



# SEND: Intent, Implementation, Impact

## Intent

At Pottery we believe that all children with Special Educational Needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an assess, plan, do, review cycle. We intend to ensure that all children receive a high-quality and ambitious education regardless of need or disability which is full of opportunities to allow them to achieve their very best. We value our children's feelings, creativeness and success in their learning equally so that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

## Implementation

At Pottery, we believe that all teachers are teachers of children with special educational needs and it is therefore a whole school responsibility to ensure that these children's needs are addressed. 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/carers and most importantly, the child. All staff have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care.

## Impact

This results in diversity being celebrated within our school, all of our pupils feeling safe and respected. Children demonstrating high levels of engagement in activities, developing their speaking, listening and social skills. Children with SEND make good progress at Pottery from their own unique starting points due to the use of resources and small step intervention which meets the needs of the pupils. When leaving Pottery, children with SEND have developed good independence and life skills and are confident to move on to their next steps in education.

Our school's SEND Co-ordinator is Miss Scrowston and Miss Dale is our SEND Assistant Co-ordinator.