***“If a child can’t learn the way we teach, we should teach the way they learn.”***

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| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| At Waterside Primary Academy, 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. We provide inclusive, broad educational opportunities to meet the differing needs of our children. We are committed to removing barriers to learning and meeting the needs of our learners. 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.With support, we aim for every child to play an active role in understanding their next steps to build solid foundations that will ensure a successful transition to their next stage of schooling.  | At Waterside Primary Academy, every teacher is a teacher of SEND. Waterside Primary Academy is a small, inclusive school where all the staff know all the children. To establish a strong culture of inclusive practice, senior leaders, teachers, support staff, external agencies, parents and most importantly, the child, work in collaboration to ensure that children with SEND have the same opportunities as their peers, can access all areas of the curriculum and experience success. Quality first differentiated teaching is the first step in removing barriers to learning. Teachers and support staff are given regular and targeted training to ensure they effectively support the differing needs within their classroom. The SENDCo regularly reviews classroom practice and offers advice and feedback to further enhance support given to children with SEND. At Waterside Primary Academy, we embed a culture of early identification for SEND to ensure that progress and opportunities are maximised. Regular analysis of assessment and professional discussions provide opportunities for staff and parents to identify whether a child is making expected progress from their individual starting point (this could be academically or linked to social, emotional or mental health) and whether they are at age-related expectations. Where it is felt that a child is not on track, teachers have a clear ‘Initial Concern Form’ process that is followed, in collaboration with parents and the child. This is reviewed half termly, or more regularly if needed. When needed, a child may be added to the SEND register and a Child-Centred Plan will be written in conjunction with the parents and child. This plan will detail the needs of the child and strategies to support that child and will follow the ‘Assess Plan Do Review’ process. This will be reviewed termly. To ensure SEND children thrive in our school, specifically trained learning support assistants deliver high-quality, regularly reviewed interventions that aim to build links and bridge gaps in learning so that all children can be successful. At Waterside Academy, pupils with SEND may have access to: * 1:1 support.
* Social and Emotional support interventions such as Lego Therapy, Talk Time, Nurture groups, Zones of Regulation support or Soft Starts.
* Communication and Language support such as Speech Link and Language Link.
* Academic interventions such as 1:1 reading, extra phonics, Shape Coding, reading interventions, pre-teaching etc.
* External agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, or The Pupil Referral Unit to develop specific targets/programmes tailored to the child’s individual needs.

At Waterside Primary Academy, we are dedicated to ensuring children’s well-being in addition to their academic progress. As well as offering the provision stated above, we also have a ‘Sensory Box’ hidden behind a display panel in our ‘Waterside Way’ corridor; it is equipped with pupil-controlled lights, fidget toys, music and mirrors – all chosen by the children! Any child can choose to visit the sensory box as a tool to calm down and have the chance to reflect.  | The children at Waterside Primary Academy feel happy, safe and respected. Behaviour at Waterside Primary Academy is exemplary, and diversity is celebrated. Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills. Children with SEND make good progress at Waterside Primary Academy from their starting points. On leaving Waterside Primary Academy, children with SEND have developed good independence and life skills. |