



# Keresforth Primary School

## SEND Intent

## **Intent**

At Keresforth Primary School we are committed to inclusion and value the abilities and achievements of all children. We aim for every child to fulfil their potential no matter what their needs. With the high expectations we hold, we aim for the majority of children to reach age related expectations or have made good progress from their individual starting points. We aim to provide a differentiated curriculum appropriate to the individual's needs and abilities, this includes social and emotional needs.

We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We believe that many pupils at some point in their educational career may experience difficulties which affect their learning and we recognise that these may be short or long term. At KPS we aim to identify these needs as they arise and provide teaching and learning context which enables every child to achieve reach their full potential. We also recognise that there is a difference between a child who is under achieving and a child who has Special Educational Needs and/or Disabilities.

## **Implementation:**

In order to fulfil our responsibilities to provide a broad and balanced curriculum for all pupils, staff at KPS aim to give every pupil the opportunity to experience success in learning through a flexible differentiated programme. No child is excluded from any learning activity due to their impairment or learning difficulty, unless is it clearly of benefit to that individual and leads towards inclusion. When planning, staff have high expectations and provide opportunities for all pupils to achieve. Within each class, teaching and learning styles and organisation is flexible to ensure effective learning. Grouping to support children with Special Educational Needs and Disabilities is part of this process.

Teachers have regard to the statutory inclusion statement of providing effective learning opportunities for all pupils and programmes of study are modified, as necessary. The knowledge, skills and understanding are taught in ways that suit the pupil's abilities. This may mean choosing knowledge, understanding and skills from earlier key stages so that pupils can make progress.

Teaching Assistants support individuals or groups of children in accessing the curriculum. Staff are careful to work in a way that avoids isolating those they are supporting. Where pupils are withdrawn for therapy (e.g. speech and language therapy or physiotherapy) the timetable is as flexible as possible so that children do not miss the same lessons or subject every time. Sometimes, an intervention may be necessary to further support a child's development within a particular area. Children are identified for intervention using a range of methods that include data tracking, teacher assessment and observations. Interventions are carefully planned using the children's entry points and focus on intention and implementation. These are recorded on a provision map and are reviewed, at least every 12 weeks, to monitor impact.

Children with sensory or mobility impairments or a specific learning difficulty may access the curriculum through specialist equipment, alternative approaches and adapted activities. Specialist advice and support on providing access is requested from external support services, as appropriate.

All pupils have the opportunity to join in school visits, residential weeks and after school- clubs.