



SEND

Intent:

St. Andrew's Primary School is an inclusive school. We are committed to the academic and personal development of all pupils regardless of ability. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

St. Andrew's adopts a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils. We are committed to ensuring that students with SEND develop the resilience to persevere when presented with new or challenging experiences and encourage them to become independent learners.

We believe in positive intervention: removing barriers to learning; raising expectations and accelerating levels of achievement. We also work in partnership with other agencies to ensure that all of our SEND pupils have a positive educational experience.

We believe that:

- All children with SEND have the right to a broad and balanced curriculum.
- All children with SEND can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated.
- All teachers are teachers of SEND.
- All children with SEND and their parents have the right to be involved in assessing progress and determining goals.

Above all we believe in order to provide a positive learning experience for all our pupils that a partnership should exist between parents, pupil and school.

Implementation:

At St Andrew's CE Primary, we adopt a Quality First Teaching approach for all children, inclusive of their needs. Teachers plan the curriculum tasks around the individual needs of the children in their cohort to scaffold and challenge their learning to meet the learning outcomes that they are working towards. All children access the core subjects; English and Maths, which are delivered by the class teacher with in class support where applicable.

Quality First Teaching

Lessons observed throughout the year by senior leaders and external consultants ensure that all SEND children are supported in class by their teacher and classroom professionals. All teachers plan weekly interventions to support the development of the basic skills as well as planning specific programmes as advised by external support agencies. The children are given detailed feedback; verbally and written to help them reflect on their work as well as having the opportunity to improve it. Advice given by the SENCO and Head teacher are

followed alongside the additional advice from external support agencies. These are reflected in the child's Supporting Me to Learn Plan.

Impact:

- A child with special educational needs will have their educational needs met
- The views of the child will be sought and taken into account during any decision making
- The early identification of children's needs and intervention to be put into place to support them
- A greater choice and control for young people and parent's support
- Collaboration between Education Health and Social Care services to provide support
- High quality provision to meet the needs of children with SEN
- Individuals with SEND will become confident young children with a growing ability to communicate their own views
- Children will be ready to make the transition into secondary education
- Children will become confident individuals living fulfilling lives