

SEND Information Report 2026–27

Our vision for SEND and inclusion

At Bournville All-Through School, we believe that **every pupil is known, included and empowered to succeed.**

Our vision for SEND and inclusion is rooted in high expectations, high-quality teaching, early identification and strong partnerships with pupils, families and professionals. We aim to remove barriers, unlock potential, develop independence and ensure that every pupil can thrive in school and beyond.

We are committed to an inclusive culture where:

- every teacher is a teacher of SEND;
- high-quality teaching is the foundation of our SEND provision;
- pupils with SEND have access to an ambitious, broad and balanced curriculum;
- barriers to learning and participation are identified and addressed;
- reasonable adjustments are made where required;
- pupils are supported to become increasingly independent;
- parents and carers are active partners in decision-making; and
- pupils' views, strengths, aspirations and experiences are central to planning support.

This **SEND Information Report** has been prepared in accordance with **Section 69 of the Children and Families Act 2014, Schedule 1 of the Special Educational Needs and Disability Regulations 2014** and the **SEND Code of Practice: 0 to 25 years**.

It explains how Bournville identifies, assesses and supports pupils with special educational needs and/or disabilities and how we implement our SEND Policy in practice.

The report is reviewed annually and updated when there are significant changes to our SEND provision.

This report should be read alongside our:

- SEND Policy;
- Accessibility Plan;
- Equality Policy;
- Admissions Policy; and
- contribution to Birmingham City Council's Local Offer.

School/Trust policies can be found here: [Policies - Bournville School](#)

Birmingham City Council Local Offer: [Home - Local Offer Birmingham](#)

If you require this information in an alternative format, please contact the school.

If there are any terms used in this report that you are unsure about, please refer to the **Glossary** at the end of the report.

1. What types of SEN does Bournville provide for?

Bournville is an inclusive mainstream all-through school supporting pupils with a wide range of special educational needs and disabilities.

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

Communication and Interaction

This may include:

- autism spectrum condition (ASC);
- speech, language and communication needs (SLCN);
- social communication difficulties;
- receptive or expressive language difficulties; and
- difficulties with social interaction.

Cognition and Learning

This may include:

- specific learning difficulties, including dyslexia and dyscalculia;
- literacy and reading difficulties;
- numeracy difficulties;
- memory and processing difficulties;
- moderate learning difficulties; and
- other learning needs requiring additional or different provision.

Social, Emotional and Mental Health

This may include:

- social, emotional and mental health needs;
- attention deficit hyperactivity disorder (ADHD);
- emotional regulation difficulties;
- anxiety;
- difficulties associated with mental health;
- difficulties associated with adverse or challenging experiences; and
- behavioural difficulties where these arise from an identified underlying need.

Sensory and/or Physical Needs

This may include:

- hearing impairment;
- visual impairment;
- physical disability;
- sensory processing differences; and
- medical or physical needs which affect access to education.

Pupils may have needs in more than one area.

A diagnosis is not required for a pupil to receive SEND support. We identify and respond to special educational needs by considering the barriers a pupil is experiencing and the provision they require, rather than waiting for a formal diagnosis.

2. Which staff will support my child and what training have they had?

SENDCO

Our SENDCO is **Holly Poole, Vice Principal for Inclusion and SENDCO**.

Holly is a qualified teacher and experienced school leader who has worked at Bournville for many years. As Vice Principal for Inclusion and SENDCO, she has strategic responsibility for SEND and inclusion across the all-through school.

Holly has completed the **NPQ SENDCO**, as well as a Master's qualification in Educational Leadership and a Level 7 Senior Leader Apprenticeship.

She works closely with teachers, pastoral teams, families, senior leaders and external professionals to ensure that pupils with SEND receive appropriate support and are included fully in school life.

SENDCO contact:

Holly Poole

Email: bv-sendco@bournville.fmat.co.uk

Telephone: 0121 475 3881

Assistant SENDCOs

Holly is supported by two Assistant SENDCOs who provide day-to-day SEND leadership and support across the school.

Lindsey Corbett – Assistant SENDCO (Secondary)

Lindsey works closely with secondary staff, pupils and families to coordinate SEND support, monitor provision and help ensure that pupils' needs are identified and met effectively.

Kirsty Jamie – Assistant SENDCO (Primary)

Kirsty works closely with primary staff, pupils and families to support the identification, assessment and review of SEND provision and to ensure successful transitions and continuity of support.

Together, the SEND leadership team provides a consistent approach to SEND across our all-through school while recognising the different needs of pupils at each stage of their education.

Teaching assistants and support staff

We have a **team of teaching assistants** working across our primary and secondary phases.

Teaching assistants work as part of the wider teaching team to support pupils to access learning, participate fully in school life and develop independence.

Support may include:

- in-class support;
- small-group teaching;
- targeted interventions;
- communication and interaction support;

- literacy and numeracy support;
- emotional regulation and pastoral support;
- organisation and preparation for learning;
- support with transitions;
- implementation of specialist strategies recommended by external professionals; and
- developing independence and self-advocacy.

The level and type of adult support will depend on the **individual pupil's needs, identified outcomes and barriers to learning**. We carefully consider how adult support is deployed so that it enhances access to learning without creating learned dependence.

Teachers

Teachers remain responsible and accountable for the progress, development and inclusion of all pupils in their classrooms, including pupils with SEND.

All teachers receive SEND guidance and training. The SEND Team provides advice, coaching and professional development to help staff understand individual pupils and adapt teaching appropriately.

We use staff briefings, professional development, pupil information and targeted guidance to ensure that staff have up-to-date information about pupils' needs and effective strategies.

External professionals

Where appropriate, we work with specialist services to understand and meet pupils' needs. This may include:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- specialist teachers;
- Communication and Autism support;
- Sensory Support Services;
- school nursing;
- paediatric services;
- Child and Adolescent Mental Health Services (CAMHS);
- Early Help and family support;
- social care;
- attendance and inclusion services; and
- relevant voluntary and community organisations.

We will seek specialist advice where necessary and work collaboratively with pupils, families and professionals.

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

We welcome parents and carers contacting us if they have concerns about their child's learning, development, communication, emotional wellbeing, behaviour, attendance, independence or participation.

In the first instance, you can speak to your child's:

- class teacher;
- form tutor;
- Head of Year or relevant key stage leader;
- Assistant SENDCO; or
- SENDCO.

You can also contact the SEND Team directly.

SENDCO: Holly Poole

Email: bv-sendco@bournville.fmat.co.uk

Telephone: 0121 475 3881

We recognise that parents and carers know their children well. We will listen to your concerns and work with you to develop a better understanding of your child's strengths, needs and aspirations.

Where appropriate, we will also seek your child's views.

We will consider:

- what your child does well;
- their strengths and interests;
- areas they find difficult;
- barriers to learning and participation;
- their progress and attainment;
- communication and interaction;
- emotional wellbeing and regulation;
- attendance and engagement;
- behaviour and relationships;
- independence; and
- what support has already been tried.

If SEND Support is appropriate, we will work with you and your child to identify outcomes and provision and your child may be placed on the school's SEND register.

4. How will the school know if my child needs SEND support?

Early identification is an important part of our SEND approach.

A pupil making slower progress or achieving below age-related expectations **does not automatically mean that they have SEND.**

We first consider whether there are gaps in knowledge or understanding that can be addressed through high-quality teaching, appropriate classroom adaptations and universal provision.

We look at the **whole picture** when identifying SEND. This may include:

- assessment and progress information;
- classroom observations;
- work scrutiny;
- teacher concerns and referrals;
- attendance;
- behaviour;
- pastoral information;
- safeguarding information where relevant;
- communication and interaction;
- emotional wellbeing;
- independence and organisation;
- parent and carer concerns;
- pupil views;
- information from previous settings; and
- advice from external professionals.

If a pupil continues to experience difficulties despite appropriate high-quality teaching and support, the teacher will discuss this with the SEND Team.

The SENDCO and wider SEND Team may gather further information, observe the pupil and seek advice from parents, the pupil and external professionals where appropriate.

We do not wait for a formal diagnosis before considering reasonable adjustments or appropriate SEND support.

Where a pupil is identified as requiring SEN Support, we use the graduated approach of **Assess, Plan, Do and Review**.

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

We follow the **graduated approach** to meeting SEND needs.

The graduated approach is a continual cycle of:

Assess

We gather information about the pupil's strengths, needs, barriers and current level of attainment.

We consider information from the pupil, parents/carers, teachers, assessment, observations, previous settings and external professionals where appropriate.

Plan

We agree outcomes for the pupil and identify the provision, strategies and reasonable adjustments that will help them achieve these outcomes.

This is recorded through the pupil's **Individual Learning Plan (ILP)** where appropriate.

Do

The planned provision is implemented.

The class or subject teacher remains responsible and accountable for the pupil's progress and development, even when additional support is provided by a teaching assistant or specialist professional.

Review

We review the impact of the support and the progress the pupil has made towards their outcomes.

We consider the views of the pupil, parent/carer and staff and use this information to decide what should happen next.

This may include continuing, adapting, increasing or reducing support.

When we run targeted interventions, we use a **baseline assessment** wherever appropriate so that we can evaluate the impact of the intervention.

Our aim is always to ensure that support leads to meaningful progress and increasing independence.

6. What is an Individual Learning Plan?

An **Individual Learning Plan (ILP)** helps staff understand how best to support an individual pupil.

An ILP may include:

- the pupil's strengths and interests;
- identified needs;
- barriers to learning or participation;
- outcomes;
- classroom strategies;
- reasonable adjustments;
- relevant support and interventions;
- approaches that promote independence; and
- information about what helps the pupil to succeed.

ILPs are reviewed and updated as pupils' needs change.

An ILP does **not** replace high-quality teaching or create a separate curriculum. It helps staff identify the adjustments and strategies needed to remove barriers and enable pupils to access an ambitious curriculum.

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

We believe parents and carers are important partners in supporting pupils with SEND.

We will involve you, where appropriate, in:

- identifying strengths and needs;
- setting outcomes;
- planning provision;
- reviewing progress;

- reviewing ILPs;
- discussing reasonable adjustments;
- reviewing interventions;
- EHCP processes and annual reviews;
- transition planning; and
- decisions about future support.

We value the knowledge and experience that families have about their children and want to understand what works well at home as well as at school.

We encourage parents and carers to:

- share information about their child's strengths, interests and needs;
- tell us about strategies that work well;
- attend SEND reviews and parent consultations;
- share relevant professional reports;
- support agreed strategies where appropriate;
- encourage independence and self-advocacy;
- support regular attendance; and
- communicate concerns promptly.

We will keep records of significant discussions, actions and agreed support and share information with relevant staff.

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

We recognise that pupils should have an active role in decisions about their education.

The level and method of involvement will depend on the pupil's age, communication needs, level of competence and individual circumstances.

Pupil voice may be gathered through:

- one-to-one conversations;
- SEND reviews;
- questionnaires;
- written responses;
- drawings or other creative responses;
- observations;
- supported communication;
- visual communication;
- meetings;
- a trusted adult; or
- another appropriate method identified with the pupil.

We will seek to understand what pupils think about:

- their strengths;
- what they find difficult;
- how they learn best;
- classroom support;
- reasonable adjustments;
- relationships and friendships;
- belonging;
- independence;
- transition; and
- their aspirations for the future.

We aim to develop pupils' **self-awareness, independence and self-advocacy**.

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

Every teacher is a teacher of SEND.

High-quality teaching is our first response to meeting pupils' needs. Teachers are responsible and accountable for the progress and development of all pupils in their classrooms.

We provide access to a broad and balanced curriculum and make meaningful adaptations where required.

Depending on individual need, adaptations may include:

- seating and classroom environment;
- adapting resources and explanations;
- chunking instructions and tasks;
- allowing additional processing time;
- pre-teaching key vocabulary;
- visual supports and prompts;
- clear routines and structures;
- modelling and worked examples;
- guided practice;
- regular checking of understanding;
- reducing unnecessary cognitive load;
- repetition and retrieval;
- assistive technology;
- alternative methods of recording;
- sensory adjustments;
- reasonable adjustments;

- organisational support; and
- strategies that develop independence.

We use the **Five-a-day approach** (recommended by the EEF as best practice) to support pupils to become increasingly independent.

Our aim is not to create a separate curriculum for pupils with SEND. We seek to remove barriers so that pupils can access the same ambitious curriculum as their peers, making adaptations where necessary.

We avoid creating **learned dependence** and carefully consider how adult support is used.

Where appropriate, targeted interventions may also be provided. These will be linked to an identified need and will have clear intended outcomes, baseline information, timescales and evaluation.

10. How will the school evaluate whether the support is helping my child?

We evaluate SEND provision through a range of evidence, including:

- Assess, Plan, Do, Review cycles;
- ILP reviews;
- pupil voice;
- parent and carer feedback;
- teacher feedback;
- assessment and progress information;
- intervention outcomes;
- work scrutiny;
- lesson observations;
- attendance information;
- behaviour information;
- monitoring of reasonable adjustments;
- SENDCO and Assistant SENDCO monitoring; and
- advice and recommendations from external professionals.

Progress is not only measured through academic attainment.

Depending on the pupil's needs and outcomes, we may also consider:

- independence;
- confidence;
- communication;
- emotional regulation;
- engagement;
- attendance;
- relationships;

- participation;
- resilience; and
- readiness for the next stage of education or adulthood.

If provision is not having the intended impact, we will review and adapt it.

11. What additional support and interventions are available?

Where appropriate, pupils may receive targeted support linked to an identified need.

This may include:

- reading and literacy support;
- numeracy support;
- precision teaching;
- communication and language support;
- social communication support;
- emotional regulation support;
- organisation and study skills;
- handwriting and fine motor support;
- independence skills;
- transition support; and
- targeted pastoral support.

Interventions are not an alternative to high-quality classroom teaching.

Where an intervention is used, we aim to establish:

- the identified need;
- baseline information;
- the intended outcome;
- the length and frequency of support;
- who will deliver it; and
- how its impact will be evaluated.

12. How will the school secure resources for my child?

We use our available resources strategically to ensure that pupils with SEND can access high-quality teaching, appropriate adaptations and targeted support.

Resources may include:

- teaching and support staff;
- specialist equipment;
- assistive technology;
- accessibility resources;

- targeted interventions;
- staff training;
- adaptations to the learning environment; and
- advice and support from specialist professionals.

For pupils receiving SEN Support, the school uses its available resources and SEND funding to provide appropriate support.

Where a pupil's needs require provision beyond the resources ordinarily available to the school, we will work with the local authority and other relevant agencies to explore additional support and funding where appropriate.

For pupils with an **EHC plan**, the provision specified in the plan will be delivered in accordance with the plan and the respective responsibilities of the school and local authority.

Funding arrangements do not determine the level of support a pupil needs. Our focus is on identifying barriers, securing appropriate provision and achieving positive outcomes.

13. How will the school make sure my child is included in activities?

Inclusion is central to life at Bournville.

Pupils with SEND are encouraged and supported to participate in:

- lessons;
- clubs and enrichment;
- educational visits;
- residential experiences;
- sports;
- performances;
- competitions;
- leadership opportunities;
- student voice;
- careers activities;
- cultural experiences; and
- wider school events.

We identify and address barriers to participation and make reasonable adjustments where required.

When considering an activity, we ask:

What is the barrier, and what can we change?

Our aim is for pupils with SEND to have the same opportunities to participate and succeed as their peers wherever reasonably possible.

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

Bournville follows its published admissions arrangements and relevant statutory requirements.

Pupils with SEND or disabilities will not be unfairly disadvantaged by the admissions process.

Where Bournville is named in a pupil's **EHC plan**, we will work with the local authority, the family and relevant professionals to plan the pupil's admission and ensure that the provision specified in the plan can be delivered.

Our admissions arrangements are available here: [Polices - Bournville School](#)

15. How does the school support pupils with disabilities?

We recognise our responsibilities under the **Equality Act 2010** and seek to ensure that disabled pupils are not placed at a substantial disadvantage compared with non-disabled pupils.

We make reasonable adjustments where required and consider the accessibility of:

- the curriculum;
- teaching and learning;
- the physical environment;
- school activities and enrichment;
- educational visits;
- communication and information;
- equipment and resources; and
- wider school life.

Our **Accessibility Plan** sets out how we will:

1. increase the extent to which disabled pupils can participate in the curriculum;
2. improve the physical environment of the school to enable disabled pupils to take better advantage of education, facilities and services; and
3. improve the availability of accessible information for disabled pupils.

Accessibility Plan: [Polices - Bournville School](#)

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

We recognise that emotional wellbeing, positive relationships and a sense of belonging are important to successful learning.

Our support may include:

- trusted adults;
- pastoral support;
- regular check-ins;
- support with emotional regulation;
- calm spaces where appropriate;
- support with social communication;
- structured routines;

- transition support;
- support with friendships and relationships;
- restorative approaches;
- Personal Development provision;
- Early Help;
- targeted interventions; and
- referral to specialist services where appropriate.

Pupils with SEND are encouraged to participate fully in school life, including student leadership, clubs, enrichment and pupil voice opportunities.

We take bullying seriously and expect all pupils to feel **safe, respected, valued and that they belong**.

Our approach to bullying is set out in our Anti-Bullying Policy.

Anti-Bullying Policy: [Polices - Bournville School](#)

17. What support will be available during transitions and in preparing for adulthood?

As an all-through school, Bournville is well placed to support continuity across different stages of education.

We recognise that transitions can be particularly important for pupils with SEND and plan support according to individual need.

This may include:

- sharing information between staff and settings;
- transition meetings;
- visits and familiarisation;
- pupil and parent meetings;
- pupil voice;
- updated ILPs;
- visual timetables and social stories where appropriate;
- opportunities to become familiar with new staff and environments;
- support with routines and organisation;
- preparation for changes in expectations;
- additional transition visits where appropriate; and
- liaison with the next setting.

For transition between our primary and secondary phases, our staff work closely together to share relevant information and plan support.

For pupils moving to further education, employment or other destinations, we support preparation for adulthood through careers education, advice and guidance, transition planning and work with external agencies where appropriate.

We aim to develop pupils' independence, confidence and ability to advocate for themselves.

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

Our **Designated Teacher for Looked-After and Previously Looked-After Children** works closely with the SENDCO and relevant staff to ensure that the interaction between a pupil's care experience and SEND is understood.

Where a pupil is looked after, their **Personal Education Plan (PEP)** and SEND provision will be coordinated so that plans complement one another.

The pupil's voice, best interests, educational progress and wider wellbeing remain central to planning.

Designated Teacher: Ms E. Boyle (DSL)

19. How will the school work with other agencies?

Some pupils require support from more than one service.

Where appropriate, we work collaboratively with **health, social care, local authority services and voluntary organisations** to understand and meet a pupil's needs.

This may include:

- Birmingham City Council SEND and inclusion services;
- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- Communication and Autism services;
- Sensory Support Services;
- school nursing and health professionals;
- paediatric services;
- CAMHS;
- Early Help and family support;
- social care;
- attendance and inclusion services;
- specialist teachers and advisory services; and
- relevant voluntary and community organisations.

Where external professionals provide recommendations, we will consider how these can be incorporated into classroom practice, ILPs, reasonable adjustments and wider provision.

We will work with families and professionals in accordance with appropriate consent and information-sharing arrangements.

20. How will parents and carers be supported?

We want families to feel welcomed, listened to and involved.

We encourage parents and carers to work with us by:

- sharing information about their child's strengths and interests;
- telling us what works well at home;
- attending SEND reviews and parent consultations;
- contributing to ILP and EHCP reviews;
- sharing relevant professional reports;
- supporting agreed strategies;
- encouraging independence;
- supporting regular attendance;
- helping pupils prepare for transitions; and
- raising concerns early.

We are committed to developing strong and open relationships with families of pupils with SEND.

We will provide opportunities for parents and carers to:

- meet members of the SEND Team;
- ask questions;
- learn more about SEND provision;
- share experiences;
- discuss concerns and successes; and
- contribute to the development of our SEND provision.

We will advertise **SEND parent forums and information events** throughout the year.

Our aim is for families to be **partners in SEND provision, not simply recipients of support**.

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

We encourage parents and carers to raise concerns as early as possible so that we can work together to resolve them.

In the first instance, please speak to the relevant:

1. class or subject teacher/form tutor;
2. Assistant SENDCO or SENDCO;
3. relevant senior leader.

If your concern is not resolved, you can make a formal complaint in accordance with the school's **Complaints Policy**.

Complaints Policy: [Policies - Bournville School](#)

Some SEND disagreements have separate statutory routes of appeal or resolution. This may include certain decisions relating to EHC needs assessments or EHC plans and claims relating to disability discrimination.

Parents and young people may also access **SEND Information, Advice and Support Services (SENDIASS)** for impartial information and support.

Birmingham SENDIASS:Telephone: **0121 303 5004**Email: sendiass@birmingham.gov.ukWebsite: [SENDIASS](#)

Further information about disability discrimination claims involving schools is available through GOV.UK.

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

If you have questions about SEND or are finding things difficult, please contact the school. We want to support you, your child and your family.

Birmingham Local Offer

Birmingham City Council's Local Offer provides information about services, support and opportunities available for children and young people with SEND and their families.

Birmingham Local Offer: [Home - Local Offer Birmingham](#)

SENDIASS

Birmingham SENDIASS provides impartial information, advice and support to children, young people and parents/carers about SEND.

Telephone: 0121 303 5004

Email: sendiass@birmingham.gov.ukWebsite: [SENDIASS](#)**National organisations**

Parents and carers may also find the following organisations useful:

- **IPSEA** – independent information, advice and support on SEND law;
- **Contact** – information and support for families of disabled children;
- **National Autistic Society** – information and support relating to autism;
- **Special Needs Jungle** – information and resources for families; and
- **Family Action** – support for families, including SEND-related support.

23. SEND Parent Partnership

We are committed to developing strong partnerships with families.

We want parents and carers to feel that they can approach the SEND Team with questions, concerns, ideas and successes.

Our SEND parent forums and information events provide opportunities to:

- meet the SEND Team;
- understand how SEND support works at Bournville;
- ask questions;
- share experiences;
- discuss common issues;
- hear about developments in SEND provision; and
- contribute to the continued improvement of our SEND offer.

Details of forthcoming events will be shared with families through our usual communication channels.

24. Glossary

Access arrangements Special arrangements that allow eligible pupils with SEND or disabilities to access formal assessments or examinations.

Annual review A formal review of the provision and outcomes in an EHC plan, normally held at least annually.

Area of need The SEND Code of Practice identifies four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

CAMHS Child and Adolescent Mental Health Services.

Adaptive teaching Teaching that is responsive to pupils' individual needs and removes barriers while maintaining high expectations.

EHC needs assessment An assessment undertaken by the local authority to determine whether a child or young person requires an EHC plan.

EHC plan An Education, Health and Care plan describing a child or young person's special educational needs and the provision required to meet those needs.

Graduated approach A cycle of **Assess, Plan, Do and Review** used to identify needs, plan provision and evaluate its impact.

ILP Individual Learning Plan. A record of the strategies, adjustments, outcomes and support that help an individual pupil access learning and develop independence.

Local Offer Information published by the local authority explaining what support and services are available for children and young people with SEND and their families.

Outcome The difference we want support to make for a pupil. Outcomes may relate to learning, communication, independence, emotional wellbeing, participation or other areas of development.

Reasonable adjustments Changes that schools are required to make where reasonable to prevent disabled pupils from being placed at a substantial disadvantage.

SEN Special Educational Needs.

SEND Special Educational Needs and Disabilities.

SEND Code of Practice Statutory guidance setting out how organisations, including schools, should identify and support children and young people with SEND.

SEND Information Report Information that schools are required to publish explaining how they support pupils with special educational needs and disabilities.

SENDSCO Special Educational Needs and Disabilities Coordinator.

SEN Support Special educational provision provided for pupils who have SEN but do not have an EHC plan.

Special educational provision Provision that is additional to or different from that normally available to pupils of the same age.

Transition A change between stages, settings or significant life stages, such as moving year groups, changing phase, moving school or preparing for adulthood.

Our commitment

At Bournville, we want every pupil to be able to say:

I am known.

I am included.

I am supported.

I am respected.

I can succeed.

I belong.

Our ambition is not simply for pupils with SEND to **access** school.

Our ambition is for them to thrive.