



SEND at Redbourn Primary School

Our Vision		Identifying Pupils with SEN	Provision
<p>At Redbourn Primary, we provide a stimulating and inclusive learning environment where every member of our school community is valued and respected.</p> <p>Our broad and balanced curriculum is delivered through quality first teaching and is adapted to be accessible to all.</p> <p>Each of our pupils have access to a range of enrichment experiences and extra-curricular activities to develop learning, behaviour and emotional growth. We set high expectations for all.</p>		<p>We use a range of strategies to identify children with individual needs:</p> <ul style="list-style-type: none"> • Ongoing assessment for learning • Observations • Discussions with the parents/carers • Conversations with the child • Discussions with a pupil's previous school/setting • Discussions with outside professionals • Graduated response of; 'Assess, plan, do, review,' • Termly pupil progress meetings between the class teacher and the Senior Leadership Team (SLT) 	<p>To best support our children with individual needs we offer a range of provision such as:</p> <p>Cognition and Learning: differentiated quality first teaching, individualised activities, differentiated resources, visual prompts and widget docs, brain breaks, tray tasks</p> <p>Communication and Interaction: visual prompts, adjusted communication, now and next boards</p> <p>Social, emotional and mental health (SEMH): visual prompts, safe spaces, personalised rewards system, anxiety mapping</p> <p>Sensory and/or physical needs: ear defenders, wobble cushion, fidget tools, balance boards, personalised chairs, steps and toilet frames provided by the OT service, individual work station, writing slopes, safe space, sensory circuits.</p>
Monitoring and Progress	Curriculum Access and Enrichment	Working with Agencies	Staff Training
<p>To monitor the impact of our provision, we follow the "Assess, Plan, Do, Review cycle" using our support plan system.</p> <ul style="list-style-type: none"> • Assess a child's needs • Plan the provision/adjustments to best support the child to make progress • Do, put the provision in place • Review the support and progress 	<p>We offer a curriculum to all children that best supports them to reach their full potential, with adults regularly making this possible through adaptations and making reasonable adjustments.</p> <p>We ensure that trips and extra-curricular activities are wholly inclusive so that every child has access to the enriching experiences that we offer. Risk assessments are put in place to ensure safety for all.</p>	<p>Where additional support is needed, we work closely with outside professionals such as:</p> <ul style="list-style-type: none"> • Speech and Language therapists • Occupational Therapists • Educational Psychology • School Nurse • Harpenden Plus Partnership • Communication and Autism advisory teachers • Hearing impairment advisory service • Nessie (therapeutic support) 	<p>Training is regularly provided to ensure that all staff working with children with additional needs have the necessary skills and knowledge to help them to reach their potential.</p> <p>Recent training includes:</p> <p>Classroom strategies to support with</p> <ul style="list-style-type: none"> • ADHD • Autism • EBSA • Using CAPPS and tray tasks • Therapeutic Thinking Behaviour strategies • SCERTS training • Intensive interactions • BSL
		<p>Working with Parents</p> <p>Parents and carers play a very important part in school life. We encourage open communication, feedback and discussions between school and home.</p> <p>Parents of children with SEND are invited to an informal coffee morning every term.</p>	