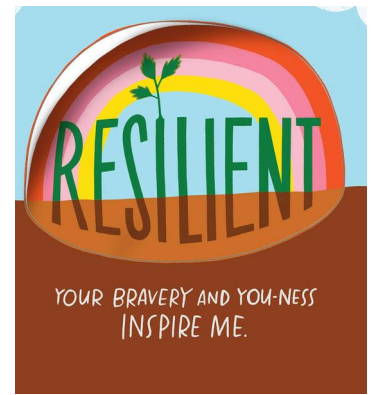




SEND

Intent, Implementation, Impact



INTENT

At Hazelbury Bryan Primary School we are proud of our inclusive, meticulous and dedicated approach to ensuring that children with SEND needs are fully met. We have an inclusive approach across the whole school where all staff share the same goal, to provide a tailored curriculum, individual to each child. Our children have a vast outdoor area that we provide to ensure that learning is not tailored to the restrictions of just a classroom, providing opportunities for all needs. We are committed to giving every child the opportunity to achieve their potential through a wide range of provisions on a long term or short term basis. We intend to narrow the gaps in learning as quickly as possible with the aim of keeping children with SEND in line with their peers. We want all children to receive the same opportunities but, where needed, presented in a way accessible to those with specific challenges.

At Hazelbury Bryan Primary School we regularly assess and monitor children with SEND on their performance, attendance and social and emotional wellbeing, using a range of ways, to ensure that their progress is continued and they are furthered to the next steps when they are ready. These assessments are also used to ensure that the children are making enough progress ensuring teachers reflect on their practice and the provision put into place.

Our relational practice approach enables staff to build positive relationships with our children, especially those with SEND, supporting their mental health and wellbeing allowing them to feel ready and confident to learn and flourish both inside and outside of school.

IMPLEMENTATION

Each child's individual personalities and needs are prioritised when planning, teaching and supporting our SEND children. As a school, we focus on the difficulties, challenges, talents and strengths each child has, to provide interventions and a curriculum that is purposeful to the individual. This can mean taking learning outside, having brain breaks, friendship and social grouping work,

use of the sensory room or a safe space to go, as well as many other strategies and activities. All children have the opportunity to a wide and balanced curriculum no matter their age, sex, race, religion or belief, attainment or SEND at Hazelbury Bryan School. We work closely with parents, carers and other professionals to ensure that we plan and provide extra provision, where necessary and support their learning. Relationships are key and working alongside parents and carers is a vital role to ensuring their child is happy, content and making progress.

Regular assessments and data analysis in all areas of the Curriculum and the sharing of information with parents, carers and other professionals, ensures that children with SEND are identified early and supported quickly. Processes for identification ensure that reasonable adjustments and differentiation have already been made in daily teaching.

Opportunities for CPD are provided for staff to ensure that a robust knowledge of SEND is evident across the school, ensuring that staff are equipped and familiar with our children's needs. Good practice and experience is shared amongst staff in order to learn from one another and consequently support our children in the best way possible. Where appropriate, specialist teachers are warmly welcomed into school, to support staff with individual challenges and provide high quality CDP, skills and expertise to enable more tailored programmes of support for pupils with the greatest needs.

Provision maps are updated three times a year and are consistent across the school. These are passed to each class as the child moves through the school and then added to, ensuring a whole picture of the child. These documents are overseen by the SENDCo. Interventions cease when a child is inline with peers and no longer requires additional provision. EHCPs are used to support staff in planning and delivering a programme for individual children and this is reviewed annually with the SENDCo. The SENDCo works with all staff to ensure that provisions are effective, productive and individual and that CPD is provided when required.

IMPACT

Our SEND children are happy, content and determined children who make good progress across all subjects. Children feel included in school life and are happy receiving the same opportunities as everyone. Our children with SEND are consistently supported to achieve their full potential and our individual programmes mean that children who require additional support thrive in an environment suited to them. Our children's individuality is celebrated and we have fantastic relationships with our families, providing the very best for our children with SEND. Our strong links to outside agencies mean that our children get the best support quickly and thoroughly and our experienced and trained staff also deliver extra support such as speech and language, which ensures children feel confident and

familiar, making good progress. We are proud of our provision, ethos and the resulting progress, as well as our nurture of the children and their families in our care.