

## **SEND**

### **Intent-Implementation-Impact**

All our children are very special to us and care is taken to ensure that their first experience of school is enjoyable, happy and rewarding. It is our aim to build on this initial experience through a variety of activities that will encourage the child to use his or her talents and thus achieve their full potential. However, some pupils require more support than others to make good progress. We acknowledge that a significant proportion of pupils will have Special Educational Need and Disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. We aim to provide pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to learning and the Curriculum.

### **INTENT**

Through our high quality planning, teaching and provision we:

- Ensure that the needs of pupils with SEND are identified early and intervention for SEND to ensure that progress and opportunities are maximized
- Provide full access for all pupils to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils
- Enable every pupil to experience success and promote individual confidence and a positive attitude
- Provide support and advice for all staff working with SEND pupils
- Work collaboratively with parents and carers of children with SEND.
- Work closely with external agencies and other professionals to hone and develop our provision for children with SEND
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Regularly monitor the progress of children with SEND, using a child-centred approach
- Develop children's independence and life skills
- Take into account the views, wishes and feelings of pupils/parents/carers

### **IMPLEMENTATION**

At St Paul's, every teacher is a teacher of SEND.

- Our Reception Lead will identify children in EYFS, if possible, and begin the pathways for children if they are identified as having a special educational need
- We will make ourselves available to speak with parents/carers in a timely manner and listen to their concerns and follow this up with our SENDCo
- As a supportive and diligent school we will support Teaching Assistants (when appropriate) with training and expertise to ensure the best outcomes for children with SEND
- We will ensure the records of children with special educational needs are maintained so that any transitions between classes or schools will be smooth and timely
- We will ensure that staff CPD needs are kept up to date by contributing to in-service training.

- Our SENDCo will attend courses to keep up to date with current issues, attend regular CPD, research key SEND areas and disseminate relevant information to staff e.g. SENDCO meetings
- We will be accountable for our SEND practice by reporting to governors on the progress of SEND and the strategic direction we are taking.

At St Paul's, pupils with SEND will:

- Be included in all aspects of the school day
- Be provided with quality first teaching, differentiated to their needs
- Be respected and their contributions valued and acknowledged

At St Paul's, pupils with SEND may:

- Have specific 1:1 or small group intervention to support their Phonics, Maths or Literacy learning
- Take part in social and emotional support interventions such as ELSA, Pets as Therapy (PAT) or Lego Therapy
- Receive additional support with their speech and language development from a Teaching Assistant
- Allow children extra time for pre-teaching, confidence building and securing new skills
- Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Therapeutic Thinking Support Team (TTST-used to be called The Behaviour Support Team) or The Sensory Consortium Service to develop specific targets/programmes tailored to the child's individual needs
- Be prepared for their future career choices and that they can maintain a healthy, productive lifestyle

## **IMPACT**

We have very good working relationships with variety of professionals and experts whom we trust to give us the best, up-to-date advice and strategies.

As a result:

- Children at St Paul's feel happy, safe and respected
- Children with SEND make good progress at St Paul's from their starting points due to the use of resources and small group intervention which meets the needs of the pupils
- On leaving St Paul's, children with SEND have developed good independence and life skills