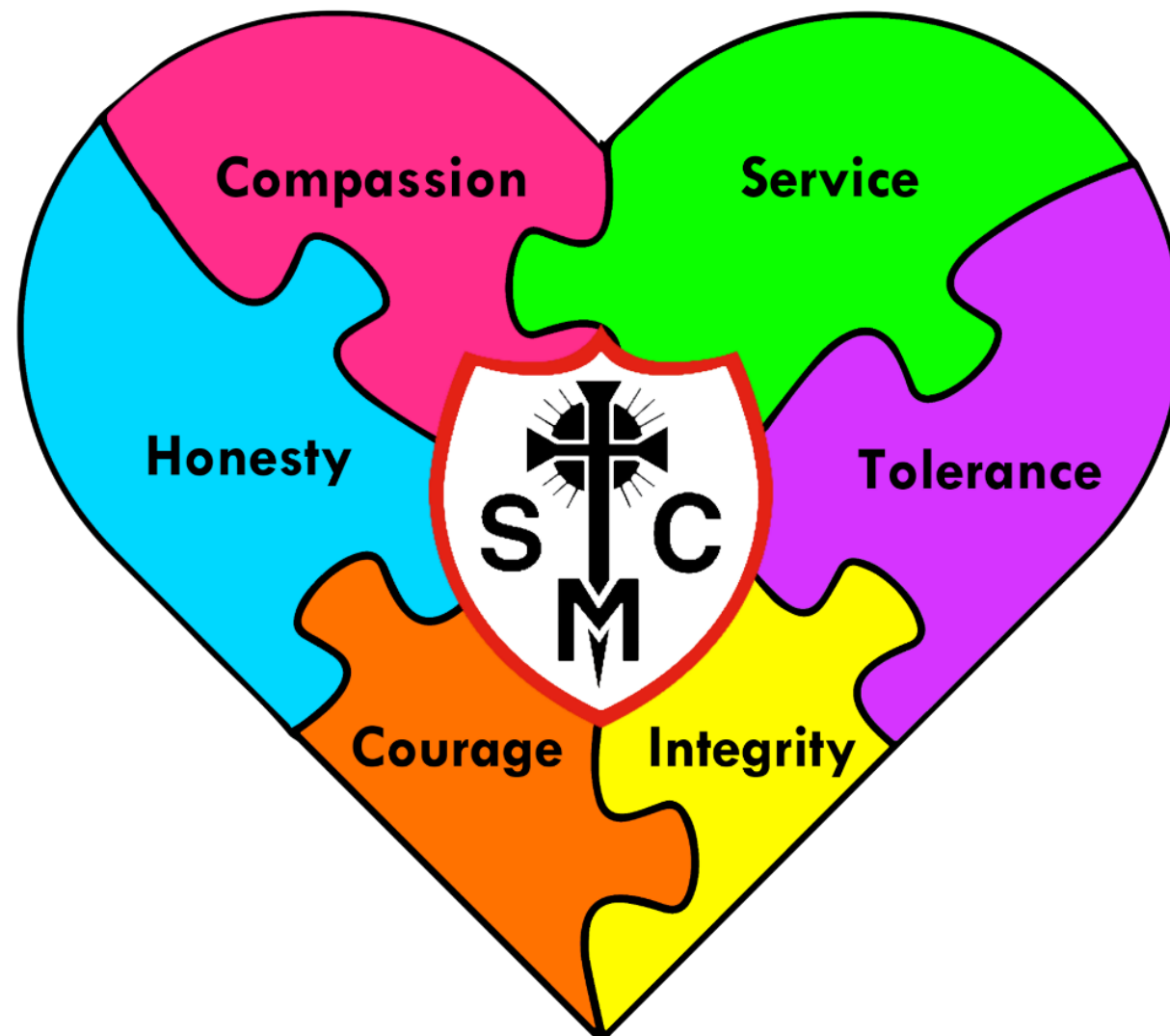


SEND Intent Document



“Love one another as I have Loved you,”

John 13:34



SEND at St Margaret Clitherow Catholic Academy

INTENT

At St Margaret Clitherow Catholic Academy, we strongly believe that all children have the right to a high quality education. This includes children with additional needs and disabilities. We are committed to inclusion and ambition for all. We aim to ensure all children have access to a broad and balanced curriculum which supports their academic, social, emotional and spiritual development. We strive to ensure that all children acquire the knowledge and cultural capital to exceed in life, build resilience to become confident learners and develop independence in all aspects of school life and beyond. We work closely with children, parents and outside agencies to support our children.

All staff work together to make sure that all children are included in every aspect of school life. We recognise that any child may need additional support at any time in their educational journey. We pride ourselves on providing the right support at the right time ensure that progress and opportunities are maximized for all children.

At St Margaret Clitherow, following the principles of Inclusion as laid down in the Code of Practice for Special Educational Needs 2014, our aims for inclusion are:

- To enable every pupil to experience success.
- To ensure that all pupils have access to a broad and balanced curriculum, including the Foundation Stage and the National Curriculum where appropriate.
- To provide an appropriate curriculum appropriate to meet an individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision is recognised as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities and school life.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.

Identifying Pupils with SEND

- Concern forms, observations, professional conversations with staff and parents.
- Following the school guidance for identification of pupils with SEND
- Trust guidance on entry and exit points SEND register
- Termly teacher meetings with SENDCo
- SENDCo observation of SEND concerns as required
- In-house assessments of cognition and learning, Dyslexia and the use of Routes to Inclusion
- Use of outside agency support when required
- Specialist assessments via Speech & Language Team, ASD Team, Paediatricians, CAMHs and LST

Curriculum & Enrichment Implementation

- All pupils regardless of level of need have access to the National Curriculum at the appropriate level
- Pupils receive QFT, scaffolded tasks, 1:1, small group or in class support to help them access the curriculum
- The curriculum is scaffolded, adapted to support child's needs and encourage inclusion.
- Personalised curriculum used with specific pupils to help meet assessed need.
- All SEND pupils have access to school trips that are appropriate taking into account their level of need. Risk assessments are written and 1:1 support given where necessary to ensure SEND pupils can attend.
- All pupils have access to enrichment activities such as theatre productions, music events, assemblies, community events etc. 1:1 support is provided to ensure this can happen.
- We actively seek out and provide the support needed for pupils with SEND to engage with residential, special sports events, Film Nights, enrichment activities and breakfast/after-school clubs. This may involve additional TA/CT support, pre-teaching preparation sessions and close work alongside families to prepare children in advance.

Personalised Timetable and Provision

- Aids HLN/EHCP pupils with a high level of need to access and integrate well into a mainstream setting.
- Provides a bespoke personalised curriculum and education and personalised tasks using interests of the child
- Helps to reduce and improve social, emotional and behavioural difficulties.
- Helps to develop life skills, friendships and independence

Interventions

- Identified children may have access to individual or small group phonics, maths, reading comprehension, handwriting and fluid interventions as needed but these interventions are planned at times so a child's curriculum is not reduced or limited.
- Staff work with Speech and Language Therapists to work on personalised targets set for communication and language.
- Work stations are provided for children according to their assessed need with the support of outside agencies.
- School provides in-house Mental Health sessions.
- A wide range of interventions are used to meet a variety of assessed needs. These are personalised to the children's needs and use a range of resources.

Progress and Monitoring (Impact)

- SEND pupils will make progress in all areas from their starting points, building on their strengths and improving their areas of weakness and helping them move to being well rounded individuals able to function in society to the best of their ability.
- SEND progress meetings are held three times per year following termly assessment to discuss individual pupils and their progress. Two meetings take place during consultation slots and one transition meeting happens in the summer term.
- Interventions and data are reviewed termly
- Provision Maps detail and monitor interventions which are additional to or different from peers. SMART targets are used and reviewed each term.
- Professional conversations held as required to discuss individual and group interventions and adjustments made if necessary.
- SENDCo lesson drop ins, learning walks, provision map scrutiny and book-looks carried out and outcomes and actions shared with SLT and Staff.

Support and Training

- All staff have access to both in-house and external CPD when required.
- Coaching methods are used to support teachers, TA's, new teaching assistants/staff to develop skills and confidence.
- SEND is always a focus for whole school SEND.
- Support offered from external agencies, health and other professionals.
- SLT to support staff emotional and mental well-being
- SENDCo leads regular staff meetings to share SEND Action Plan priorities