Inclusion and SEND Commitment - B&NES' Ordinarily Available Provision (OAP)

Section A - Expectations for all settings

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Our Plan for SEND in B&NES:

www.bathnes.gov.uk/our-plan-send

Underpinning this document are our six pledges. These pledges guide our work, show us what we want to achieve and help us check how well we are doing:

1. **We are Ambitious for Every Child and Young Person**
2. **We work in Partnership with Families**
3. **A strong Culture of Inclusion**
4. **Early Identification and Response**
5. **Participation Promises**
6. **Leadership and Accountability**

'System of SEND Support' in B&NES:

Supporting settings (schools and other education providers) to identify children and young people (CYP) with Special Educational Needs and Disabilities (SEND) as early as possible, provide the right support, at the right time and build a consistent culture of inclusion. Participation promises: https://www.bathnes.gov.uk/our-participation-promise-children-and-young-people

Aims of the Inclusion & SEND Commitment – B&NES' Ordinarily Available Provision (OAP):

- Enable professionals to deliver equitable, consistent practice and provision for all CYP, including those with SEND, across B&NES' settings.
- Offer clear expectations of what can reasonably be expected from settings supporting CYP with SEND—helping professionals, CYP, and parent/carers determine whether sufficient, relevant, and purposeful action has been taken before requesting additional resources.
- Support settings to implement robust systems and processes, including a wider Graduated Response and a personalised Graduated Approach.
- Help the Local Authority and settings meet their statutory duties in identifying and supporting CYP with SEND.
- Provide clarity and transparency for monitoring and reviewing provision, both at whole-setting level and for individual CYP.

What do we mean by Inclusion and SEND Commitment – B&NES' Ordinarily Available Provision?

Ordinarily Available Provision (OAP) refers to what can reasonably be provided for all CYP, including those with SEND, using resources ordinarily available in education settings.

The SEND Code of Practice, 2015 (CoP) links High-Quality Teaching (HQT) or Quality First Teaching (QFT) and learning with OAP, stating in paragraph 6.15:

> "…*higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support*."

For CYP with SEND, needs must be identified as early as possible, and appropriate support put in place quickly. CYP and their parent/carers must be fully involved in all decision-making about their support, focusing on aspirations and life outcomes, including employment and independence.

B&NES' aim:

To achieve high-quality, equitable, and consistent SEND support across all settings, meeting duties set out in the CoP and the SEND and Alternative Provision Improvement Plan: Right Support, Right Place, Right Time (2024). https://livewell.bathnes.gov.uk/sites/default/files/2025-01/SEF%20Sept%20%2724%20%28002%29_0.pdf

Who is this document for?

This document provides guidance and support on expectations of professionals in mainstream and secondary settings.

This document can also be used by CYP and parent/carers to understand the equitable expectations of all settings across B&NES. It shows what settings can reasonably provide at Universal and SEND Support level.

Co-production and Contributors:

This document brings together and updates the B&NES' Graduated Approach document (2019) and the B&NES' SEND Commitment (2023). It also includes the B&NES' Commitment to Inclusion and Four Tiers of Support (2024).

This document is intended for use by multiple professionals and has been co-produced with:

- Multi-Academy Trust Leaders, Headteachers, Senior Leaders, Special Educational Needs and Disabilities Co-ordinators (SENDCos), and Class Teachers across mainstream settings, resource bases, specialist provision, and the Hospital Education Service (HERS).
- B&NES' Educational Psychology Service (EPS).
- B&NES' Parent Carer Forum (BPCF).
- Special Educational Needs and Disabilities Information, Advice and Support Service (Sendias Bathnes).
- Sensory Support Service.
- National Deaf Children's Society.
- Mental Health Schools' Team, Child and Adolescent Mental Health Service (MHST, CAMHS).
- Speech and Language Service, Health and Care Group (HCRG).
- Specialist Autism Support Service (SASS).
- School-aged Health Service (HCRG).
- Occupational Therapy - SASS and Royal United Hospital (RUH).
- Children's Physiotherapy (RUH).
- Bath Spa University (Education department).

What are Special Educational Needs and Disabilities (SEND)?

According to the CoP, a CYP has SEND if they have a learning difficulty or disability that requires special educational provision.

A CYP has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than most others of the same age, or
- Have a disability that prevents or hinders them from using facilities generally provided for others of the same age in mainstream schools or post-16 institutions.

The CoP also defines a disability (Equality Act 2010) as:

> "…*a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal, day-to-day activities.*"

Both definitions are combined in the term SEND, which we will use throughout this document.

Key Legislation

United Nations (UN) Convention on the Rights of the Child Ratified in 1992
https://www.unicef.org.uk/what-we-do/un-convention-child-rights/

This convention has 54 articles that cover CYPs' rights in all aspects of their life. It also explains how adults and governments must work together to make sure all CYP can enjoy each of their rights. Each right in the convention is interlinked, and no right is more important than another.

Children and Families Act (2014)
https://www.legislation.gov.uk/ukpga/2014/6/contents

This Act reformed how services support CYP, especially those with SEND, by promoting integration and collaboration across education, health, and social care.

SEND Code of Practice (2015) (CoP)
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

This statutory guidance supports the implementation of the Children and Families Act and sets out duties for all settings working with CYP with SEND. Core principles:

- Participation of CYP and parent/carers in decisions.
- High aspirations and improved outcomes for CYP with SEND.
- Early identification and graduated response to needs.
- Inclusive practice and removing barriers to learning.
- Preparation for adulthood from the earliest years.

The Disability Discrimination Act (1995) (DDA)
https://www.legislation.gov.uk/ukpga/1995/50/contents

The DDA was the first major legislation to make discrimination against disabled people unlawful. It has largely been replaced by the Equality Act 2010, but its legacy shaped current duties.

Key expectations under the DDA:

- Schools must not treat disabled CYP less favourably than others.
- They must take reasonable steps to:
  - Change policies or practices that disadvantage disabled CYP.
  - Provide auxiliary aids or services.
  - Remove physical barriers to access.
- Duties are anticipatory – schools must plan ahead to accommodate disabled CYP.
- Schools were required to develop a Disability Equality Scheme to show how they promote disability equality.

The DDA (1995) and Equality Act (2010) support the necessity to ensure that CYP with SEND are not disadvantaged or discriminated against. If a setting fails to meet its legal duties under the Equality Act (2010) then parent/carers can bring a disability discrimination claim to the First-Tier Tribunal. This process ensures that settings are held accountable and that CYP with SEND have equal access to education.

Equality Act (2010)
https://www.legislation.gov.uk/ukpga/2010/15/contents

This Act consolidated previous anti-discrimination laws into one framework, protecting individuals from unfair treatment based on nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Key expectations for schools and settings from the Equality Act (2010):

- No discrimination in admissions, teaching, exclusions, or access to services.
- Reasonable adjustments must be made for disabled CYP to ensure they are not disadvantaged.
- Public Sector Equality Duty (PSED) requires settings to:
  - Eliminate discrimination, harassment, and victimisation.
  - Advance equality of opportunity.
  - Foster good relations between different groups.
- Schools must publish equality information and objectives and review them regularly.
- Inclusive policies and practices must be in place, including staff training and curriculum planning.

Ofsted Education Inspection Framework (EIF)

November 2025 introduced changes around SEND and inclusion. https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025

- Inclusion is now a distinct evaluation area in inspections, alongside safeguarding; leadership and governance; curriculum and teaching; achievement; attendance and behaviour, personal development and well-being.
- Inspectors will look at:
  - How well SEND and disadvantaged learners are supported.
  - Curriculum accessibility and meaningful adaptations.
  - Systems for early identification and intervention.
  - Evidence of impact in practice, not just policies.
  - Views of CYP, parent/carers, and staff on inclusion and belonging.

The Social Model of Disability

The social model of disability is a way of viewing the world, developed by disabled people. The model says that people are disabled by barriers in society, not by their impairment or condition. Barriers can be physical, like buildings not having accessible toilets. Or they can be caused by people's attitudes to difference, like assuming disabled people cannot do certain things.
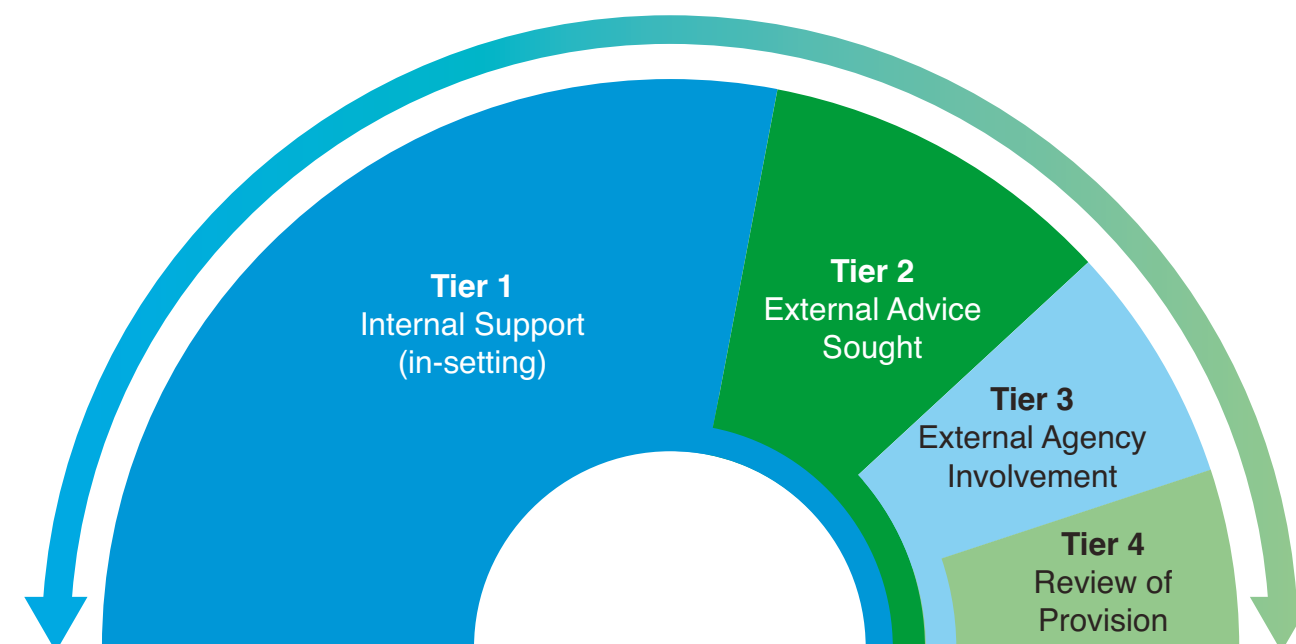
The social model helps us recognise barriers that make life harder for disabled people. Removing these barriers creates equality and offers disabled people more independence, choice and control. https://www.scope.org.uk/social-model-of-disability
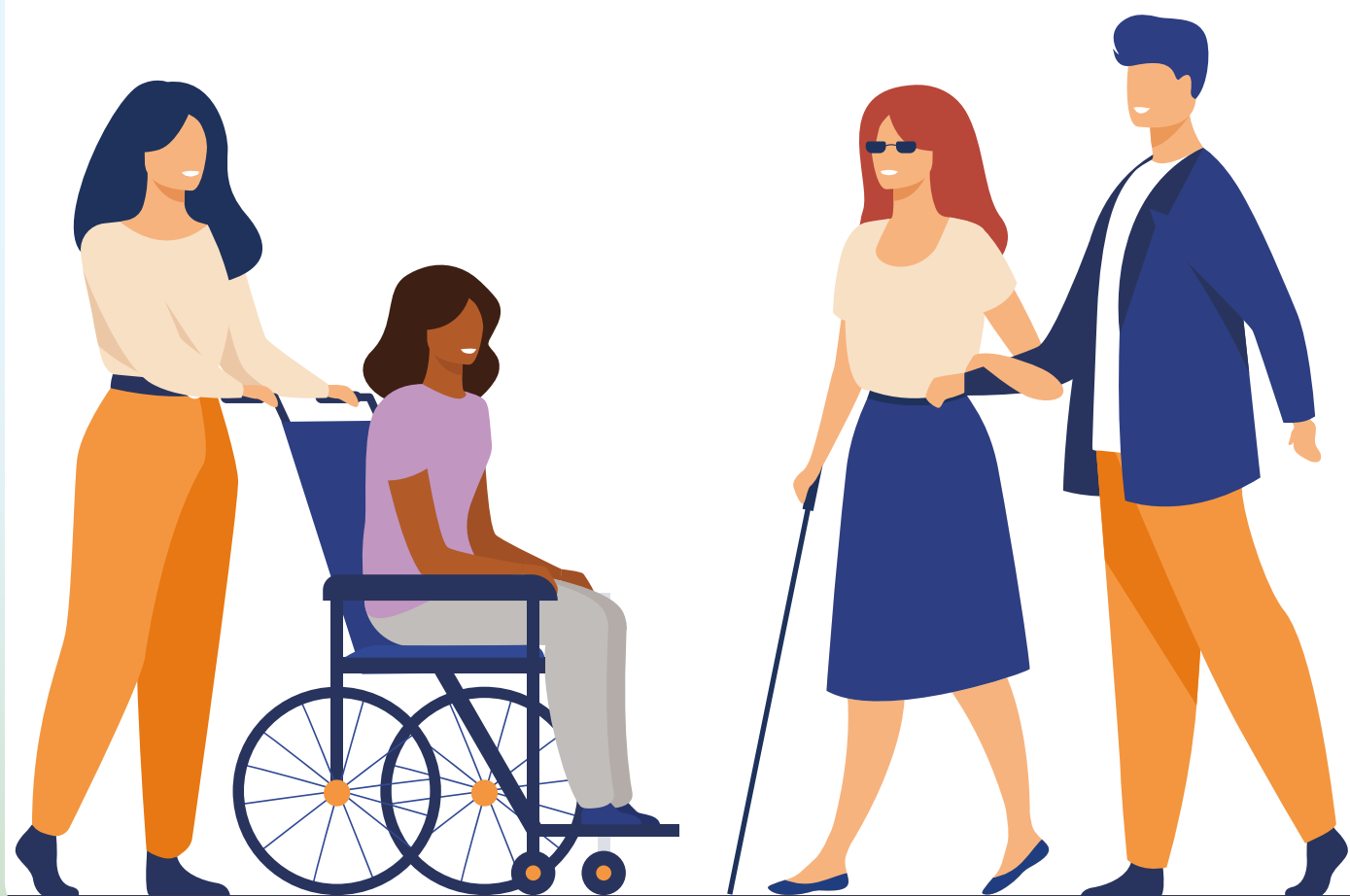
B&NES' Commitment to Promote Inclusion

Intent: That every CYP in Bath and North-East Somerset has effective, inclusive support to enable them to access an education that meets their needs.

B&NES' Four Tiers of Support model promotes a clear, graduated process that prioritises proactive, inclusive practice through early identification, tailored interventions, and specialist input from external services.

Tier 1 Internal Support (in-setting)

Tier 2 External Advice Sought

Tier 3 External Agency Involvement

Tier 4 Review of Provision

Tier 1 - Internal Support refers to high-quality, universal provision accessible to all CYP. This is guided and supported by the B&NES' Inclusion and SEND Commitment - B&NES' Ordinarily Available Provision (OAP), Trauma-Informed Guidance, and other associated working documents. It encompasses a broad range of strategies across the four key areas of need and establishes clear expectations for all educational settings to promote inclusive and effective practice.

Tier 2 - External Advice Sought plays a vital role in meeting the emerging needs of CYP. This level of support involves accessing external, specialist advice to complement setting-based strategies. Ensuring that external guidance is not only sought, but also implemented and reviewed effectively, is key to achieving positive outcomes.

Tier 3 – External Agency Involvement refers to settings demonstrating clear evidence of working in partnership with external professionals, to implement and review targeted strategies that address individual barriers to learning.

Tier 4 – Review of Provision involves a thorough evaluation to ensure all avenues of support have been explored. This includes evidence that guidance and strategies from Tiers 1–3 have been implemented and reviewed over a sustained period. The process involves completion of B&NES' Reflective Exclusion Protocol, consultation with Inclusion Leads across MATs and key professionals within the Local Authority.

See full document in Appendices and Forms www.bathnes.gov.uk/oap-appendices-forms

Belonging and Mattering

These principles align with B&NES' Trauma-Informed Guidance
https://thehub.bathnes.gov.uk/Page/38798

Belonging (the sense of being accepted and connected) supports motivation, resilience, and academic achievement, while mattering (the feeling of being valued and able to add value) provides emotional security, fosters self-worth, and protects against stress and mental health challenges. Both require active partnership and input from CYP, parent/carers, and staff to create environments where every CYP can thrive socially, emotionally, and academically.

Belonging:

- Inclusive Environment: CYP experience a sense of acceptance and connection through inclusive policies, practices, and spaces that celebrate diversity.
- Positive Relationships: Staff actively foster warm, respectful relationships among CYP and between CYP and adults, ensuring no CYP feels isolated.
- Community and Participation: Settings provide opportunities for CYP to engage in group activities, collaborate, and feel part of the setting community.
- Partnership with Parent/Carers: Settings actively engage parent/carers in fostering belonging through communication, collaboration, and shared activities that strengthen the setting community.

Mattering:

1. Recognition and Value: CYP receive consistent signals that their presence and contributions are noticed, appreciated, and significant.
2. Opportunities to Add Value: CYP are given meaningful roles and responsibilities that allow them to contribute to the classroom and wider community.
3. CYP Voice and Influence: CYPs' ideas and perspectives are sought, respected, and acted upon, reinforcing that they can make a difference.
4. Parent/Carers' Voice and Recognition: Settings ensure parent/carers' perspectives are valued and included in decision-making, reinforcing that families matter and contribute meaningfully to school life.

Leadership & Management

- Promote a whole-setting ethos: respect differences, maintain high expectations, and communicate effectively with staff, CYP and their parent/carers.
- Leaders are knowledgeable, ambitious, and inclusive, and this is reflected in the vision, values, and School Development Plan (SDP)/ School Improvement Plan (SIP).
- Provide a safe, positive environment that supports wellbeing.
- Recognise CYP and families as full partners in education.
- Provision for SEND, additional needs, and disadvantaged groups is well led, managed, monitored and evaluated.
- Strategic decisions ensure that additional adults are deployed effectively; their impact is monitored through observation, progress data, and feedback.
- Appoint a SENDCo and ensure they have sufficient time and resources to carry out their functions (CoP 6.91). SENDCo should be part of the Senior Leadership Team (SLT), or have close liaison with SLT.
- Ensure all members of staff know and understand their role in meeting the needs of all CYP with SEND.
- Support staff through regular Continuous Professional Development (CPD), advice, and guidance.
- Ensure robust arrangements are in place for early identification and support for CYP with SEND.
- Publish an annual SEND Information Report on the setting website and linked to the Local Offer, Livewell: https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send
  (CoP 6.79)
  - Identification process
  - Number of CYP with SEND
  - Implementation of SEND policy
  - Admission arrangements
  - Steps to ensure equity
  - Accessibility facilities and plan
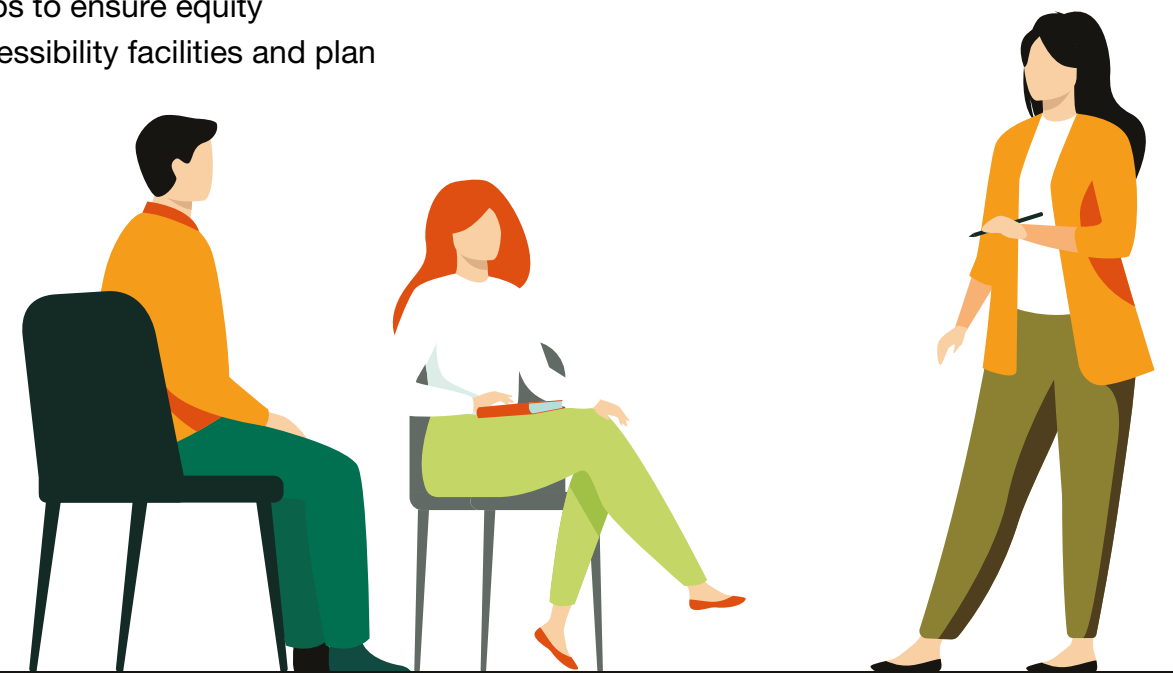
Roles and responsibilities are clearly defined

Role of the SEND Governor, or equivalent:

- Provide strategic oversight of SEND provision and ensure compliance with statutory duties.
- Offer support and challenge to leaders on SEND priorities and outcomes.

Key Responsibilities of SEND Governor, or equivalent:

- Understand SEND in context: Keep informed about national/local SEND guidance and school systems.
- Monitor progress: Review internal and external data to ensure learners with SEND make progress.
- Oversee resources: Understand how the notional (delegated) SEND budget is used and ensure financial decisions do not disadvantage SEND provision.
- Engage with practice: Visit the school, meet the SENDCo, and understand how provision works in practice.
- Seek stakeholder views: Ensure the voices of CYP and parent/carers are sought.
- Report annually: Publish a SEND report on the website, updated yearly, with input from SENDCo and governing body.

Working with SENDCo:

- Build a trusting and supportive relationship.
- Meet periodically to review CYP progress, provision and priorities.
- Support SENDCo in planning and problem-solving at a strategic level.
- Put together an annual report on SEND with input from SENDCo and Governing Body Committee (if relevant) which is published on the website and updated annually.

Role of the SENDCo:

The provision of QFT for CYP with SEND is not a matter for the SENDCo alone; all teachers are teachers of SEND. The SENDCo's role is to support high-quality, inclusive teaching for all CYP with SEND (working with all staff). They should provide strategic leadership and professional guidance on SEND provision.

Key Responsibilities of SENDCo:

- Strategic Development: Contribute to whole school SEND strategy, accurate identification of need and SEND provision, future planning of appropriate provision, staff professional development.
- Policy and Compliance: Oversee the day-to-day operation of the SEND policy and ensure statutory duties are met.
- Provision and Impact: Coordinate and monitor interventions; evaluate effectiveness.
- Inclusion: Ensure CYP with SEND access the curriculum, facilities, and extra-curricular school life.
- Staff Support: Advise teachers, manage and deploy support staff effectively.
- Record Keeping: Maintain detailed records of provision and progress.
- Family Engagement: Liaise with parent/carers and involve them in planning.
- External Liaison: Work with specialist professionals and agencies for early identification and targeted support.
- Budget Oversight: Deploy SEND resources and report on spending.
- Reporting: Provide updates to SLT and governors on SEND progress, priorities and any challenges/ barriers.

Professional Role

- SENDCo should be part of the SLT, or have close liaison with SLT.
- Must hold Qualified Teacher Status (QTS) and either be a qualified SENDCo, or complete the National Professional Qualification (NPQ) within 3 years of appointment.
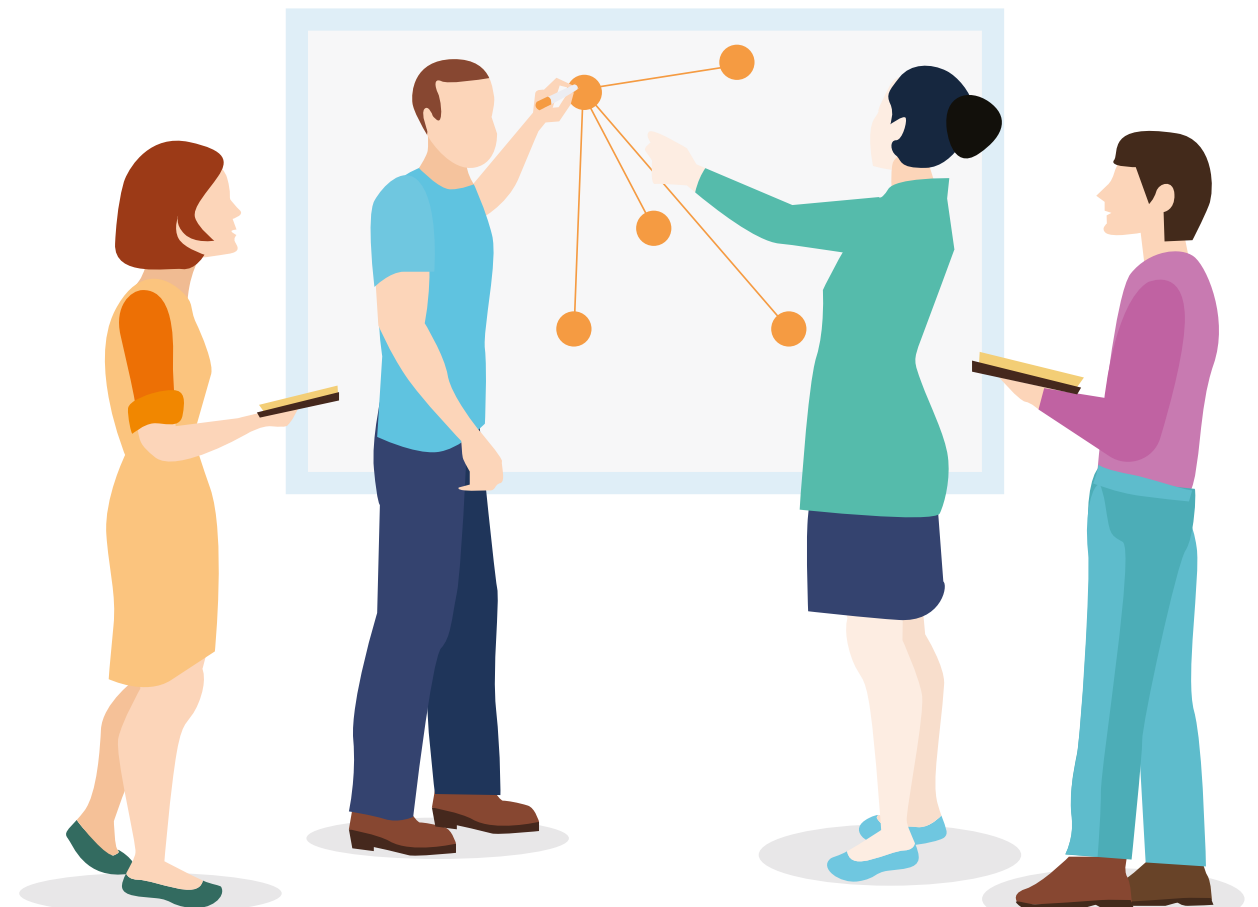
Partnership with CYP and Parent/Carers

- The setting works in partnership with CYP and their parent/carers, aiming for co-production in decision-making.
- CYP and parent/carers are supported to share their views through a range of formal and informal opportunities.
- Parent/carers are signposted to relevant SEND information, including the SEND Information Report on the setting's website.
- The SEND Information Report is co-produced with parent/carers and published via the Local Offer.
- Strong home-setting links ensure staff are aware of changes in home circumstances that may affect learning. Information is shared promptly and appropriately using agreed communication channels.
- Parent/carers are fully informed about the level and nature of support their CYP is accessing within the setting.
- CYP and parent/carers are supported to understand learning preferences, recognising barriers, and celebrating achievements to promote self-esteem.
- CYP and parent/carers are actively involved in the Graduated Approach (Assess, Plan, Do, Review), including contributing to the setting, implementation and reviewing of targets.
- CYP and parent/carers have access to information, support, and resources within the setting and through signposting to external services.
- Parent/carers are signposted to advocacy and support services, including:

  - Local Offer https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send

  - sendias bathnes https://sendiasbathnes.org.uk/

  - B&NES Parent Carer Forum https://banespcf.co.uk/

  - Contact https://contact.org.uk/

  - IPSEA https://www.ipsea.org.uk/

Staff Wellbeing, Skills and Training

Staff Mental Health and Wellbeing

- Staff mental health and wellbeing are prioritised, with support available.
- A named Senior Mental Health Lead (SMHL) oversees the setting's mental health and wellbeing strategy.
- Professional supervision is considered, especially for those incurring higher stress.
- Post-incident reflection focuses on emotional wellbeing, reflective practice, and professional development.

Training and Skills

- There is an ongoing CPD plan for all staff, which responds proactively to the needs of both the CYP, the staff and the setting.
- All staff receive appropriate training to effectively meet the needs of CYP with SEND.
- All staff are trained to recognise emotional needs, use de-escalation techniques and restorative practice to support CYP calmly and constructively.
- Settings participate in bi-annual Neuroinclusive Education Network (formerly Autism Education Trust) Making Sense of Autism training. https://www.nen.org.uk/
- Staff have access to training in specific areas of rising priorities, e.g. Emotionally-Based School Avoidance (EBSA), Sensory Considerations, De-escalation Strategies, ADHD.
- Settings make use of the wide range of additional advice and CPD available from the Local Authority and other specialist providers. https://www.bathnes.gov.uk/inclusion-and-send-advice-service-cpd-and-training-offer
- All staff work collaboratively to ensure maximum impact on learning and progress of CYP.
- Staff know referral processes and work collaboratively with external professionals, integrating advice effectively.

Pastoral

- The role of parent/carers in supporting CYP is acknowledged and valued by all staff.
- The voice of CYP is sought, valued, and used to shape provision.
- The setting adopts a Trauma-Informed, Relational policy in line with B&NES' Trauma-Informed Guidance.
- A Personal, Social, Health and Economics (PSHE) curriculum is delivered across the setting with a policy in place to deliver Relationships and Sex Education (RSE).
- Learning behaviours that build self-regulation, resilience, and engagement are explicitly taught.
- A named SMHL oversees the setting's mental health and wellbeing strategy.
- SEMH needs are monitored regularly and data informs training, targeted interventions, and future setting needs.
- Information is shared internally through agreed systems/meetings, e.g. Pastoral, SEND, and curriculum teams, to ensure consistent support and co-ordinated planning.
- Risk Assessments are in place for vulnerable CYP, outlining needs and safe strategies.
- Personalised plans, e.g. Pupil Passport, One Page Profile, Support Plan, identify strengths, address barriers to learning, and provide clear, consistent, and tailored approaches.
- Behaviour and Relational policies are adapted for individual needs, with adjustments communicated clearly to staff, CYP, and parent/carers.
- The setting participates in national awareness initiatives such as Autism Awareness Day and World Mental Health Day.
- Inclusive attitudes are promoted, and CYPs' understanding and appreciation of diversity is nurtured to ensure respect and equity for all.

Teaching, Learning & Assessment

Quality First Teaching (QFT)/ High-Quality Teaching (HQT)

QFT/HQT refers to inclusive and responsive teaching and learning that meets the needs of all CYP as the first step in provision.

All CYP, including those with SEND, English as an Additional Language (EAL), or other needs, receive adaptive, well-planned teaching, before additional interventions are considered.

It is aligned with the Teachers' Standards and the CoP:

https://www.gov.uk/government/publications/teachers-standards

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

- Inclusive Environment – Respectful, supportive classrooms where every CYP feels valued.
- High Expectations – Ambitious but achievable goals for all.
- Adaptive Teaching – Scaffolded to meet diverse needs, including homework.
- Clear Lesson Design – Sharp objectives, structured explanations, and modelling.
- Active Engagement – High levels of CYP interaction and dialogue.
- Formative and Summative Assessment – Ongoing checks to inform teaching adjustments.

Education Endowment Foundation (EEF) "Five-a-day" Approach

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send

The EEF recommends five evidence-based strategies to support QFT for all, especially those with SEND. These are universal approaches that benefit all CYP, while particularly supporting those with SEND. They require small, intentional tweaks, rather than a complete overhaul of practice:

1. Explicit Instruction
    - Break learning into small, manageable steps.
    - Use clear explanations, modelling, and worked examples.
    - Check understanding frequently before moving on.
2. Cognitive and Metacognitive Strategies
    - Help CYP understand how they learn.
    - Encourage planning, monitoring, and self-evaluation.
    - Use techniques like retrieval practice, checklists, and reflection.
3. Scaffolding
    - Provide temporary supports (visual, verbal, written) to help CYP to access learning.
    - Gradually remove scaffolds to promote independence.

4. Flexible Grouping

   - Group CYP based on current learning needs, not fixed ability sets.

   - Use mixed-ability or responsive grouping for collaboration and peer support.

5. Use of Technology

   - Employ tools like visualisers, interactive whiteboards, speech-to-text software, or assistive apps.

   - Technology should enhance accessibility and engagement, not replace teaching.

Deployment of Teaching Assistants follows EEF Guidance

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants

Assessment:

- A wide range of assessment strategies and tools are used at regular intervals to monitor and understand CYPs' progress, using both formative and summative assessments.
- Assessment informs planning and intervention and is often carried out through observation of performance, including during a range of learning activities.
- Reading, spelling, and numeracy assessments are used where there are concerns about CYP progress.
- Additional assessments of language processing and memory are considered where there are increasing concerns around learning, which have not been lessened by adaptive teaching.
- Where there is behaviour that challenges, speech and language, sensory and SEMH screeners are used to identify targets in this area.
- All CYP have regular opportunities to talk about and reflect on their learning and progress.
- Self-assessment is embedded into typical routines to help set individual targets and identify next steps.
- Learning from interventions is generalised in the classroom and the impact is always evaluated, exploring alternative approaches where desired outcome has not been met.
- CYPs' Normal Ways Of Working (NWOW) is established, recorded, and evidenced so that access arrangements are in place for assessments, which may include rest breaks; use of a reader, scribe, or laptop; extra time; smaller examination rooms.
- Resources and access arrangements is integrated and adapted for in-class assessments.
- For public examinations, relevant exam board guidelines are followed.

For more information on assessment screeners, see Section B

www.bathnes.gov.uk/oap-graduated-approach

Environment and Accessibility

- A comprehensive Accessibility Plan is in place, covering Hearing Loss (HL), Visual Impairment (VI), physical, sensory, and medical needs.
- The plan is published on the setting's website and reviewed regularly.
- Buildings, learning spaces, and entrances/exits are assessed and adapted, where needed.
- Routes around the setting, including emergency exits, are well planned, documented, and shared with CYP and staff.
- Toilet facilities, hygiene rooms, outdoor areas, and classrooms are accessible and checked regularly through inclusivity audits and Risk Assessments.
- Staff are trained in safe evacuation procedures for all CYP, including those with physical or sensory needs.
- Risk Assessments and manual handling plans are in place, where required.
- CYP are involved in access audits and planning, with regular reviews.
- Strong relationships with CYP and parent/carers ensure staff are aware of changes that may affect access to learning, and information is shared appropriately.
- Adjustments are made and resources allocated according to individual needs to maximise accessibility.
- Specialist advice, support, and equipment are sought to ensure equal opportunities for all CYP.
- Staff are trained to use specialist equipment (e.g. mobility aids, hearing aids).
- Furniture is appropriately sized and adjusted for optimal seating (feet flat, bottom back, table at elbow height, face forward).
- CYP have easy access to required equipment (e.g. writing slopes, pencil grips, wobble cushions, fidget tools, ear defenders, weighted blankets).
- Personal storage is accessible.
- Visual supports are provided throughout the school.
- Displays are carefully considered to support learning and avoid sensory overload.
- CYP who find transitions challenging receive appropriate support.
- The setting promotes understanding of sensory needs and the impact of sensory overload.
- Activities and educational visits are proactively planned to include CYP with SEND, including those with SEMH and physical disabilities, in line with the Equality Act 2010.

Attendance

B&NES' Attendance Strategy: https://www.bathnes.gov.uk/document-and-policy-library/bath-and-north-east-somerset-attendance-strategy-2025

The setting:

- Promotes a whole-setting culture of attendance, embedding its value for CYP and parent/carers.
- Builds strong relationships with parent/carers and works collaboratively to support attendance.
- Has a clear attendance policy, shared with CYP and parent/carers.
- Monitors attendance data, identifies CYP needing support, and works proactively with parent/carers for early intervention.
- Has clear procedures for absence follow-up and ensures timely communication with parent/carers.
- Considers additional barriers for CYP with SEND or health needs and uses personalised, supportive approaches.
- Promotes an understanding of EBSA and identifies a staff member who can act as the main contact for CYP and their parent/carers when there are attendance concerns.
- Promotes early signposting to support services for parent/carers to access timely intervention and reduce escalation of EBSA.
- Maintains good communication with Attendance, Welfare and Support Services (AWSS) https://thehub.bathnes.gov.uk/Page/4919.

Transition and Transfer

- Transitions are planned well in advance to ensure smooth progression within settings, particularly when the transition involves something new.
- See Transition Support documents in Appendices and Forms www.bathnes.gov.uk/oap-appendices-forms
- CYP who need additional help are supported in understanding and preparing for transitions within settings, and, where possible, the development of routines is encouraged.

Routine and life transitions may include:

- Moving around the setting.
- Moving from lesson to lesson, or room to room.
- Changing from structured to unstructured times.
- Moving from break to lesson times.
- Moving from one activity to the next within a lesson.
- Preparing for weekends, holidays, and the start of term.
- Changes of staff – permanent and temporary.
- Special events: visitors, visits, celebrations.
- Life events: birth of a sibling, changes in parenting arrangements (e.g. change in parent/carer relationship status), loss and bereavement, or contact visits.
- Puberty.

When CYP are transferring from one setting to another, thorough planning takes place in advance:

- Settings plan for transition as early as possible and make best endeavours to contact existing or receiving settings to start transition processes, particularly for CYP who need additional support.
- Information is actively sought and shared about the CYP.
- Shared information is available to the CYP's parent/carers, colleagues within the setting, and receiving or previous settings, as required.
- Opportunities for familiarisation with new settings are provided wherever possible, including support in understanding new routines and expectations, and meeting key adults.
- CYP and their parent/carers participate in decisions around transition and transfer – their voices are central.
- Receiving settings collaborate with existing settings to consider how best to ensure a smooth transition and any referrals or applications which may be appropriate.

Staff are aware of those who will need additional support for all or most transitions, including CYP who:

- May have experienced Adverse Childhood Experiences (ACEs).
- Have social communication differences.
- Have suffered trauma, loss, or bereavement.
- Are anxious.
- Have sensory and/or physical needs.
- Need additional support with learning and/or have Speech, Language, and Communication (SLCN) needs.

Effective additional support with transitions may include:

- Staff from settings visiting each other to understand expectations for CYP in their existing or receiving setting.
- Additional visits to receiving setting or classroom with a familiar, trusted adult.
- Additional visits in small groups so CYP can meet new peers.
- Creating social stories about the transition and receiving setting.
- Sharing specific strategies that have been successful for certain CYP.
- A 'bridging' project that transfers between settings.
- Supporting CYP to prepare for increased independence as they move through key stages.
- Preparing to support CYP's wellbeing once they start in a new setting.
- Considering parent/carers and ensuring clear communication with the receiving setting.

Preparation for Adulthood (PfA)

All settings have a statutory responsibility to support CYP with SEND in Preparing for Adulthood, as outlined in the CoP.

From Year 9 onwards, education providers must ensure that support is person-centred, aspirational, and focused on long-term outcomes. Central to this is the integration of the four key PfA outcomes into the curriculum and wider setting experience:

- Employment – including pathways to supported employment, apprenticeships, and self-employment.
- Independent Living – enabling choice and control over housing, support, and daily life.
- Participation in Society – fostering friendships, community engagement, and social inclusion.
- Health – promoting physical and emotional wellbeing for adult life.

In settings:

- PfA begins early, with strategic planning and coordinated support across education, health, and social care.
- Collaborative work ensures joined-up support that reflects each CYP's ambitions and needs.
- Regular contact with careers advisors is available.
- CYP are signposted to and encouraged to engage in community activities related to their interests.
- Support is provided for CYP to understand expectations of adult communication and interaction, such as in the workplace.
- Early discussion and consideration of supported employment pathways take place, including supported internships, supported traineeships and supported apprenticeships.
- Individual PfA targets are identified, with signposting to travel-training, advocacy, additional careers advice, and other support to help meet these targets.
- Planning for PfA emphasises understanding what the CYP wants and supporting them to achieve their goals.
- Guidance is provided to help CYP develop skills for independent living, such as managing finances, accessing housing, and making informed decisions about their health.

Medical

CYP with Medical Needs

The Children and Families Act 2014 and the Equality Act 2010 place legal duties on settings to support CYP with medical conditions.

https://www.legislation.gov.uk/ukpga/2014/6/contents

https://www.legislation.gov.uk/ukpga/2010/15/contents

Some CYP with medical conditions may also be considered disabled.

The document Supporting Pupils at School with Medical Conditions' outlines national guidance on meeting medical needs within settings. All settings must refer to this guidance and ensure compliance: https://assets.publishing.service.gov.uk/media/5ce6a72e40f0b620a103bd53/supporting-pupils-at-school-with-medical-conditions.pdf

Key expectations:

- There is an accessible, regularly reviewed policy detailing procedures for managing medical conditions, including medicines, staff training, emergencies, and complaints.
- Individual Healthcare Plans (IHPs) are in place for CYP with diagnosed medical conditions. These plans outline support needs, emergency procedures, and responsibilities.
- Staff receive suitable and sufficient training.
- Processes are in place to consult with CYP, parent/carers, and healthcare professionals to understand and meet individual needs effectively.
- Accurate records are kept of any medical readings, medication, or health treatments administered during the day.
- All medication is stored securely and is readily accessible to authorised staff, in line with health and safety regulations and IHPs.
- Clear procedures exist for the administration of medication, including records of who administers it, when and where, and parental agreement for any staff involvement.
- Emergency and escalation plans are in place to manage any deterioration in CYP's health or emergency situations that may arise.
- Arrangements ensure CYP with medical needs can participate in all aspects of school life, including trips and sports.