

SEND and inclusion at Marden Vale

Intent

At Marden Vale, 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 strive to provide an inclusive classroom environment that is designed to give our children the individual tools they need to fulfil their potential, find independence, and find enjoyment through learning. Our curriculum is built upon our school values of trust, thankfulness, perseverance, respect, compassion and courage.

Through our careful curriculum planning and assessment, we aim to:

- Use early identification and intervention for SEND to ensure that progress and opportunities are maximized.
- Ensure that all children have access to a curriculum, which is scaffolded to enable children to access and reach the learning outcomes.
- Provide an accessible learning environment, to meet the individual needs of all pupils.
- Develop children's independence and life skills.
- Regularly monitor the progress of children with SEND, using a child-centred approach, where children have their voice heard and can communicate their needs.
- 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.

Implementation

Here in Marden Vale, 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 Marden Vale, pupils with SEND will:

- Be provided with quality first teaching, scaffolded according to their needs.
- Be respected and their contributions valued and acknowledged.
- Be given opportunities to flourish.

Some of our mainstream pupils will receive 1:1 or small group provision depending on their need. Within our resource base, children are placed through their EHCP (educational health

care plan) and learn within a smaller class with a curriculum that caters for their individual needs.

SEND children:

- Take part in social and emotional support interventions such as ELSA, Thrive or have a mental health intervention in school or provided by the MHST (Mental Health Support Team).
- Receive additional support with their speech and language development from a teaching assistant or SALT assistant (Speech and Language Therapy).
- Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, SENDS (Specialist Educational Needs Disabilities) Service including HI (Hearing Impairment) and VI (Visual Impairment), Wiltshire Children's Services (HCRG care group), CAMHs (Children and Adolescent Mental Health) and MHST.
- Have Support plans, EHCPs or individual targets.
- Alternative provision that is based within our school- such as PE coaching and Wiltshire Wildlife Trust.

Here at Marden Vale, we use a Graduated response to SEND, using the WGRSS (Wiltshire Graduated Response to SEND) to identify and review the needs to the learner.

Impact

Here at Marden Vale, we follow the 'assess, do, review' cycle following the WGRSSs.

We also monitor the impact through:

- Reviewing support plans, IEP's (Individual education plans) and BP's (Behaviour plans).
- Inviting, where relevant outside agencies to the reviews.
- Regular learning walks focussing on the needs and outcomes for children with SEND.
- Pupil Progress meetings that focus on the individual need for children with SEND.
- Carry out pupil voice for children with SEND.
- Monitoring of provision to meet the needs of the learner.