

Gawber Primary School – The Intent, Implementation and Impact for SEND provision

Intent

At Gawber Primary School we value all pupils. We believe that our pupils with Special Educational Needs and Disabilities (SEND) have an equal right to an education that enables them to develop fully. 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. Through high quality assess, plan, do & review procedures, we aim to:

- Provide early identification of SEND
- Ensure all children have access to a broad, balanced and ambitious curriculum through quality-first, inclusive teaching
- Minimise barriers to participation in school life
- Nurture and support the relationship between teachers and pupils through mutual respect
- Build positive partnerships between school and families as a key role in supporting the child
- Develop children's independence
- Carefully map provision and review the impact that interventions are having on progress of all vulnerable learners
- Regularly monitor the progress of pupils and review outcomes
- Create School Focused Plans (SFPs) that are tailored to the child's needs
- Place the child at the centre of all discussions and decisions
- Work cooperatively with external agencies including the local authority to ensure a multi-professional approach
- Constantly develop the learning environment to meet the changing needs of pupils
- Provide relevant training to staff members supporting pupils with SEND
- Have effective transition procedures to ensure continuity and support when moving through the school

At Gawber Primary School, we ensure our provision:

- considers the protected characteristics set out in the Equality Act 2010. We ensure we do not discriminate against pupils (or indeed prospective and former pupils) because of any need or disability.
- adheres to The Children and Families Act 2014 and the accompanying Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014.

Implementation

At Gawber Primary School, supporting the SEND of pupils is a whole-school responsibility and every teacher is a teacher of SEND.

Through high quality teaching, early identification and collaboration between leaders, teachers, support staff, external agencies and families, pupils with SEND will be supported to succeed through:

- A constant cycle of ASSESS, PLAN, DO, REVIEW. Teachers will identify the needs of pupils as early as possible through observations, progress data and regular pupil information meetings. A graduated response will be followed. Concerns will be raised with the SENDCO, leaders and parents/carers where a plan of action will be agreed, with the child at the heart. Reasonable adjustments will be made to the curriculum, targets/outcomes set and external professionals involved where necessary
- An individual School Focused Plan will document the needs, targets/outcomes and provision for pupils considered to have SEND. Outcomes will be set and reviewed with parents/carers three times a year – each term.

- An Education Health Care Plan will be sought if it is felt that more support is required than that currently being provided by Gawber Primary School at SEND Support level and Higher Needs Funding will be applied for to support those pupils requiring more provision in order to have their needs met.
- The SENDCo will review staff training needs and provide support and advice where necessary, including keeping up to date with training sessions being offered by external agencies. Staff will approach the SENDCo to ask for further training or support if they feel it is required. Strong links with other schools allow for collaboration and best practice to be shared
- Provision maps are created termly to highlight the additional provision being employed, intended outcomes, amount of time allocated and the frequency of sessions. These are reviewed at the end of each term using progress data, pupil information meetings and classroom assessment sheets.
- Interventions are carried out for those vulnerable learners that are identified as needing 'additional to core'. These range from specific subject skills such as phonics, reading, maths and physical exercises, as well as the skills needed for social development and effective communication.
- All teaching staff are aware of the procedures to refer a child to external agencies such as SALT, CAMHS and OT, as well as many others. Staff work collaboratively alongside other professionals to aid in the identification of particular needs as well as the implementation of support recommendations offered.
- All children at Gawber Primary School receive quality first teaching. This is considered the 'core offer'. This includes a range of strategies which allow for inclusive learning practices. Teaching staff have ambitious expectations and are expected to make the necessary adjustments needed in order to offer full and balanced curriculum to all pupils. This is sequenced to the needs and starting points of all pupils by ensuring positive relationships are created between staff and pupils. Formative assessments regularly feed in to the classroom teachers' planning processes and use of resources. Pupil information meetings assist in the identification of any concerns relating to pupils' progress and wellbeing. Through meetings with parents/carers and discussions with other professionals, the correct level of support and bank of strategies can be employed to fully support the child's needs.
- Pupils are supported to transition between year groups and key stages, especially when moving to secondary school. Class teachers complete a one-page profile for all SEND and vulnerable learners. This helps to identify their likes and dislikes as well as strengths and weaknesses and making their voice heard. Pupils participate in transition days and enhanced transitions are provided for those identified as being more likely to struggle with the process. This can include extra time getting to know the staff and new classroom, extra meetings with parents/carers, opportunities for enriching activities such as crafts and sports, or photos and visual aids to discuss with their families.

At Gawber Primary School, pupils with SEND will:

- Be included in all aspects of the school day.
- Be provided with quality first teaching, differentiated/adapted to meet their needs.
- Be respected and their contributions valued and acknowledged.
- Be included in extra-curricular activities, with support as required.

At Gawber Primary School, pupils with SEND may:

- Have specific 1:1 or small group intervention to support their academic, physical and social/emotional needs
- Use individual resources to enable them to access the curriculum, or the school day
- Access a highly differentiated/adapted curriculum, tailored to their very specific needs.
- Take part in social and emotional support interventions, such as Lego Therapy or use of social stories.
- Receive additional support for speech and language needs, working on targets set by specialist therapists
- Carry out some of their learning in low distraction areas, supported by teachers or teaching assistants.
 - Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, CAMHS, Hearing Impairment Team, Vision Impairment Team, Social Communication and Interaction Team, to develop specific targets/programmes tailored to the child's individual needs.

Impact

As a result:

- Pupils are happy, safe, respected and nurtured within school.
- Positive relationships are formed between staff and pupil through mutual respect and a true understanding of the child as a whole.
- Pupils with SEND are encouraged to have a high level of engagement in all aspects of school life.
- All pupils, regardless of their starting point, have the same opportunities and experiences as their peers including a broad balanced curriculum and enrichment activities.
- Support is implemented as early as possible to have the greatest impact.
- Interventions are tracked each term and progress is closely monitored to evaluate the impact it is having. Through Assess, Plan, Do, Review, alternative interventions or levels of support are implemented when necessary.
- The voice of the child and their family is heard and their opinions are taken into account throughout their learning process.
- The classroom teacher and SENDCo are in regular contact with parents/carers of pupils with SEND, to keep them up-to-date with progress and next steps. Families feel supported, informed and listened to by the school.
- SEND School Focused Plans targets/outcomes are reviewed each term with parents/carers. New targets/outcomes are set, based on the discussions between home and school.
- Progress data is reviewed at the end of each term.
- Pupils with SEND generally make good progress from their unique starting points due to the use of resources and small group intervention which meets the needs of the pupils. When expected progress is not made, plans are put in place to address this and allow for accelerated progress through interventions, external agency support and family discussions.
- Effective relationships are formed with all external agencies. Advice and guidance is utilised effectively and support is adapted accordingly.
- Staff feel knowledgeable and informed about the needs of their pupils and how best to support them – they ask for help when they need it and the SENDCo ensures they are fully supported through CPD and thorough discussions.
- Pupils transition smoothly and feel happy and safe when moving between year groups.
- Pupils leave Gawber Primary School with the tools to be independent and resilient. Secondary establishments are made fully aware of the needs of the pupil and the best way to support them.