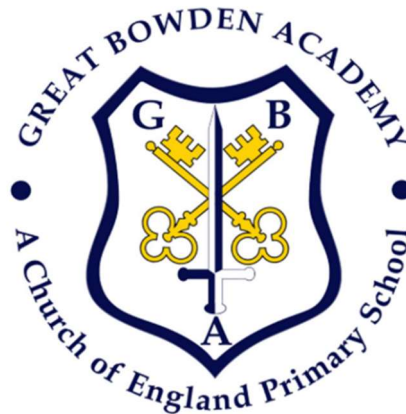
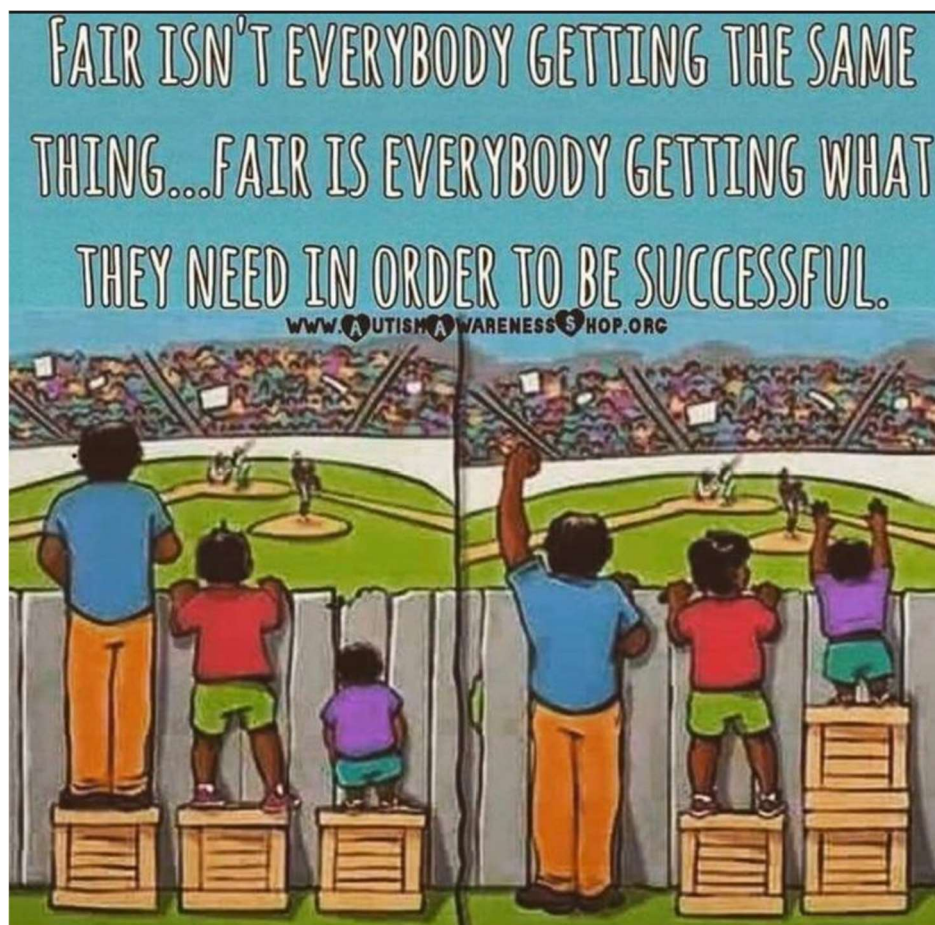


Great Bowden Academy

A Church of England Primary School



Special Educational Needs and Disability Vision



Intent: We are Inclusive!

Learn – AT believes in the power of education and learning to transform children's life chances and choices. Every child flourishes and enjoys learning with access to a rich, rounded, rigorous and coherent curriculum.

At Great Bowden Academy, our vision is for each member of our school family to experience life in all its fullness both now and in the future. We are an inclusive welcoming community valuing everyone for who they are and enabling all to flourish.

To support this, we carefully plan our learning to ensure all our pupils can access the curriculum.

High Quality Teaching addresses the needs of all learners as it focuses on inclusive practise. This reduces the barriers to learning and participation in the classroom and promotes a high standard for all pupils in order for them to reach their potential. Good teaching for SEND pupils is good teaching for all.

We foster an inclusive mindset and High-Quality Teaching and learning is underpinned by the following key messages:

- ❖ Create a positive and supportive environment for all pupils, without exception.
- ❖ Build an ongoing, holistic understanding of your pupils and their needs.
- ❖ Ensure all pupils have access to high quality teaching.
- ❖ Complement high quality teaching with carefully selected small group and one to one interventions.
- ❖ Work effectively with teaching assistants.

(messages developed by Education Endowment Foundation)

Implementation: Our Graduated Approach and key influences.

In recent years, Great Bowden has been on a journey developing the graduated approach in meeting the needs of SEND pupils. Our identification of needs and inclusive practice continues to evolve. This journey has been supported by the work of the EEF and our engagement with the Trust. We consider ourselves learners and are constantly discovering ways in which we can develop our inclusive pedagogy and to become the best teachers that we can be.

This SEND Vision, and subsequently our high quality teaching and learning, has been, and continues to be, influenced and developed using information from a range of sources, including the following:

- Support from the Learn AT SENDCo network with Emma Tayler as Strategic Lead for SEND, Libby Harris as Lead Professional for SEND and Natalie Packer as trustee and SEND Consultant
- Dyslexia Strategic Plan (found on Teams)
- Great Bowden SEND Report (found on Teams)
- Great Bowden SEND policy & SEND flowchart (found on Teams)
- AET Schools Competency Framework
<https://www.autismeducationtrust.org.uk/resources/aet-schools-competency-framework>
- Local offer

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

- SEND Code of Practice
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426271/SEND_Code_of_Practice_January_2015.pdf)
- Special Educational Needs in Mainstream Schools: A Guidance Report
[Special Educational Needs in Mainstream Schools | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools)
- Teacher Handbook: SEND
<https://www.sendgateway.org.uk/resources/teacher-handbook-send>
- <https://www.thesendcast.com>
- *The Inclusive Classroom* by Daniel Sobel & Sara Alston (2021)
- *The Research ED Guide to Special Educational Needs*, edited by Karen Wespieser (2021)
- *Inclusion – A Principled Guide for School Leaders* by Nicola Crossley and Des Hewitt
- Masters in Learning and Teaching (SpLD – Dyslexia) completed by L Harris in 2014)
- National Award for SENCos completed by R Blagburn (2017) and L Harris (2021)

This is by no means an exhaustive list and new research is released regularly through Twitter/ blogs/ websites.

What can be seen in our Inclusive Lessons at Great Bowden?

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



Teachers will use these 5 principles throughout their Quality First Teaching. More guidance surrounding these will be found in: [Special Educational Needs in Mainstream Schools \(educationendowmentfoundation.org.uk\)](http://educationendowmentfoundation.org.uk)

Other features of an inclusive classroom would be:

- A visual timetable
- Manipulatives
- Wordbanks
- Visuals
- Task plan / checklist
- Pastel shade IWB
- Range of books on display (for example dyslexia friendly and inclusive)
- Sensory breaks provided when required
- Equal opportunities and experience a broad and balanced curriculum
- Develop metacognition

Interventions need to be carefully planned and timetabled as they should not replace QFT. Teachers will also embrace, celebrate and promote differences through the environment, resources and an inclusive attitude.

Children will be encouraged to reach their full potential.

What is our SEND Process at Great Bowden Academy?

If there are concerns about a child

The class teacher and parents will have a meeting to discuss the concerns and what could

be done. Key questions on the monitoring form about learning and behaviour should be asked alongside looking at the support strategies in place. A quick check of need can be completed.



An initial concerns form must be completed

If there are still concerns after this, an initial concerns form will need to be completed.

Parental

and pupil voice will be included in this and this can be the basis of an in-depth conversation

with the SENDCo. The child may be monitored over a 12 week period (with a 6 week check in)

with the impact of provisions being evaluated.



SEND register

After the period of monitoring, the child may be added to the SEND register. Here, a termly learning plan will be implemented. This will contain a summary of strengths and concerns as well as up to 4 individualised targets. Each target will have a success criteria and strategies on how to meet these. They will be reviewed and a new one created in November, March and June. The class teacher will meet with the parents and child to complete these. Parental and pupil voice will be included. These will be monitored by the SENDCo and assessments may be carried out. The SENDCo may liaise with external

agencies on how best to meet the child's need if required. External agencies may include Autism Outreach, Specialist Teaching Service, Educational Psychologists, Speech and Language Therapists etc. If parents would like to speak directly to the SENDCo, contact the school office.



1 Page Profile

If SEND children require specific strategies to be implemented in the classroom through whole class teaching, these will be identified on a 1 page profile. The child will be involved in creating this and discussing what works for them.



Additional Funding

Sometimes some children need more support, so if this is the case the SENDCo would apply for SEND Intervention Funding or an EHCP. This would be in collaboration with evidence provided from home and the class teacher. External professionals would also provide their advice.

SEND Intervention Funding

This is given by the LA for a set period of time for specific provisions to be put into place. This can be applied to be extended if required.

EHCP

If a need is longer lasting then an EHCP maybe applied for. If this is awarded by the LA, it can be in place up to the age of 25 years but is reviewed on an annual basis. The parents, child, SENDCo, class teacher and any other involved professionals will be invited to attend the review.

The EHCP will recommend certain provision and support to meet the needs of the child. If a child still needs more specialist support, then this is required for them to access a specialist setting.

The Assess Plan Do Review Process at Great Bowden Academy

Learning Plan deadlines

November

March

June

2 weeks before deadline:

Review the provisions in line with the learning plans (both on Provision Map).

Discuss with TAs / LSAs where appropriate

Organise meetings with parents and pupils to capture their voices.

Carry out any assessments if required.

Organise a meeting with the SENDCo if any queries.

1 Week before deadline

Write new learning plans – refer to any external advice (EP reports, SALT plans, EHCPs etc) and include 4 targets as a maximum.

Share with parents and pupils to ensure their voice is included.

Share with members of staff who are working with the pupil.

Create new provision timetables in line with targets.

By the deadline

Ensure that parents know that the final copy of the learning plan is available to view on Provision Map and that they have their login details to access this. Provide a paper copy / email if they would prefer.