



The Intent, Implementation and Impact of our SEND Provision

Intent

At Holy Trinity RC Primary School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom. We value all of our pupils, and through our high-quality planning, teaching and provision we aim to:

- 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 early identification and intervention for SEND.
- Regularly monitor the progress of children with SEND.
- Minimise barriers to participation in school life.
- Develop children's independence and life skills.
- 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 develop our provision for children with SEND.
- Carefully map provision and review the impact that interventions are having on progress of all vulnerable learners.
- Nurture and support the relationship between teachers and pupils through mutual respect.
- Constantly develop the learning environment to meet the changing needs of pupils
- Create SEN support plans that are tailored to the child's needs.
- Place the child at the centre of all.
- Have effective transition procedures to ensure continuity and support when moving through the school.

Implementation

At Holy Trinity RC Primary School, every teacher is a teacher of SEND. Inclusion is a thread that runs through every area of the school. Through high quality teaching, early identification and collaboration between leaders, teachers, support staff, external agencies and families, pupils with SEND will be supported to succeed. Children with SEND will:

- Be provided with quality first teaching, differentiated to their needs.
- Be respected and their contributions valued and acknowledged.
- Be included in extra-curricular activities, with support as required.
- Be part of a constant cycle of assess, plan, do, review. Teachers will identify the needs of pupils as early as possible through observations, progress data and regular pupil information meetings. A graduated response will be followed. Concerns will be raised with the SENDCO, and parents/carers where a plan of action will be agreed, with the child at the heart. Reasonable adjustments will be made to the curriculum, targets set and external professionals involved where necessary.

- Have an individual SEND support plan will document the needs, targets and provision for pupils considered to have SEND). Targets will be set and reviewed with parents/carers three times a year – each term.
- Have an Education Health Care Plan sought if it is felt that more support is required than that currently being provided by Holy Trinity RC Primary School at SEND Support level.

Some children with SEND will:

- Have specific 1:1 or small group intervention to support their academic, physical and social/emotional needs.
- Use individual resources to enable them to access the curriculum, or the school day.
- Access a highly differentiated curriculum, tailored to very specific needs.
- Take part in social and emotional support interventions, these may be carried out by our Family Support Worker.
- Receive additional support for speech and language needs, working on targets set by speech and language therapists.
- Work alongside external agencies such as Specialist Teachers, Educational Psychologists and Speech and Language Therapists etc to develop specific targets/programmes tailored to the child's individual needs.

Additional:

- The SENDCo will review staff training needs and provide support and advice where necessary, including keeping up to date with training sessions being offered by external agencies. Staff will approach the SENDCo to ask for further training or support if they feel it is required.
- Provision maps are created termly to highlight the additional provision being employed. These are reviewed at the end of each term.
- Pupils are supported to transition between year groups and key stages, especially when moving to secondary school. Class teachers complete a one page profile for all SEND learners.

Impact

As a result:

- Children at Holy Trinity RC Primary school feel happy, safe and respected.
- Children with SEND make good progress from their unique starting points due to the use of resources and interventions which meets the needs of the pupils.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Positive relationships are formed between staff and pupil through mutual respect and a true understanding of the child as a whole.
- Support is implemented as early as possible to have the greatest impact.
- The voice of the child and their family is heard, and their opinions are taken into account throughout their learning process. This puts the child at the centre.
- The classroom teacher and SENDCo are in regular contact with parents/carers of pupils with SEND, to keep them up-to-date with progress and next steps. Families feel supported, informed and listened to by the school.
- SEND support plan targets are reviewed each term with parents/carers. New targets are set, based on the discussions between home and school.

- Effective relationships are formed with all external agencies. Advice and guidance is utilised effectively and support is adapted accordingly.
- Staff feel knowledgeable and informed about the needs of their pupils and how best to support them - they ask for help when they need it and the SENDCo ensures they are fully supported through CPD and thorough discussions.
- Pupils transition smoothly and feel happy and safe when moving between year groups.
- On leaving Holy Trinity RC Primary School, children with SEND have developed the essential skills required to develop good independence and life skills in secondary school.