



Whinstone Primary School – The Intent, Implementation and Impact for SEND provision

| Intent | Implementation | Impact |
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| <p>At Whinstone Primary School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.</p> <p>Through our high-quality planning, teaching and provision we:</p> <ul style="list-style-type: none"> • Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximized. • Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning. • Provide an accessible learning environment which is tailored to the individual needs of all pupils. • Develop children’s independence and life skills. • Regularly monitor the progress of children with SEND, using a child-centred approach. • Provide good quality and relevant training for all staff members supporting children with SEND. • Work in partnership with parents and carers. • Work closely with external agencies and other professionals to hone and develop our provision for children with SEND <p>At Whinstone Primary School, we ensure our provision considers the protected characteristics set out in the Equality Act 2010. We ensure we do not discriminate against pupils (or indeed prospective and former pupils) because of any need or disability</p> | <p>At Whinstone Primary School, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school, enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.</p> <p>At Whinstone Primary School, pupils with SEND will:</p> <ul style="list-style-type: none"> • Be included in all aspects of the school day. • Be provided with quality first teaching, differentiated to their needs. • Be respected and their contributions valued and acknowledged. • Be included in extra-curricular activities, with support as required. <p>At Whinstone Primary School, pupils with SEND may:</p> <ul style="list-style-type: none"> • Have specific 1:1 or small group intervention to support their academic, physical and social/emotional needs • Use individual resources to enable them to access the curriculum, or the school day • Access a highly differentiated curriculum, tailored to very specific needs. • Take part in social and emotional support interventions, such as Lego Therapy or use of social stories. • Receive additional support for speech and language needs, working on targets set by specialist therapists • Carry out some of their learning in low distraction areas, support by SEN Teaching Assistants. • Attend SEND extra-curricular events, with outside agencies (e.g. Sporting events held by the Hearing Impairment Services) • Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, CAMHS, Emotional Resilience Nurse or Teacher of the Deaf, to develop specific targets/programmes tailored to the child’s individual needs. | <p>As a result:</p> <ul style="list-style-type: none"> • Children at Whinstone Primary School feel happy, safe and respected. • Behaviour at Whinstone Primary School is exemplary and diversity is celebrated. • Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills. • Children with SEND make good progress from their unique starting points due to the use of resources and small group intervention which meets the needs of the pupils. • On leaving Whinstone Primary School, children with SEND have developed the essential skills required to develop good independence and life skills in secondary school. |

