

Intent, Implementation and Impact Statement for SEND

Intent

At Holy Trinity CE Primary School, Cuckfield, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality education regardless of need or disability.

We believe that it is vital that our pupils are equipped with the tools needed to become confident, independent learners both in and out of the classroom, to make a successful journey into secondary school and then on to adulthood.

Through our high-quality planning, teaching and provision we:

- Hope to develop children's strengths, address their needs and make school an enjoyable, happy and productive time for each child.
- Work on early identification and intervention for SEND to ensure that progress and opportunities are maximized.
- Ensure that all children have access to a broad and balanced curriculum which is adapted to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of pupils.
- Develop children's independence and life skills.
- Regularly monitor the progress and attainment of children with SEND.
- 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 develop our provision for children with SEND.

Implementation

At Holy Trinity, every teacher is a teacher of SEND.

At Holy Trinity, pupils with SEND will:

- Be included in all aspects of the school day.
- Be provided with quality first teaching, adapted to meet their individual needs.
- Be respected and their contributions valued and acknowledged.
- Experience success and raise their self-esteem.

At Holy Trinity, pupils with SEND may:

- Have specific 1:1 or small group interventions to support their learning in class.
- Have specific 1:1 or small group interventions outside of the classroom e.g. Lexplore, Narrative Therapy, Lego Therapy, Art Therapy or Speech and Language work.
- Have 1:1 or paired sessions working on ILP targets with the SEND teacher.
- Work with the Learning Mentor, Educational Mental Health Practitioner (EMHP) or Play Therapist on emotional or mental health needs.
- Receive additional support from a Speech and Language Therapist, Educational Psychologist, Occupational Therapist, Physiotherapist, Advisory teacher from ASCT, LBAT, SST or EYSAT, School Nurse or Paediatrician.

Impact

As a result:

- Children who have additional needs are identified quickly and concerns are recorded and acted upon.
- Relevant assessments are carried out to better understand and support the children in our school.
- Interventions are targeted appropriately, to meet children's additional needs.
- ILP targets are practised regularly, so that children can make the most progress they are able to make from their starting points.
- Appropriate support from outside agencies is sought and advice acted upon to further meet children's individual needs.
- Emotional barriers to learning are explored and supported to enable children to better access their learning.
- Children feel safe, secure and cared for.
- Children show confidence and resilience in the classroom.
- Pupils demonstrate high levels of engagement in activities.
- Children develop independence and skills to support them throughout life.