



Emmaus SEND Intent, Implementation and Impact Statement

Intent:

Our aim at Emmaus is to ensure our children grow in self-belief and confidence enabling them to succeed as learners and in life. Within our school, an ethos of respect, kindness and friendship is woven into daily life. There is a real emphasis placed on safeguarding all children and we acknowledge that children identified as vulnerable or at risk of delay will require additional intervention and support from the onset. We value the backgrounds and cultures of our children and respect the important role played by parents/carers in their child's learning, progress and development. The philosophy of working with parents/carers as the child's first educator remains at the heart of all we do Emmaus.

SEND provision at Emmaus is intrinsically linked to our whole school curriculum drivers:

Gospel Values

Cultural Capital

Diversity

Independence

High expectations

We value and celebrate children's cultures, languages and traditions and offer a curriculum rich in wonder, awe and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

We celebrate the diverse nature of our world and challenge stereotypes wherever possible.

We aim to embed the agreed **Gospel values and ethos of our school: Hope; Love; Friendship and Trust.**

We build **cultural capital** through the experiences we offer to the children. We value and celebrate children's cultures, languages and traditions and offer a curriculum rich in wonder, awe and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

We acknowledge that the early identification of pupils with SEND is key in ensuring future outcomes for our most vulnerable children.

We pride ourselves in providing our children with inspirational learning environments and especially value the importance of exciting learning experiences every day. We incorporate Forest

School and emotional well-being initiatives into our provision for all children to develop mindfulness, positive mental health and an appreciation of the world around them.

We ensure that all children develop a life-long love for reading and a secure foundation of communication and language skills. We place a strong emphasis on multi-sensory, active, talk-rich experiences, planned according to children's communication needs.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment, which values all cultures, communities and people. We aim for our children to be confident and **independent**, to believe in themselves and interact positively with others.

As a well-established team, we observe, prioritise and identify trends and patterns in learning, development and attainment over time. We strive to maintain high standards and design the curriculum to be ambitious, with all staff sharing the same commitment to high expectations within our school. We aim to foster excellent attitudes to learning by providing effective and timely adult interactions to ensure that learning is instantly captured and enhanced.

Emmaus staff are committed to ensuring the best provision, resources and learning opportunities are available to the children in their care. **High expectations** are key to enabling children to achieve their ambitions and staff are resolute in staying up-to-date with local, national and international initiatives pertaining to outstanding education.

Our children are continually inspired to be emotionally intelligent, aspirational and always "**reach for the stars**".

Implementation:

We value and celebrate each child's own knowledge and experiences that link to their culture and wider family.

We build on their individual interests and acknowledge our families as the first and most important educators of their child.

The **core values of the school and the diverse nature of the world** in which children live are explicitly taught through daily experiences and are also interwoven in the relationships, routines and experiences we provide for our children.

Pupil progress and SEND pupil profile meetings take place at key points during the year. Staff arrange intervention programmes, which include small group and individual support to address the current needs of each cohort and bridge the gaps in learning and development.

Parents/carers are encouraged to attend relevant inset training days and are signposted to courses and training outside of school. Feedback from parents is very positive.

Annual and termly reviews (virtual or face-to-face) evidence that parents are consulted about the provision for their child and are actively able to support targets for them.

Whole school and individual provision maps are in place for SEND and vulnerable pupils. These remain fluid and are driven by need. Staffing, resources, intervention and provision are allocated according to need and this continues to change throughout the course of the year, dependent upon key priorities.

The sharing of data and information is effective, using the whole school tracking system. This has led to all departments able to monitor and account for the progress of students with SEND.

The SENCO analyses all school data, along with pupil progress information and pupil profile reviews. This supports her in overseeing the impact and quality of specific additional interventions and informs future provision and resourcing via the Provision Map.

An analysis data highlights those pupils who are vulnerable or on the SEND register and provides a detailed breakdown of individuals and groups. (See SEND data analysis KS1/2)

The school's Provision Map and SEND register have been adapted to consider the progress, attainment, needs and influence of the Graduated Approach. Areas of need are broken down into the 4 areas identified in the Code of Practice 2015; Social, Emotional and Mental Health Difficulties, Communication and Interaction, Cognition and Learning, Sensory and/or Physical.

The SENCO ensures that the Assess, Plan, Do, Review graduated approach is used to adapt and develop provision and support need.

Provision map planning, Pupil Progress meetings and Pupil Profile reviews allow opportunities for the SENCO to meet with staff, parents and agencies to identify ways of narrowing the gaps in learning for pupils on the SEND register. Detailed analysis of data allow the SENCO to highlight individual pupils who require additional provision, staffing or resources to close the gap in their progress and attainment.

SEND policies, guidance and resources are kept up to date and shared with all relevant staff and are available in the shared area and on the school's website.

The SEND register is a working document and is constantly reviewed in line with progress made in all areas, including children's wider contribution to school and community life. This ensures that resources are effectively targeted to meet the interests and needs of all pupils.

The SENCO monitors the curriculum to ensure it matches the needs of learners. Advice is provided to staff in planning and managing learning programmes, including preparing children for the next stages in education.

Strategies are in place to effectively take account of the views of SEND students. Pupil voice through discussion and questionnaires suggest that children receiving additional support value the provision, resources and staff who work with them. (See Governors SEND report: Quotes from pupils who currently receive support).

An annual report regarding SEND and Inclusion is compiled for the governing body and 'show and tell' sessions are arranged with the governors to highlight new resources and plan ahead using the School Development Plan.

There are effective links with the SEND Governor who reports termly to the governing body on the progress of SEND pupils across the school. Their attendance at additional training has increased their awareness of the needs of SEND students and this is reflected in their engagement in respect of the allocation of SEND funding including Pupil Premium funding.

The school has maintained extremely effective links with external agencies that offer support for pupils, parents and staff based on their needs.

At the heart of inclusion agenda at Emmaus are the fundamental values of **equality and diversity**. All incidents of bullying are dealt with sensitively and follow up work is conducted to ensure that all involved understand the importance of promoting and being aware of equality and diversity in order to enrich our school.

The SENCO ensures that all statutory policies and guidance documents are renewed regularly in consultation with staff, pupils and parents/carers and are published on the school's website.

The SDP is divided into two groups: SEND and Vulnerable groups. This ensures that inclusion is high priority and all groups are catered for and future planning addressed. The school has been awarded the Inclusion Quality Mark and Dyslexia Friendly Schools Quality Mark, which show the commitment to inclusion through observations and necessary documentation. (IQM Gold Standard was achieved in 2019).

Quality-first teaching is based on a team planning approach, centred on children's individual needs and interests. Staff are skilled in the teaching of phonics and reading and generate an enthusiasm for reading and a love of books whilst effectively teaching new ideas, concepts and vocabulary through daily story sessions and circle time activities.

Parents/carers are continually involved in their child's learning, progress and development. They are engaged in supporting their child to learn to read through parent workshops, information leaflets and sessions where parents are invited to come in and read with their child.

The curriculum is taught through practical, real-life contexts and experiences and then embedded by ensuring that all learning styles are catered for and children learn in their preferred method.

Home learning is carefully tailored to ensure that parents/carers are involved and informed of key learning each week. They are invited to work with their child to reinforce and consolidate at home.

Families are frequently invited into school to share their child's experiences and to complete home learning challenges each half-term.

Children have access to well-resourced, high quality learning environments, indoors and outdoors, including Forest School. These are organised to allow children to develop new skills, build confidence, access materials and resources independently and make their own choices to move their learning forward. Staff are skilled at asking questions that encourage children to think more deeply about their learning, to extend their use of language across the curriculum and to make connections in order to embed new learning.

Children's social, emotional and mental health is nurtured in all year groups and self-care is encouraged through daily mindfulness, meditation exercises and yoga. Sensory needs are catered for using specialist resources to allow children to self-regulate and manage their own sensory input. Healthy choices are encouraged and embedded in our daily routines: snack, physical activities, PE, outdoor activities.

Transition to new classes and schools are carefully planned. All SEND and vulnerable children receive comprehensive transition booklets, which support them in managing this, sometimes overwhelming, change. Welcome meetings, home visits and transition leaflets are provided for families prior to starting school. Pupil progress meetings take place at key points during the year. Staff arrange intervention programmes, which include small group and individual support to address the current needs of each cohort and bridge the gaps in learning and development.

Assessment is ongoing, relevant and purposeful, referenced to the Early Years Outcomes and National Curriculum and leading to improved outcomes for all children. All staff take responsibility for making informed judgements about children's learning and development, celebrating achievements and planning next steps for learning.

Each year group work closely together to ensure a smooth transition and enable them to plan appropriate teaching, learning and progression at the very beginning of every year. A twilight session is specifically allocated to ensure that all members of staff can meet together to discuss their new classes and share vital information to support the transition of our children. Assessment data, SEND pupil profiles and 'passports' to a new year group are carefully discussed and transition booklets sent home for parents/carers to share with their children over the summer.

Every year group have their own distinct email and social media channels and there are very comprehensive class pages on the school website. Technology is used daily to keep parents constantly updated, providing them with immediate insight into their child's learning, development and achievements.

All staff seek out CPD opportunities and are always eager to gain knowledge and insight into SEND difficulties and the strategies and resources appropriate to support our children.

Well-established links with outstanding providers, teaching schools, and independent advisors are in place and training is ongoing and based on the needs of each cohort.

Our website and parent app provide parents/carers with all relevant, up to date information regarding training opportunities and links to outside agency support.

Impact:

At Emmaus, we have the privilege of supporting children to begin their own journey of faith, developing the values of hope, love, friendship and trust in their lives.

We take pride in nurturing children to develop their own sense of themselves. They leave the Emmaus feeling confident, capable, curious about the world around them, and eager to discover more, no matter what difficulties they may experience.

We feel confident that our children are tolerant of difference and celebrate the uniqueness of others.

Our hope is that all children, irrespective of their needs or abilities, will leave Emmaus with a "living library" in their minds and the beginning of a lifelong love of literature, language and learning.

By the time our pupils leave Emmaus, they are capable of managing their own feelings and behaviour and understand how these have an impact on others. As a result of the emotional support they receive, children flourish and develop into confident, motivated and independent learners ready for the next stage of their education. They enter Key Stage 3, ready for the new challenges ahead, confident to communicate their feelings and certain in the beliefs and values they have acquired at Emmaus.

At the end of KS2, our children have begun to develop lifelong learning skills. Through effective provision SEND and vulnerable pupils, they are able to apply their knowledge to a range of situations, making links and explaining their ideas and convictions. Children are confident to take

risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

Ambitious, consistent high expectations are promoted throughout the school for **all** pupils at Emmaus and staff ensure quality first teaching is at the heart of all provision for SEND pupils.

SEND provision at the school is closely monitored by the SENCO, middle leaders, SLT and the Governing Body.

There is evidence through questionnaires and Pupil Profile reviews, alongside discussion times in the green room, to suggest pupils with SEND enjoy their lessons and make good progress. (See Governors Report: quotes from pupils)

Assessment tools such as PIVATS continue to be developed and adapted to promote the understanding of pupils needs and these are successfully used to inform teaching and learning strategies.

Assessment is used across the school to inform provision mapping, support and plan teaching and learning strategies, which are appropriate and meet children's needs. The SENCO analyses all data and writes pupil profiles and provision maps, which seek always to improve outcomes and close the gaps for pupils with SEND.

Pupil progress meetings and SEND reviews provide opportunities to discuss individuals and groups of children and ensure rigorous assessment has taken place and appropriate interventions and support is in place.

The SEN graduated approach is embedded into whole school practice with clear Assess, Plan, Do Review cycles, which are reviewed at least 3 times per year. This process includes parents/carers, outside agencies and all school staff involved with the child.

Quality first teaching and adapted lessons enable the students with SEND to access the curriculum and to work independently using appropriate resources purchased through the SEND budget.

Lesson observations and learning walks also indicate that pupils with SEND take a full and active part in class activities, including discussion. They also demonstrate that staff are ambitious for **all** pupils within the class, that pupil's attitude to learning is good and that pupils with SEND are increasingly able to work independently.

There is evidence that lesson planning takes account of Pupil Profiles and strategies and as a result, the needs of students with SEND are met.

Observations of teaching over time indicate that staff have a greater awareness of pupil needs and resources/provision to support them.

Teaching Assistants and Learning Support Assistants make strong contributions to the quality of teaching and this is evidenced in both lesson observations and additional interventions, in particular, TAs/LSAs have become more skilled at questioning and promoting discussions and show an increasing awareness of the need to support the mental health and well-being of our children.

Book scrutiny and examining marking demonstrates that SEND pupils are aware of their targets and know what to do to improve. Book scrutinies also indicate that pupils make progress over time.

SLT/SENCO carry out lesson observations and learning walks with a focus on SEND and vulnerable students. These demonstrate that in the majority of lesson the teaching of students with SEND is always good or outstanding.

Pupil evaluations indicate they enjoy the small group and 1:1 sessions with staff and tracking data indicates that the interventions provided by the SEND team and class teaching assistants are highly effective.

Children and parents comment that they 'feel happy and safe in school and free from bullying'. They enjoy school and feel they are making good progress. (This evidence is largely collated from pupil and parent questionnaires and pupil profile reviews, parents meetings and outside verification visits)

All reviews are person centred with the child at the heart of all provision. Parents and pupils are fully involved in determining provision, discussing targets and reviewing progress whilst being aspirational and planning for the future.

Feedback is constantly sought from parents, pupils and relevant agencies through regular, open discussion with the SENCO. The SENCO ensures that all views are listened to by staff and concerns addressed immediately. For example, some parents are unable to come into school on a regular basis but will e-mail the SENCO with worries or concerns, which she effectively deals with straight away on a daily basis. This may involve speaking to staff or other pupils in order to ensure the safety and well-being of particular pupils.

The SENCO is well established and has a vast knowledge of the majority of families at the school. This enables her to identify and close gaps in learning to support children in making rapid progress. The SENCO also has responsibility for leading the EYs, Safeguarding, Delegated CLA and Mental Health and Well-Being. This enables her to know the families well and ensure support is in place, right from the beginning of their learning journey in school.

Pupil voice surveys and parental feedback always demonstrate that parents/carers are confident that their children are nurtured in a safe, caring and engaging environment every day. There is a huge appreciation for the rich experiences and outstanding progress made during their time in Emmaus.

As a result of the creative, stimulating environment we provide at Emmaus, children flourish and develop into confident, motivated and independent learners ready for the next stage of their education. It is our belief that the curriculum should be adapted to ensure that all SEND and vulnerable pupils have appropriate access to **every** opportunity and take part in all aspects of wider school life.

We aspire to ensure that our children leave Emmaus confident to communicate their feelings, happy, tolerant, engaged young people who are able to continue their learning journey with high levels pride and self-esteem.