

Gillespie Primary School

SEND Intent, implementation and Impact Statement

Curriculum Intent

At Gillespie Primary School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. It is vital that our children are equipped with the tools needed to become happy independent learners, both inside and outside of the classroom environment. All children and young people should expect to receive an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful and positive transition into secondary school and then adulthood.

Through quality first teaching, planning and provision we:

- Ensure that needs are identified as early as possible and support is put into place
- Ensure that children have access to a broad and balanced curriculum which is appropriately differentiated to enable children to succeed
- Provide an accessible learning environment which is tailored to the needs of all pupils
- Develop children's independence
- Regularly monitor and evaluate the progress of children with SEND – making adaptations and revising practise
- Work in close partnership with parents and carers
- Work closely with external agencies and other professionals to ensure that there is a collaborative approach to support children with SEND

In addition in the EYFS early identification is key. We work closely with both the Islington EY SEN team and the SCT (Social Communication Team) prior to handing over to mainstream professionals in the autumn term of Reception

Implementation

Every teacher at Gillespie is a teacher of SEND. Our provision is led by the SENDCo (Lynwen Jones) and enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all - the child.

Pupils with SEND will:

- Be included in all aspects of the school day
- Be provided with first quality teaching, adapted to meet their needs across the curriculum
- Make good progress from their starting points
- Be monitored through a plan, do, review system
- Be encouraged to develop & build on their skills and apply in context
- Be respected, valued and nurtured
- Be encouraged to reflect on and express their emotions (Using the zones of regulation)
- Be supported in regulation opportunities across the school day

Pupils with SEND may:

- Have specific 1:1 or group support/provision to enable them to meet set goals and outcomes (see individual SEN plans) based on the area/s of cognition & Learning, communication & interaction, sensory & physical and/or social, emotional and mental health needs
- Be targeted for specific interventions (mainly) within the classroom and sometimes out of class (see inclusion provision mapping)
- Participate in parallel teaching groups within a small targeted group led by senior leaders

- Take part in social, emotional and mental health interventions – such as pastoral check ins & social groups
- Receive additional direct support from Geraldine Quaine – our link Speech and Language Therapist & follow up sessions with LSAs
- Work alongside outside agencies such as the Educational Psychologist (Norma Julius), Occupational Therapist, Social, Emotional and Mental Health team (CAMHS – Will Morgan & SWS), Bridge, Richard Cloudsley & New River outreach teams, social care & LAC teams
- Be targeted for extra-curricular opportunities
- Have access to specific resources tailored to their needs – for example access to a laptop, sloping desk or wobble cushion
- Be exposed to social stories or have bespoke stories written to meet individual needs
- Be referred to services following agreement between the TAC
- Be put forward for a statutory assessment via the LA SEN Team – in order to secure funding and an EHCP to safeguard and guide a child's needs

Impact

As a result of the provision above, children at Gillespie Primary School will:

- Feel safe, secure and cared for
- Show confidence and resilience in the classroom
- Demonstrate high levels of engagement in activities
- Make good or better progress from their starting points
- Work collaboratively with their peers and develop social interaction skills
- Meet and exceed specific targets and goals that have been planned and set for individuals
- Develop independence, skills & resilience to support them throughout life

We measure this impact through:

- Termly reviewing progress & attainment via assessment week & pupil guidance meetings
- Evaluating IEPs/ePEPs & support plans on a termly basis
- Annual Review meetings and feedback to the borough SEN team for those pupils with EHCPs
- Feedback from parents and other professionals (TAC/TAF & Inclusion meetings)
- Formative (AFL) and summative assessment opportunities
- Reviewing provision mapping targets (input/output scores)
- Setting and evaluating targets using the AET (Autism Education Trust) progression map & Bridge outreach support