



SEND POLICY APPENDIX

11. Admission and Accessibility Arrangements

Admission Arrangements for a pupil with SEND

To apply for a place at any primary school for a child who is in Reception or above, you must complete an admission form provided by Southend City Council.

https://one.southend.gov.uk/CitizenPortal_LIVE/en

Once you have completed the application form, you will be notified by letter or email as to the outcome of your application. If a place can be offered, you will be advised of a date by which you must take up the place. It is also recommended that you contact Thorpedene Primary School & Nursery for further details of your child's admission. If a place cannot be offered, you will be advised of your right, both to appeal and to place your child's name on the waiting list for your preferred school.

Visit the Southend City Council website for information regarding Primary Admissions.

[Primary school admissions – Southend-on-Sea City Council](#)

To appeal against an admission decision visit:

<https://www.southend.gov.uk/school-admissions/school-admission-appeals>

For pupils with special educational needs or disabilities, we would ask parents to discuss the identified needs with the school SENCo (Miss Carter) prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure that the school meets any needs appropriately.

We will use our best endeavours to ensure that no child is unable to attend Thorpedene Primary School & Nursery because of any special need or disability. To promote equality of opportunity for disabled children, we will make reasonable adjustments to prevent them being put under a disadvantage.

Applying for a School Place if your Child has an Education, Health and Care Plan (EHCP)

Children and young people with an Education, Health and Care Plan follow a different admission and transfer process for a new school. You have a right to request a particular school and this is completed via an Annual Review held at your child's current school. The information would have been provided as part of the Education, Health and Care assessment or following the review

• EMPOWERING CHILDREN AND SCHOOLS •



meeting.

If you would like to discuss your SEND requirements in detail, please contact the Admissions and Attendance Officer (Mrs Davis) or SENCo (Miss Carter).

Accessibility Arrangements for Pupils with SEND at Thorpedene Primary School

The following arrangements are made throughout the course of the year for pupils attending our school.

1. Physical Environment

- Step-free access to all classrooms where possible, with ramps and handrails.
- Accessible toilet facilities, including grab rails and space for adult support.
- Quiet, low-arousal spaces available for pupils who require sensory regulation or emotional support.
- Adjustable seating and workstations to support posture, physical needs, and focus.
- Clear signage using symbols and visuals to support navigation around the school.

2. Curriculum Access

- Scaffolded learning to enable all pupils to achieve.
- Use of visual timetables, now/next boards, and task breakdowns.
- Adapted teaching approaches including multi-sensory learning, concrete resources, word banks and pre-teaching
- Flexible grouping, including small-group or 1:1 interventions, where appropriate.
- Alternative ways to record learning (oral responses, photos, use of ICT).

3. Communication and Interaction

- Use of clear, simple language supported by visuals and gestures.
- Access to visual supports, such as communication boards, symbol cards, and social stories.
- Adults trained in supporting pupils with speech, language and communication needs.
- Opportunities for supported peer interaction and structured social skills activities.

4. Sensory and Emotional Regulation

- Access to movement breaks and sensory regulation activities throughout the day.
- Adapted environments during busy or noisy times (e.g. assemblies, lunchtimes).
- Flexible expectations following periods of dysregulation or heightened anxiety.
- Individualised pastoral plans are implemented consistently.

5. Medical and Health Needs

- Individual Healthcare Plans in place and reviewed regularly.
- Staff trained in specific medical needs (e.g. epilepsy, diabetes, allergies).

- Safe spaces for rest, medication administration, or recovery following medical episodes.
- Flexible routines to accommodate fatigue or medical appointments.

6. Assessment and Monitoring

- Reasonable adjustments for assessments (extra time, rest breaks, adult support).
- Ongoing monitoring of progress with adaptive targets.
- Regular review meetings with parents/carers and external professionals.
- Clear transition planning between year groups and settings.

7. Staff Training and Support

- Regular SEND and safeguarding training for all staff.
- Access to specialist training (e.g. ASD, sensory processing, trauma-informed practice).
- Clear communication systems to ensure consistency across staff.
- Support and supervision for staff implementing complex SEND provisions.

8. Partnership With Parents and Professionals

- Regular communication with families to review needs and strategies.
- Collaborative work with Speech and Language Therapy, Occupational Therapy, and Educational Psychology.
- Shared planning to ensure consistency between home and school.

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority).

According to the Education Act 1996 (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent/carer unless this is **incompatible with the efficient education of other children** and there are no reasonable steps that can be taken to prevent the incompatibility.

Admission Arrangements

The Academy Committee believes that the admission criteria should not discriminate against pupils with SEN and have due regard for the practice advocated in the Code of Practice. Our admission and accessibility arrangements reflect the inclusive nature of the school.