

SEND at Woolaston

At Woolaston, we are committed to providing an outstanding education to all, regardless of need. We work hard to overcome potential barriers to learning in order to support every child to succeed academically as well as socially and emotionally to become a life-long learner. Additionally, we intend to support children to understand issues that are prevalent in society—both in Britain and the wider world in order to have global awareness and become global citizens. Subjects are adapted to ensure lessons meet the needs of all learners.	<u>Pastoral Support</u> • A safe and secure environment with a lower child: adult ratio in order for children with social, emotional and behavioural difficulties. • Support children in regulating their emotions (and actions as a result of behaviour). • Supports children to have improved understanding of social situations and social skills. • Accelerated rates of self-esteem and sense of achievement. • ELSA support group to allow for bespoke interventions.	<u>Curriculum and Enrichment</u> • Every child has access to the National Curriculum. • Our learning behaviours support children in developing the skills to develop a love of learning and believe in their own potential. • Children with SEND have access to school trips. Risk assessments are written and 1:1 support given where necessary to ensure all children can attend. • All children have access to all lessons e.g. music and the opportunity to take part in concerts in school. • Children with SEND are attending sports and art clubs after school. • We actively seek out children with SEND to engage with residentials, school council, lunch time responsibilities, enrichment and after school clubs. • Multitude of events to celebrate achievement: choir, sports, music etc. where some SEN have truly flourished.	
<u>Identifying children with SEND</u> Graduated Pathway Professional Conversations Boxall Profiles Advice from external agencies Assessments Observations External diagnosis	<u>Interventions</u> • Pre Intervention sheets are completed by class teachers with entry data • SMART target outcomes are set for children, by class teacher. • Activities are planned to support the teaching of targets • Exit assessment data shows progress and further areas for development	<u>Progress and Monitoring</u> • Interventions are monitored termly. • SLT undertake informal drop ins and information is shared from these. • Bespoke provision maps are shared. • INSIGHT data tracking • Achievement of My Plan/+ targets—reviewed termly. • Breakdown of EHCP outcomes in short term reviews.	<u>Support and Training</u> • External agencies offer guidance and support to staff • Staff provide support by team-teaching and sharing effective practice. • Children have specific support and guidance directly taken from their EHCPs.