



SEND at Lower Heath CE Primary School

Intent	
Our SEND philosophy is...	<p>At Lower Heath CE Primary, we believe that all pupils should experience successes and achieve their full potential within a fully inclusive environment. We understand and believe that every teacher is a teacher of SEND, and that all individuals are responsible and accountable for the progress and development of all pupils in their class.</p> <p>It is our aim to identify and reduce barriers to learning and ensure that our broad and balanced curriculum is accessible to all pupils. We work in collaboration with pupils, parents, teachers and professionals, implementing strategies to provide the best support possible for each individual child.</p> <p>We recognise the importance of evaluating the provision in place by monitoring, tracking and observing. We continually reflect upon this to create the most efficient and effective level of support required.</p>
Implementation	
We identify SEND by...	<p>‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her’ (SEND CoP, 2014). We identify children with possible SEND using a collaborative approach: listening to parental concerns, monitoring progress and attainment, and taking into account teacher concerns and observations.</p> <p>At Lower Heath, pupils’ progress is continually monitored and evaluated during termly progress meetings.</p> <p>There are also a variety of initial checklists available to complete for difficulties associated with ASD, ADHD and Dyslexia. These are used as a possible starting point when teachers or parents raise concerns.</p> <p>We follow a graduated approach of Assess, Plan, Do, Review to evaluate for possible difficulties.</p>
We support children with SEND by...	<p>We recognise that for some children, reasonable adjustments in class and high quality differentiation may not be enough to build the necessary skills.</p> <p>When needed, school offers a range of targeted interventions to support different needs. We also provide relevant equipment and/or in class support.</p> <p>At Lower Heath, children have access to Nessy (online reading and spelling support programme) and Dynamo Maths (online maths/Dyscalculia support).</p> <p>It is sometimes necessary to request professional advice to observe and assess children, then provide an individual report outlining strategies and recommendations to be implemented at home and school. The following agencies are involved in providing individual plans and specialist strategies to support pupils:</p> <ul style="list-style-type: none"> ○ Educational Psychologist ○ Woodlands Outreach Centre (learning and behaviour support, Dyslexia, Dyscalculia) ○ Speech and Language Therapist ○ Visual Impairment ○ Hearing Impairment ○ Occupational Therapists ○ Physiotherapist ○ BeeU ○ CAMHS
We monitor the progress of children with SEND by...	<p>All teachers monitor all pupils’ progress, meeting with the SENCO and Headteacher termly to discuss progress.</p>

	<p>During these meetings, concerns regarding attainment will be raised and an appropriate course of action outlined. We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review to monitor specifically identified pupils. Interventions are recorded to establish their effectiveness against the SMART targets set by teachers.</p>
<p>SEND provision is monitored by...</p>	<p>Regular learning walks ensure that appropriate SEND provision is in place in line with any professional recommendations.</p> <p>Half-termly meetings are held with parents and the SENCO to discuss and evaluate effectiveness of provision. The information is then communicated to class teachers and support staff where appropriate.</p> <p>Progress is monitored termly during pupil progress meetings.</p> <p>Pupil and parent views along, with teacher and support staff thoughts, are collected when evaluating provision. This helps to establish whether the correct level of support is in place and to ensure that a good level of progress is achieved.</p>
<p>Staff development in this area is supported by...</p>	<p>Regular staff meetings are held with specific focuses on areas of SEND provision. All staff are welcome to SEND CPD training sessions. We aim to provide support and training in the key areas of SEND: ASD, ADHD, Dyslexia, Dyscalculia, Speech and Language Therapy, Hearing Impairments, Visual Impairments. This CPD is delivered in a variety of ways such as staff sharing information at staff meetings, outside agencies, online courses and webinars.</p> <p>SEND support network group attended half-termly by HH and DS, with relevant information and useful ideas being shared with other staff.</p>
<p>Impact:</p>	
<p>Our SEND provision ensures that...</p>	<p>All children have access to a broad and balanced curriculum, and opportunities to achieve their full potential.</p> <p>Pupils at Lower Heath have the resources and equipment necessary to reduce barriers to learning, ensuring that they can become more independent.</p> <p>Parents and carers of children with SEND receive regular communication about their children and are confident that their views are listened to and valued.</p>