour, disengagement or school refusal.

Sherington Primary School has a very proactive approach to assessing Special Educational Needs and wider issues relating to Mental Health difficulties and behavioural, social and emotional disorders. The Children's Wellbeing Leader works alongside the Inclusion Manager to identify and agree the appropriate support for each child.

## **Plan**

Once a child has been identified as requiring additional support, parents/carers will be notified of the intervention and support in place. Next step actions will be discussed and agreed in partnership with parents/carers, and their child where possible.

Parents/carers will also be notified of a child being placed on or removed from the SEND register at SEND Support level.

All children who are placed on the SEND register will have a provision map to outline their specific needs and targets. SEND plans are reviewed termly and are shared with parents/carers. For most children, their needs will be carefully planned for within quality first teaching. Children with an Educational Health Care Plan (EHCP) will have an additional SEND plan which identifies and works towards the targets set by their EHCP.

## **Do**

All teachers are teachers of SEND and therefore will remain responsible for working with children on a daily basis, with support and advice from the Inclusion Manager.

In addition, the Inclusion Manager and Head teacher will provide in-class support where required, through additional resources, LSAs or Teaching Assistants or through organisation and training for small group interventions in a variety of skills and subjects. The Inclusion Manager will support all staff and children within the school to ensure Inclusive Education for All.

## **4) Review**

The effectiveness of support and intervention is reviewed throughout the year through pupil progress meetings, observations of intervention and performance management of those leading additional provision. Professional discussions and reflective conversations with Class Teachers and supporting staff identify strengths and impact of our school provision for individual children.

At the end of each intervention impact will be measured through academic progress, attendance and parental, child and staff feedback.

Where a child continues to make less than expected progress, despite evidence-based support, the school will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted. If a child is on the SEND register, parents/carers will have the opportunity for direct contact related to their son/daughter's progress, with the Inclusion Manager. This contact can include: opportunities to meet with the Inclusion Manager during parents' evenings, SEND surgery appointments, official letters, feedback related to SEND targets, annual reports, learning assessments, phone calls home and/or individual meetings where requested.

## **Education Health Care Plans**

If a child requires significant support to access everyday school life, including more specialist input, blocks of therapy, individual hours of teaching assistant support, the school will consider an application request for an EHCP. This

application will be evidenced by a two-term plan, do, review cycle which shows that further support is required, in the child's best interests. This decision will be made in collaboration with children, parents/carers and other professionals.

As a parent/carer you have the right to request an EHCP needs assessment if you believe, despite Sherington Primary School taking relevant and purposeful action to identify, assess and meet the needs of your child, they have still not made expected progress and so require at least 20 hours of support a week.

Once an EHCP has been issued, this will be formally reviewed annually by the school, parents/carers, child and any agencies involved. Interim reviews will also take place after 6 months where the need is required.

If you would like to request an Education Health Care needs assessment, please contact the Inclusion Manager to discuss this further.

### Specialist provision

Delegated funding for children with an EHC Plan is used in a range of ways such as accessibility and practical resources, specialist programs for individuals and the salaries of additional staff that support children with significantly high level needs.

Other devolved funding is allocated to support the needs of children with Additional Needs where required. Pupil Premium money is carefully allocated to support the children to which it is targeted. Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the pupil profile.

The focus for the 2024- 2025 academic year is on how SEND provision is embedded in the classroom. With the growing needs of children in our school, including ASD and secondary learning and cognition difficulties some children require a multi-sensory, global needs focused curriculum to support their speech and language and some sensory processing disorders. These children have an individualised timetable created for them, dependent on their needs and ability.

### Positive Touch

At Sherington Primary School, we recognize touch is important and may be used by a trusted and known adult for a number of reasons. The following list provides possible examples but is not an exhaustive list:

- For communication, this is particularly likely to occur during intensive interaction whereby the adult may engage in activities which require physical touch to guide a child in a particular direction or support them to balance for example. Any intensive interaction will be supported by an individual plan for the child.
- For use in specific curriculum subjects. This is likely to occur when support or guidance is needed for example during P.E or swimming.
- For play, this is likely to be encouraged so that children have similar experiences as their mainstream peers, e.g. playing tag games. Adults may also physically support a child to engage fully in an activity.
- As part of a sensory circuit, a sensory integration intervention which follow a sequence of physical activities designed to alert, organize and calm the child. The child may opt for a touch based calming activity.
- For emotional reasons to communicate affection, warmth and reassurance, and to communicate security and comfort or support a child who is distressed
- For the purposes of care, touch necessary to carry out personal care e.g. toileting.
- To give medical and nursing care - this is particularly likely when staff need to offer support after a seizure or injury following a medical programme or advice.
- To give physical support, such as transferring into and out of a wheelchair and in order to guide children between places, rooms or activities or for moving and handling

Positive touch is different to restrictive personal intervention, where children may need to be held briefly to protect themselves or others from dangerous situations by physically intervening e.g. to break up a fight or to manage challenging behaviours. Staff who engage with a recognized restrictive personal intervention will have received training to do so.

Incidents such as these will be recorded in a bound book and signed by two people. Children will be offered an opportunity to reflect on the incident and the restorative approach will be used to build any damaged relationships

## Staffing and Professional Development

The Senior Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected through professional discussions, phase and whole school development and staff training. At the same time, staff are expected to be proactive in identifying their own training needs.

Staff training, support and impact of outreach services and agencies will be regularly reviewed through caseload meetings, Inclusion reviews, and child TAC meetings.

## Specific Roles and Responsibilities

In delivering SEND policy across the school, the following roles and responsibilities are distributed to the following groups and individuals:

Our **Governing Body** has a legal duty to:

- Do its best to ensure that all children with special educational needs are appropriately catered for
- Appoint a 'responsible person' to oversee the assessment of individual children' needs and to make sure that all staff likely to teach children with special needs are aware of those needs
- Ensure that all teachers are aware of the importance of identifying and providing for any children with special educational needs
- Ensure that children with special educational needs have the opportunity to participate as fully as possible in all aspects of school life
- Ensure that parents/carers are notified of a decision by the school that their child has special educational needs
- Report on how the school's SEND policy is being implemented and how resources are allocated in the governing board's Annual Report to Parents
- Ensure that the SEND Code of Practice is followed
- Ensure the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014).

The **Headteacher** is responsible for:

- Use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any child who has special educational needs.
- Ensure that parents/carers and/or the young person are notified by the school when special educational provision is being made for their child because it is considered that they have special educational needs;
- Make sure that the responsible person makes all staff who are likely to teach the child aware of the child's special educational needs and/or medical conditions;
- Make sure that the teachers in the school are aware of the importance of identifying children who have special educational needs and of providing appropriate teaching;
- Ensure that there is a suitably experienced and qualified teacher designated as special educational needs coordinator (INCLUSION MANAGER) for the school (for details, see Special Educational Needs/Disability Regulations 2014 and the 0-25 SEND Code of Practice (2015);
- Consult the local authority and the governing bodies of other schools when it seems necessary to coordinate special educational teaching in the area;



- Ensure that children with special educational needs/disabilities join in the everyday activities of the school together with their peers, as far as is compatible with them receiving the necessary special educational provision, the provision of efficient education for all other children, and the efficient use of resources;
- Take account of the 0-25 SEND Code of Practice (2015)' when carrying out their duties towards all children with special educational needs/disabilities;
- Where a local authority or the First-tier Tribunal (Special Educational Needs and Disability) names a maintained school as the school the child will attend on an Statement of special educational needs or an Education and Health Care Plan, the governing body must admit the child to the school. Before naming a maintained school on a statement, the local authority must consult the governing body of the school (see below);
- Cooperate with the local authority in developing the Local Offer and in transferring children/young people from the old to the new special educational needs framework (eg 'SEN Dsupport' and Education, Health and Care (EHC) Plans);
- Ensure the school produce and publish online its School SEND Information Report in accordance with section 69 of the Children and Families Act 2014;
- Ensure the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014).

The **Inclusion Manager (Joanna Richards)** is responsible for:

- Working with class teachers, children, parents/carers and other professionals to identify need and categorise on SEND register, acting upon 'referrals' and initial concerns from staff and parents.
- Using baseline and regular data captures to identify and monitor all children with SEND and track progress
- Informing teaching staff of children's needs or disabilities and the provision needed prior to entry or as updated .
- Maintaining the school's SEND register and provision maps.
- Working in collaboration with our school-based Children's Wellbeing Lead, school counsellor and SALT support TA to meet the needs of all children.
- Ensuring the correct provision is in place for all children with SEND within whole class quality first teaching, LSA support and interventions.
- Supporting staff through a cycle of reflective conversation coaching sessions, SEND child drop ins, child reflective sessions and ongoing professional discussions with class teachers and teaching assistants.
- Monitoring, evaluating and reviewing the curriculum that is in place for all children with SEND.
- Identifying relevant CPD needs within school and arranging and delivering whole school CPD on Inclusive Education/SEND.
- Attending LA Inclusion Leader Network meetings and the local cluster network meetings.
- Performance management of Key staff supporting children with EHCPs.
- Ensuring that access arrangements are in place, when required, for SATs.
- Coordinating smooth transition from feeder preschools or in-year transfer schools, and to secondary schools - attending and organizing meetings where appropriate.
- Conducting TAC meetings, applications, interim and annual reviews of Education Health Care Plans.
- Liaising with parents/carers of children with SEND through termly Inclusion Leader Surgeries, termly parents' evenings and joint professional meetings, where appropriate.
- Ensuring all SEND records are kept up to date.
- Liaising with the school Governors with responsibility for SEND.
- Ensuring all agencies and provisions are co-ordinated and directed effectively to support al staff, parents/carers and children.
- Monitoring the effectiveness of interventions and support, in addition to quality first teaching. This includes Wave 1, Wave 2 and Wave 3 interventions to support all 4 areas of SEND\*.
- To liaise with outside agencies and local authority support services where necessary.



**Wave 1 intervention:** Classroom based differentiated planning. Flexible ad-hoc interventions by Class teacher and Teaching assistant in response to daily misconceptions. Examples of Wave 1 activities are: visual aids, scaffolds for writing, sentence openers, sensory room activities.

**Wave 2 intervention:** Group intervention following a precise plan of targets and outcomes on a regular basis delivered by class teacher or LSA following training or guidance from an outside agency or programme. Examples of Wave 2 activities are: Speech and Language sessions on Shape Coding, Lego Training, STEPS initiatives for Literacy.

**Wave 3 intervention:** 1:1 adult support to ensure that the child can access learning opportunities and continue to progress against individual targets. Examples of Wave 3 activities are: personalised timetables, direct support from services such as Educational Psychology Service and Waterside and PECS for communication.

#### **Teachers are responsible for:**

- Ensuring that planning and lessons are appropriate for the needs of all children that they teach, through quality assessment for learning.
- Meeting the individual needs of the children in their classes, by regularly checking and acting upon information provided by the Inclusion Manager and other professionals.
- Using differentiation appropriately in all lessons, including the preparation of suitable resources to support learning and an adapted learning environment if needed.
- Setting achievable, but aspirational, targets for individual children and evaluating the success of these targets, this includes the creation and review of a termly SEND plan.
- Tracking and planning for effective interventions to close the gap for children with SEND, in collaboration with their Phase leader and Inclusion Manager where required
- Contributing to the Interim and Annual Review of children with Education Health Care Plans.
- Referring children who are having difficulties to the Inclusion Manager, via the SEND referral form.
- Attending training sessions provided by the Inclusion Manager, including termly reflective conversations.
- Tracking the progress of all children within class, including children with SEND, and reporting progress to parents/carers during parents evening and within reports and to SLT during pupil progress meetings.
- Planning and communicating regularly with intervention leads to ensure learning covered within interventions is reinforced within class and progress made within interventions is identified.

#### **Parents/carers are responsible for:**

- Communicating regularly with their child's class teacher and Inclusion Manager regarding their child's needs and support.
- Raising any concerns that they have with their class teacher and Inclusion Manager.
- Attending all SEND related meetings for their child e.g. TAC or Annual Review meetings, and with external agencies e.g. Community Paediatric appointments.
- Attending all relevant training or information workshops provided by school or other agencies, e.g. ASD parental/carer training.
- Completing any paperwork related to their child's SEND e.g. parental questionnaires, referral forms.
- Reinforcing any home-based learning or activities at home as advised by class teacher, Inclusion Manager or other professionals.

Parents/carers are also regularly notified about the Greenwich local offer and services available to them in the wider community during TAC meetings and EHCP interim/annual reviews.

#### **The Local Offer**

The purpose of the local offer is to enable parents/carers and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. For up to date signposting, follow this link via our website link

[Children and young people with additional needs | Greenwich Community Directory](#)

## Admission Arrangements

Children with SEND are admitted within the normal admissions procedure of the school. Parents/carers and children are invited to view the school along with all other parents/carers during open day sessions or on a private inspection through an appointment with the Head teacher or Inclusion Manager.

The Equality act 2010 prohibits school from discriminating against disabled children in respect of admissions related to their disability. The school admissions Code of Practice requires that a young person with SEND be treated fairly.

Admissions:

- Must consider applications from parents of children who have SEND, but do not have an Education Health Care Plan.
- Must not refuse to admit a child who has SEND because they do not feel able to meet their needs.
- Must not refuse to admit a child on the grounds that they do not have an Education Health Care Plan.

Facilities are provided at Sherington Primary School to assist accessibility for all children. This is laid out in the school Accessibility plan.

## Transition arrangements

Support for children with Special Educational Needs includes the planning and preparation at key transitional phases of education.

For children starting in the Early Years Foundation at Sherington Primary School, a comprehensive package of transitional support is put in place each year, alongside welcome meetings, curriculum information meetings and home visits. Where required the Inclusion Manager will contact previous settings and arrange a TAC meeting to agree necessary steps for transition including additional settling in visits, preparation of resources or training required to support the child's successful transition to our school.

For in year transfer, transition days can be arranged and a meeting with the Inclusion Manager can take place to ascertain needs and support required. Home visits are also offered to all new children starting at school. TAC meetings will be arranged as required.

For children transferring from one year to the next transition arrangements are in place to support all children including those with SEND. Transition meetings take place between current and new teacher to discuss needs and support. The Inclusion Manager and Children's Wellbeing Lead support transition and all children spend time in their new classrooms and meet their new teachers during class swop day. Additional support can be put in place if required e.g. the creation of photo journals, visual communication books or additional class visits.

For SEND children transferring to secondary school an additional programme of support is also available. The Inclusion Manager attends LA transition events for all SEND children to discuss the needs of children transferring with new schools. Transition arrangements may also include 1:1 or TAC meetings online with secondary Inclusion Managers or additional visits, which are arranged for children to their new schools. ASD outreach support all children with an ASD from yr 5 in preparation for the change. Class based work explores the expectations and physical practicalities of the move e.g. managing timetables and safe use of public transport. Our Children's Wellbeing Lead supports with transition sessions for all vulnerable children during the last term of yr. 6. Individual Secondary Summer scheme places or SALT activities are applied for during the summer holiday.

Where the school or parents/carers feel that Sherington Primary School is not a suitable provision, which can meet the SEND of a child, SEND admission referrals will be made. This will enable the child to access a more specialised provision within the borough, e.g. ASD designated specialist provision or other specialist school. All referrals and consultations are carried out in partnership with the child and parents/carers if this is deemed to be in the best

interests of the child and supported by other professionals. Transition to other provisions is carefully managed and supported through transition meetings, provision visits and familiarisation activities.

## Access arrangements

Access arrangements may be agreed for children before statutory testing arrangements, such as SATs assessments. Access arrangements will include the provision of additional time. In providing for this time allowance, the arrangements allow students with special educational needs, disabilities and temporary injuries to access the same assessments as their peers without SEND and show what they know and can do without changing the demands of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a student who is disabled, within the meaning of the Equality Act 2010, would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

The Inclusion Manager with support from all teaching and support staff and members of the Senior Leadership Team will determine and implement appropriate access arrangements at Sherington Primary School.