



SEND Provision

Intent	Implementation	Impact
<p>At St. Mary's our intention for Special Educational Needs and Disabilities – SEND is that all children irrespective of their need or disability receive a high quality and ambitious education. We believe that ALL our pupils should be equipped with the tools they need to become independent, inquisitive learners who are able to solve problems and are equipped for the next stage of their education and beyond. Through our quality first teaching which is a result of detailed planning, provision and additional interventions we:</p> <ul style="list-style-type: none"> ▪ Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximised; ▪ 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-centered approach; ▪ 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 hone and develop our provision for children with SEND. 	<p>At St. Mary's every teacher is a teacher of SEND. Inclusion is at the heart of our school ethos and is enhanced by the collaboration of all stakeholders: Governors, SLT, teachers, support staff and parents all of whom hold the child at the centre of all that we do.</p> <p>At St. Mary's 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 to their needs through support, interventions, resources including specialist resources and environments designed to address specific learning needs; ▪ Be respected and their contributions valued and acknowledged. <p>At St. Mary's pupils with SEND may:</p> <ul style="list-style-type: none"> ▪ Have specific 1:1 or small group intervention to support their learning across part or all of the curriculum depending on their level of need; ▪ Take part in social and emotional support interventions such as Social Skills, Funky Fingers work with the Bromley Y Trailblazers; ▪ Carry out some of their learning in 'The Hive' – a classroom which follows Engagement Model principles for some of our children in KS1 or KS2 with complex needs and those who need sensory based activities as part of their individual bespoke curriculum; ▪ Be supported in their learning by staff working with colleagues from Bromley ISAT (Inclusion Support Advisory Team) and Bromley CNT (Complex Needs Team) in developing individual bespoke curriculums for some children and through providing specific training for support staff to ensure that the most appropriate and current support is given to children; ▪ Work alongside external agencies such as a Clinical or Educational Psychologist, Speech and Language Therapist, Occupational Therapist, to develop specific targets/programmes tailored to the child's individual needs. 	<p>At St. Mary's the impact of our provision and curriculum is monitored and evaluated through the Assess Plan Do Review cycle, targeted provision mapping both for individual children and for groups of children.</p> <p>As a result:</p> <ul style="list-style-type: none"> ▪ Children at St. Mary's feel happy, safe and respected; ▪ Diversity, in all its forms, is celebrated and considered a strength of our school community; ▪ Children demonstrate a high level of engagement in activities developing their communication and social skills from entry into school; ▪ Children with SEND make good progress from their starting points, generally in line with their peers due to the use of resources, and small group intervention which meets the needs of pupils; ▪ On leaving St. Mary's children with SEND have developed good independence, life skills and are prepared for the transition to secondary school and beyond.

