

# **Intent, Implementation, and Impact Statement for SEND in Shanklea Primary School**

## **Intent**

At Shanklea primary school, we have a clear and unwavering intent to provide high-quality education and support for all our pupils with special educational needs and disabilities (SEND). Our intent is grounded in the belief that every child, regardless of their individual needs, should receive an inclusive and enriching educational experience that enables them to reach their full potential.

Our key aims for SEND provision are as follows:

1. To identify and provide early intervention for pupils with SEND, ensuring that they receive prompt and appropriate support.
2. To ensure that pupils with SEND have access to a broad and balanced curriculum that is differentiated to meet their individual needs.
3. To foster a supportive and inclusive school culture that celebrates diversity and promotes equality of opportunity for all pupils.
4. To work in partnership with parents, carers, and external agencies to ensure a holistic approach to meeting the needs of our pupils with SEND.
5. To empower our pupils with SEND to become independent learners and confident individuals, equipping them with the necessary skills for lifelong success.

## **Implementation**

### **Early Identification and Intervention**

We have robust systems in place to identify any potential SEND at the earliest possible stage. Our dedicated SEND Coordinator (SENCo)-Mrs Crowther, works closely with class teachers to identify and assess pupils who may require additional support. We regularly screen all pupils' progress and conduct individual assessments when necessary.

### **Person-Centred Learning Plans**

Following the identification of SEND, we create detailed and personalised learning plans for each pupil, in consultation with their parents or carers. These plans outline the specific interventions, strategies, and resources required to meet the individual needs of the pupil. Regular review meetings involving all relevant stakeholders ensure that learning plans remain up to date, effective, and responsive to the evolving needs of each pupil.

## **Quality First Teaching and Differentiation**

Our teachers are skilled practitioners who employ a range of evidence-based teaching strategies to meet the diverse needs of our pupils with SEND. They receive regular professional development and participate in collaborative planning sessions to ensure that teaching is inclusive and differentiated to meet individual needs. Differentiated tasks, resources, and scaffolding are provided to ensure that all pupils can access the curriculum and make progress.

## **Collaborative Partnerships**

We foster strong partnerships with parents, carers, and external agencies to create a collaborative and joined-up approach to support our pupils with SEND. Regular communication and information sharing ensure that all parties are involved in decision-making processes and feel valued as key contributors to their child's education. We actively seek the expertise and involvement of external professionals when required, using their insights to inform our provision and strategies.

## **Inclusive Environment and Culture**

Our school culture embeds the values of inclusivity, respect, and equality. We celebrate diversity and promote an environment where all individuals are valued for their unique contributions. Our inclusive ethos is evident in the physical environment, as we have invested in creating accessible facilities and resources to support all pupils with SEND.

## **Specialist Support and Provision**

Where necessary, we provide specialist interventions, therapies, and support from external professionals. This may include speech and language therapy, occupational therapy, or targeted interventions for specific areas of need. We ensure that these interventions are seamlessly integrated into the wider provision, creating a cohesive support system for our pupils.

## **Impact**

The impact of our SEND provision is consistent and can be seen through the following outcomes:

### **Academic Achievement and Progress**

Our pupils with SEND make progress academically, narrowing the gap between themselves and their peers. We track their progress rigorously and evaluate the effectiveness of our interventions through regular assessments. Our tracking data shows that the majority of our pupils with SEND do achieve and make suitable progress, demonstrating their ability to succeed academically when provided with appropriate support.

## **Wellbeing, Independence, and Confidence**

Our provision enhances the emotional wellbeing of our pupils with SEND, promoting positive self-esteem and mental health. Through promoting independence and developing their self-advocacy skills, our pupils become confident learners who actively engage in their educational journey. We celebrate their achievements, both academic and personal, to foster a strong sense of pride and motivation.

## **Parent and Carer Satisfaction**

We regularly seek feedback from parents and carers through surveys and meetings to ensure their voices inform our provision. The majority express high levels of satisfaction with our SEND provision, reporting that their children are making suitable progress and feel happy and supported in our inclusive school environment. This positive feedback reinforces the impact of our provision and highlights our commitment to working in partnership with families.

## **Inclusive Culture and Positive Relationships**

Our SEND provision embraces diversity, creating an inclusive culture where all pupils feel a sense of belonging. Positive relationships and mutual respect among staff, pupils, and parents are evident throughout the school. Pupils with SEND feel supported, valued, and empowered to participate fully in all aspects of school life, leading to a positive and nurturing learning environment for everyone.

In conclusion, Shanklea primary school is fully committed to providing exceptional SEND provision that ensures every pupil receives the support and educational opportunities they require to flourish. By implementing high-quality teaching, personalised learning plans, collaborative partnerships, and an inclusive culture, we deliver outcomes that positively impact our pupils' academic achievement, wellbeing, and overall development.