

St Osmund's SEND Curriculum Statement

Intent

At St Osmund's, we believe that all children are entitled to receive a high-quality of education, regardless of their needs or disabilities. We believe that it is vital that our children are equipped with the tools needed to become independent learners, both inside and outside of the classroom. All children and young people should expect to receive an education that enables them to achieve the best possible outcomes and become confident, able to communicate their own views and ready to make a successful transition into secondary school and then adulthood. Through our high-quality teaching, planning and provision we: -

- Ensure that needs are identified as early as possible and support is put into place.
- Ensure all children have access to teaching and learning which covers the National Curriculum but is delivered in a way that continues to support their pastoral and special educational needs as described in the Education Health Care Plan for those children who have one.
- Ensure that children have access to a broad and balanced curriculum which is appropriately adapted to enable individuals to succeed.
- Provide an accessible learning environment which is tailored to the needs of all pupils.
- Set high expectations for every pupil and ensure constant inclusion of all pupils.
- Ensure children receive support to work on their own specific targets from their learning plans. These link directly to Education Health Care Plans.
- Oversee the records of all pupils with SEND.
- Develop children's independence.
- Regularly monitor the progress of children with SEND.
- Work closely with parents and carers.
- Work closely with external agencies and other professionals to ensure that there is a collaborative approach to support children with SEND.
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND.
- Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvements.
- Ensure that within teaching and learning there is a high quality of vocabulary being used to support those with a special educational need.
- Support and develop CPD of the teaching assistants with regards to SEND provision.

Implementation

At St Osmund's, every teacher is a teacher of SEND. Our provision is enhanced by the collaboration of teachers, senior leaders, the SENDCO, support staff, external agencies, parents and most importantly the child. Support at St Osmund's is fluid, graduated and follows an assess, plan, do, review model as part of a graduated approach. All information relating to pupils with SEND is centrally held on Edukey Provision Map software which is kept up to date and is accessible to all staff.

Pupils with SEND will: -

- Be included in all aspects of the school day.
- Be respected valued and nurtured.
- Be encouraged to reflect on and express their emotions.
- Have access to regulation opportunities across the school day.
- Be provided with high quality teaching, adapted to meet their needs.
- Be considered in every lesson and relevant support will be given through adaption.
- Have access to an age appropriate curriculum run in accordance with the National Curriculum.
- Be given equal enrichment opportunities throughout school.
- Be supported through transitions to allow a clear and consistently supported environment for each SEND child.

Our Universal Offer:

- Ensures quality first teaching and inclusive pedagogy.
- Ensures that all teaching staff are informed and appropriately trained in how to adapt their teaching to meet individual needs.
- Ensures that parent and student voice are kept at the forefront of all decisions.

Targeted Support or intervention:

- Ensures that teaching staff or, where appropriate, teaching assistants provide students with additional needs extra support or scaffolding within the classroom.
- Ensures that student's well-being is nurtured, developed and supported.
- Offers 1:1 or small group intervention to support a range of specific needs with specialist teaching assistants, including: ASD, speech, language and communication needs, dyslexia, dyscalculia, moderate learning difficulties and SEMH.

Specialist Support or intervention:

- Access to a range of specialist provision in house such as a level 7 qualified SpLD and dyslexia practitioner and a range of qualified therapists.
- Work alongside external agencies such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists and specialist teachers to develop specific targets/programmes tailored to the child's individual needs.

Impact

- All children, regardless of their starting points, have the same opportunities and experiences as those their age including curriculum and enrichment opportunities.
- Children are equipped with the knowledge and skill to understand how to manage their own needs and become more independent.
- Staff feel knowledgeable and informed about the needs of their pupils and how best to support them - they ask for help when they need it and the SEND team ensure that they are fully supported through CPD and the opportunity for thorough discussions.
- All SEND children are known by all staff and make consistent if not accelerated progress throughout their time at St Osmund's.
- SEND children and parents feel happy and supported by all staff and feel as much informed and involved as they want or need.
- Pupils transition smoothly and feel happy and safe when moving between year groups and provisions.
- Children leave St Osmund's with the correct support and involvement from the relevant outside agencies where needed.
- Secondary establishments are made fully aware of the needs of the pupil and the best way to support them.
- Children can talk confidently about their needs and expectations when it comes to their time within school and they are confident in supporting or knowing how to support themselves.
- Learning walks and observations will take place to ensure needs are being fully met by all staff and appropriate resources are in place.

We measure this impact by:

- Regularly reviewing progress & attainment.
- Evaluating learning plans.
- EHCP review meetings and feedback to the Locality SEN team for those pupils with EHCPs.
- Feedback from parents and other professionals (TAC/TAF & Inclusion meetings).
- Formative (AFL) and summative assessment opportunities.
- Reviewing provision mapping/ intervention targets.
- Gathering pupil, parent and staff voices.
- The senior team and governing body regularly dropping into lessons and looking at books.