

Intent

Across our Federation, our intention for Special Educational Needs 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.

Through our high-quality planning, teaching and provision we:

- Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximized.
- Ensure that all children have access 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.
- Develop children's independence and life skills
- Regularly monitor the progress of children with SEND, using a child-centred approach and aim to help them reach their potential and be prepared for adulthood.
- Provide good quality and relevant training for all staff members supporting children with SEND.
- Work in partnership with pupils, parents and carers.
- Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.



Implementation

In our schools, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child. We will oversee the management and implementation of the SEND policy, ensuring its effectiveness and adjusting it accordingly. Our 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.



Our schools will...

- We will ensure the schools' SEND register is up to date and ensuring that the name of any pupil identified as a cause for concern, including those with behavioural problems, is entered on the SEND register and then is appropriately followed through in terms of the Code of Practice suggested procedures (2014) so that every pupil will be catered for.
- We will complete relevant paperwork eg. Education, Health and Care Plans (EHCP), Annual Reviews, Speech and Language Therapy etc.
- We will co-ordinate support for children with special educational needs both at home and in school to ensure a holistic approach
- We will ensure we are available to liaise with external agencies and implement their strategies and advice.
- 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 supportive and diligent schools, 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.
- 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 eg SENDCO meetings.

- We will ensure that staff CPD needs are kept up to date by contributing to in-service training.
- We will be accountable for our SEND practice by reporting to governors on the progress of SEND and the strategic direction we are taking.
- We will monitor class work and teaching to ensure that the best possible quality of learning takes place.
- We will strive to ensure that children are prepared for their future career choices and that they can maintain a healthy, productive lifestyle and they will be prepared mentally and socially for the challenges that the future may bring.

Our pupils with SEND may:

- Have specific 1:1 or small group intervention to support their Phonics, Maths or English learning.
- Take part in social and emotional support interventions such as Lego/Art Therapy.
- Have additional support from Ryedale SEND Hub
- Receive additional support with their speech and language development from a teaching assistant following a personalised programme.
- Carry out some of their learning in a space best suited to their needs.
- Where appropriate, attend sessions taught by our specialist teachers, allowing 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.



Impact



On leaving our schools...

- We are proud of the impact our school has on SEND children and that they are happy, fulfilled and cared for.
- We are proud that the majority of children are identified as having SEND very early and thus maximising their learning potential by allowing staff to plan support from their early days.
- We have a team of highly skilled staff who have the knowledge and experience to plan for and support children with a range of needs.
- Our teachers are able to speak about children with SEND in their classes as we know these children well. We can speak about their strengths as well as their barriers to learning.
- Our children have a voice and are able to articulate how they wish to be supported to achieve their life goals.
- 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.
- We have excellent relationships with our parents and carers in order to collaborate fluidly for the benefit of each child.
- We react to staff's training needs and requests by sourcing high quality CPD which means our pupils get the best help and support.
- We have excellent transition arrangements for children who move classes or schools to ensure a smooth and anxiety-free change in setting, class or school.
- We receive the latest updates in SEND via the SENDCo including relevant research and tried and tested methods and strategies.
- Our team of supportive governors hold us accountable and provide the advice of a critical friend to ensure we are providing the best provision we can.
- We ensure that all strategic decisions are meaningful and have a purpose for the good of SEND pupils.
- We monitor and evaluate the effectiveness of teaching and learning strategies and will provide support and advice to staff to ensure the highest standards for children with SEND.
- Our children leave our school mentally prepared for the next steps in their learning.

As a result:

- Children in our schools feel happy, safe and respected.
- Behaviour in our schools is exemplary and diversity is celebrated.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Children with SEND make good progress from their starting points due to the use of resources and small group intervention which meets the needs of the pupils.



Learning Knows No Bounds