Sywell SEN Intent-Implementation-Impact statement.

Intent:

At Sywell CE Primary School, we believe that all pupils should have access to quality first teaching in order to enable them to achieve their full potential across all areas of the curriculum. We believe in positive intervention, removing barriers to learning, as well as striving to raise expectations and levels of attainment. Strong partnerships with professionals and parents promote positive educational experiences for all pupils, including those with a special educational need or disability. Our school recognises that there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their special education need. Together, we endeavour to ensure that all pupils, regardless of their specific needs, have high expectations set for them and make the best possible progress.

Implementation:

At Sywell CE Primary School, all staff are trained in the core principles of quality first teaching and regular monitoring of teaching and learning occurs to ensure that these principles are evident across all year groups. As a school, we communicate effectively with the appropriate professionals concerned to ensure that all children receive the correct level of support and intervention that they need. Intervention resources are chosen carefully to ensure that they target particular needs or gaps in learning and complement the teaching practices occurring within the classroom.

Examples include:

• Using Shine materials – these are linked to our assessment processes. They work with specific targeted interventions that have identified specific gaps in pupil's learning through formative assessment.

• Close working with Speech and Language therapy team in order to deliver specific interventions designed for children with communication needs.

- Working with other external agencies such as Mosaic Psychology and JoGo Behaviour to best identify and support the needs of pupils.

• Whole class Phonics teaching delivered in KS1 targeted small groups, each of which is adult led. This ensures low staff to pupil ratios and that Quality First teaching meets the specific needs of the children.

• Routine parental and staff meetings for those pupils with higher SEN needs, creating, implementing, monitoring, assessing and setting new interim targets.

Impact:

By working to ensure that lessons are carefully planned for children with SEN, that regular assessment and interventions take place alongside effective communication with all stakeholders, we endeavour to ensure that all children, regardless of their special education need, are able to make sufficient progress both academically and personally to develop them as individuals who are ready to progress to their next phase of education by the time they leave our setting.