Hunstanton Primary School SEND Intent, Implementation and Impact Statement

Statement of Intent for Supporting Equality

At Hunstanton Primary School (HPS), all children are equally valued. Through our school's ethos, aims, policies, practices and provision, we strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We are committed to giving all our children every opportunity to achieve the highest of standards.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

To access more information in relation to 'Norfolk SEND' (Norfolk Special Educational Needs and Disabilities) view SEND Local Offer - Norfolk County Council

Intent:

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents and contributions of all our children, so that everyone feels secure and knows that they are valued;
- Celebrating diversity and appreciating and valuing the differences we see in others;
- Through our behaviour system and PSHE lessons, ensuring that children take responsibility for their own actions;
- Helping children to understand that everyone has the right to learn, be cared for and be happy in school;
- Providing high quality pastoral care, support and guidance, driven by the leadership team and Pastoral Manager;
- Safeguarding the health, safety and welfare of children with linked policies and the caring ethos of the school;
- Listening and responding to the concerns of children and parents/carers;
- Taking care to balance the needs of all members of the school community.

- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified early
- To ensure these pupils are assessed, monitored, planned for and regularly reviewed to improve outcomes and therefore make the necessary progress
- To enable pupils with SEND to achieve their potential
- To ensure pupils are prepared for adulthood
- To ensure SEND pupils are equipped for life in the wider community
- To ensure parents/carers are fully engaged in decision making, assessing progress and determining goals
- To gain the views of the child and enable them to have a voice
- To take into account the views, wishes and feelings of pupils/parents/carers
- To provide advice and support for all staff working with pupils with SEND
- To identify and refer pupils to the appropriate services where a need has been identified
- To implement the advice of experts and professionals involved from outside of the school
- To identify and direct parents to the best providers of support
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND
- To support key transition points to allow them to be as smooth as possible
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Implementation:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.

- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

With the permission of parents/carers we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

Our teachers/teaching assistants work in partnership with parents/carers and the SENDCO (Special Educational Needs and Disabilities Co-ordinator) to find ways to support each child with their needs, including giving parents/carers ideas on how to help their child at home.

Our school staff set targets for SEND (Special Educational Needs and Disabilities) children which are shared with parents/carers, either during Parents' Evening or a via email.

- We will implement and regularly review the SEND policy, ensuring its effectiveness and adjusting it accordingly
- Our EYFS Lead and staff will identify children in EYFS who may have additional needs as early as possible and the SENDCo will facilitate a plan to ensure the appropriate level of support is planned for

- The school SEND register is kept up to date and regularly reviewed, including data on primary needs, diagnoses etc.
- The SENDCo will initiate and complete relevant paperwork for referrals to other services or applications for funding e.g. Education, Health and Care Plans (EHCP), Inclusion funding, Speech and Language Therapy referrals and other health referrals etc.
- The SENCo will liaise with external agencies and help the staff to implement their strategies and advice
- As a supportive and diligent school we will support teaching assistants (when appropriate) with training and expertise to ensure the best outcomes for children with SEND
- The SENDCo will attend courses to keep up to date with current issues, attend regular CPD, research key SEND areas and disseminate relevant information to staff
- We will ensure that staff CPD needs are kept up to date by contributing to in-service training
- The SENDCo will report to the Head on the progress of SEND children and the current strengths and areas in need of developing
- Regular Monitoring will take place to ensure that SEND children are well supported and making progress.
- We will strive to ensure that children are fully prepared for the next phase of their learning and that they develop appropriate life skills to help them live with growing independence
- That children will be prepared mentally and socially for the challenges that the future may bring

Impact:

- Our SEND children are happy, safe and have their needs met
- We develop safe learning environments where difference and diversity is embraced and all pupils are respected and respectful
- Through embracing restorative practices and the expertise of our Pastoral Manager, those children with social, emotional and mental health needs can thrive
- Children have a voice and feel heard – they are involved in decisions made about themselves
- Staff are empathic, supportive and compassionate and create effective learning opportunities for all

- Parents feel listened to, supported and play an important role in decision making about their child
- Early intervention means that we can close emerging gaps early and/or identify needs and implement support quickly
- Relationships between staff, pupils, parents and wider professionals are at the heart of everything we do at HPS