



SEND Provision – Intent, Implementation and Impact:

| Intent: | Implementation: | Impact: |
|--|---|--|
| <p>At Hazlewood Community Primary School, our intention for pupils with Special Educational Needs and/or Disabilities (SEND) is to ensure that they receive a high-quality and ambitious education regardless of need or disability.</p> <p>We believe that it is vital that our pupils are equipped with the knowledge and resources that they need to become independent, inquisitive learners both inside and outside of the classroom.</p> <p>Through our high-quality planning, teaching and provision, we are able to:</p> <ul style="list-style-type: none"> ➤ Identify SEND learners and their needs early, intervening to ensure that the correct support is put in place so that progress is made. ➤ Ensure that all children, including those with SEND, have access to a broad and balanced curriculum. Class teachers and subject leads make sure that this curriculum is differentiated to enable all children to make progress and continue their love of learning. | <p>At Hazlewood Community Primary School, every teacher is a teacher of SEND. Inclusion is a thread that runs through every area of the school from our school vision, to the collaboration between teachers, leaders and support staff, as well as the partnership with outside agencies and families who all work together to address the child's needs. At our school, pupils with SEND will:</p> <ul style="list-style-type: none"> ➤ Be included in all aspects of the school day, accessing Nurture Group, interventions or additional support if needed. ➤ Be provided with quality first teaching; differentiated to their needs by the level of support accessed, the resources and the level of work given. ➤ Be respected by staff and other pupils, and their contributions valued and acknowledged. | <p>Due to the provision given to SEND pupils by all staff, outside agencies and their families, children at our school will:</p> <ul style="list-style-type: none"> ➤ Feel happy, safe and respected both at home, in the wider community and at school. ➤ Behave in a way that is reflective of the school's expectations. ➤ Feel that their diversity is celebrated. ➤ Engage in and develop a real love for learning. ➤ Develop their speaking, listening and social skills. ➤ Make good progress from their starting points due to the use of resources and interventions. ➤ Be ready for their next steps in life. |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> ➤ Provide an accessible learning environment which is tailored to the individual needs of all pupils. ➤ Develop children's independence and life skills through a high-quality PSHE and RSE curriculum that is tailored and added to by the staff at our school. ➤ Regular monitoring of the progress of children with SEND by staff, the child and their families. ➤ Provide good quality and relevant CPD for all staff members supporting children with SEND to ensure that they are confident in using strategies. ➤ Work closely with parents and carers to ensure our pupils are supported at home and at school. ➤ Work closely with external agencies and other professionals to develop and reflect upon the provision for children with SEND. | <p>Pupils with SEND may:</p> <ul style="list-style-type: none"> ➤ Have specific 1:1 or small group intervention to support their Phonics, Maths or Literacy learning. ➤ Have interventions delivered by school staff that have been directed by outside agencies such as Dyslexia interventions, Speech and Language programmes or physiotherapy. ➤ Take part in social and emotional support interventions such as Lego Therapy, Talkabout or Nurture Group. ➤ Have additional support from a 1:1 worker. ➤ Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, and Occupational Therapist to develop specific targets/programmes tailored to the child's individual needs. | |
|--|--|--|