

## What does Special Educational Needs or Disability look like at Bradley Primary School?

It is our aim at Bradley Primary School that all children, regardless of background, ethnicity or level of need, are supported to THRIVE.

It is our intention that children with special educational needs and/or disabilities (SEND) are supported, to achieve their potential through access to quality class teaching and appropriately differentiated learning activities and approaches.

Our long term goal is to help equip our children with the knowledge and skills they need to live fulfilling and independent lives, achieving the goals and aspirations that our children set for themselves, with the support of all those around them.

### **Intent:**

- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified early
- To ensure these pupils are assessed, monitored, planned for and regularly reviewed to improve outcomes and therefore make the necessary progress
- To enable pupils with SEND achieve their potential
- To ensure pupils are prepared for adulthood
- To ensure SEND pupils are equipped for life in the wider community
- To ensure parents/carers are fully engaged in decision making, assessing progress and determining goals
- To gain the views of the child and enable them to have a voice
- To take into account the views, wishes and feelings of pupils/parents/carers
- To provide advice and support for all staff working with pupils with SEND
- To identify and refer pupils to the appropriate services where a need has been identified
- To implement the advice of experts and professionals involved from outside of the school
- To identify and direct parents to the best providers of support
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND
- To support key transition points to allow them to be as smooth as possible

## Implementation:

- We will implement and regularly review the SEND policy, ensuring its effectiveness and adjusting it accordingly
- Our EYFS Lead and staff will identify children in EYFS who may have additional needs as early as possible and the SENDCo will facilitate a plan to ensure the appropriate level of support is planned for
- The school SEND register is kept up to date and regularly reviewed, including data on primary needs, diagnoses etc.
- The SENDCo will initiate and complete relevant paperwork for referrals to other services or applications for funding e.g. Education, Health and Care Plans (EHCP), Speech and Language Therapy referrals and other health referrals etc.
- We will co-ordinate support for children with special educational needs both at home and in school to ensure a holistic approach through regular meetings with parents to capture their views as well as those of the child
- The SENDCo will liaise with external agencies and help the staff to implement their strategies and advice
- As a supportive and diligent school we will support teaching assistants with training and expertise to ensure the best outcomes for children with SEND
- The 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
- We will ensure that staff CPD needs are kept up to date
- The SENDCo will report to governors on the progress of SEND children and the current strengths and areas in need of developing
- A flexible approach to the curriculum is taken for pupils with SEND who may need a more hands on approach to learning e.g. Nurture,
- Regular learning walks and book looks will take place to ensure that SEND children are well supported and making progress as well as termly pupil progress meetings run jointly by SLT, team leaders, SENDCo and class teachers
- We will strive to ensure that children are fully prepared for the next phase of their learning and that they develop appropriate life skills to help them live with growing independence
- That children will be prepared mentally and socially for the challenges that the future may bring

## Impact:

- Our SEND children are happy, safe and have their needs met
- We develop safe learning environments where difference and diversity is embraced and all pupils are respected and respectful
- Through the PHSE curriculum, Listening Ear Service and meetings from our Pupil Support Manager, those children with social, emotional and mental health needs can thrive
- Children have a voice and feel heard - they are involved in decisions made about themselves
- Staff are supportive and compassionate and create effective learning opportunities for all
- Parents feel listened to, supported and play an important role in decision making about their child
- Early intervention means that we can close emerging gaps early and/or identify needs and implement support quickly
- Relationships between staff, pupils, parents and wider professionals are at the heart of everything we do at Bradley Primary School