

SEND Provision

Intent, Implementation and Impact



Intent	Implementation	Impact
<p>At Whitchurch Combined School, our intention for Special Educational Need and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom. Our aim is for all children to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful transition to secondary school and then adulthood.</p> <p>Through our high quality planning, teaching and provision we:</p> <ul style="list-style-type: none"> ❖ Ensure that needs are identified as early as possible and intervention is put in place to ensure that progress and opportunities are maximized. ❖ Ensure that all children have access to a broad and balanced curriculum which is appropriately differentiated to enable children to succeed. ❖ Provide an accessible learning environment which is tailored to the individual needs of all pupils. ❖ Develop children's independence and life skills. ❖ Regularly monitor the progress of children with SEND. ❖ Work in partnership with parents and carers. ❖ Work closely with external agencies and other professionals to ensure that there is a collaborative approach to support children with SEND 	<p>At Whitchurch Combined School, every teacher is a teacher of SEND. Our provision is enhanced by the collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.</p> <p>Pupils with SEND will:</p> <ul style="list-style-type: none"> ❖ 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. <p>Pupils with SEND may:</p> <ul style="list-style-type: none"> ❖ Have specific 1:1 or group intervention to support them accessing different areas of the curriculum ❖ Have interventions outside of the classroom ❖ Take part in social, emotional and mental health interventions such as Boxall ❖ Receive additional support from a Speech and Language therapist ❖ Work alongside outside agencies such as the Educational Psychologist, Occupational Therapist, Mental Health Support team, CAMHS, Specialist Teaching Service. <p>We follow a graduated response:</p> <ul style="list-style-type: none"> ❖ Raising a concern with the SENCO ❖ Placing on "on alert" list on the Register of Need (RON) ❖ Making reasonable adjustments to the curriculum ❖ Identify a need using a range of assessments and screening tools ❖ Setting targets and starting a SEN support plan ❖ Follow Assess, Plan, Do, Review (APDR) cycles ❖ Involving outside professionals ❖ Consider applying for statutory assessment <p>We follow a cycle of assess, plan, do, review (APDR), making necessary adjustments to the curriculum to meet the needs of all pupils. Teachers systematically check learner's understanding, identifying misconceptions and providing feedback to pupils which in turn informs future planning and teaching of all pupils with SEND.</p> <p>We ensure teachers have the knowledge and expertise to support and teach children with SEND.</p> <p>Working independently and working towards independence is central to the support we offer pupils with SEND.</p>	<p>The academic and social progress of children with SEND is reviewed regularly through teacher assessments; SEN support plan reviews (3 times a year), reading and maths assessments in class or individual as needed; pupil progress meetings (3 times a year); annual reviews for children with EHCPs. Provision is adjusted according to the assessments and observations made to ensure children with SEND continue to make progress and reach their potential.</p> <p>As a result of the provision provided, children at Whitchurch Combined School will:</p> <ul style="list-style-type: none"> ❖ Feel safe, secure and cared for ❖ Show confidence and resilience in the classroom ❖ Demonstrate high levels of engagement in activities ❖ Make progress from their starting points ❖ Develop independence and skills to support them throughout life ❖ Work collaboratively with their peers on a shared task.