

## LIMITLESS POTENTIAL

## IGNITE PASSION

## EMBRACE DIFFERENCE

# SEND

### Planning

- Teachers should plan to use themselves, their teaching assistant and any resources to scaffold the learning of children with SEND children in their class.
- All teachers should plan to deliver Quality First lessons in every subject area.
- Learning should be differentiated and take into account the needs of all learners.
- Teachers will have access to the children's Individual Education Plans and should plan for these pupils in the most appropriate way, taking into account their strengths, barriers to learning and their targets.

### Basic Skills

*"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- *Achieve their best*
- *Become confident individuals living fulfilling lives*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training"*

### Marking and feedback

- Children with SEND should have their work marked in line with the school's policy.
- Some children may benefit from verbal feedback depending on their need.

### Assessment

- SEND children should be assessed in line with the school's policy.
- Access arrangements will be put in place, after discussion with the child's parents, during formal assessments such as SATs.
- Children with SEND will be assessed against their IEP every term. Their targets will be reviewed and new ones will be set.

### Interventions

- Children who are identified by the class teacher as needing support should be discussed with the SENCO, Miss Hodgeon. A pupil concern form will be completed and the child's parents will be invited into school to discuss their child.
- Children with SEND will be put in an intervention group depending on their need. They will get this intervention regularly, and this will be delivered by a teaching assistant or Miss Hodgeon. These will be reviewed termly by the Key Stage leads and SENCO.
- The child will be placed on the SEND register if appropriate.
- Parents to be given a copy of the pupil's Individual Learning Plan every term.

### Professional Discussions

- The SENCO and class teacher will attend meetings with outside agencies where possible to ensure effective multi-agency working.
- Learning walks will be done regularly to ensure best practice.
- Scrutiny of books to ensure progress towards individual targets.
- Parent evenings with the class teacher and Miss Hodgeon (SENCO).