Poppyfield
Primary Academy

# Special Education Needs at Poppyfield Academy

# (SEND Offer)

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| Approved by | Chair of Governors |

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## Purpose and relationship with our SEND Policy

This Universal SEND Offer sets out the ordinarily available, inclusive provision that pupils and families can expect at Poppyfield Primary Academy. It should be read alongside the school's SEND Policy 2026 and SEN Information Report.

The SEND Policy provides the school's overarching statutory framework, roles and responsibilities, identification arrangements, Assess–Plan–Do–Review process, EHC needs assessment arrangements, specialist support, accessibility, complaints and monitoring arrangements. This Universal Offer explains what those commitments look like in everyday school practice.

Where a pupil requires provision that is additional to or different from that ordinarily available, the arrangements in the SEND Policy for SEN Support will apply.

## Our Vision

Poppyfield Primary Academy is committed to providing an appropriate and high-quality education to all children living in our local area. We believe that every child has a right to a broad, balanced and ambitious curriculum that is accessible to them and that children with SEND should be fully included in school life.

We aim to remove barriers to learning, participation and belonging. We recognise that children may need different approaches, adaptations or reasonable adjustments at different times. Inclusion does not mean treating every child in exactly the same way; it means responding to individual strengths, needs and circumstances so that children can access, participate and make progress.

This Universal Offer describes the ordinarily available provision that is built into our everyday practice. It sits alongside our SEND Information Report, SEND policy, Accessibility Plan, safeguarding arrangements, medical conditions policy and allergy safety policy.

## Universal offer

Universal provision is the high-quality, inclusive teaching and reasonable adjustments available across the school for all pupils, whether or not they have identified SEND. It is the starting point for removing barriers to learning and participation.

High-quality teaching remains the first response when a child may have or has SEND. Teachers remain responsible and accountable for the progress and development of pupils in their class, including where pupils receive support from teaching assistants or specialist staff.

- Adaptive teaching that responds to pupils' strengths, starting points, needs and barriers to learning.
- Clear explanations, modelling, worked examples, guided practice and opportunities for repetition and retrieval.
- Scaffolding that is adjusted and gradually removed where appropriate, rather than creating unnecessary dependence on adult support.
- Accessible resources and presentation of information, including visual supports, symbols, print-based communication and technology where these help a pupil access learning.
- Reasonable adjustments for disabled pupils, considered in advance and reviewed as needs change.
- A broad and balanced curriculum with appropriate adaptations so that pupils can participate in lessons, enrichment, PE, trips and wider school life.
- A predictable, supportive classroom environment, including clear routines, visual timetables and appropriate sensory or regulation resources.

Examples of our universal provision at Poppyfield:

| Area | Example |
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| Access and environment | Accessible routes and facilities; wheelchair-friendly access; disabled toilets; clear visual cues; identified safe spaces; consideration of lighting, noise and sensory load; adaptations to physical features where reasonable. |
| Communication | Visual timetables; now-and-next/visual strips; communication in print and symbols where appropriate; clear, concise language; processing time; checking understanding; Makaton/sign-supported approaches where relevant and staff expertise is available. |
| Teaching and learning | Adaptive teaching; scaffolded tasks; chunking instructions; modelling; pre-teaching/re-teaching; practical and multi-sensory approaches; manipulatives; accessible texts and resources; use of assistive and digital technology where appropriate. |
| Attention, regulation and sensory needs | Movement breaks; sensory resources; fidget tools where appropriate; calm/safe spaces; sensory circuits or regulation strategies where these form part of an agreed approach; predictable routines and preparation for change. |
| Assessment and participation | Flexible ways of showing learning where appropriate; reasonable adjustments; additional processing time where needed; careful use of formative assessment; pupil voice; opportunities for all pupils to contribute. |
| Social, emotional and mental health | Positive relationships; explicit teaching of social and emotional skills; pastoral support; PSHE and Relationships, support for identified needs; anti-bullying and safeguarding processes. |
| Attendance, transitions and inclusion | Early communication about attendance concerns; support for successful transitions; preparation for changes in routine, class or setting; reasonable adjustments to help pupils access trips, clubs and wider opportunities. |
| Access and environment | Accessible routes and facilities; wheelchair-friendly access; disabled toilets; clear visual cues; identified safe spaces; consideration of lighting, noise and sensory load; adaptations to physical features where reasonable. |
| Communication | Visual timetables; now-and-next/visual strips; communication in print and symbols where appropriate; clear, concise language; processing time; checking understanding; Makaton/sign-supported approaches where relevant and staff expertise is available. |

## Identifying additional needs

Our SEND Policy states that the school will identify needs as early as possible. Assessment may draw on teacher assessment, observations, attainment and progress data, information from previous settings, pupil and parent/carer views and, where appropriate, specialist assessment.

Slow progress or low attainment does not automatically mean that a pupil has SEN. Staff will consider other factors, including gaps in prior learning, attendance, language, bereavement, bullying, health, disadvantage and temporary circumstances. Particular care will be taken when identifying SEND for pupils whose first language is not English.

Where a concern arises, the class teacher will first consider whether high-quality adaptive teaching, scaffolding, targeted intervention and/or reasonable adjustments can remove the barrier. The school's Cause for Concern process may be used to structure monitoring. The SEND Policy makes clear that the previous 8–12 week period is an internal review window, not a statutory waiting period; action will be taken sooner where necessary.

## When a child needs SEN Support

Where evidence indicates that a pupil has SEN requiring special educational provision, the school will inform parents/carers and the pupil as appropriate, and place the pupil on the SEN register where this reflects the provision being made.

Parental consent is not a legal precondition to identifying a pupil as having SEN or to providing SEN Support. We will, however, work collaboratively with parents/carers and involve them in decisions about their child's provision.

The school may use an individual SEN Support Plan, provision map or equivalent record. An Individual Education Plan (IEP) is not a statutory requirement; the format used will support clear outcomes, provision, review and communication.

Our graduated approach: Assess – Plan – Do – Review

- Assess: establish the pupil's strengths, needs, barriers and current attainment/progress using relevant evidence and the views of the pupil and parents/carers.
- Plan: agree outcomes, provision, reasonable adjustments where relevant, responsibilities and a review date. Record support clearly and share it with those who need it.
- Do: the class teacher remains responsible for the pupil's learning and progress. Support is implemented consistently and monitored for impact.
- Review: evaluate the effectiveness of provision and progress against agreed outcomes. Decide whether to continue, adapt, increase, reduce or cease support, or whether further specialist advice or an EHC needs assessment should be considered.

Reviews will normally take place at least termly, with more frequent review where appropriate. Evidence of impact, rather than the length of time support has been in place, will guide next steps. Pupils and parents/carers will be involved.

## How will my child be supported in the classroom?

Teachers plan for the range of needs within their classes and adapt teaching to remove barriers and provide access to the curriculum. Where additional support is required, this may include targeted intervention, additional resources, assistive technology or support from additional adults.

Teaching assistants and specialist staff work with teachers to plan and assess the impact of support and interventions and to link these with classroom teaching. Specialist advice informs, rather than replaces, the class teacher's responsibility for high-quality teaching and monitoring progress.

## Specialist advice and EHC needs assessments

Where appropriate, the school may seek advice from services including educational psychology, speech and language therapy, occupational therapy, physiotherapy, community paediatrics, sensory services, social care and specialist teaching services.

Where a pupil may require provision that cannot reasonably be met through the school's ordinarily available provision and SEN Support, the school will discuss with the pupil and parents/carers whether an EHC needs assessment should be requested and will work with the local authority.

A request for an EHC needs assessment can be made by a parent, a young person aged 16–25, or a person acting on behalf of a school or institution. Parental agreement is not a statutory condition of a school request, although partnership with parents/carers and the pupil is expected.

Where an EHC plan is issued, the school will implement the special educational provision specified in the plan and cooperate with the local authority. EHC plans are reviewed at least annually.

## Working with families and pupils

Parents/carers are encouraged to contact the school if they have concerns about their child's progress or development. Parents/carers of pupils on the SEND register will be given opportunities to provide information, express their views and discuss their IEP targets/progress each term.

Class teachers will communicate with parents regularly to set clear outcomes, review progress, discuss activities and support, identify responsibilities, listen to concerns and agree aspirations. Pupils will be involved in planning and decision-making in an age- and developmentally appropriate way.

## Wellbeing, safeguarding and attendance

Our SEND Policy recognises that some pupils with SEND may be more vulnerable to abuse, neglect, exploitation, bullying or other harm. Staff follow the school's safeguarding procedures and Keeping Children Safe in Education 2026.

Attendance difficulties will be considered alongside SEND and safeguarding needs. Persistent or severe absence will not be treated simply as a compliance issue where unmet SEND or other barriers may be contributing.

Our pastoral offer includes PSHE and Relationships and Health Education, positive relationships, support for emotional regulation and targeted interventions for identified pupils where appropriate.

## Medical conditions and allergies

Pupils with medical conditions will be supported through arrangements developed with parents/carers and, where appropriate, relevant health professionals. The school will follow its Supporting Pupils with Medical Conditions arrangements.

The school will also follow its allergy safety arrangements and current statutory allergy safety requirements. Medical and allergy support is coordinated alongside, but is distinct from, SEND provision.

## Accessibility, admission and participation

Children with SEND are considered for admission in accordance with the School Admissions Code and the school's lawful admissions arrangements. The school will not unlawfully discriminate against disabled pupils or pupils with SEN. Reasonable adjustments are considered on an individual basis. The school's Accessibility Plan addresses participation in the curriculum, the physical environment and access to information.

Poppyfield is a single-site school on two levels, with two staircases and a lift, a level main lobby entrance, wheelchair-accessible classroom routes, two disabled toilets, step markings, designated disabled parking and a drop-off bay. These arrangements form part of the school's accessibility provision and are kept under review.

## Monitoring and impact

The effectiveness of SEND provision is monitored through the school's normal quality assurance arrangements and specific SEND evaluation. This includes analysis of attainment, progress, attendance and other relevant outcomes; monitoring adaptive teaching, reasonable adjustments and targeted provision; reviewing individual outcomes; pupil and parent/carer voice; participation and access to wider school life; and staff training and confidence.

The school will consider the pupil's starting point, outcomes, progress, access, participation, wellbeing and the impact of provision rather than relying on a single attainment measure.

If you have a concern, First contact: your child's class teacher.

If you need further support or your concern has not been resolved, contact the SENDCo, Stephanie Griffiths: sendco@poppyfieldacademy.org.uk.

Headteacher

Chair of Academy Council

Reviewed September 2026