

SEND at Old Park

Why Do We Support SEND at Old Park?

At Old Park, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

Through our high quality planning, teaching and provision we:

- Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximised.
- Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- Develop children's independence and life skills
- Regularly monitor the progress of children with SEND, using a child-centred approach.
- 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 hone and develop our provision for children with SEND.

How Do We Support SEND at Old Park?

Every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

Pupils with SEND will:

- Be included in all aspects of the school day.
- Be provided with quality first teaching, differentiated to their needs.
- Be respected and their contributions valued and acknowledged.

Pupils with SEND may:

	<ul style="list-style-type: none"> ● Have specific 1:1 or small group intervention to support their Phonics, Maths or English learning. ● Take part in social and emotional support interventions such as Lego Therapy, and therapeutic mentoring. ● Have additional support from our Emotional Mental Health Practitioner or Play Therapist. ● Receive additional support with their speech and language development from our enhanced SALT therapist. ● Carry out some of their learning in our 'Structured Teaching Room' – a classroom which follows TEEACH principles for some of our children in EYFS and KS1 with complex communication needs. ● Attend SEND Music and Forest School sessions, taught by our specialist teachers, allowing children extra time for pre-teaching, confidence building and securing new skills. ● Participate in 'Life Skill' sessions to support identified targets in the development of independence and life skills. ● Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist and Inclusion Support.
<p><u>Does Our SEND support Influence Our Children?</u></p>	<ul style="list-style-type: none"> ● Children at Old Park feel happy, safe and respected. ● Behaviour at Old Park is exemplary and diversity is celebrated. ● Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills. ● Children with SEND make good progress at Old Park from their starting points due to the use of resources and targeted intervention which meets the needs of the pupils. ● On leaving Old Park, children with SEND have developed good independence and life skills. ● All pupils leave Old Park with an understanding of a diverse range of education needs and disabilities.