

SEND at St Nicholas

Intent

At St Nicholas School, we aspire to enable every child to thrive and achieve their potential academically whilst flourishing in a supportive and nurturing environment.

Within our school setting we are committed to:

- Providing full access for all pupils to a broad and balanced curriculum
- Ensuring that the needs of pupils with SEND are identified early
- Identifying and referring pupils to the appropriate services where a need has been identified
- Ensuring these pupils are assessed, monitored, planned for and regularly reviewed to improve outcomes and therefore make the necessary progress
- Supporting key transition points to allow them to be as smooth as possible
- Enabling pupils with SEND to achieve their potential
- Ensuring pupils are prepared for adulthood and equipped for life in the wider community
- Ensuring parents/carers are fully engaged in decision making, assessing progress and determining goals
- Providing advice and support for all staff working with pupils with SEND
- Implementing the advice of experts and professionals involved from outside of the school
- Taking into account the views, wishes and feelings of pupils (child voice)/ parents/carers
- Identifying and directing parents to the best providers of support
- Providing detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

Implementation

At St Nicholas;

- We will implement and regularly review the SEND policy as per the policy review schedule, 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), GRIPs, Inclusion funding, Speech and Language Therapy referrals and other health referrals etc.
- We will co-ordinate support for children with special educational needs both at home and in school to ensure a holistic approach through regular meetings with parents to capture their views as well as those of the child

- The SENDCo will liaise with external agencies and help the staff to implement their strategies and advice
- As a supportive and developing school community 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-school training
- The SENDCo will report to governors on the progress of SEND children and the current strengths and areas in need of developing
- A flexible approach to the curriculum is taken for pupils with SEND who may need a more hands on experiential approach to learning e.g. Forest Schools, Nurture, visits to the local shop, walks around the local area etc.
- Learning walks and book looks will take place to ensure that SEND children are well supported and making progress as well as termly Every Child Succeeds Meetings run by team leaders with class teachers
- 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 emotion coaching techniques, 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.

