Baston CE Primary School

SEND Policy

This policy will be reviewed annually by the full governing body.

Owner	Headteacher
Approval Body	Full Governing Board
Date Approved	Tuesday 14th July 2026
Review Date	July 2027
Status	Issued

Document Control

Version Date	Author	Changes Made
June 2026	SLT	Document updated
30.06.26	SLT	Document version control added Updated to Baston format

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Our School Vision

“Preparing the way..."

We aspire to be an inspirational, challenging and inclusive church school at the heart of our community.

Through the love of God and shared values, we seek to provide a happy, safe and creative learning environment where everyone reaches their full potential and thrives as a global citizen.

1. Statement of Intent

At Baston CE Primary School, we are committed to ensuring that all pupils, regardless of their individual needs, are valued, included and supported to achieve their full potential.

We believe that every child deserves access to a broad, balanced and ambitious curriculum that enables them to develop academically, socially, emotionally and spiritually. We recognise that some pupils may require additional support or different approaches to learning in order to access the opportunities available to their peers.

We are committed to identifying and addressing barriers to learning at the earliest opportunity and to working in partnership with pupils, parents, carers, governors and external agencies to provide effective support. Through high-quality teaching, appropriate adaptations and targeted interventions, we strive to ensure that all pupils experience success and develop the confidence, independence and resilience needed for later life.

As an inclusive church school, we celebrate diversity and recognise the strengths, talents and individuality of every member of our school community. We are committed to promoting equality of opportunity and ensuring that pupils with SEND are fully included in all aspects of school life.

We work within the principles and guidance set out in:

- The Children and Families Act 2014
- The Special Educational Needs and Disability Code of Practice: 0–25 Years (2015)
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014

2. Definition of SEND

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or

- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

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

Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A child is not regarded as having a learning difficulty solely because the language spoken at home is different from the language in which they are taught.

3. Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need and support.

Communication and Interaction

Children and young people with communication and interaction needs may experience difficulties in expressing themselves, understanding language or interacting socially with others.

This may include pupils with:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)
- Social communication difficulties

The profile of every child is unique and support will be tailored to individual strengths and needs.

Cognition and Learning

Children with cognition and learning needs may learn at a slower pace than their peers or experience specific difficulties in particular areas of learning.

This may include:

- Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia or dyspraxia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Support may involve adapted teaching approaches, additional resources and targeted interventions.

Social, Emotional and Mental Health (SEMH)

Children may experience a wide range of social, emotional and mental health difficulties which can affect their ability to learn and engage successfully in school life.

These may include:

- Anxiety
- Depression

• Attachment difficulties
• Attention Deficit Hyperactivity Disorder (ADHD)
• Attention Deficit Disorder (ADD)
• Trauma-related difficulties
• Difficulties with emotional regulation

Such needs may present through withdrawn behaviour, emotional distress, difficulties forming relationships or behaviours that challenge.

Sensory and / or Physical Needs

Some children require additional support because of a disability or sensory impairment that affects their ability to access learning.

This may include:

• Hearing impairment
• Visual impairment
• Multi-sensory impairment
• Physical disabilities
• Medical conditions impacting learning

Support may include specialist equipment, environmental adaptations and advice from external professionals.

4. Aims and Objectives

At Baston CE Primary School we aim to:

• Work in partnership with children and their families at every stage of the SEND process.
• Create an inclusive environment that enables all pupils to feel they belong through ensuring they feel safe, valued and successful.
• Identify pupils with SEND as early as possible and provide appropriate support.
• Ensure all pupils have access to a broad, balanced and ambitious curriculum.
• Promote high aspirations and positive outcomes for all pupils with SEND.
• Support pupils to develop confidence, resilience and independence.
• Remove barriers to learning through high-quality teaching and reasonable adjustments.
• Ensure Lincolnshire's Ordinarily Available Provision is embedded within universal classroom practice and targeted support.
• Work collaboratively with external agencies to secure the best possible outcomes for pupils.
• Ensure staff receive appropriate training and support to meet a range of SEND needs.
• Monitor and review provision regularly to ensure it remains effective and responsive.
• Celebrate diversity, including neurodiversity, and promote a culture of respect and understanding throughout the school.

5. Identification of SEND

The school recognises that children may experience difficulties in learning for a variety of reasons and that not all difficulties indicate the presence of SEND.

When considering whether a pupil has SEND, staff will consider the whole child and their individual circumstances.

The following factors may impact on attainment and progress but do not, on their own, constitute a special educational need:

- Attendance or punctuality concerns
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium funding
- Gaps in learning resulting from absence or interrupted education
- Medical needs where these do not result in a learning difficulty requiring special educational provision
- Temporary emotional responses to life events or significant changes

The school will use a range of evidence when identifying SEND, including:

- Teacher assessment
- Progress and attainment data
- Classroom observations
- Information from parents and carers
- Information from the pupil
- Advice from external professionals where appropriate

Identification of SEND follows a graduated approach and is not based upon a single assessment, test result or professional opinion.

The school recognises that early identification and timely intervention are essential in supporting pupils to achieve their potential and reducing barriers to learning.

6. Educational Inclusion

At Baston CE Primary School, we believe that every child has the right to feel valued, included and supported within their school community.

We recognise that all children:

- Have different educational needs, strengths and aspirations.
- Learn in different ways and at different rates.
- Benefit from a range of teaching approaches and learning experiences.
- Have the right to participate fully in all aspects of school life.

We are committed to providing an inclusive learning environment where barriers to learning are identified and addressed wherever possible. Through high-quality teaching, reasonable adjustments and targeted support, we aim to ensure that all pupils can access the curriculum and achieve their potential.

Pupils with SEND are encouraged to participate fully in all aspects of school life, including educational visits, extra-curricular activities, collective worship, sporting opportunities and wider enrichment experiences. Where necessary, reasonable adjustments will be made to ensure equal access and participation.

The school is committed to promoting positive attitudes towards diversity and disability and to fostering a culture of understanding, acceptance and respect.

7. Roles and Responsibilities

Meeting the needs of pupils with SEND is a whole-school responsibility. All staff share responsibility for ensuring that pupils receive appropriate support and opportunities to succeed.

The Governing Body

The Governing Body has a statutory responsibility to ensure that the school fulfils its duties towards pupils with SEND.

The Governing Body will:

- Ensure that appropriate provision is made for pupils with SEND.
- Monitor the quality and effectiveness of SEND provision.
- Ensure that the SEND Policy and SEND Information Report are reviewed annually.
- Ensure the school meets its duties under the Equality Act 2010.
- Ensure appropriate staffing, training and resources are available to support pupils with SEND.
- Appoint a designated SEND Governor.
- Work with the Headteacher and SENDCo to monitor the impact of SEND provision across the school.

The SEND Governor

The SEND Governor will:

- Support and challenge the school in relation to SEND provision.
- Meet regularly with the SENDCo to gain an understanding of current SEND priorities and developments.
- Monitor the effectiveness of SEND provision and report to the Governing Body as appropriate.
- Ensure that pupils with SEND remain a strategic priority within school improvement planning.
- Support the annual review of the SEND Policy and SEND Information Report.

The Headteacher

The Headteacher has overall responsibility for the provision and progress of all pupils, including those with SEND.

The Headteacher will:

- Work closely with the SENDCo and SEND Governor to develop and implement SEND provision.
- Ensure the school fulfils its statutory responsibilities under SEND legislation and the Equality Act 2010.
- Ensure appropriate staffing structures and deployment of resources.
- Oversee the school's SEND budget and use of additional funding.
- Ensure staff have access to appropriate training and professional development.

• Promote an inclusive culture across the school.
• Ensure the SENDCo has sufficient time and resources to fulfil their responsibilities effectively.

The SENDCo

The SENDCo is responsible for coordinating the day-to-day operation of SEND provision across the school.

The SENDCo will:

• Work with the Headteacher and Governing Body to determine the strategic development of SEND provision.
• Coordinate and monitor provision for pupils with SEND.
• Oversee the implementation of the SEND Policy.
• Support staff in identifying, assessing and meeting pupils' needs.
• Promote the effective use of the Graduated Approach (Assess, Plan, Do, Review).
• Maintain accurate and up-to-date records relating to pupils with SEND.
• Liaise with parents, carers and external agencies.
• Coordinate referrals to specialist services where appropriate.
• Ensure recommendations from professional reports are considered and implemented where appropriate.
• Support transition arrangements between classes, key stages and educational settings.
• Coordinate requests for Education, Health and Care Needs Assessments where appropriate.
• Contribute to Annual Reviews of Education, Health and Care Plans.
• Monitor the impact of interventions and provision.
• Identify training needs and support staff development.
• Work closely with the Designated Teacher for Looked After and Previously Looked After Children to ensure joined-up planning and support where appropriate.
• Prepare and update the school's SEND Information Report and SEND Policy.
• Evaluate SEND provision and report to governors as required.

Teachers

Teachers are responsible and accountable for the progress and development of all pupils in their class, including those receiving support from teaching assistants or specialist staff.

Teachers remain the first point of contact for concerns regarding a pupil's learning, development or wellbeing.

Teachers will:

• Deliver high-quality teaching that is differentiated and adapted to meet the needs of all learners.
• Identify pupils who may require additional support.
• Use assessment information to monitor progress and identify barriers to learning.
• Implement and review appropriate classroom adaptations and support strategies.
• Engage fully in the Assess, Plan, Do, Review process.
• Work collaboratively with the SENDCo to identify and meet pupils' needs.
• Maintain accurate records relating to SEND provision and pupil progress.
• Work closely with teaching assistants and other professionals supporting pupils in their class.
• Communicate regularly with parents and carers regarding progress and support.
• Ensure SEND documentation, including IEP targets, Provision Maps and One Page Profiles, informs classroom practice.

Where concerns about a pupil's progress arise, teachers should first demonstrate evidence of high-quality teaching, appropriate classroom adaptations and the graduated response before seeking additional SEND support.

Teaching Assistants

Teaching Assistants play an important role in supporting pupils with SEND and promoting independence.

Teaching Assistants will:

- Work under the direction of the class teacher.
- Deliver targeted interventions and support programmes where appropriate.
- Support pupils to access learning and participate fully in school life.
- Encourage independence and self-confidence.
- Provide feedback to teachers regarding pupil progress and engagement.
- Contribute to the review of support strategies and interventions.

Parents and Carers

The school recognises that parents and carers know their children best and are key partners in the SEND process.

Parents and carers will be encouraged to:

- Share information regarding their child's strengths, needs and aspirations.
- Attend meetings and reviews.
- Contribute to planning and decision-making.
- Support agreed strategies where appropriate.
- Raise concerns at the earliest opportunity.

The school will:

- Listen to and value parental views.
- Involve parents and carers in decisions regarding SEND provision.
- Communicate regularly regarding progress and support.
- Work collaboratively to achieve the best possible outcomes for pupils.

Pupils

We believe that pupils should be actively involved in decisions about their learning and support wherever possible.

In line with the SEND Code of Practice, the school recognises the importance of understanding the views, wishes and feelings of children and young people.

Pupils will:

- Be encouraged to share their views regarding their learning and support.
- Be involved in setting and reviewing targets where appropriate.
- Be supported to understand their strengths and areas for development.
- Have opportunities to contribute to decisions that affect them.
- Be encouraged to develop confidence, independence and self-advocacy skills.

The views of pupils will be considered when planning, reviewing and evaluating SEND provision.

8. The Graduated Approach

At Baston CE Primary School, we follow the Graduated Approach outlined in the SEND Code of Practice (2015). This approach recognises that pupils' needs may change over time and that support should be responsive, evidence-based and regularly reviewed.

The Graduated Approach is a continuous cycle of:

Assess → Plan → Do → Review

This process enables staff to identify barriers to learning, implement appropriate support and evaluate the impact of provision.

Assess

The first step is to identify a pupil's strengths, areas of need and any barriers to learning.

Assessment information may include:

- Teacher assessments and observations
- Attainment and progress data
- Information from parents and carers
- Pupil voice
- Behaviour, attendance and wellbeing information
- Previous educational records

The assessment process considers the whole child and seeks to identify whether difficulties are the result of a special educational need or other factors affecting progress.

Plan

Where additional support is required, staff will work together to plan appropriate provision.

Planning may include:

- Classroom adaptations
- Targeted interventions
- Environmental adjustments
- Additional resources
- Specific outcomes and targets
- Review arrangements

Parents and carers will be involved in planning support and, where appropriate, pupils will contribute to discussions regarding their provision and targets.

Do

The agreed support will be implemented by class teachers and support staff.

Teachers remain responsible and accountable for the progress and development of all pupils in their class, even where interventions or additional support are delivered by others.

Support may include:

- Adapted teaching approaches
- Targeted intervention programmes
- Small group support
- Individual support
- Specialist resources
- Recommendations from external professionals

Review

The effectiveness of support will be reviewed regularly.

Reviews will consider:

- Progress towards agreed outcomes
- Attainment and progress data
- Pupil views
- Parent and carer views
- Staff observations
- Impact of interventions

Outcomes of reviews will inform future planning and provision.

Provision for pupils with SEND is reviewed termly through the Assess, Plan, Do, Review cycle and formally shared with parents and carers at least three times each academic year.

9. Ordinarily Available Provision

Baston CE Primary School is committed to implementing Lincolnshire's Ordinarily Available Provision (OAP).

Ordinarily Available Provision refers to the range of strategies, approaches, adaptations and support that should be available to all pupils within mainstream schools.

Examples may include:

- Adaptive teaching
- Visual supports
- Structured routines
- Flexible grouping
- Reasonable adjustments

• Sensory adaptations
• Targeted intervention programmes
• Pastoral support

The school seeks to ensure that Ordinarily Available Provision forms the foundation of inclusive practice and supports pupils before more specialist interventions are considered.

SEND SUPPORT

Where a pupil continues to experience barriers to learning despite high-quality teaching and appropriate support through the Graduated Approach, they may be identified as requiring SEND Support.

The purpose of SEND Support is to provide additional or different provision outside of that which is considered Ordinarily Available Provision, that enables pupils to access learning and make progress.

Placement on the SEND Register is made following discussion between school staff, parents or carers and, where appropriate, the pupil.

The decision to place a pupil on the SEND Register is based upon evidence gathered through the Graduated Approach rather than a single assessment, diagnosis or professional report.

Diagnosis and SEND Support

The school recognises that a medical or clinical diagnosis is not required for a pupil to receive SEND Support.

Identification of SEND is based upon a clear understanding of a pupil's needs and the impact those needs have on their learning, development and access to education. Decisions are informed by assessment information, observations, the views of parents and carers, the views of the pupil and, where appropriate, advice from external professionals.

While a diagnosis can help to inform understanding and support planning, pupils may be identified as having SEND and receive appropriate provision without a formal diagnosis. Equally, a diagnosis does not automatically mean that a pupil will require SEND Support if their needs can be met through high-quality teaching and Ordinarily Available Provision.

The school will focus on understanding and meeting a pupil's individual needs rather than relying solely on diagnostic labels.

SEND Documentation

The school uses a range of documents to record, monitor and review provision.

These may include:

• Individual Education Plans (IEPs)
• Provision Maps
• One Page Profiles
• Behaviour Support Plans
• Risk Assessments

• Pastoral Support Plans
• External agency reports and recommendations

The type of documentation used will depend upon the needs of the individual pupil.

Individual Education Plans (IEPs)

Where appropriate, pupils may have an Individual Education Plan which identifies:

• Strengths and interests
• Areas of need
• Specific targets
• Strategies and provision
• Success criteria
• Review dates

Targets should be achievable, measurable and focused on the pupil's most significant areas of need.

Provision Maps

Provision Maps provide an overview of support delivered across the school and enable leaders to monitor the effectiveness of interventions and the use of resources. A child does not have to be on the SEND Register to receive support and interventions.

One Page Profiles

One Page Profiles help staff understand:

• What people like and admire about the child
• What is important to the child
• How best to support the child

These documents support consistency of practice and help ensure that pupils' views remain central to planning.

Review of SEND Support

Provision is reviewed termly by school staff.

Parents and carers will be formally involved in discussions regarding progress and provision at least three times each academic year.

Where support is not having the desired impact, provision will be adapted and additional advice may be sought.

10.Involvement of External Agencies

The school may seek advice and support from external agencies where appropriate.

These may include:

• Educational Psychology
• Speech and Language Therapy
• Occupational Therapy
• Specialist Teaching Services
• BOSS (Behaviour Outreach Support Service)
• Community Paediatrics
• CAMHS
• Health Services
• Social Care Services

Referrals are made in partnership with parents and carers and only where there is evidence that specialist advice may be required.

11.Education, Health and Care Needs Assessments (EHCNA)

Some pupils may have needs that are significant, complex or long-term and require support beyond that which is ordinarily available within the school's resources.

In these circumstances, the school may request an Education, Health and Care Needs Assessment (EHCNA).

A request may be made when:

• A pupil's needs are particularly complex or severe.
• Despite relevant and purposeful support, the pupil continues to require provision that is additional to or different from that normally available.
• Advice from external professionals indicates that a statutory assessment may be required.
• There is substantial evidence demonstrating that the pupil requires a higher level of support to access education and make progress.

Information used to support a request may include:

• Assessments and attainment data
• Records of support and interventions
• Evidence from the Graduated Approach
• Parent and carer views
• Pupil views
• Reports from external professionals

Requests are submitted to the Local Authority SEND Team, who determine whether a statutory assessment should proceed.

If the Local Authority agrees to undertake an assessment, information will be gathered from education, health and social care professionals.

If an Education, Health and Care Plan (EHCP) is issued, the school will work closely with parents, carers, professionals and the Local Authority to implement and review the provision specified within the plan.

12.Annual Reviews of EHCPs

The school will hold an Annual Review for all pupils with an EHCP at least once every twelve months.

The purpose of the review is to:

- Monitor progress towards outcomes.
- Review the effectiveness of provision.
- Consider any changes in need.
- Plan for future support and transitions.

Parents, carers, pupils and relevant professionals will be invited to contribute to the review process.

Recommendations from the review will be submitted to the Local Authority in accordance with statutory guidance.

13.Working with Parents and Carers

At Baston CE Primary School, we recognise that parents and carers know their children best and play a vital role in supporting their development and education.

We are committed to working in partnership with parents and carers and value the information, knowledge and insights they can provide about their child.

The school will:

- Involve parents and carers in discussions regarding their child's needs, progress and provision.
- Communicate regularly regarding support and outcomes.
- Ensure parents and carers have opportunities to contribute to reviews and decision-making.
- Share relevant information in a clear and accessible manner.
- Work collaboratively to identify strategies that can support learning both at home and at school.
- Signpost parents and carers to appropriate support services where required.

Parents and carers will be encouraged to:

- Share information regarding their child's strengths, interests and needs.
- Attend meetings and review discussions.
- Communicate concerns promptly.
- Support agreed strategies where appropriate.
- Work collaboratively with school staff to achieve the best possible outcomes for their child.

The school recognises that effective partnerships with families contribute significantly to positive outcomes for pupils with SEND.

14.Pupil Participation

The SEND Code of Practice emphasises the importance of understanding the views, wishes and feelings of children and young people.

At Baston CE Primary School, pupils are encouraged to take an active role in discussions regarding their learning and support wherever appropriate.

Pupils may contribute through:

- Review meetings
- Individual discussions with staff
- One Page Profiles
- Pupil questionnaires
- Target-setting activities
- Annual Review meetings for pupils with EHCPs

The school recognises that meaningful participation helps pupils develop confidence, independence and self-advocacy skills.

15.Transition Arrangements

The school recognises that periods of transition can be particularly challenging for some pupils with SEND.

Careful planning and communication are used to support pupils during periods of change.

Transitions within School

To support movement between classes and year groups, the school may provide:

- Additional transition visits
- Social stories
- Visual supports
- Opportunities to meet new staff
- Enhanced communication with families

Transition to Secondary School

For pupils moving to secondary school, support may include:

- Additional visits to the receiving school
- Meetings involving parents, carers and receiving staff
- Enhanced transition programmes
- Transfer of SEND records and documentation
- Attendance at transition reviews where appropriate

Transition into School

The school works closely with nurseries, pre-schools and other educational settings to ensure information is shared effectively and support is planned appropriately before admission.

The SENDCo will liaise with previous settings and external agencies where appropriate to ensure continuity of provision.

16.Training and Professional Development

The school is committed to ensuring that all staff have the knowledge and skills required to support pupils with SEND effectively.

Training opportunities are identified through:

- School development priorities
- Emerging pupil needs
- Staff feedback
- Local Authority guidance
- Recommendations from external professionals

Professional development may include:

- Whole-school training
- Specialist SEND training
- External courses
- Professional reading and research
- Coaching and mentoring
- Networking opportunities

The SENDCo regularly updates staff regarding developments in SEND practice, legislation and local procedures.

17.Storing and Managing Information

The school maintains accurate and confidential records relating to pupils with SEND.

Information is stored and managed in accordance with:

- The Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- School data protection procedures

Access to SEND information is restricted to staff who require the information in order to fulfil their professional responsibilities.

Records are transferred securely when pupils move to another educational setting.

18.Accessibility

Baston CE Primary School is committed to ensuring that pupils with disabilities are not disadvantaged.

The school complies with its duties under the Equality Act 2010 and seeks to make reasonable adjustments where required.

The school's Accessibility Plan outlines how we will:

- Improve access to the curriculum.
- Improve access to the physical environment.
- Improve access to information for pupils, parents and carers with disabilities.

The Accessibility Plan is reviewed regularly and published on the school website.

19.Complaints

The school works closely with parents and carers to resolve concerns at the earliest possible stage.

If parents or carers have concerns regarding SEND provision, they should initially discuss these with:

The Class Teacher
The SENDCo
The Headteacher

In most cases concerns can be resolved through discussion and partnership working.

If concerns remain unresolved, parents and carers should follow the school's Complaints Policy.

Parents and carers may also seek advice and support from:

- Lincolnshire SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)
- The Local Authority SEND Team

Further information regarding SEND provision can be found within:

- The School SEND Information Report
- The School Accessibility Plan
- The Lincolnshire Local Offer

20.Monitoring and Review

The Governing Body will monitor the effectiveness of this policy and the quality of SEND provision across the school.

This policy will be reviewed annually or sooner if:

• Legislation changes.
• Local Authority guidance changes.
• School procedures require amendment.
• Monitoring identifies a need for review.

The review process will consider:

• Pupil outcomes
• Parent and carer feedback
• Pupil voice
• Staff feedback
• Local and national developments
• Recommendations from external agencies

The SENDCo will work with the Headteacher and SEND Governor to evaluate the effectiveness of provision and identify priorities for further development.

21.Related Policies and Documents

This policy should be read alongside:

• SEND Information Report
• Accessibility Plan
• Equality Information and Objectives
• Behaviour Policy
• Supporting Pupils with Medical Conditions Policy
• Safeguarding and Child Protection Policy
• Attendance Policy
• Intimate Care Policy
• Complaints Policy

22.Conclusion

Baston CE Primary School is committed to creating an inclusive environment in which all pupils are valued, supported and encouraged to achieve their full potential.

Through strong partnerships, high-quality teaching and a commitment to continuous improvement, we aim to ensure that every child is able to participate fully in school life, develop confidence and independence, and prepare successfully for the next stage of their education and future life.