



# SEND – Triple I

## Intent

At Hunter's Bar Infants we will provide an environment where barriers to learning and barriers to participation in school life are reduced to a minimum.

- We aim for all children with SEND to feel respected, included, confident and able to succeed in education, giving them the necessary skills and knowledge to fully participate in their community and seek employment as an adult.
- We aim to ensure that the necessary provision and inclusion opportunities are made for any pupils who have special educational needs or disabilities.
- To nurture and support children with SEND to be independent learners.
- To ensure that all learners have access to the same academic and vocational opportunities by offering a broad, stimulating and ambitious curriculum, adjusted to the needs of pupils with SEND, so that they are able to reach their full potential.
- To form partnership with parents and recognise that this plays a key role in enabling children and young people in achieving their potential.
- To keep the child at the centre of all decisions and actions to meet their needs.

# Implementation

Teaching SEND pupils is a whole-school responsibility.

All teachers are involved in a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.

We endeavour to include all pupils with SEND in all school activities, making reasonable adjustments when needed. SEND pupils are included in the school's growth mind-set ethos and encouraged to work independently and make progress at their level.

We aim to identify the needs of pupils with SEND at an early stage and follow a graduated response to their level of need. The school follows this graduated response:

- ✿ raising a concern with the SENCO;
- ✿ making reasonable adjustments to the curriculum;
- ✿ setting targets and starting a support plan;
- ✿ involving outside professionals;
- ✿ consider applying for crisis or high needs funding
- ✿ consider applying for statutory assessment.

Pupils with SEND will:

- ✿ Be included in all aspects of the school day
- ✿ Be provided with first quality teaching, adapted to meet their needs
- ✿ Be respected and acknowledged

Pupils with SEND may:

- ✿ Have specific 1:1 or group support 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, Social, Emotional and Mental Health team, Communication and Interaction team and the Specific Literacy Difficulty team.

We follow a cycle of assess, plan, review, making necessary adjustments to the curriculum to meet the needs of all pupils. Teachers systematically check learners' understanding, identifying misconceptions and providing feedback to pupils, which in turn informs future planning and teaching of all pupils with SEND.

We ensure teachers have the knowledge and expertise to support and teach children with SEND. Provide staff training in, for example, ASD, dyslexia and attachment disorder. Children that could benefit from a specific targeted intervention programme, are identified and programmes of work delivered accordingly. This could be on a 1:1 basis with a TA or as part of a group. The support is monitored with a pre/post-assessment level completed as appropriate.

As a school we value the involvement of parent/carers and inform them of any concerns/needs of their children and our actions to meet their needs. This includes listening to the concerns of parents and signposting them to outside support and information as needed.

Working independently and working towards independence is central to the support we offer pupils with SEND. When a pupil's needs require future

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|                      | <p>assessment from outside specialists we refer pupils to outside professionals e.g educational psychologists, speech and language therapist. The suggestions and advice from these assessments is then implemented by the class teacher and/or TA, overseen by the SENCO.</p> <p>Parents are involved in this process. When a child's needs are complex and the provision required to meet their needs is over and above the SEND support we can offer from the school's notional SEND budget, we seek to provide funding from the local authority via crisis/high needs.</p> <p>We may also apply for a statutory assessment, with the involvement of parents and outside professionals, leading to an Education Health and Care Plan being put in place.</p>  |
| <p><b>Impact</b></p> | <p>The academic and social progress of children with SEND is reviewed regularly through teacher assessments; SEN reviews (3 times a year); reading and maths assessments in class or individual as needed; work scrutiny/ pupil progress meetings (3 times a year); annual reviews for children with EHCPs.</p> <p>Provision is adjusted according to the assessments and observations made to ensure children with SEND continue to make progress and reach their potential.</p> <ul style="list-style-type: none"> <li>✿ Early Years show progress using the Differentiated Early Years Curriculum objectives.</li> <li>✿ The SENCO produces a detailed inclusion report annually which shows the progress made over the year by individuals and groups of pupils with SEND.</li> <li>✿ Children with SEND develop skills and knowledge across the curriculum to prepare them for the next stage of their education and, in the long view, prepare them for employment, independent living and making a positive contribution to their community.</li> </ul> <p>As a result of the provision above, our children at will:</p> <ul style="list-style-type: none"> <li>✿ Feel safe, secure and cared for</li> <li>✿ Show confidence and resilience in the classroom</li> <li>✿ Demonstrate high levels of engagement in activities</li> <li>✿ Make progress from their starting points</li> <li>✿ Develop independence and skills to support them throughout life</li> <li>✿ Work collaboratively with their peers on a shared task</li> </ul> |