

SEND Provision Intent, Implementation, and Impact



Intent	Implementation	Impact
<p>At Rushey Green Primary School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all pupils, regardless of their additional needs and learning differences, will benefit from inclusive teaching which will enable them to make the best possible progress in school; to ensure they can actively participate in the wider aspects of school life and; support their readiness for the next phase of their education. Teaching and learning will be of a high standard and focused on enabling all students to access a broad and rich curriculum to foster independent learning and develop life-long skills.</p> <p>Through high quality planning, teaching and provision, we will:</p> <ul style="list-style-type: none"> ■ Ensure that all children have access to a broad, balanced and engaging curriculum which is scaffolded to enable children to understand the relevance and purpose of learning. ■ Identify learning needs early and ensure that teaching and learning is adapted to provide for identified needs ■ 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, involving the pupils where possible. ■ Provide good quality and relevant training for all staff members supporting children with SEND. ■ Work in partnership with parents and carers. ■ Work closely with external agencies and other professionals to further develop our provision for children with SEND. 	<p>At Rushey Green Primary School, every teacher is a teacher of SEND. The SEND Code of Practice states that <i>high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN</i>. As such, inclusive practice is a key thread that runs through every area of the school. Teaching staff are relational in their approach and develop positive relationships and connections with all pupils in their care. Stakeholders work collaboratively for the best outcomes for all pupils.</p> <p>At Rushey Green Primary School, pupils with SEND will:</p> <ul style="list-style-type: none"> ■ Be included in all aspects of the school day. ■ Be provided with quality first teaching, differentiated and adapted to their needs. ■ Be respected and their contributions valued and acknowledged. <p>At Rushey Green Primary School, pupils with SEND may:</p> <ul style="list-style-type: none"> ■ Have specific 1:1 or small group intervention to support their phonics (Little Wandle), maths or literacy learning. ■ Take part in social and emotional support interventions such as ELSA Intervention, Friendship and Social Skills, TalkAbout or Lego Therapy. ■ Develop their fine motor skills through the use of interventions such as Write from the Start, Clever Hands and Purple Mash Touch Typing ■ Receive additional support with their speech and language development from a Speech and Language Therapist and/or trained support staff ■ Have extra time (where necessary) for pre-teaching, confidence building and securing new skills. 	<p>As a result:</p> <ul style="list-style-type: none"> ■ Children at Rushey Green Primary School feel happy, safe, respected and ready to learn. ■ Diversity is celebrated at Rushey Green Primary School. ■ Adults show curiosity about what behaviour is communicating and are proactive in their approach ■ Adults have a good understanding of the varying needs of the pupils and how best to support them ■ Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills. ■ Children with SEND make good progress at Rushey Green Primary School from their starting points due to the use of resources and individual / small group intervention which meets the needs of the pupils. ■ Children with SEND will have fair and equitable access to the class teacher during lessons. ■ Parents understand the needs of their children and have positive relationships with staff. ■ Parents actively engage with their child’s learning and development. ■ On leaving Rushey Green Primary School, children with SEND will have developed good independence and life skills.

- Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Specific Learning Difficulties Teacher, Play Therapist, Occupational Therapist, Outreach Inclusion Mentor, Sensory Teacher.
- Targeted programmes tailored to the child's individual needs. e.g. Attention Autism bucket activities, Sensory Circuit
- Have access to a tailored curriculum, where appropriate, if they are unable to access the mainstream learning within the classroom
- Have access to reasonable adjustments and specialist equipment such as ear defenders, wobble cushions, resistance bands, writing slopes, coloured overlays, pencil grips

At Rushey Green Primary School, parents are:

- invited to attend workshops and courses aimed to support their understanding of their child's needs and provide them with strategies and opportunities to speak to other parents with similar experiences.
- signposted to relevant services via the school newsletter and regular updates via the messaging service on Studybugs and Arbor.
- given updates on their children's progress via termly Parents' Evenings and Annual Review Meetings for pupils with Education, Health and Care Plans
- able to book and attend SEND Surgery meetings with the SENCO