



St George and St Teresa Catholic Primary School. SEND Intent, Implementation and Impact Statement

Intent

At St George and St Teresa, 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-centered 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.



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Implementation

At St George and St Teresa, 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 St George and St Teresa, pupils with SEND will:

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

At St George and St Teresa, pupils with SEND may:

- Have specific 1:1 or small group intervention to support their Phonics, Maths or Literacy learning.
- Take part in interventions which support their social and emotional or social communication needs such as Lego Therapy, Talkabout, Zones of Regulation, Nurture, ELSA groups etc.
- Take part in tailored sensory circuits to help support their emotional regulation.
- Have additional direct support from the Specialist Inclusion Support Service.
- Receive additional support with their speech and language development from a specialist teaching assistant.
- Receive additional support with their fine motor coordination from a specialist teaching assistant.
- Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Specialist Inclusion Support Service to develop specific targets / programmes tailored to the child's individual needs.
- Pupils and their families may receive tailored support from Malachi, a therapeutic family Support organisation.



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Impact

As a result:

- Children at St George and St Teresa feel happy, safe and respected.
- Behaviour at St George and St Teresa 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 St George and St Teresa from their starting points due to the use of resources and one to one or small group interventions which meet the needs of the pupils.
- On leaving St George and St Teresa, children with SEND have developed good independence and life skills.