

Our school's approach to supporting pupils with SEND



"All pupils share the right to a broad and balanced curriculum"

Our primary aim is to ensure that children with additional needs and disability develop and learn successfully by working alongside other children. In this way, the quality of education for all our children is enhanced and their needs met. Within our school, the focus will be on meeting the needs of each child and ensuring that they have access to all areas of the curriculum. This might require modification to the curriculum.

The environment of the classroom and the school as a whole will influence the extent to which schemes of work can be successfully brought together to meet each pupil's needs. We feel our school provides an atmosphere of encouragement and an environment that is both stimulating and supportive where every child is a valued member of the community.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

