



SEND Intent – Implementation – Impact

We see the light of Jesus in the eyes of those we work, play and pray with every day. We give thanks for our wonderful family.

Like St Teresa, we always try to do the little things well.

Intent	Implementation	Impact
<p>At St Teresa's Catholic 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, within the catholic ethos.</p> <p>We are an inclusive school that recognises and celebrates pupil's diverse talents and interests.</p> <p>We understand that all pupils are unique individuals and that some children experience some difficulties relating to specific areas of learning.</p> <p>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>At St Teresa's Catholic Primary School, every teacher is a teacher of SEND, in line with the SEND Code of Practice (2014) and Teaching Standard 5.</p> <p>We firmly believe that the best start in life is key to future success and that Quality First Teaching is the building blocks of excellent learning and excellent progress. We strive to ensure that every child receives the best teaching and learning possible which will help our children to thrive.</p> <p>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>For children and families impacted by specific needs or disabilities, St Teresa's adopts a Graduated Response model, as identified in the SEND Code of Practice, to identify learning needs</p>	<p>We are proud of the impact our school has on SEND children and that they are happy, fulfilled and cared for within our ethos of doing the 'little things well'</p> <p>The majority of children are identified as having SEND very early, thus maximising their learning potential by allowing staff to plan support from their early days.</p> <p>Our teachers can speak about children with SEND in their classes as we know these children well. We can speak about their strengths as well as their barriers to learning.</p> <p>We have very good working relationships with variety of professionals and experts whom we trust to give us the best, up-to-date advice and strategies.</p>



<p>We are committed to ensuring that all pupils, including those with some specific and complex needs, receive the highest standard of care and access to an inspiring and wide-ranging curriculum.</p> <p>At St Teresa's we believe in instilling a sense of aspiration and high ambition that empowers every child to reach their full potential academically, whilst also nurturing their moral, spiritual and social development</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 maximised. • 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. 	<p>and initiate a Support Plan to help pupils overcome their barriers to learning.</p> <p>At St Teresa's, pupils with SEND are:</p> <ul style="list-style-type: none"> • included in all aspects of the school day. • provided with quality first teaching, adapted to their needs. • respected and their contributions valued and acknowledged <p>At St Teresa's, pupils with SEND may:</p> <ul style="list-style-type: none"> • Have small group intervention to support their Phonics, Maths or Literacy learning. • Take part in social and emotional support interventions such as lego-therapy, sensory circuits, ELSA support • Carry out some of their learning in our Enhanced Provision – a classroom which follows nurture and Engagement Model principles for some of our children in KS1 • Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist or outreach services such as ASD 	<p>We respond to staff's training needs and requests by sourcing high quality CPD which means our pupils get the best help and support.</p> <p>We monitor and evaluate the effectiveness of teaching and learning strategies and will provide support and advice to staff to ensure the highest standards for children with SEND.</p> <p>The impact on our children's learning is individualised according to need, but all children at St Teresas</p> <ul style="list-style-type: none"> • feel happy, safe and respected. • demonstrate high levels of engagement in activities, developing their speaking, listening and social skills. • make good progress from their starting points due to the use of resources and small group intervention which meets the needs of the pupils. <p>On leaving St Teresa's, children with SEND have developed good independence and life skills.</p>
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<ul style="list-style-type: none">• 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>Team/Learning Support Team/ Behaviour Support Team to develop specific targets/programmes tailored to the child's individual needs.</p> <p>Our early years team identify children in EYFS and begin the pathways for children if they are identified as having a special educational need</p> <p>The school's SEND register is up to date and ensuring that the name of any pupil identified as a cause for concern, including those with behavioural problems, is entered on the SEND register and then is appropriately followed through in terms of the Code of Practice suggested procedures (2014) so that every pupil will be catered for.</p>	
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