

Special Educational Needs and Disabilities (SEND) Information Report

Lower Halstow and Newington CEP Schools Federation



Inclusion Team

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SENCO: Miss Holly Hendry (Newington)

SENCO: Miss Rachel Ward (Newington Nursery)

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Kent SEND Information Report

Dear Mums, Dads and Carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



Our approach to SEND is underpinned by the seven Principles of Inclusion. We are committed to promoting belonging and participation, valuing the voice of children and young people, working in partnership with families, delivering ambitious outcomes, using evidence-informed practice, developing a skilled workforce and creating accessible environments where barriers to learning are removed. These principles guide all aspects of our SEND provision.

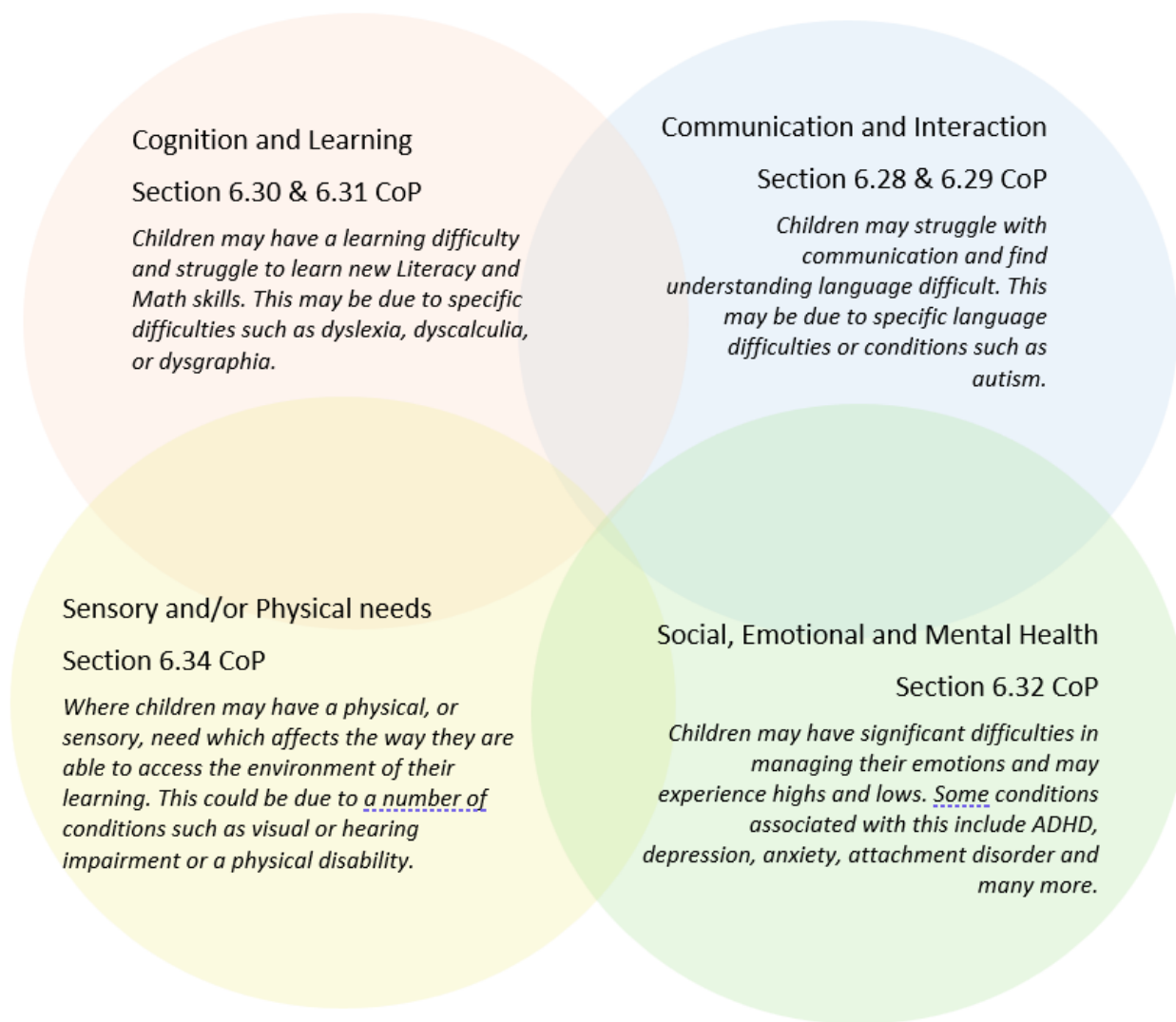
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report. Our Inclusion Strategy is due to be published by 31st December 2026.

You can find our SEND policy on our websites [Lower Halstow School - Home](#) [Newington CEP - Home](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262322/SEND_Code_of_Practice_January_2015.pdf)

2. Which staff will support my child, and what are their key responsibilities?

At Lower Halstow and Newington CEP schools all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff in our inclusion Team who will be supporting your child alongside the Senior leaders, class teacher and class TAs.



*Mrs Sarah Hunt
Inclusion Manager*



*Miss Holly Hendry
SENCO
(Newington)*



*Miss Rachel Ward
SENCO
(Newington Nursery)*



*Mrs Fiona Harrington
Specialist Speech &
Language Assistant*



*Mrs Bronwyn Eakins
Family Liason Officer
(Newington)*



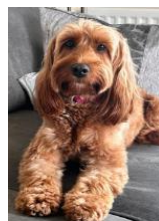
*Mrs Sarah Jeffrey
Well-being Lead
(Lower Halstow)*



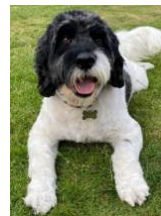
*Mrs Jo Bourne
Family Liason Officer
(Newington Nursery)*



*Mrs Chloe Boswell
Well-being Assistant
(Lower Halstow)*



*Doodle
Well-being Dog
(Newington)*



*Teddy
Well-being Dog
(Lower Halstow)*

Our Inclusion Manager

The Inclusion Manager is Mrs Sarah Hunt.

Mrs Hunt has 20 years' experience in this role and has worked as Class teacher, SENCO and Head of school.

Mrs Hunt achieved the National Award in Special Educational Needs Co-ordination in 2018 and has a PGCE in Special Needs and Inclusion.

Our Special Educational Needs Co-ordinators, or SENCOs

The named SENCOs are Miss Holly Hendry and Miss Rachel Ward

Miss Hendry is predominantly based at Newington School but supports both schools in some aspects of classroom support and training. Holly achieved the National Award in Special Educational Needs Co-ordination in July 2024.

Rachel Ward oversees the day to day management of SEND pupils in our Nursery. She has Early Years Teacher Status and has been a SENCO for over 8 years. Rachel has undertaken SENCO training as well as a range of specialised EYFS SEND courses as part of her role.

Our Well-being and Family Liaison Staff

We have a well-being team at both Lower Halstow and Newington Schools.

Mrs Eakins and Mrs Bourne at Newington have several years' experience supporting families in their capacity of Family Liaison Officers. Mrs Eakins is also ELSA trained and oversees school support for vulnerable pupils and those with social, emotional and mental health needs.

Mrs Jeffery, our wellbeing lead at Lower Halstow is a qualified teacher and also has several years' experience of managing a nurture provision. We have recently taken on Mrs Boswell, who is working as our well-being assistant. She has completed a range of training with the national college and is currently undertaking further study in trauma informed approaches.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the Inclusion Manager & SENCOs to meet the needs of pupils who have SEN. We also commission outside agencies to deliver bespoke training as well as attend a variety of courses both online and in person.

All staff have undertaken the Autism Education Trust Training. Other training received by staff in the recent past includes:

In School Training

- Inclusive Teaching
- Adaptive Teaching
- Maximising the impact of TAs
- Colourful Semantics
- Effective Provision mapping
- Anaphylaxis
- Asthma Awareness
- Clicker

Training via other providers

- Good Autism Practice
- Attachment & Trauma/ Emotional Regulation
- Hearing Impairment
- Zones of Regulation
- Age not Stage
- Portage
- Makaton
- PDA awareness

Teaching assistants (TAs)

At Newington in the main school we have a team of 10 TAs, which includes 1 higher-level teaching assistants (HLTA). In the Nursery we have a team of 3 full time Nursery Assistants, 1 apprentice Nursery assistant and 2 part-time Nursery assistants: 1 of whom is trained to deliver SEN provision.

At Lower Halstow we have a team of 12 TAs, which includes 1 higher-level teaching assistant (HLTA) who is trained to deliver SEN provision.

We have one HLTA, Mrs Harrington who is highly trained to oversee and deliver speech and language interventions across both schools

In the last 3 years, TAs have been trained in:

- Autism Awareness (AET course)
- SEN processes and procedures
- Maximising the impact of Teaching Assistants – promoting independence
- Anaphylaxis Training
- Zones of regulation (in school and STLS)

Emotional check-ins
5 point scale
How to manage Challenging behaviour
Restorative conversations
Alphabet Arc
Total communication systems
Use of visuals
Task Boards
Precision Teaching (STLS)
Asthma Awareness

Other training accessed by specific members of staff include:

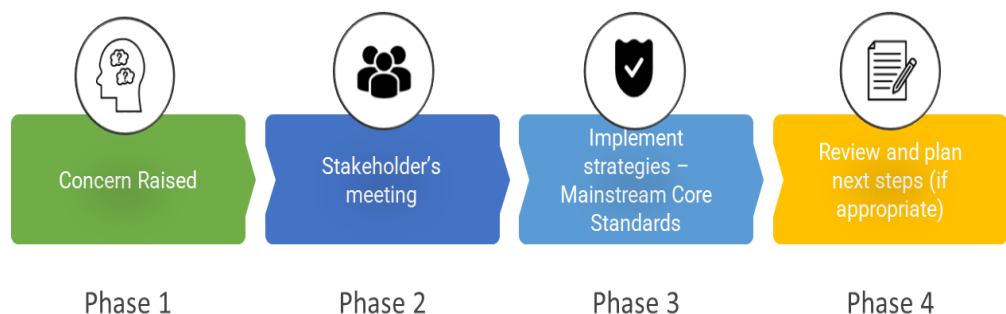
Age not stage
Autism Awareness (AET)
Positive Handling (Team Teach)
Lego Therapy
Sensory Circuits
Hearing Impairment
De-escalation and positive behaviour approaches
NELI
ELSA
Solihull Training
PDA awareness

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- | | |
|---|---|
| ➤ Our Community of Schools | ➤ SEND Inclusion Advisor |
| ➤ Early Help | ➤ Specialist Teacher Service |
| ➤ Educational psychologists | ➤ Speech and language therapy |
| ➤ GPs or paediatricians | ➤ Child and adolescent mental health services
(CAMHS) or NELFT Practitioners |
| ➤ Occupational therapists | ➤ PCSO |
| ➤ Therapeutic practitioners e.g. Counsellors /
play therapists | |
| ➤ Safeguarding services | |
| ➤ School Liaison Officer | |
| ➤ School Health | |

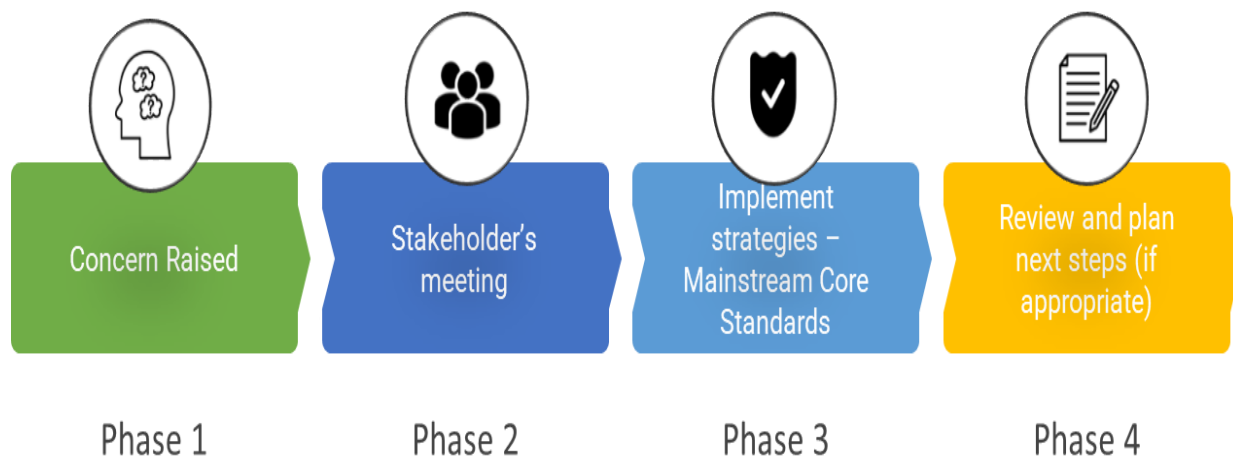
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that your child's class teacher and SENCO is aware. You may raise a concern by contacting the school office phone or email and your child's class teacher will get back to you to discuss further. You may also raise your concern at parents evening.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. Pupil progress reviews happen three times a year. These are attended by the Inclusion Manager/SENCO and pupils for whom the teacher has a concern are raised.

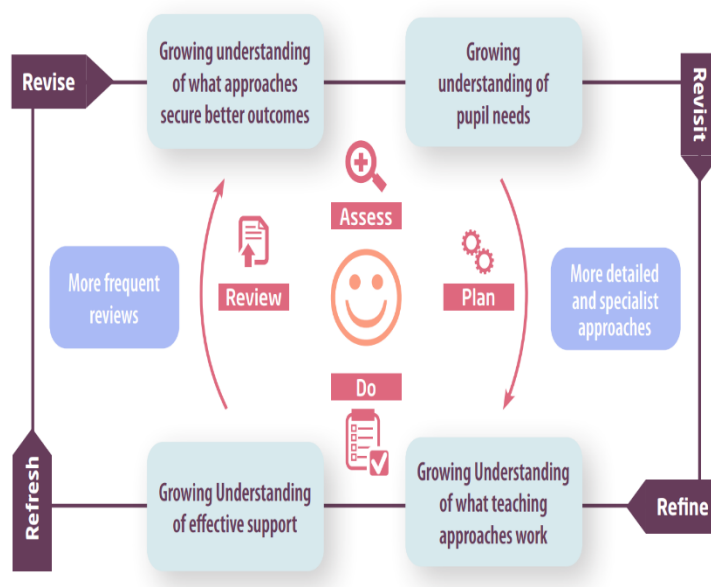
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will plan the support we will offer your child to help them meet those outcomes. This will be recorded as either part of the class provision map or on a personalised plan.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

At parent consultation your class teacher will share the targets, strategies and interventions that are in place for your child the progress towards those outcomes.

For pupils that have a high level of need and are supported by a personalised plan you may also be invited to an additional meeting in which we will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The Inclusion Manager or SENCO will attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your class teacher or Mrs Sarah Hunt (Inclusion Manager) via the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis.

We may seek your child's views by asking them to:

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey – adapted to their age, ability and preferred way of communicating.
- In some cases and where relevant we may ask your child to attend a meeting to talk about the support they receive and what they feel they need.



8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance. Subject leaders have also considered ways in which their specific subjects can be adapted to enable access for all learners and shared this with class teachers.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, chunking information, movement breaks etc.



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, wobble cushions; weighted snakes etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials.

Where children are working significantly below their peer group we may provide a more personalised curriculum suited to their needs and level of ability. This may be delivered in class with support, in a small group or on a 1:1 basis. We have recently developed and resourced 'Inclusion bases' in both schools. These are smaller SEND classrooms that can be used when the classroom environment is not suitable for the pupils' needs at that time.

We may also provide the following interventions:

Literacy:

- Little Wandle Catch-up or Keep-up sessions
- Soundwrite
- Precision teaching
- Reading Fluency
- Colourful Semantics
- Clever Hands
- Handwriting

Maths:

- Numberstacks
- Fluency Bee
- White Rose Pre-teach

Speech and Language:

- Speech Link
- Language Link
- Vocabulary group
- Phonological awareness

Physical and Sensory:

- Sensory Circuits
- Clever Hands

Social, Emotional and Mental health:

- ELSA
- Socially Speaking
- Anxiety/Anger Gremlin
- Friendship group
- Lego therapy
- School Therapy Dog time

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 10 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

Our schools maintain a standard resource base to support most learning or classroom adaptations. For example: specialist pens, wobble cushions, fiddle toys, ear defenders, work station screens, now & next boards, coloured paper etc. We fund this from our notional SEND budget.

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our school run before and after-school clubs.

All pupils are encouraged to go on our school trips including any residential trips. All pupils are encouraged to take part in all school events such as sports day, school plays, special worships etc. We will agree any special arrangements that may need to take place for your child in order for this to happen.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



Our schools are maintained schools that follow the KCC schools admissions code. This has been written to ensure pupils with SEN or disability are not disadvantaged on admissions or when applying over-subscription criteria. Pupils with an EHC plan are admitted to the school before places are allocated.

A professionals meeting takes place before admitting pupils with additional needs to ensure that transition into school is well planned and successful.

13. How does the school support pupils with disabilities?



As a school we have taken steps to prevent disabled pupils from being treated less favourably than other pupils:

- Staff training or working alongside specialists for the specific needs of the pupil staff members work with e.g. Hearing or vision impaired specialists, Occupational therapists etc. on the correct use of access aids.
- Consideration for school trips to ensure all pupils can access the experience;
- A number of measures in place to increase or assist access to the school site; • Ramps to the external entrance points so that wheelchair users can access all parts of the building. • Accessibility toilet facilities installed • Designated disabled parking slot etc.
- Paperwork is available in larger font/different coloured paper if requested
- Calm spaces created in all classrooms
- Increased use of visuals across the school.
- Alternative SEN/sensory/wellbeing rooms in each school.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. Please see the accessibility plan on our school websites for more details.

14. How will the school support my child's mental health and emotional and social development?

The school has a number of support strategies in place for pupils who have emotional, social and behaviour difficulties.

- We have introduced 'Zones of Regulation' into each class so children are able to identify their feelings and begin to recognise strategies to help them overcome them.
- There are buddies on the playground at lunch time for those pupils who find it difficult to make friends. TAs are employed as lunchtime supervisors so have a good understanding of their pupils' needs.
- The school Family Liaison Officer (FLO) or Well-being Lead run 1:1 or small group interventions to support children with anxiety; friendship and social skills. We have 'Teddy time' or 'Doodle time' with the school dogs and ELSA (Emotional Literacy Support) trained staff at both schools.
- The school hold a fortnightly pastoral meeting to discuss pupils who may be of concern due to emotional or social difficulties and a number of strategies are discussed, including regular 1:1 time with a particular adult if necessary.
- In some instances a personalised behaviour support plan and rewards system is created to enable all staff to manage the needs of specific pupils consistently and effectively.
- We create 'Student Profiles' for particularly vulnerable pupils which enables us to share important information about children's specific day to day difficulties and needs, clearly and succinctly with all staff.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by strict adherence on our anti-bullying policy which can be found on our school websites.

15. What support is in place for looked-after and previously looked-after children with SEND?



As designated teacher for Children in Care, Mrs Sarah Hunt will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year we:



➤ Ask both the current teacher and the next year's teacher to attend a transition when the pupil's SEND is discussed

➤ Schedule lessons with the incoming teacher towards the end of the summer term

➤ Send home a booklet containing photos of staff and important information for your child about their new class.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. All SEN records are passed on once your child has moved schools.

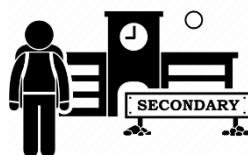
Between phases (Moving from Nursery or onto Secondary School)

Mrs Hunt and Miss Hendry will attend a transition event in the Summer Term. At this event they will meet with each of the Secondary school SENCOs in the area. They will discuss the needs of all the pupils who are receiving SEND support. In some instances, where schools are out of area, a separate meeting/phone call may take place to discuss individual needs.

If your child attends the Nursery and is going to a primary school other than Newington, Miss Rachel Ward will liaise with the school staff and pass on any relevant SEN information. Staff are always welcome to observe pupils at our setting.

Some children need additional support to prepare for the big change to secondary school. We provide small group 'transition' work with year sixes to help prepare them. The pupils can share their questions and worries and we can do what we can to find the answers and reassure them. We will go through the expectations; enable them to practise with a secondary timetable; learn how to get organised independently etc.

Teachers from each Secondary school also come in to explain what to expect when at their new school. In some cases additional transition sessions for pupils with SEND can be arranged with the receiving school.



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Kent Local offer. KCC publishes information about the local offer on their website:

[Special educational needs and disabilities \(SEND\) - Kent County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is IASK. They give free, impartial and confidential information, advice and support about special educational needs and disabilities (SEND) for children, young people up to age 25, parents and carers.

[Home | IASK](#)

Local charities that offer information and support to families of pupils with SEND are:

[Home - For Us Too](#)

[Autism Apprentice | The Autism Apprentice CIC](#)

[Home | adhd-sheppey](#)

National charities that offer information and support to families of pupils with SEND are:

➤ [IPSEA](#)

➤ [SEND family support](#)

➤ [NSPCC](#)

➤ [Family Action](#)

➤ [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

It is in everyone's interests for concerns to be resolved as quickly as possible and our SEND complaint procedure is as follows:

- The concern is discussed with the class teacher – the parent/carers needs to feel that they have been listened to and that all points raised have been addressed or explained.
- If the matter remains unresolved, the concern should be discussed with the Inclusion Manager.
- If there is still no resolution the Head of School will become actively involved
- If the matter is still not resolved the Executive Headteacher will become involved.
- If the parent/carers is not happy with the resolution offered they must put their complaint in writing to the Chair of Governors.
- The Governing Body will deal with the matter through their agreed complaints procedure, which is available on the policy page of each school website.

www.lower-halstow.kent.sch.uk www.newington.kent.sch.uk

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

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal [Special Educational Needs and Disability - Global Mediation](#)

19. Supporting documents

- *Equality Objectives*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Kent SEND Information Report

Appendix 1

This appendix demonstrates how the Seven Principles of Inclusion are embedded throughout the school's SEND provision and reflected across the sections of this report

Principle of Inclusion	Sections of the SEND Information Report
1. Promoting belonging and participation	➤ Section 11: Inclusion in activities alongside peers; Section 14: Mental health, social and emotional development; Section 16: Transition support.
2. Valuing the voice of children and young people	➤ Section 5: Graduated Approach; Section 7: Pupil involvement in decision-making; Section 9: Pupil questionnaires and review processes; Section 16: Transition planning.
3. Working in partnership with families	➤ Sections 3-4: Identifying needs; Section 5: Graduated Approach; Section 6: Parent involvement; Section 17: Family support; Section 18: Complaints procedure.
4. Delivering ambitious outcomes for all	➤ Section 5: Assess, Plan, Do, Review; Section 6: Outcome setting and review; Section 8: Broad and balanced curriculum; Section 9: Monitoring progress.
5. Using evidence-informed practice	➤ Section 4: Identification and monitoring of need; Section 5: Graduated Approach; Section 8: Evidence-based interventions; Section 9: Evaluation of provision.
6. Developing a skilled and reflective workforce	➤ Section 2: Staff expertise, training and specialist support; Section 10: Additional staff training and specialist advice; Section 13: Working alongside external specialists.
7. Creating accessible environments and removing barriers.	➤ Section 8: Adaptive teaching and reasonable adjustments; Section 10: Resources and equipment; Section 11: Inclusive participation; Section 13: Accessibility and disability support