



Curriculum For Pupils with Special Educational Needs and/or Disabilities.

Introduction.

At Ombersley Endowed First School we welcome children of all backgrounds, needs and abilities and we are proud of our inclusive ethos and practice that ensures everyone has an equal right to education.

Children may have special educational needs for the duration of their time or at any point in their learning journey whilst at Ombersley. We offer a fully inclusive curriculum for all and want the best possible outcome for all children within our setting.

We have a warm, inclusive and friendly environment that makes the children feel safe, secure and heard. We have high expectations of all pupils including those with SEND and ensure that the needs of all pupils are met effectively and that any barriers to learning are quickly identified and provision put in place to minimise these. We ensure that the curriculum is well planned, sequenced and assessed to ensure that all children have the extent and type of their needs accounted for.

Intent.

Through our high-quality provision, we aim to ensure that pupils with SEND:

- are identified early;
- have their pupil voice encompassed and at the centre of everything we do;
- have access to a broad, balanced and ambitious curriculum;
- feel valued, successful, included and motivated to learn;
- enjoy school life and contributes to our school community;
- make the best possible progress and flourish;
 - are taught via high quality teaching;
- are encouraged and taught skills to become independent learners;
- have a positive view of their self and high aspirations for the future;

At Ombersley Endowed First School, we aim to:

- minimise barriers to a child's learning;
- build positive, supportive and collaborative relationships between school, pupils, families and external agencies;
- regularly audit, adapt and personalise teaching approaches, environment and resources to meet the changing needs of all pupils;
- provide high quality training to all staff around SEND;
- regularly monitor the progress of pupils.

Implementation.

Supporting pupils with SEND is a whole-school responsibility; every teacher is a teacher of SEND at Ombersley. We ensure that inclusion remains at the forefront of practice across school through:

- **Personalised provision:** The school identifies and responds to the individual needs of pupils with SEND through well-structured, tailored support plans that are regularly reviewed and adapted as necessary. Individual Learning Plans will be reviewed each term with families to ensure that personalised provision is in place for each child in order to fully meet their needs and children with Educational Health Care Plans are reviewed and updated to ensure that they reflect current strengths and areas of support.
- **Quality teaching and learning:** Teachers are equipped with the knowledge, skills, and resources to provide high-quality, differentiated teaching that meets the diverse learning requirements of pupils with SEND, enabling them to access the full curriculum.
- **Assess-plan-do-review cycles:** embedded in daily practice with teachers understanding the importance of early identification through observations, monitoring of progress and close liaison with the SENCo. The children's progress will be monitored each term and the success of each intervention rated. Children's progress will also be discussed in termly pupil progress meetings.
- **Specialist support and interventions:** The school deploys specialist staff or external professionals to provide targeted interventions and support, where necessary, to address the specific needs of pupils with SEND, ensuring that barriers to learning are effectively addressed. Specialist support and interventions may be put in place to support any of the four areas of special educational need (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health [SEMH] and Sensory and/or Physical). These may include: Relax Kids, Mind Matters, Play Therapy, Precision Teaching, Phonics, Wellbeing and Emotional Support (WEST), Speech and Language Therapy, Understanding Autism and Smart Moves.
- **Accessible environment:** Physical and environmental barriers are removed to facilitate access for pupils with SEND, with due consideration given to adaptations, resources, and technology that enhance their participation and engagement in learning activities.
- **Transition:** carefully planned transition during the summer term at all levels; for those joining school, those moving year groups and those moving to primary/ middle schools. Our whole school transition sees all pupils spend time with their new teachers and teaching assistants in their new classrooms.

Enhanced transition is put in place for those with a higher level of need or anxiety, which may include extra visits to the new classroom, social stories, a personalised transition passport to use in school and to take home over the summer holidays. We also arrange for extra transition sessions with WEST (Wellbeing and Emotional Support Teams) to come in and work with the children around those transition worries and anxieties and help build resilience for the changes ahead.

Impact.

The impact of our inclusive provision for pupils with special educational needs and/or disabilities is evident in the outcomes and experiences of pupils with SEND, as well as the broader school community. This is demonstrated through:

- **High attainment and progress:** Pupils with SEND achieve well academically, making significant progress in line with their individual starting points and overcoming barriers to learning, enabling them to fulfil their potential. This not just limited to their academic progress, but also their social and emotional development.
- **Well-being and inclusion:** Pupils with SEND experience a positive sense of well-being, feel valued, and are fully included in all aspects of school life, contributing to a cohesive and supportive school community. Pupils feel supported, listened to and their voice is at the heart of everything we do. Carefully implemented teaching approaches, resources and experiences enable pupils to develop independence, whilst ensuring that they still feel safe, secure and cared for. All pupils from Pre-School to Year 4, are provided with a range of exciting opportunities and varied experiences. They enjoy coming to school and they flourish.

- **Effective partnerships:** School staff, families and external agencies work together effectively to support pupils with SEND, as well as their involvement in decision-making processes, resulting in collaborative working relationships meets the needs of our pupils.
- **Continuous improvement:** The school demonstrates a commitment to ongoing reflection, evaluation, and adaptation of its SEND provision, responding to the evolving needs of pupils and striving for excellence in all aspects of support and inclusion.
- **Monitoring:** Provision for all pupils with SEND is regularly monitored, personalised resources allocated and the effectiveness of interventions measured to ensure purpose and impact.
- **Training:** Relevant training takes places for all members of staff to ensure that our assess-plan-review-do cycles are implemented well and regularly reviewed.

In summary, Ombersley Endowed First School ensures that its intent, implementation, and impact in relation to SEND are aligned to the highest standards, resulting in exceptional provision that enables all pupils, including those with SEND, to be aspirational and achieve success.