

**SEND – Intent, Implementation and Impact**

**Intent**

At Oldfield Primary school we believe that all children, including those identified as having Special Education Needs and Disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life. Our aim is to enable every individual, regardless of ability, to achieve their full potential, to prepare for future life and to become lifelong learners, to develop a thirst for learning and to become good citizens.

Through our quality first teaching, planning and provision we:

* 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.
* Regularly monitor the progress of children with SEND, using school provision maps.
* Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
* Provide good quality and relevant training for all staff members supporting children with SEND.
* Work in partnership with parents and carers, governors and children to ensure the child is at the centre of everything we do.
* Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.

**Implementation**

At Oldfield Primary school,every teacher is a teacher of SEND. All teachers are involved in a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils’ abilities, aptitudes and interests. Our provision is enhanced by the collaboration of teachers, SENDCo, support staff, external agencies, parents and most importantly the child.

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.

Pupils with SEND **may**:

* Have specific 1:1 or small group intervention to support their Phonics, Maths or Literacy learning.
* Take part in social, emotional and physical support interventions such as ELSA, Lego therapy, Bucket time or Fun fit.
* Receive additional support with their speech and language development from a specialist teaching assistant.
* Receive additional resources to aid their learning, such as coloured overlays, coloured exercise books or move and sit cushions.
* Work alongside external agencies such as an Educational Psychologist, Speech and Language therapist, Occupational therapist or SHINE (Autism outreach team) to develop specific targets/programmes tailored to the child’s individual needs.

**Impact**

As a result of the provision above, children at Oldfield Primary School will:

* Make good progress from their starting points due to the use of resources and small interventions which meet the needs of the pupils.
* Demonstrate high levels of engagement in activities across the curriculum, which develop their speaking, listening and social skills.
* Develop independence and skills to support them throughout life.

The SENDCo will:

* Regularly review the impact of a child’s progress and adjust provision accordingly.
* Ensure that outcomes in a child’s Educational, Heath Care plan are being met and hold annual reviews with parents.
* Present a termly report for SEND within the school to governors.
* Provide sharing of good practice to support the needs of our children.
* Liaise with parents to ensure that they are involved in their child’s academically, socially and emotionally progress.