

VISION FOR: SEND

Children with SEND are purposefully involved and experience a rich and varied curriculum, based on enjoyable, hands on activities that encourage them to be active participants throughout their learning journey.

PRINCIPLES AND RATIONALE

Our school is an inclusive school and we aim to address all children's individual needs and support their development in the most appropriate way possible. We believe that all children should be listened to and given a voice for their wants and needs. Our planning and provision is person centred ensuring that all children's voice is heard and their feelings and thoughts are valued.

By creating a strong network of support team around a child, we promote a culture of collaboration, discussion, and informed shared strategies. We see parents as partners and ensure they actively contribute to discussions around next steps and children's targets. We adopt a **graduated approach** with four stages of action: assess, plan, do and review. This continual process ensures that support is constantly reviewed and adjusted where possible so that pupils can make good progress and secure good outcomes.

Our school strives to provide an engaging and exciting curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. We endeavour to enable every child to participate as fully as possible in all elements of the wider curriculum. We actively encourage all children to participate in sporting activities. We ensure that all children attend school trips and residential visits with support as appropriate.

Our aim is to ensure high quality provision for all children with SEND so that they can achieve their full potential. We provide additional and/or different provision for children with a range of needs, including cognition and learning; sensory and physical; communication and interaction; social, emotional and mental health.

WORKING WITH AND THROUGH OUR KEY CURRICULUM CONCEPTS

Change

- Key adults being sensitive and adaptable to the child's needs on the day e.g. if they're heightened and need a movement break in order to re-access the learning
- Transition support - Y6 transition visits, social stories, transitioning to new classroom/key stage
- Change in timetable/adults - visual timetable
- New class member/new arrivals - buddies, welcome pack, visual welcome project
- First language assessment & access to Learning Village

Power

- Using adult power wisely to positively reinforce the tailored learning expectations for individual children
- How do we as adults empower children to leave their legacy?
- Planned interventions help pupils to make progress in their learning/wellbeing
- Children feeling empowered to share their experience (raised self-confidence) e.g. through participation in group discussions
- Independence in completing a self-care or task



Identity and Belonging

- Facilitating discussions - opportunities for children to tell their stories and learn from peers
- Helping children to understand their place in the wider world and preparing them to achieve future aspirations
- Providing inspiration e.g. significant people like scientists with additional needs and the impact they've had

Equality and Equity

- Ensuring accessibility of visual resources for all, tailoring where necessary for specific needs
- Moving from one-to-one/small group support to whole class involvement
- Scaffolds being used to give access e.g. visuals, language structures
- Pre-teaching of topic words/concepts
- Sensory based activities and resources e.g. multimodal texts like picture books, graphic novels, comics, digital stories
- Assessment support for children with additional needs e.g. story bag, extra time
- Toolkit for all children and adults to have the language and skills to enable equality & equity in all groups

Connections

- Reciprocal relationships with other children learning and socially
- Identifying similarities with peers of different abilities - e.g. shared strengths, interests and qualities in PSHE discussions
- Connections with family & community e.g. fun day, seaside trip, parent workshops and family breakfast
- Sharing prior knowledge and experience e.g. making connections with different texts read based on the same theme
- Edible garden - making connections with vegetables from different cultures

Legacy

- Pupil Passports for children with SEND
- Celebration books to take up through the years to remember events trips and learning important to them
- Recognising and recording own achievements - success books
- Platform for children to communicate their need e.g. child led presentation, Q&A session
- Final written outcomes in adapted planning for children with SEND
- Links made by children who have moved to secondary school e.g. sharing GCSE results, experiences and achievement

