

Our Purpose

We are a pilgrim school and we journey with Mary to become the person God intends us to be.

This Policy was adopted by the Academy Council

Signature: *C Bill*

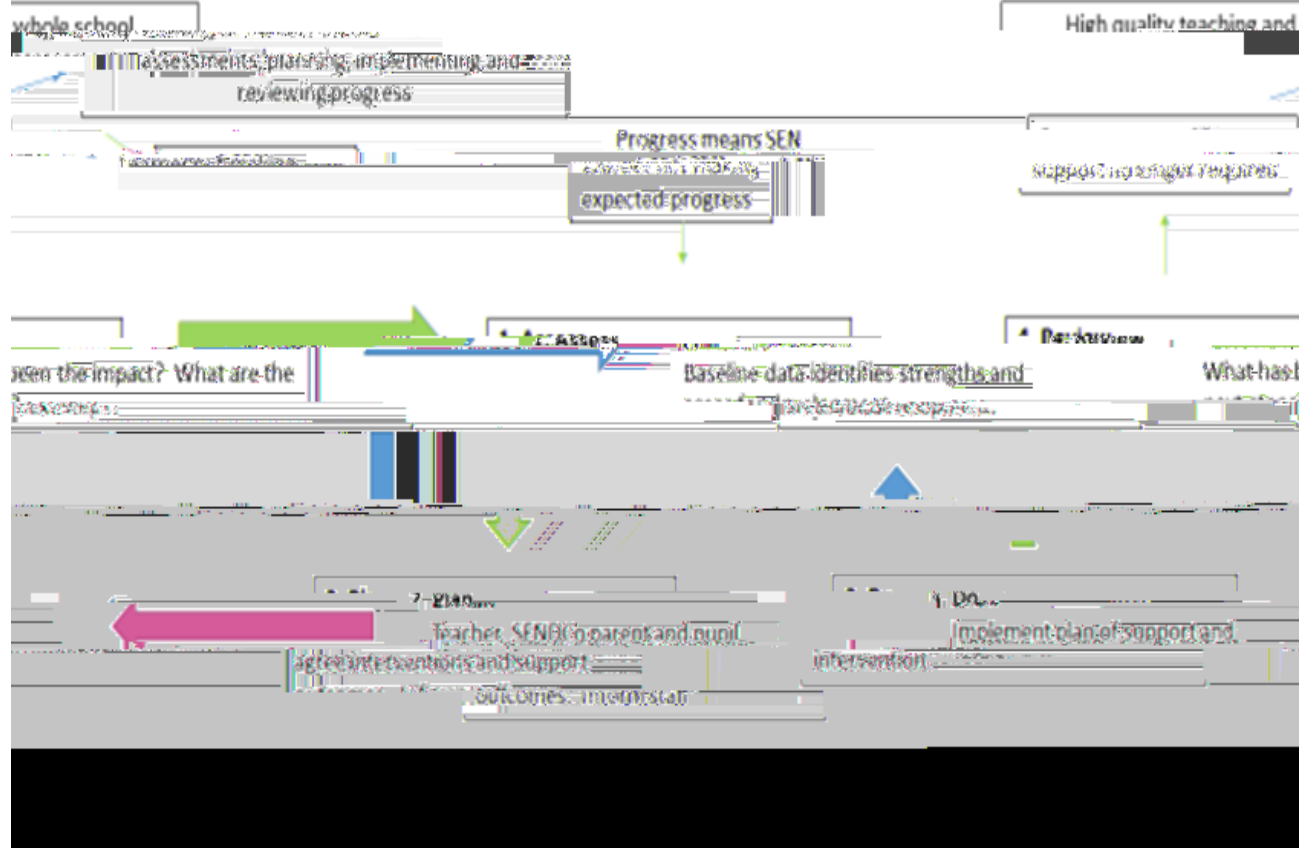
services and voluntary bodies.

The Deputy Headteacher liaises with the Headteacher and SEND Governor to ensure the effective day-to-day operation of

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Review Cycle

Assess, Plan, Do, Review



Wave 1

Wave 1 provides high quality teaching and in class support. The effective inclusion of all children in high-quality lessons (quality first teaching), with a focus on reading, writing, communication and mathematics. At this stage, intervention may be in the form of visual prompts, use of assistive technology, additional resources, opportunities to revisit and overlearn key concepts.

Diagnostic assessments may be used to identify strengths and areas for development.

If, despite these efforts, children do not make appropriate progress, then alternative strategies may be tried. Progress will be closely monitored by teaching staff, faculty/subject leaders, parents and the inclusion team.

Wave 2

Small group intervention through adapted curriculum such as extra literacy support, reading programmes, small targeted maths groups. Wave 2 interventions are not primarily SEND interventions. They may be in place when a child has additional needs such as emotional and behavioural difficulties for which they are receiving other forms of support such as mentoring and counselling. This provision may take the form of a well structured, time limited programme delivered to a small group or on a one- to -one basis. It may be built into lessons as part of guided work or take place separately through the Hub or pupil services.

school encourages the development of confident young people, who know that their opinions will be valued.

At S to participate in learning by:

- Attending parents evenings/meetings when appropriate
- Regular target setting in line with School Policy
- Participation in EHCP and Annual Review of EHCPs
- Participation in transition planning
- Encouragement to come and discuss any difficulties they might be experiencing
- Pupil voice activities.

he opportunities for all children to become involved in their own education. The SEND Inclusion Team spends time developing Personal Support Plans with children and encourages them to create their own individual targets in order to have ownership of them and monitor their progress. The targets set are realistic, measurable and achievable and provide as much encouragement and support to enable them to achieve the goals they have set and move forwards.

C.3 Partnership with parents/carers

The school aims to have positive and informative relationships with our parents/carers and welcome parental involvement for our children with SEND needs. Close and positive relationships are vital to ensure that we work together to support our children. In line with the SEND Code of Practice, parents are informed when their child is receiving extra support and are invited to contribute to subsequent reviews.

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