

CURRICULUM INTENT: SEND

<p>Intent:</p> <p>WHY WE HAVE SEND</p>	<ul style="list-style-type: none"> • 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
<p>Implementation:</p> <p>THE MOORGATE APPROACH</p>	<ul style="list-style-type: none"> • 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), 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 • 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

	<ul style="list-style-type: none"> • 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 needs a more hands on experiential approach to learning e.g. Forest Schools, Nurture, etc... • Regular 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.
<p style="text-align: center;">Impact</p> <p style="text-align: center;">HOW IS IT MEASURED?</p>	<ul style="list-style-type: none"> • All SEND children will have a learning passport which will be reviewed at least termly. This will be completed on Provision Map to ensure that all staff, including the SENDCo and parents of SEND children, have access to all learning passports. • It is paramount that the management of SEN directly addresses the barriers with Moorgate's SEND Children and data expectations. • All children, regardless of their starting point, have the same opportunities and experiences as those their age including curriculum and enrichment opportunities. • Children are equipped with the knowledge and skills to understand how to manage their own needs and become more independent. • SEND Children have strong self-concept, allowing them to approach new experiences with confidence thanks to support of adults inside and outside of school. • ALL SEND children are known by all staff and make consistent if not accelerated progress throughout their time at Moorgate Primary. • Children leave Moorgate Primary with the correct support and relevant outside agencies where needed. • SEND children and parents feel happy and supported by all staff and feel as much informed and involved as they want or need. • Children can talk confidently about their needs and expectations when it comes to their time within school and they are confident in supporting or knowing how to support themselves. • Learning walks and observations will take place to ensure needs are being fully met by all staff and appropriate resources are in place. • Pupil feedback will also take place to ensure all SEND children feel happy and comfortable during their time in school.