

## **Intent for SEND at Inkpen Primary School**

The intent of Inkpen Primary's SEND provision is first and foremost to help children feel that they are valued and important members of their family, the school and the wider community. We focus on developing the skills, knowledge and understanding that children need in order to become confident learners, communicators and good friends. Our provision introduces children to a full learning curriculum that meets their needs, as well as social and emotional provision to ensure that they leave our school as rounded people with the necessary skills for the next stage of their learning.

Children will develop skills for reading, writing, number as well as communication and social development. These skills are vital to a child's development as learners and have a wider application in their general lives outside and beyond school.

Inkpen Primary's provision enables pupils to reach their potential at the end of key stage attainment targets outlined in the National Curriculum for KS1 and KS2. We build and develop the following essential skills required for children to become good learners, confident people and good friends:

- Phonics: the child will be able to read and recognise the phonic patterns for their age and developmental stage through the Monster Phonics programme.
- Reading: as the child moves through the school they will begin to read books using phonics before becoming more fluent readers accessing the written word and making sense of it. By the end of the Key Stages they will be closing the gaps with their peers in order to reach their potential in reading.
- Number: as the child moves through the school they will experience and begin to use concrete, pictorial, and abstract methods to make progress with their number work.
- Using a range of social and emotional strategies the child will be taught to manage their feelings and emotions in order to be able to communicate them with an adult or their friends.

We have strong links with our external providers including the Educational Psychology Service and the Cognition and Learning Team as well as providers from the NHS such as Speech and Occupational Therapists.

This means that staff work with pupils in line with their needs:

- Setting tasks that develop specific skills for children who have existing knowledge and experience, whilst allowing those who are earlier in the progression to make similar developmental progress.
- Providing a range of resources to enable the child to be able to read, write, carry out number tasks, work in Science, Art, Music etc. to the best of their ability at that time.
- Children are taught in class based, mixed ability groups.
- Setting tasks which are open-ended and have a range of possible outcomes.

Pupils with SEND often require their work to be considered differently to that of their peers by focussing on specific skills or techniques that are necessary for them to progress. These include:

- High expectations for all children.
- Learning statements that demonstrate progression of skills through the unit
- Key questions or ideas, particularly in listening and appreciation tasks
- Practical work
- Success criteria for the learning tasks that indicate whether they are working alone, with a partner or with an adult for support
- Children whose needs fall outside classroom expectations are indicated on the teacher's planning with the support needed shown or additional expectations included.
- Targets in lessons are linked to both the shorter and longer term outcomes outlined in their SAPs.

Strong subject knowledge is essential for the teaching of pupils with SEND and the staff at Inkpen have access to information and advice to support their teaching and the children's learning from school specialists and other outside agencies who work with us in school.

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