



## Intent, Implementation and Impact for SEND

### INTENT

At Perryfields, 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, raising their **aspirations** and **expectations** of themselves. We believe that it is vital that our pupils are equipped with the tools needed to become **independent, curious** learners both in and out of the classroom.

The intent of SEND provision at Perryfields Primary PRU is linked to our learning powers.

Through our high quality curriculum, planning, teaching and provision we:

- pride ourselves on whole school SEND provision to ensure that progress and opportunities to **achieve** are maximised.
- ensure that all children have access to a broad, balanced and sequenced curriculum which is adapted to enable children to be active **participants** in their learning.
- regularly monitor the progress of children with SEND, using a child-centred approach, valuing and **respecting** student voice.
- provide high quality and relevant training for all staff members supporting children with SEND, so they are able to help children to achieve their potential.
- 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.
- ensure that students **enjoy** their education and time at school.

### IMPLEMENTATION

All of our pupils have been permanently excluded from their mainstream setting, or are at risk of exclusion, or 'hard to place' due to the nature of their needs. Thus all our pupils have SEND in the category of social, emotional and/or mental health needs (SEMH). Many of our pupils have additional SEND within other categories. We regard all our pupils **holistically** and ensure the provision we offer addresses all aspects of SEND and meets the needs of the 'whole' child.

Therefore, at Perryfields, **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.

At Perryfields, pupils with SEND are:

- **included** in all aspects of the school day, including enrichment trips or visitors.
- provided with quality first teaching, adapted to their needs.
- provided with the full Perryfields curriculum offer or bespoke lessons to meet needs and close gaps in learning.
- given the knowledge and cultural capital they need to succeed in life.

- **respected** and their contributions **valued** and **acknowledged**.

### Support

At Perryfields, pupils with SEND or parents/carers will:

- have specific 1:1 or strategies to support their literacy, numeracy, phonics, comprehension, handwriting and general access to learning.
- have additional support from a key worker (usually class teacher or Teaching Assistant) regarding personal development and sense of self.
- receive regular phone calls either to share good news, to review progress or to discuss concerns.
- expect regular communication with their mainstream schools.
- receive visits from staff from their mainstream schools.
- receive an End of Placement report detailing their progress, learning areas covered and suggested strategies for their future placement. Parents of pupils completing a PIP (Perryfields Intervention Programme) will be invited, together with staff from their mainstream school, to an end of placement meeting to discuss and plan for their return to school.

At Perryfields, pupils with SEND or parents/carers may:

- receive additional support with their speech and language development from our visiting Speech and Language Therapist.
- receive additional weekly support with listening skills from a specialist classroom assistant.
- access sensory/brain breaks.
- work alongside external agencies such as our visiting Educational Psychologist, and Speech and Language Therapist, to develop specific targets/programmes tailored to the child's individual needs.
- in exceptional circumstances access bespoke alternative curriculum pathways.

At Perryfields, staff will:

- build trusting relationships with all pupils, enabling them to feel safe and secure.
- provide a positive and calm ethos.
- ensure the environment is welcoming, attractive and stimulating, supporting the needs and development of learning of our pupils.
- regularly discuss pupils' individual needs and any concerns, exploring possible strategies, solutions, referrals, resources etc with the SENCo and/or wider staff via informal and formal PTAC (Perryfields team around the child) meetings, pupil progress meetings, daily staff briefings
- write (Outreach Team), and share with whole staff at daily briefings, a pen portrait for new pupils. Class teachers will then add to this working document during the placement.
- assess (class teachers) pupils' learning on entry and exit and complete teacher assessments, and regularly log assessments on Educator. The Curriculum and Assessment lead will track and monitor progress termly.
- write (Class Teachers) and review half-termly IEPs, in light of EHCP targets, accessing support from SENCo where needed. These will be monitored by extended SLT half-termly.
- contribute to daily morning briefings sharing concerns and strategies and complete

behaviour logs daily.

- attend weekly CPD sessions which are balanced between SEND topics, medical needs, staff understanding of brain science, and curriculum and learning
- At Perryfields, the SENCo will:
- monitor and evaluate the SEND provision for all pupils at Perryfields.
  - Provide feedback and support to staff by giving appropriate advice, resources, support etc whenever needed.
  - following discussion with class teacher/SLT and parents, make relevant referrals to outside agencies, eg EP, Umbrella Pathway, Community Paediatric team, Autism Team, SALT, OT etc.
  - make appropriate referral for outside agencies, following consultation with class teacher and parent/carer.
  - complete request for EHCNA paperwork, following consultation with class teachers and parent/carer, and monitor progress through the process, submitting additional information as needed.
  - Supporting parents/carers in the decision-making process for their child around SEN provision, and particularly around future placements.
  - liaise with the LA SEND Team to secure appropriate placements for pupils with EHCPs.
  - share paperwork, information and suggested strategies with new settings to prepare transition for pupils leaving us.
  - provide advice and support to mainstream SENCOs as requested.
  - liaise and update regularly mainstream schools who have pupils placed with us on a Section 19 dual-registered placement.

#### Outreach and development:

- SENCo works closely with our LA SEND team, School Improvement Team and local mainstream SENCo colleagues.
- Through the behaviour support outreach work undertaken by Perryfields, SENCO and wider staff team have close links with our 113 primary, first, middle and special schools. These links have led to secure transitions from Perryfields to a new setting or reintegration to mainstream settings.
- Through our involvement with the Behaviour Hubs and the Inclusion Quality Mark programmes, SENCO and wider staff team, we have national links with mainstream and special schools, enabling us to experience and share good SEND practice.

## **IMPACT**

- Pupil voice questionnaires show that pupils feel happy, safe and nurtured within school.
- Children have a voice and feel heard – they are involved in decisions made about themselves
- Questionnaires completed by parents and mainstream schools following a Perryfields placement show that a majority have seen a significant improvement in both learning, behaviours and self-esteem.
- Parents feel listened to, supported and play an important role in decision making about their child.
- A Behaviour Checklist is completed by class teachers on entry and exit. The majority of scores show and improvement in behaviour.
- Pupils are able to take transferrable skills into their next/new setting, this is evident in the majority of pupils succeeding in their placements.
- Pupils leave Perryfields with the tools to be independent and resilient.
- Perryfields is a Flagship Inclusion Quality Mark school and annual reports detail inclusive practices.
- SEND and inclusive practices are assessed annually by our SIP.
- Staff feel knowledgeable and informed about the needs of their pupils and how best to support them – they ask for help when they need it and the SENCo ensures they are fully supported through CPD and thorough discussions.
- Staff are empathic, supportive and compassionate and create effective learning opportunities for all.
- Positive relationships are formed between staff and pupils through mutual respect and a true understanding of the child as a whole.
- On entry, additional support means that we can begin to close emerging gaps and/or identify needs and implement support quickly
- Support is implemented as early as possible to have the greatest impact.
- Progress is tracked by our Curriculum and Assessment lead each term and progress is closely monitored to evaluate the impact.
- Through Pupil Progress meetings and PTACs, alternative interventions or levels of support are implemented when necessary.
- IEPs are reviewed half-termly, or earlier if targets have been met.