

# SEND Vision and Design

## Vision

### Responsible

**We want our children to be responsible citizens by:**

Encouraging all children (including those with SEND needs) to be **independent** and **self-directed** in their learning

Equipping children with the **life-skills** they need to be successful in their next phase of education and into adult life

Recognising and **valuing differences** between individuals and supporting everyone to feel **included**.

### Confident

**We want our children to be confident individuals by:**

Equipping them with the tools they need to be able to effectively **communicate with others** (using their preferred methods of communication).

Making sure that they feel **valued and included** in the school community and have access to the **same opportunities** as their peers

Adapting the curriculum to allow all children to make progress and experience success.

### Successful

**We want our children to experience success at Bowling Park and beyond by:**

Being able to regulate and manage their emotions in a way that supports their mental wellbeing.

Being able to experience achievement academically and otherwise, alongside their peers.

Being able to access a broad, balanced and engaging curriculum that sparks interest and provides appropriate challenge

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	<p><b>Quality-first teaching:</b></p>	<p><b>Well-established procedures to identify and monitor children with SEND across school:</b></p>	<p><b>A well-designed curriculum that promotes academic success, mental wellbeing and provides children with a range of experiences</b></p>
<p><b>Design</b></p>	<p>Class teachers plan lessons and adapt learning according to the needs of children in their class. Sometimes this means simplifying a task, arranging alternative methods of recording, providing additional equipment or resources, grouping children carefully, and/or deploying support staff to give extra help.</p> <p>The EEF's "5 a day" approach is used as a framework to support planning for children with SEND</p>	<p>Personal learning plans for all children on the SEND register updated regularly, with parental and child input.</p> <p>Progress carefully monitored for all children on the SEND register and those on monitoring to ensure identification of children at risk of falling further behind.</p> <p>Early identification and support – universal speech and language screening in EYFS so early interventions can be implemented.</p>	<p>'MyHappyMind' used throughout school to promote emotional literacy</p> <p>NHS Mental Health Support Team working with school to provide universal and targeted support.</p> <p>Mentors at both sites who work with pupils to promote their emotional and social wellbeing.</p>