

SEN : The three Is

Intent

Our SEND Policy and Information Report, Equality Policy, Access Statement and Plan and other information regarding additional support within school can be found on our school website. These detail our intentions. They are summarised here:

- At Kirtlington Primary School, we are very proud of our inclusive ethos. We are committed to giving every child the opportunity to achieve their potential and we do this through offering a wide range of provision for any child who may need additional support, be it for the long or short term.
- Regular monitoring and analysis of performance, attendance and social and emotional data enables us to track pupils with SEND to ensure they are making sustained progress and identify pupils who maybe in need of additional support.
- The impact of interventions is routinely scrutinised to ensure that progress can be sustained. Alongside this, the delivery of interventions is reviewed and monitored.
- Our Restorative Practice approach helps to support children socially and emotionally. Through using this approach, we endeavour to equip all of our children with the skills they need in order to flourish both inside and outside of school, especially those with SEND.
- The SENDCo, Headteacher and Governing Body are proactive in meeting duties in relation to equality and disability access.
- We aim to be innovative in our methodology catering for a wide range of learning styles and therefore being inclusive for all by taking an increasing amount of our learning outdoors.

Implementation

The SEND Information Report sets out information about our provision for children with SEND. The SEND Information Report is updated annually and is available through our website and as a paper copy, which can be requested through our school office.

Each child's needs are considered when planning, teaching and establishing an inclusive learning environment. A broad and balanced curriculum, with an emphasis on learning outdoors, is provided for all. This is true for all children at Kirtlington Primary School regardless of age, sex, race, religion or belief, attainment or Special Educational Need or Disability (SEND). Teachers and subject leaders at Kirtlington Primary School take account of individual's needs and work closely with parents, carers, and other professionals to plan and provide extra provision, where necessary, to support their learning.

Regular data analysis in reading, writing, maths and social and emotional development and information sharing with parents, carers and other professionals including a Special Educational Needs Advisory Teacher (SNA) enable children with SEND to be identified early. Processes for identification ensure that reasonable adjustments and differentiation have already been made in daily teaching.

Ongoing CPD and opportunities to share SEND CPD experiences ensures that all staff have appropriate knowledge and skills to embed inclusive practises into everyday teaching. Specialist training gives teaching and support staff enhanced skills and expertise to deliver more tailored programmes of support for pupils with the greatest needs.

Interventions and support are co-ordinated by the SENCo on a whole-school provision map ensure effective use of time resources and expertise. This is revisited and updated each term with interventions ceasing where children have met targets, or being replanned where these have not been met. Our SENCo works strategically to evaluate the effectiveness of any intervention programmes used in school, assessing how successful they have been and using that information to decide on how best to run them in future.

Pupil Profiles are updated 3 times per year with provision revised in light of pupil progress and impact of this support.

Impact

Our impact on SEND is best seen on a visit to Kirtlington Primary School where regardless of level and type of need, children with SEND are supported to achieve their full potential and are entirely included in every element of school

life. We are proud of our provision, ethos and the resulting progress, as well as our nurture of the children and their families in our care. Our impact on SEND is summarised here:

- Kirtlington Primary School is an inclusive learning environment with a wide range of support available.
- Children with SEND can engage with all aspects of the curriculum with suitable adjustments made where necessary.
- Children's individual differences are celebrated and provision is designed to meet each child's varied needs. Therefore this may look different in each class as teachers tailor the learning environment and lessons to the needs of the pupils in their class.
- Whole school approaches such as use of visual aids, the introduction of sign language into our singing assemblies and the use of an outdoor learning approach are embedded in our daily school practise.
- Parents and carers are actively involved in all decision-making, including determining whether SEND support is required and with outcome planning. Parents and carers and children are invited to reviews 3 times per year. Their views and contributions are welcomed and valued.
- We have a strong partnership with outside agencies, including a SNAST to inform developments to wider school SEND provision.
- Our children with SEND make progress from their starting points academically, personally and socially. This is evident in the data we collect not just in curriculum levels but in spelling and reading ages and QCA behavioural assessments.