

SEND Policy

Pikes Lane Primary School



Policy Leader: S.Long
Link Governor Sub Committee: Curriculum, Standards and Wellbeing, S. Ikhariya
Last Reviewed: February 2026

	Summary of changes made	Reviewed By
Feb 26	Flow chart of graduated approach for adding and taking children off the SEN register. Appendices for Discovery Den Provision.	Sue Long

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1) SCHOOL'S VALUES ABOUT SEND:

Pikes Lane Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. This policy has at the forefront our mission of inclusive practice, which recognises the entitlement of all pupils to a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. All staff, supported by the Governing Body, will ensure that appropriate provision will be made for all pupils with SEND.

The SEND policy has been written by the school SENDCo and shared with the Inclusion Governor Sub Committee and Senior Leadership Team. It takes into consideration views from parental and pupil questionnaires. This document also reflects the changes made in the 2014 SEND Code of Practice, 0-25 guidance.

2) AIMS:

- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure all children are “safe, happy and learning”, giving them the experience of a caring, supportive school where learning is enjoyable.
- To help each child develop a positive self-image, promoting self-discipline, self-awareness and self-confidence.
- To adapt the curriculum to meet a diversity of interests and needs associated with differing abilities, gender and backgrounds, both cultural and socio-economic.
- To give all pupils a curriculum entitlement that is broad, balanced and relevant.

Objectives:

- To identify and provide for all pupils who have special educational needs and additional needs to ensure they meet their full potential.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.
- To provide an experienced SENDco, who will work with the SEND policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.
- To enable all children to develop skills and abilities in a non-threatening environment, encouraging success and building self-esteem.

3) ADMISSION ARRANGEMENTS / FACILITIES FOR PUPILS WITH SEND:

- The school does not discriminate against the admission of pupils on the grounds of a special educational need or disability where their differing abilities can be catered for within a mainstream setting.
- Furthermore, the school does not discriminate against the admission of pupils on the grounds of ethnicity, religion or different family backgrounds (including, but not limited to, children from LGBT families, single parents, or children living with grandparents).
- The school has made reasonable arrangements to provide access for children or parents with disabilities (the Code of Practice 2014 outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN). There is wheelchair access throughout the school.

4) IDENTIFYING SPECIAL EDUCATIONAL NEEDS:

The definition of **Special Educational Need** is set out in section 156 of the Education Act 1993.

Special Educational Need - a child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable (Code of Practice 2014, 6.12).

Broad Areas of Need

Communication and Interaction – Children with speech, language and communication needs who have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with an ASC (autistic spectrum condition), are likely to have difficulties with social interaction, language and communication.

Cognition and Learning – support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate curriculum scaffolds and adaptations. Learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

Social, Emotional and Mental Health difficulties – Children may experience a range of social and emotional difficulties which may manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties that are medically unexplained. Other

children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

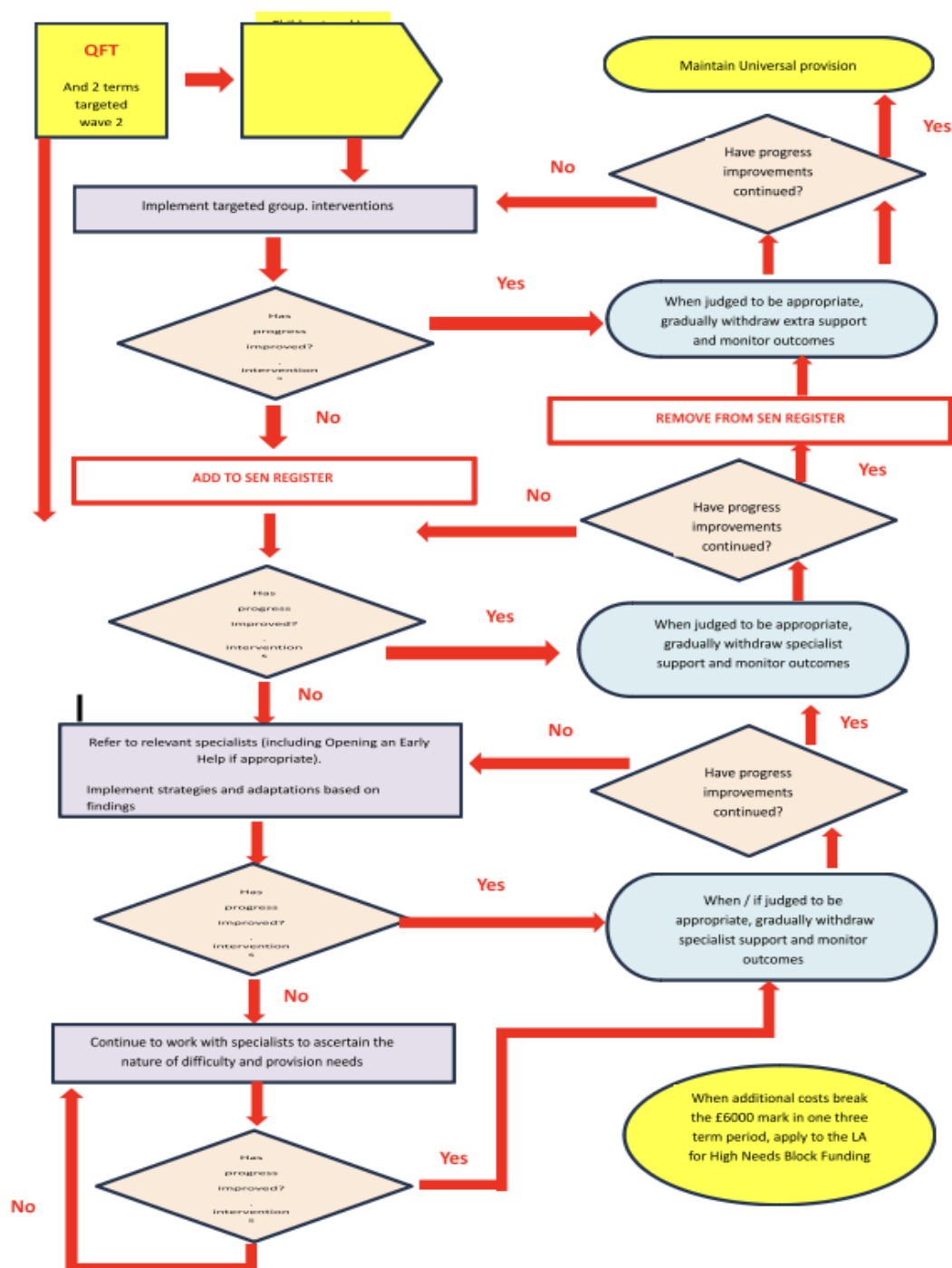
Sensory and/or Physical needs – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability will also require additional ongoing support/equipment to access the opportunities available to their peers.

A child must not be regarded as having a learning difficulty solely because of a language barrier.

It is also important to note that children's needs are also considered outside of the four aforementioned categories, for example those who are more able or those facing other difficult circumstances. The whole child must be considered.

5) A GRADUATED APPROACH TO SEN SUPPORT

Flow chart of graduated approach for adding and taking children off the SEN register.



At Pikes Lane we use the graduated approach to SEND support which follows the 'assess, plan, do and review' cycle to identify and manage pupils with SEND.

Assess

A clear understanding of a child's needs is crucial to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. Following on from formative assessments (tests), teachers identify which pupils are not making progress to reach their individual targets. Further assessment is then carried out to establish a clear analysis of a pupil's need. These may include teacher assessments and experiences of the pupil in class, behaviour, attendance, pupil's own voice, the views and experiences of parents / carers and the individual's development in comparison with their peers, observations by SENDco or external agencies.

Plan

The first step in responding to a pupil's identified need is to ensure that high - quality teaching, differentiated for individual pupils, is in place. Additional intervention and support cannot compensate for a lack of quality first teaching. Following assessments, the teacher needs to identify what changes or adaptations to quality first teaching are necessary. Once the specific areas of need and gaps in learning and development have been identified, additional or different intervention targeted at these key areas can be planned and delivered. All interventions are added to the pupil's provision map and/ or PLP (Personal Learning Plan) and progress of SEND children is reviewed during termly pupil progress meetings. Responsibility for planning lies with the class teacher.

Do

The class teacher is at the centre of the day-to-day responsibility for working with all pupils, including where interventions and targeted provision involves group work or one to one teaching away from the class. Teachers work closely with teaching assistants and specialist staff involved to plan and assess the impact of targeted interventions.

Review

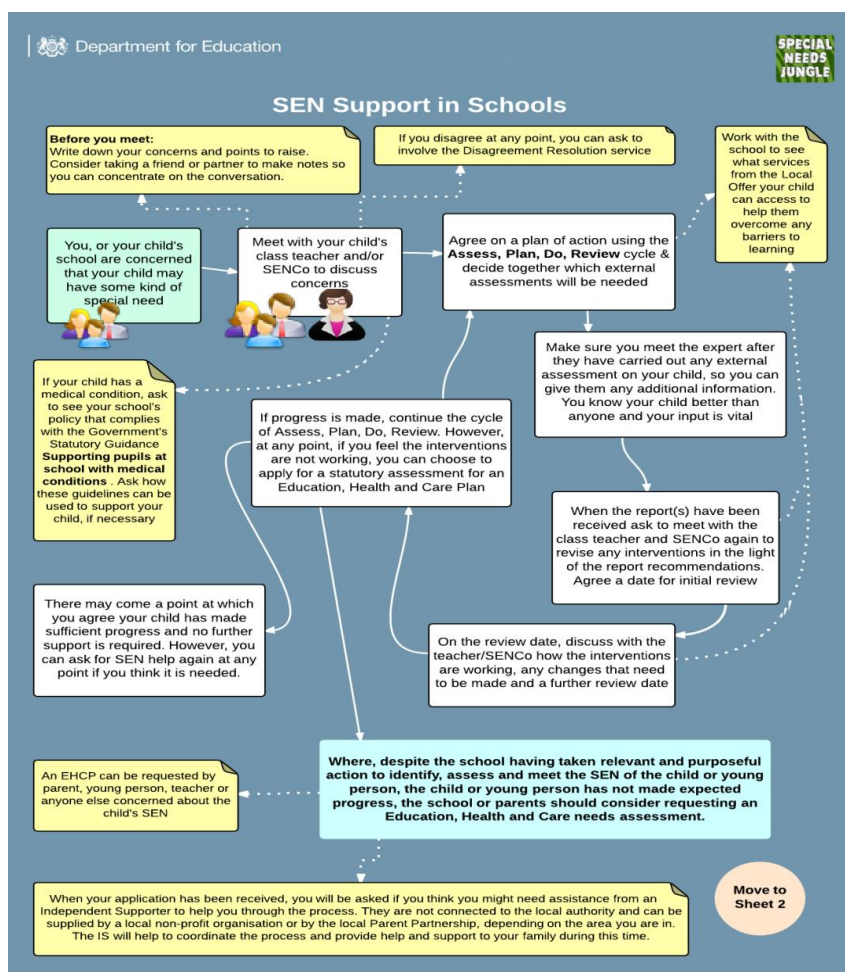
At the end of any interventions or targeted provisions the outcomes are fully evaluated. This may be through comparing baseline data with data collected at the initial assessment point, reviewing pupils' progress in relation to the targets set and/or reviewing other factors that may have affected progress. Evaluations include the overall effectiveness of the intervention, identify where more evidence is located and detail what the next steps need to be. In EYFS, children with SEND have targeted plans which are reviewed half termly. These plans follow the assess, plan, do, review graduated approach.

Where pupils have an Education, Health and Care Plan (EHCP) the impact of any interventions and progress towards targets in the plan are formally reviewed through a person-centred review on an annual basis by everyone involved with the child.

At Pikes Lane we believe that parents should be kept fully informed about their child's progress. Parents of pupils with SEN are invited to attend parent conference meetings to discuss the progress made and share individual targets to further improve learning termly. Pupils also attend these meetings when appropriate and are fully involved, at their level of understanding. They help set their own targets for improvement in reading, writing, mathematics, helping to identify how they can achieve these targets and evaluating their progress toward the previous targets.

Parents may request additional information at any time regarding the progress of their child. The SENDco has regular contact with parents to share information from specialist outside agencies and to collect information to help plan for their child's individual needs. This may be shared at Child Action Meetings, where the Early Help Form is also reviewed. During these meetings, discussion around initiating an Education, Health and Care Needs assessment would take place if this was deemed appropriate.

Pupils with SEN In EYFS and pupils from Y1-6 with an EHC plan, have a one-page profile. This is a way for the pupils to have a voice, to have their strengths and what is important to them as an individual acknowledged and identify how they can be best supported to achieve their outcomes. These are shared with parents so parental views can also be recorded. The one-page profiles are added to the class handbooks to inform any less familiar staff, including supply teachers, of children's needs.



6) MANAGING PUPILS NEEDS ON THE SEN REGISTER:

The SEN register - this is a list of names of all the children in the school identified as having a special educational need. It is kept by the SENDco, copies are provided for class teachers on the class SEN information file.

The SEN register is regularly updated and pupils are either added to it or removed from it. If a pupil has made accelerated progress and/ or is achieving age related expectations in all areas of the curriculum for 2 terms, it will be discussed at Pupil Progress Meetings or Inclusion Surgeries to remove them from the register. There is a monitoring list where children are monitored for a period of time and if there are still concerns, children may be added to the register. The SEN register is discussed at least termly with class teachers during inclusion surgeries.

7) SUPPORTING PUPILS AND FAMILIES:

As part of the 2014 SEND Code of Practice, all local authorities have to publish a local offer which outlines the provision which is available for children and young people in the local area. Bolton's Local offer can be found using the following link:

<https://www.bolton.gov.uk/sendlocaloffer/>

Termly Pupil Progress Meetings allow for discussion of progress for all children. If a child has been identified as having a special educational need, the intervention they have received will be reviewed. If progress is still an issue the SENDco may discuss the need to involve other agencies. If this is thought to be appropriate, parents and if appropriate, the child will be invited to discuss this and complete an Early Help Form, or appropriate referrals made. The agencies and professional services currently accessed by the school are:

Woodbridge Trust Outreach Advisory Service

Early Intervention Team

Educational Psychology Service

SPLD support (Woodbridge Outreach)

Speech and Language Therapy

Occupational Therapy

Health visitors

School Nurse

Community Disability Services

ASPIRE – Behaviour Support

Special Needs Under Five Support

Physiotherapist

Learning Disabilities Team

Sensory Support Service

Child and Adolescent Mental Health Service

Startwell

Some agencies work with the family as well as with school, others share information via school. Updates are given to parents at regular Early Help / Child Action Meetings.

Appropriate professionals are invited to attend these meetings.

8) SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL NEEDS:

Pikes Lane recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Individual healthcare plans are completed to specify the type and level of support required to meet the pupil's medical needs. Healthcare plans are used by school to:

- inform the appropriate staff about the individual needs of a pupil with a medical condition in their care
- detail when and the how the pupil needs to take or administer their medication
- identify common or important individual triggers at school that bring on symptoms and can cause emergencies. Pikes Lane uses this information to help reduce the impact of triggers
- ensure that medication is stored correctly and within its expiry date
- where pupils also have SEN, their provision is planned and delivered in a coordinated way with a healthcare plan

9) MONITORING AND EVALUATING SEND:

Pikes Lane regularly and carefully monitors and evaluates the quality of provision that we offer to all pupils. This is achieved through regular audits of pupils' books, teachers' planning and provision detailed in intervention/ provision maps. In addition, quality of teaching is monitored through lesson observations, book scrutiny, pupil voice and data analysis. Progress of children with SEND is monitored through termly Pupil Progress Meetings.

10) TRAINING and RESOURCES:

The school SENDco has been in role since September 2017 and has successfully gained the NASENCo qualification in September 2019.

The SENDco has attended Local Authority courses on SEND updates and provision. This year the SENDco will continue to work with the Bolton SEN service and continue to attend cluster meetings. The school SENDco is the lead SENDco for our cluster of schools and is responsible for disseminating information from the LA to the cluster.

Staff receive regular updates on SEN reforms and practice through Professional Development Meetings and in house training sessions are arranged each year. The SENDco meets regularly with new members of staff as part of the school's induction programme, to discuss their roles and the whole school approach to providing high quality provision for children with a special educational need. The SENDco leads inclusion surgeries throughout the year, during which, children with SEN are discussed, progress is tracked, targets are set, interventions are planned and strategies to support staff and children are shared. Provision maps, and / or PLPs, which are part of the 'Assess, Plan, Do, Review' cycle are written together or advice shared, taking into account the needs of each pupil. The SENDco also uses this information to inform writing Early Help Forms as appropriate.

Teaching assistants receive regular training focusing on the different needs of SEND, each academic year, for example 'The Quiet Child', 'SPLD' and 'Lego Therapy'. A staff audit is also completed to identify training needs. Teaching Assistants, the SENDco and other relevant staff then cascade all training information to all other teaching assistants. This ensures the up-skilling of all teaching assistants, and that sustainability and provision is carried throughout the school. It also ensures that lots of staff and therefore children benefit from this training. We have a number of staff in EYFS and throughout school who are WellComm trained. Children are assessed on entry using the WellComm Toolkit and intervention and provision is planned around the language and communication needs of the children. Children who remain a concern are discussed with the SENDco, who will consider opening an Early Help with parents and referring to Speech and Language Therapy services. All children on the SEND register are assessed using the Primary WellComm Toolkit and interventions are planned and delivered using the gaps identified.

Additional provision for a child with SEND may include: TA support, intervention groups, specific resources, adapted curriculum, multi-sensory approach or a reduced timetable.

Where appropriate, the SENDco would apply for Early Years Inclusion Funding to benefit a child with SEND. The process for gathering information would be in line with the LA guidelines.

11) ROLES AND RESPONSIBILITIES:

Governors

The Governing Body has a statutory duty towards pupils with SEN and follows the guidance as set out in section 1 (iv) of the Code of Practice 2014. They maintain an oversight of this policy, the school's approach to provision and progress of SEN children, establishing the appropriate staffing and funding arrangements.

The Governor sub - committee with responsibility for SEN is 'Standards'. The SENDco provides a report for governors termly to discuss relevant SEN issues and to update the governors on recent government changes/reforms within SEN. In this report, the current picture for SEND at Pikes Lane is documented. The SENDco and Assessment Lead also submit termly data to the governing body.

The Headteacher

The Headteacher has responsibility for the day-to-day management of provision for all children including children with SEN. They will keep the governing body informed and work closely with the SENDco. The Headteacher reports to governors on the number of pupils with SEN and the effectiveness of the school's system for identification, assessment, provision, monitoring and record keeping, use of involvement with parents, outside support services and agencies and resource allocation. The Headteacher is also the designated Child Protection Officer and responsible for Pupil Premium/Looked after children funding.

The SEND co-ordinator

The SENDco has a fundamental role to play in providing for the SEND child's needs. It is her responsibility to ensure that the school's policy is put into practice, the agreed systematic process for the identification, assessment and provision for SEND is employed correctly and to monitor and evaluate the school's provision.

The SENDco will also:

- Work within the guidance provided in the SEND Code of Practice 2014.
- Ensure the school's SEND Policy is monitored and reviewed annually.
- Co-ordinate the provision for children with SEN.
- Act as intermediary in the communication of information between parties involved with the child, Headteacher, parents, class teacher, teaching assistants and support services.

- Ensure evidence and information from Education, Health and Care plans is collated and stored appropriately.
- Ensure Early Help Forms are complete and that the school's SEND records are maintained.
- Support and liaise with class teachers and teaching assistants, sharing developments in order to inform reviews and forward planning.
- Liaise with parents and governors.
- Monitor that the aims and objectives of existing Education, Health and Care Plans and ensure these are being met.
- Purchase or liaise with subject co-ordinators in purchasing adequate resources to cater for children with SEN in school.
- Contribute to the in-service training of staff to develop understanding and whole school approaches.
- Have involvement in the induction with new staff to inform them of school's SEND processes.
- Attend training and cluster meetings to keep up to date on current issues.
- Monitor the quality and effectiveness of provision for pupils with SEN through classroom observation.
- Review the support/teaching assistant timetable regularly with the Headteacher in line with current pupil needs.
- Provide Inclusion Surgeries for staff to plan support in planning provision and documenting as part of the 'Assess, Plan, Do, review' cycle.

SEND Teaching Assistants

SEND Teaching Assistants are employed by school and have a crucial role to play in SEND provision within school. They deliver programs of work to children who require additional support. The children may be taught within the class setting or withdrawn for certain activities. Class teachers involve SEN Teaching Assistants in the planning process. SEN Teaching Assistants are informed of learning objectives for each activity, the needs of individual children, and their targets.

It is the responsibility of the SEN Teaching Assistants to provide feedback to the class teacher on the progress of individual children.

A Teaching Assistant with the role of delivering Speech and Language Therapy programmes supports individual or groups of children. These programmes are devised by the Speech and Language Therapist, who we buy in as part of Traded Services.

Class Teachers

A whole school approach is fundamental to the school's policy for children with SEN. All staff work together to develop and review the provision for pupils with SEN. The SENCO is available to provide support for staff through Inclusion Surgeries on identifying, assessing and providing appropriate provision to meet a child's needs.

Class teachers are responsible for meeting deadlines set out on the 'Dates Events and Deadlines' document for the writing and evaluation of provision maps. This is a termly exercise. Provision maps and progress towards the targets are shared with parents during a termly parent conference. PLPs are evaluated half termly with new targets set and also shared with parents.

The SENDco may request information from teachers to aid completion of documents such as EHC plan applications, reports for specialist services and opening of Early Help assessments etc. Teachers should aim to complete these requests swiftly, in order to support children's SEN needs.

It is also the class teacher's responsibility to provide an inclusive environment in the classroom through ensuring the SEND expectations are in place.

Partnership with Parents

A child's parents have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home. Early identification of SEND through Pupil Progress Meetings, liaison with the SENDco and recognition of the importance of the parental role ensures the school involves parents in partnership.

It is important that parents and school work together to ensure that all children reach their full potential. The nature of the child's needs is discussed sensitively with parents and they are given the opportunity to provide any background information regarding external influences which may be affecting their child. A child's strengths will always be discussed as well as their difficulties. Parents are asked to contribute to the child's learning/behaviour targets at home.

Parents and teachers meet termly to discuss the progress and next steps of children on the SEND register. This is an opportunity for parents to provide valuable information to class teachers as well as to discuss how their child is progressing in school with the class teacher. Provision maps and PLPs will also be shared with parents.

12) STORAGE AND MANAGING INFORMATION

Information collected about a child's SEND will be treated as confidential and stored by the SENDco. Information will only be communicated to external agencies with the knowledge and agreement of the child's parents once an Early Help Form is completed with the family.

Confidential information regarding a child's SEND is uploaded to CPOMs, which is only accessible to relevant personnel with enhanced access. Paper copies are shredded as soon as possible once uploaded (Please see GDPR policy for further information). Confidential information received before the use of CPOMs is kept in the SENDco files in a locked cupboard in a locked office. The files and confidential information from it should not be removed without permission.

Information is shared with new settings when a child with SEND leaves Pikes Lane by liaising with the new SENDco and other appropriate professionals and sending on information securely via CPOMS.

This is done in consultation with parents. Where possible, transition visits and meetings are arranged.

13) REVIEWING THE POLICY

This policy will be reviewed annually in line with the 2014 Code of Practice by the SENCO, SEND/Inclusion Governor and SLT. All stakeholders will have contributed to this policy through parental/pupil voice.

14) COMPLAINTS

The School follows Bolton's LA procedure for dealing with complaints.

If parents of a child with SEN have a complaint, they should arrange a meeting with the SENDco who will aim to resolve the issue, if necessary, involving the Headteacher. More complex issues maybe referred to the Parent Partnership service. If still dissatisfied, parents would have the right to address the school's SEN Governor for consideration of their case by the Governing Body.

15) Equality Objectives and Accessibility Plan

Everyone has the right to be treated with dignity and respect.

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.

Please see the Disability and Equality policy

16) British Values

- At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:
- Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.
- These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.
- We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.

Signed:

Mrs S Long (email longs@pikes-lane.bolton.sch.uk)

Assistant Headteacher / SENDCo

Date: February 2026

Appendices

Provision Maps

Provision maps are completed termly for children on the SEN register. The SENCO will add targets which come from professionals, for example Speech and Language Therapists. Targets are set at the beginning of a term and evaluated at the end of a term using the format recommended by Bolton LA. Targets should be SMART (Specific, Measurable, Achievable, Realistic and Time bound) and follow the assess, plan, do, review as discussed in section 5 – The Graduated Approach.



Example

	ASSESS	PLAN	DO			REVIEW		COST to school
	Key findings/outcomes from observations / assessments / review	Targets agreed with parents and specialist support service to address the identified needs	Intervention in place (e.g. Sounds-Write, Anger Management etc.)	Who is delivering the intervention	How often is this being delivered – please list any exceptions to this	Date of review of targets with parents and specialist support service Targets reviewed December 2021	Progress towards target (ranking 1 – 5 as per Annual Review docs ranking)	
Cognitive and Learning / Employment								
Autumn	***** can rote count to 10. He cannot recognise numbers or match humeral to quantity. He can select two objects from a set.	Count with 1-1 correspondence to 10	Daily maths blast / precision teaching	TA2 - named	Daily	**** is usually accurate when touch counting up to 10 but occasionally makes mistakes.	4	Costings completed by SENCO when appropriate,
		Recognise numerals to 5	Daily maths blast / precision teaching	TA2 - named	Daily	*** can now recognise numbers to 5 and some numerals to 10	5	
		Match numerals to quantity to 5	Daily maths blast / precision teaching	TA2 - named	Daily	**** Mohammed can match numerals to quantity to 5	5	
Communication and Interaction / Independent Living								
Autumn	**** has difficulty using grammar effectively	Mohammed to demonstrate understanding of SVA	Colourful semantics using 3 keywords SALT programme	TA2	3 x weekly	Mohammed needs support to demonstrate understanding of SVA	3	
	*****struggles to answer blank level 2 questions	To answer Blank level 2 questions 80% of the time	Blanks intervention using Twinkl resources. Focused questions from T and TA during input	TA2 named	3x weekly Throughout the day	Mohammed is making progress answering Blank Level 2 questions and can usually answer 50% accurately	3	

Discovery Den Provision at Pikes Lane

The Discovery Den is a dedicated, highly structured learning environment designed to support pupils working significantly below age-related expectations, including those accessing the National Curriculum Engagement Model and those presenting with additional learning needs,

particularly Autistic Spectrum Condition (ASC). Pupils accessing the Discovery Den typically have an Education, Health and Care Plan (EHCP) and individualised targets that guide their learning, development, and access to the curriculum.

Provision and Approach

Learning within the Discovery Den is delivered through a multi-sensory, highly personalised approach, facilitated by a high level of adult interaction. This includes frequent one-to-one support, targeted interventions, and guided exploration to develop early communication, cognition, regulation, and engagement skills.

Pupil progress is monitored and assessed using the *Engagement Model* criteria, ensuring that learning experiences are:

- purposeful
- responsive to individual needs
- flexible and adaptive
- rooted in each pupil's developmental profile and EHCP outcomes

Where appropriate, pupils also access aspects of the national curriculum. This may take place:

- in their mainstream classroom
- within the Discovery Den
- through blended provision and shared activities

The Discovery Den operates as an inclusive school resource, and pupils without an EHCP may be supported within the provision where assessments, professional judgement, and SENCO consultation identify this as beneficial.

Planning and Assessment

A teacher plans English, mathematics, and foundation subject learning, using whole-class national curriculum objectives as a starting point. These are adapted, simplified, scaffolded, or delivered multisensory, in line with:

- individual EHCP targets
- developmental stage
- sensory profile
- communication needs
- personalised learning pathways

TAs evaluate planning daily or weekly, reporting directly to class teachers and the teacher responsible for planning. They adapt activities responsively to meet individual pupils' needs and ensure learning remains meaningful and accessible.

Access Criteria for the Discovery Den

Pupils may access the Discovery Den when one or more of the following are evident:

- Additional learning needs requiring provision beyond universal classroom differentiation
- Significant sensory needs (seeking or avoidant) that impact engagement and regulation
- Difficulties accessing learning in a mainstream classroom, even with targeted support
- Working within the Engagement Model or at pre-key-stage standards
- Recommendations through assessment (e.g., EP, SALT, OT)
- Professional judgement from the SENCO, class teacher, and leadership
- Parental consultation and agreement, where appropriate

Access to the Discovery Den is needs-led, flexible, and reviewed regularly to ensure it remains the most appropriate provision.

Timetabling and Access to Learning

Children accessing the Discovery Den follow the class timetable, ensuring their learning remains connected to whole-school curriculum planning and daily routines. This typically includes:

- Sensory Circuit at the start of the day
- Morning: English, Reading and Maths
- Afternoon: Foundation subjects

Provision is flexible. Pupils may access learning part-time in the Discovery Den and part-time in the mainstream classroom, depending on their individual needs, regulation, communication profiles and EHCP outcomes. Decisions are made collaboratively between the class teacher, SENCO, Discovery Den staff and parents where appropriate.

Examples of Flexible Timetables

These examples illustrate how provision is adapted to meet individual needs:

- Example 1 – Child accessing majority of learning in the Discovery Den
 - Register and morning task in class
 - English / Reading / Maths in the Discovery Den
 - Afternoon register and transition activity in class
 - Foundation subject in the Discovery Den
 - Story time and home time routine in class
- Example 2 – Child accessing mainly classroom learning with PM support
 - Register and morning task in class
 - English / Reading / Maths in class
 - Foundation subjects in the Discovery Den
- Example 3 – Child requiring only sensory regulation support

- Sensory Circuit in the Discovery Den
 - All learning delivered in the mainstream classroom
- Example 4 – Child requiring early engagement approaches

- Sensory Circuit in the Discovery Den
- Bucket Time or early communication sessions in the Discovery Den
- Remaining learning accessed according to need

These approaches ensure that provision is tailored, needs-led and reviewed regularly.

Familiarity and Consistency (“Change of Face”)

All staff working within the Discovery Den and across year groups are familiar with the pupils using the space. This allows for:

- smooth transitions between environments
- flexible staffing without causing anxiety
- consistent adult expectations
- stronger relationships across the whole school
- reduced dependency on one adult

This approach supports emotional regulation and builds confidence and independence

Goal of Provision – Increasing Time in Class

A key long-term aim of Discovery Den support is to increase pupils’ time in their mainstream classroom, where appropriate and beneficial. This progression is:

- gradual, based on readiness rather than a fixed schedule
- monitored, using engagement, regulation and progress data
- planned, with clear next steps agreed by staff and SENCO
- supported, with adults modelling and scaffolding successful transitions
- celebrated, recognising each small milestone

For some pupils, increased classroom time may follow significant developmental gains; for others, a blended approach may remain the most appropriate long-term model

Teacher Role in the Discovery Den

The class teacher retains overall responsibility for each child’s learning, progress and curriculum access. Their role includes:

- Planning English, Reading, Maths and foundation subjects, ensuring curriculum objectives are adapted or differentiated appropriately
- Identifying and sharing pupils’ EHCP outcomes, learning profiles and support priorities
- Working with Discovery Den staff to design multisensory, accessible learning experiences
- Reviewing TA feedback daily/weekly and adjusting provision as needed

- Monitoring progress using the Engagement Model or the emerging assessment framework
- Ensuring pupils remain part of the class community, participating in routines, social opportunities and shared activities
- Liaising regularly with the SENCO regarding provision, progress and next steps
- Communicating with parents and contributing to review meetings

The teacher works closely with Discovery Den TAs to ensure all learning remains purposeful, ambitious and aligned with each child's long-term targets.