



SEND Vision and Provision – Intent, Implementation and Impact

Intent	Implementation	Impact
<p>At Heatherlands Primary School, our intention for children with Special, Educational Needs and/or Disabilities (SEND) is to ensure that they all receive a high-quality education that is ambitious regardless of their need and/or disability. We believe that it is vital for the children to become equipped with the tools needed so they become independent, inquisitive learners. Through high-quality provision, we intend to: -</p> <ul style="list-style-type: none"> ❖ Ensure all children have access to a broad and balanced curriculum that is differentiated to meet the individual child's needs and promotes inclusivity as well as respects diversity. ❖ Provide good quality and relevant training for all staff members supporting children with SEND. ❖ Work collaboratively with parents and carers as we recognise that they are the first educators, know their child best and have a unique insight into how their child learn and behave. ❖ Regularly monitor, assess and track the progress of children with SEND to ensure children are achieving their full potential. ❖ Provide a learning environment that is accessible to all children and, where required, tailored to individual needs. ❖ Ensure early-identification of children with SEND whilst also recognising that diagnostic criteria is not discrete. This will help plan appropriate interventions to ensure progress continues to be made. 	<p>At Heatherlands Primary School, we aim to create a positive, supportive and inclusive environment for all children without exception. We recognise that every teacher is a teacher of SEND and aim to establish collaboration between senior leaders, SENCO, teachers, teaching assistants, external agencies, parents and the child is established to ensure high-quality provision and education is implemented following the graduated approach cycle of assess, plan, do, review.</p> <p>Children with SEND are included in all aspects of the school day as part of the whole school community ensuring they follow the school values of respect, resilience, independence, motivation and aspiration. We aim to ensure that our school environment is as barrier free as possible through monitoring the physical school environment and making adaptations where necessary. This includes providing opportunities for children with SEND to take part in extra-curricular activities and competitions e.g. table cricket.</p> <p>We have a pro-active approach to provision and children with SEND may: -</p> <ul style="list-style-type: none"> ❖ Have specific 1:1 or carefully selected small group intervention to support phonics, maths or learning in English e.g. precision teaching, Plus 1 Maths, Nesy and Project X reading intervention. ❖ Attend social and emotional support interventions such as ELSA, Lego Therapy, pastoral support, counsellors and play-therapy. ❖ Receive additional speech and language support from a specialist teaching assistant and/or NHS speech and language therapist. ❖ Attend pre-teaching sessions for the core subjects to provide pupils with the confidence to access the curriculum at the same time as their peers. ❖ Work alongside external professionals such as Educational Psychologists (EP), speech and language therapists (SALT), outreach support teachers (e.g. Longspee and Winchelsea), vision support and play-therapists. ❖ Carry out some of their learning in 'The Arc' – A small group classroom intervention which promotes personal and life skills as well as building on individual children's self-esteem and confidence alongside curriculum teaching to prepare children for adulthood. Lunchtime provision is also held here. (See leaflet about 'The Arc'). ❖ Have targeted packs of activities in class to address gaps evident in screenings (e.g. COPS, Lucid Recall, DST-J, Bracken Assessment) to help close the gaps. <p>Where a child has an EHCP, there is an individual plan in place to ensure provision is tailored towards a personalised curriculum.</p>	<p>As a result of the provision for SEND at Heatherlands Primary School: -</p> <ul style="list-style-type: none"> ❖ Children with SEND feel happy, safe and respected. They are developing independence and life skills, which are preparing them for adulthood. ❖ Diversity is celebrated and incorporated into the broad and balanced curriculum e.g. arts week with the blind society, sports opportunities for all pupils e.g. seated volleyball, table cricket. ❖ Children with SEND have individual and personalised SMART targets that follow the graduated response approach with children being involved in the target setting and reviewing process. (See black folders). ❖ Children with SEND are developing independence and life skills, which are preparing them for adulthood e.g. cooking and forest schools. ❖ SEND is high on the agenda with provision being monitored closely e.g. through the use of drop-ins, book scrutinies and the SENCO working in class. Regular meetings are also held with senior leaders and governors. ❖ Children with SEND make good progress from their starting points due to the use of regular assessments, resources and small group interventions that meet the needs of individuals. These are tracked and monitored closely to ensure small steps progress are captured e.g. precision teaching graphs and Bsquared. ❖ Staff feel confident and supported by the SENCO to meet the needs of children with SEND in their class and have received appropriate training so they feel empowered to make decisions about children with SEND. <p>The children with SEND feel: -</p> <p>"I love the hub. They help you learn more if you're struggling. I love the hub"</p> <p>"I really enjoyed table cricket and table tennis because it was an activity I could join in with. I liked making new friends."</p> <p>Parents have expressed views that: -</p> <p>"The school is very lucky to have an incredible SENCO and wellbeing team who work so hard to develop new ways to support children."</p>

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect.