Local Offer 2026

School/Academy Name and Address	Trinity CE/ Methodist Primary School		**Telephone Number**	01772 624416
			Website Address	Trinity Church of England Methodist Primary School - Home (trinitybuckshaw.lancs.sch.uk)
Does the school specialise in meeting the needs of children with a particular type of SEN?	**No**	**Yes**	**If yes, please give details:**	
	✓			
What age range of pupils does the school cater for?	4-11 years			
Name and contact details of your school's SENCO	Mrs Vickie Birchall SENCO@trinitybuckshaw.lancs.sch.uk			

Name of Person/Job Title	Mrs Jill Wright Head Teacher		
Contact telephone number	01772 624416	**Email**	head@trinitybuckshaw.lancs.sch.uk

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	Trinity Church of England Methodist Primary School - SEN (trinitybuckshaw.lancs.sch.uk)		
Name	*VLBirchall*	**Date**	16/09/2026

Accessibility and Inclusion

- How accessible is the school environment?
  Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc.
  Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?
  How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)

What the school provides

How accessible is the school environment?

Trinity is a school based over two sites, Unity Place (Key Stage 2) and Brookwood Way (EYFS and Key Stage 1). Both sites are fully wheelchair accessible with accessible parking spaces provided close to the entrance. All our corridors are wide, allowing easy access and all rooms and entrances and accessible for all. We have experience of enabling children with physical difficulties to be able to make the most of our school environment. As both buildings are new builds they have built with full accessibility in mind. The entrance to Brookwood Way and Unity Place has an access button placed at a suitable height.

At Unity Place, we have three toilets that are wheelchair accessible and two of which have a full wet room shower facility and ability to be made into a medical room. There is access to the second floor using the lift. At Brookwood Way, there are wheelchair accessible toilets and one room with a wet room shower facility.

How accessible is your information?

Information is shared through the school website, newsletters, text messages, telephone calls and face-to-face meetings. We are committed to ensuring that communication is accessible to all families and will make reasonable adjustments where required. Where parents or carers need additional support accessing information, we will work with them to provide it in an alternative format and, where appropriate, arrange translation or interpretation services. We aim to remove barriers to communication and build strong partnerships with families through an open, inclusive and welcoming approach.

How accessible is the provision?

All pupils access high-quality adaptive teaching as part of our Ordinarily Available Provision.

This may include:

- Visual timetables, prompts and symbols.
- Scaffolded learning tasks.
- Flexible grouping arrangements.
- Adapted resources and equipment.
- Access to assistive technology.
- Alternative recording methods.
- Additional processing time.

- Sensory and movement breaks where appropriate.
- Support from trusted adults.

Where pupils require additional support to access learning, we will endeavour to provide appropriate resources, equipment and adaptations. This may include sloped writing tables, coloured overlays, supported seating, pencil grips, specialist software and other assistive technologies. Staff receive training and guidance to support a wide range of needs. Where appropriate, staff use signing and visual communication systems, including Widgit symbols, to promote understanding, communication and independence.

Advice from external specialists is sought where necessary to ensure pupils receive the most appropriate support. The school has a range of ICT resources to support pupils with SEND, including iPads, laptops, computers, headphones, keyboards and interactive whiteboards in every classroom. Assistive technology is used where appropriate to promote independence and access to learning. Where specialist equipment is required, advice is sought from relevant professionals and equipment is provided whenever reasonably practicable.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

We believe that early identification is vital. If concerns arise regarding a child's progress, wellbeing or development, class teachers will discuss these with parents/carers at the earliest opportunity to ensure a collaborative approach to supporting the child. Identification of SEND may arise through teacher observations, assessment information, pupil progress meetings, discussions with parents/carers, pupil voice, attendance information, wellbeing concerns, information from previous settings and advice from external agencies.

The class teacher is responsible for the progress and development of all pupils in their class and works closely with the SENCO to assess, plan, implement and review support through the graduated approach of Assess, Plan, Do, Review. The SENCO works alongside parents, staff and external professionals where appropriate to develop effective support and provision.

All teachers provide high-quality, inclusive learning environments where adaptive teaching is used to meet the needs of all pupils. All staff have high expectations of pupils, and progress is monitored regularly to ensure pupils achieve their potential. Classroom provision may include visual supports, scaffolded learning activities, communication aids, flexible grouping, adapted resources, assistive technology and additional opportunities for overlearning and reinforcement.

Pupil progress is discussed at regular pupil progress meetings and provision is reviewed to ensure it remains effective. Decisions regarding additional support or intervention are made collaboratively between the class teacher, SENCO, Senior Leadership Team, parents/carers and, where appropriate, the pupil.

We use a range of assessments, observations and intervention programmes to identify and remove barriers to learning. Where a pupil requires more specialised support, referrals may be made to external agencies. Before any referral is made, parents/carers will be invited to discuss concerns, progress and possible next steps. The school will always seek parental consent before involving external professionals. These professionals may include Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Physiotherapists or Specialist Teachers. Their advice helps school and families to better understand a child's needs and implement appropriate strategies and support.

Where a pupil requires SEND Support, a Individual Education Plan (IEP) or an Individual Behaviour Plan (IBP) may be developed and reviewed regularly through the graduated approach. These plans identify outcomes, support strategies, provision and next steps. Provision is reviewed regularly with pupils, parents/carers and staff to ensure it remains appropriate and effective.

All parents/carers are encouraged to contribute to their child's education. This may take place through discussions with the class teacher, parents' evenings, review meetings, annual reviews, meetings with the SENCO and communication with other professionals. We value the strong partnership between home and school and recognise the important role parents/carers play in supporting their child's development.

Children are encouraged to contribute to decisions about their learning and support. Through pupil voice activities and discussions, pupils have opportunities to share their views about what helps them to learn, their strengths, aspirations and any difficulties they may experience.

All pupils with SEND complete a One-Page Pupil Profile with support from their class teacher or teaching assistant where appropriate. These profiles identify what is important to the child, their strengths, interests, aspirations and successful strategies for support. One-Page Pupil Profiles are reviewed annually, or sooner if needs change, and help ensure that support remains personalised and child-centred.

Teaching assistants work closely with class teachers to provide targeted support for identified pupils. This support may be delivered within the classroom, through small group work or, where appropriate, individual support. The aim is always to develop independence whilst providing the necessary support for pupils to achieve their outcomes.

Staff training is regularly reviewed in response to the needs of pupils within school. Professional development may include training in adaptive teaching, speech, language and communication needs, autism, dyslexia and specific learning difficulties, SEMH needs, medical needs, safeguarding and positive behaviour support. Specialist advice and recommendations are shared with relevant staff to ensure consistent implementation.

Attendance, behaviour, engagement and wellbeing are monitored regularly to evaluate the effectiveness of provision and ensure that all pupils remain safe, supported and able to access learning successfully. Where concerns arise, school works collaboratively with families and external agencies to identify barriers and provide appropriate support.

SATS provision
Reasonable adjustments are considered for pupils who meet the criteria set by the Standards and Testing Agency. Arrangements may include additional time, rest breaks, readers, scribes, prompts or modified papers where appropriate and approved.

Accessibility to trips and clubs
All children at Trinity are encouraged to join in a wide variety of before and after school clubs. If necessary, additional provision and reasonable adjustments are made to ensure that all children can participate in activities alongside their peers.

All school trips are carefully organised and planned to be inclusive of all children. For example, planning for a Year 6 residential trip may begin well in advance to ensure that a child with physical difficulties can fully participate in the outdoor and adventurous activities offered.

Reasonable adjustments are considered on an individual basis to support full participation in clubs, educational visits and residential experiences. Where appropriate, the school works closely with parents/carers, pupils and external professionals to identify and remove potential barriers to participation. Risk assessments are completed where necessary, and additional support, adaptations, specialist equipment or staffing may be provided to ensure pupils with SEND can access the same opportunities as their peers.

Preparation and support for your child when joining Trinity CE/Methodist Primary School or transferring to a new school
Due to the nature of our school, and its continual growth since opening, children at Trinity CE/Methodist Primary School are exceptionally welcoming and accepting of new pupils. As a result, children generally settle quickly and form positive friendships.

When a child is joining Trinity or moving to another school, a range of strategies are in place to support a smooth and successful transition. These may include:

- Discussions between the previous and receiving schools prior to the pupil joining or leaving.
- Transition sessions, where pupils spend time with their new class teacher and become familiar with the school environment.
- Opportunities to meet key staff and ask questions about their new setting.
- Meetings between parents/carers and school staff, including the SENCO where appropriate.

Additional visits can be arranged for pupils who require further support with transition. Mrs Birchall and members of the school's leadership team are always happy to meet with parents/carers before their child joins the school. The SENCO liaises with SENCOs from previous or receiving schools to ensure that relevant information is shared and support can continue seamlessly.

Where a pupil has more complex or specialised needs, individual transition planning meetings may be arranged involving parents/carers, the pupil, the SENCO and other professionals as appropriate.

In addition to transition visits, pupils with SEND may access:

- Enhanced transition programmes.
- Additional school visits.
- Transition booklets.
- Visual supports and photographs of key staff and environments.
- Opportunities to meet key adults in advance.
- Individual transition plans where appropriate.

The SENCO liaises closely with receiving schools to ensure effective information sharing, continuity of provision and a successful transition for every child.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

All Statements and Education, Health and Care Plans (EHCPs) are reviewed annually. Parents/carers, pupils, school staff and external professionals are invited to contribute to the review process. Documentation is shared in advance, and review reports are submitted to the Local Authority.

For pupils receiving SEND Support, provision is reviewed regularly through the graduated approach of Assess, Plan, Do, Review. IEPs, IBPs and other support arrangements are monitored and adapted to ensure they continue to meet the pupil's needs.

Progress information is shared with parents/carers throughout the year through parents' evenings, review meetings, reports and ongoing communication. The SENCO is available to discuss individual pupils and works closely with families to ensure effective support is in place.

Pupil voice forms an important part of the review process. Pupils are encouraged to share their views about their learning and support, and all pupils with SEND complete a One-Page Pupil Profile.

The effectiveness of SEND provision is evaluated through:

- Progress towards individual targets and outcomes.
- Attainment and progress data.
- Attendance, behaviour and wellbeing information.
- Pupil and parent/carer feedback.
- Reviews of interventions and support programmes.
- Advice from external agencies.

The Senior Leadership Team, SENCO and class teachers regularly review pupil progress and provision to ensure support remains effective and enables pupils to achieve the best possible outcomes.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

What the school provides

The safety and wellbeing of all pupils is a priority at Trinity. We recognise that some pupils with SEND may experience additional vulnerabilities and may require reasonable adjustments, additional supervision or individual risk assessments to ensure they can access all aspects of school life safely.

Risk assessments are completed and reviewed as required by appropriate members of staff and are shared with relevant adults. Individual risk assessments may be developed for pupils where additional needs, medical conditions, behaviour or specific circumstances require this. Risk assessments are carried out by appropriate members of staff, including class teachers, the SENCO, school leaders and visit leaders, depending on the nature of the activity or support required.

Safeguarding procedures meet all statutory requirements and all staff receive regular safeguarding and child protection training. Clear systems are in place for reporting and responding to concerns. Parents can access safeguarding, child protection and anti-bullying policies via the school website.

Playground buddies support younger pupils with friendships and social interaction. PSHE lessons, collective worship and wider curriculum activities promote personal safety, wellbeing, healthy relationships and respectful behaviour.

All educational visits are processed through the Evolve system and supported by appropriate risk assessments. Reasonable adjustments and additional support are considered to ensure pupils with SEND can participate safely in trips, visits and residential experiences.

Attendance, engagement, behaviour and wellbeing are monitored regularly. Where concerns arise, the school works collaboratively with families and other agencies to identify barriers and provide appropriate support.

At Unity Place, an early drop-off system is available from 8:30am to support families with children attending both school sites. A member of staff greets pupils and families each morning and is available to receive messages and address immediate concerns. At Brookwood Way, classroom doors open at 8:50am and staff are available to welcome pupils into school.

Breaktimes and lunchtimes are supervised by trained staff, including teaching assistants and welfare staff. Additional supervision and support can be provided for pupils with SEND where required. Alternative arrangements may also be made for pupils who benefit from a quieter environment during social times.

Class teachers are available at the end of the school day to speak with parents/carers when needed. At Unity Place, pupils are collected at 3:10pm and at Brookwood Way at 3:25pm. Where a more detailed discussion is required, parents/carers are encouraged to arrange an appointment.

If required, a handover is carried out by the class teacher or teaching assistant to the appropriate parent/carer at the start and/or end of the school day.

All classes have access to teaching assistant support, with staff deployed flexibly according to the needs of pupils. Additional support may be provided for individual pupils or groups where appropriate.

Both school sites have designated drop-off and collection arrangements. Parents/carers are encouraged to follow site procedures carefully to ensure the safety of all pupils and families during busy arrival and departure times. Parking is available in designated areas, and families are asked to use these safely and considerately.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

The health, safety and wellbeing of all pupils is a priority at Trinity. Staff receive regular paediatric first aid training, and additional specialist training is provided where required to meet pupils' individual medical needs, for example the administration of medication, use of EpiPens, epilepsy management or other specific medical procedures.

Care plans are developed and reviewed in partnership with parents/carers and relevant health professionals. New or updated care plans are shared with appropriate staff to ensure pupils' medical needs are understood and supported effectively. Copies of care plans are stored securely and made available to staff who need them.

Medication is stored and administered in accordance with the school's Medicines Policy. Where prescribed medication needs to be administered during the school day, this is carried out by appropriately trained staff following agreed procedures. Emergency medication, including inhalers and EpiPens, is readily accessible and accompanies pupils as required throughout the school day and on educational visits.

In the event of a medical emergency, trained staff will respond immediately, administer first aid where appropriate and contact emergency services and parents/carers as required.

The school works closely with the School Nursing Team and other health professionals to support pupils' medical, physical and emotional wellbeing. Health checks may take place at key points throughout a child's school life.

The school is committed to promoting positive emotional health and wellbeing for all pupils. Support may include:

- Access to trusted adults.
- Emotional literacy activities.
- Social skills development.
- Support during times of change and transition.
- Signposting and referrals to external services where appropriate.

Where additional support is required, the school may seek advice from a range of external agencies, including:

- School Nurses.
- Educational Psychologists.
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- Specialist Teachers from SEND Services.
- CAMHS (Child and Adolescent Mental Health Services).

- Social Care Services.
- Outreach services and other specialist providers.

The SENCO works closely with families, health professionals and external agencies to ensure pupils receive coordinated support and that strategies are implemented consistently across school.

Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open-Door policy?
- How do you keep parents updated with their child/young person's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

A full staffing structure, including key contacts such as the Headteacher, SENCO and Senior Leadership Team, is available on the school website. Parents/carers are encouraged to contact the most appropriate member of staff if they have any questions or concerns about their child.

We value positive partnerships with parents/carers and believe that effective communication is essential in supporting children's learning, wellbeing and progress. Staff aim to be flexible and responsive when communicating with families. If a member of staff is unavailable, messages will be passed on and calls or emails returned as soon as possible.

The school operates an open and welcoming approach. Parents/carers are encouraged to raise concerns or seek advice at an early stage. Appointments can be arranged with class teachers, the SENCO or other members of staff where a longer discussion is required.

The SENCO is available to discuss SEND-related concerns and works closely with families to ensure appropriate support is in place. Parents/carers are actively involved in planning and reviewing support for their child and are encouraged to contribute to meetings, reviews and target-setting discussions.

Parents/carers can communicate with school in a variety of ways, including:

- Face-to-face conversations.
- Telephone calls.
- Email.
- The school app/communication system.
- Formal meetings and review appointments.

Information about pupil progress is shared throughout the year through parents' evenings, annual written reports, SEND review meetings, Annual Reviews for pupils with EHCPs and ongoing communication between home and school.

On joining the school, parents/carers receive information about key staff, school procedures and available support. Additional meetings can be arranged for families of pupils with SEND to support a successful transition into school.

The school regularly holds events that welcome parents and carers into school, including Book and Breakfast, celebration events, worship services, curriculum events and transition meetings. Open events are held for prospective families and at key points within the school's development.

There is strong parental representation within the Governing Body, and parents/carers are encouraged to share feedback through conversations with staff, questionnaires, meetings and school events. Feedback is valued and helps us to continually develop and improve our provision.

Parents/carers can also access information and support from independent services such as SENDIAS, and school staff are happy to signpost families to appropriate support where required.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families?

What the school provides

At Trinity, we believe that pupils, parents/carers and staff should work together to ensure every child achieves their full potential. We value the views of our pupils and families and actively encourage them to contribute to decision-making about school life and individual support arrangements.

The school has a School Council with representation from each class, elected by their peers. The council meets regularly and is facilitated by a member of staff. Pupils also have opportunities to contribute through the Eco Committee, Sports Council, Worship Group and other leadership roles across the school.

Pupil voice is an important part of our SEND provision. Pupils are encouraged to share their views about their learning, support and aspirations through discussions, questionnaires and review meetings. All pupils with SEND complete a One-Page Profile, which reflects their strengths, interests, aspirations and the strategies that help them to learn successfully. Support is provided where needed to enable every child to communicate their views.

Parents/carers are closely involved in their child's education and are encouraged to contribute to review meetings, Annual Reviews, parents' evenings, questionnaires and ongoing discussions with school staff. The school values strong home-school partnerships and recognises that parents/carers play a key role in supporting their child's development and wellbeing.

Parents hold positions on the Governing Body and are encouraged to become involved in the wider life of the school through volunteering, attending school events and supporting school activities. The school's SEND Governor works closely with the SENCO and school leaders to monitor SEND provision and ensure the needs of pupils with SEND remain a priority.

The school works closely with a range of external agencies and professionals, including health services, social care, SEND services and voluntary organisations, to ensure pupils and families receive

coordinated and effective support. Where appropriate, parents/carers and pupils are involved in discussions with professionals so that support is planned collaboratively and reflects individual needs.

Home-school communication and partnership working are central to our approach. By working together, we aim to ensure that pupils feel supported, included and able to thrive both academically and socially.

What help and support is available for the family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

What the school provides

At Trinity, we recognise that families play a vital role in supporting their child's education, wellbeing and development. We are committed to working in partnership with parents/carers and providing advice, guidance and support whenever it is needed.

If requested, staff can support families with completing forms and paperwork or direct them to the most appropriate member of staff for assistance. This may include support with school forms, referrals to external services or SEND-related processes.

The SENCO, Headteacher and other appropriate members of staff are available to offer advice, guidance and support to parents/carers. Where appropriate, families may also be signposted to external services and organisations, including SENDIAS, health services, Early Help, social care services and other specialist agencies.

The school works closely with a range of professionals and services linked to SEND, health and wellbeing to ensure families can access the support they need. We believe in a collaborative approach and encourage parents/carers to contact us whenever they require advice or assistance.

The school operates an open and welcoming approach wherever possible. Parents/carers are encouraged to discuss concerns, seek advice and raise questions at an early stage so that support can be provided promptly.

Parents/carers who believe their child may be eligible for assisted transport should contact the Local Authority for further information regarding eligibility and application processes. School staff are happy to signpost families to the appropriate services where required.

Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

What the school provides

All Year 6 pupils transferring to secondary school take part in a transition programme throughout the summer term. This provides opportunities to visit their new school, meet key staff and other pupils, and become familiar with the new environment. For some pupils, a more personalised transition

package may be required and will be planned in collaboration with parents/carers and the receiving school.

The SENCO works closely with pupils, parents/carers and secondary schools to ensure a smooth and successful transition. Where appropriate, additional meetings may be arranged involving external agencies and professionals. Care is taken to ensure that receiving schools have a comprehensive understanding of each pupil's strengths, needs, successful strategies and support arrangements.

Additional transition support may include:

- Enhanced transition programmes.
- Additional school visits.
- Transition booklets.
- Visual supports and photographs of key staff and environments.
- Opportunities to meet key adults in advance.
- Individual transition plans where appropriate.

Key staff meet with receiving secondary schools to share relevant academic, pastoral and SEND information. Information is transferred in accordance with Local Authority guidance and data protection requirements to ensure continuity of support.

Where appropriate, secondary school staff may visit pupils in their primary setting prior to transition. Additional transition arrangements may also be put in place for pupils with SEND to reduce anxiety and promote confidence.

Throughout their time at Trinity, pupils are supported to develop independence, resilience, communication skills, self-advocacy and confidence. These skills help prepare them for successful transitions, future learning and adulthood.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

What the school provides

Trinity runs a before and after-school childcare provision called School's Out across both school sites. At Brookwood Way, School's Out operates from the Trinity Centre and provides wraparound care for pupils.

Pupils have access to a wide range of extra-curricular activities throughout the year. These may include sports, music, art, dance, languages, STEM, wellbeing and special interest clubs. Some clubs are led by school staff, while others are delivered by external providers. Information about available clubs is shared with parents/carers throughout the year. Where places are limited, parents/carers will be informed of the allocation process.

The school is committed to ensuring that clubs, activities, educational visits and residential experiences are inclusive and accessible to all pupils. Reasonable adjustments are considered where

necessary, and staff work closely with families and, where appropriate, external professionals to identify and remove barriers to participation. Activities are risk assessed and planned to support the successful inclusion of pupils with SEND.

Some activities provided by external organisations may incur a charge. Where possible, the school seeks to minimise costs to families and may seek voluntary contributions for educational visits. The school's Parent and Friends Association (PFA) may also provide support to help subsidise activities and visits.

We recognise the importance of friendships, belonging and positive social experiences. Children are supported to develop friendships through structured play opportunities, group activities, Circle Time, nurture provision, pastoral support and wider school activities. Where appropriate, teaching assistants and other trusted adults provide additional support to help pupils develop confidence, social communication skills and positive relationships.

At the start of each half term, classes revisit the school's behaviour expectations and values. This includes explicit teaching of social skills, positive relationships, inclusion, respect and strategies for resolving disagreements, helping all pupils feel safe, valued and included within the school community.