



Flushing C of E Primary School Curriculum Overview for SEND

Subject Lead: Helen French

Link Governor: Leslie Hygate

Rational

We are a fully inclusive school and our strong belief is one of to nurture is to flourish. Our school values are; Friendship, Kindness, Trust, Hope, Forgiveness and Creativity. We take children's individual needs as a template for learning, moulding and morphing the curriculum to enable them to be the best that they can be.

Planning

We follow the national curriculum for all subject areas and plan accordingly for each child with SEND to access this. Children will each have an individual education plan (IEP) that caters for their needs throughout the school day.

Delivery

The school's special educational needs co-ordinator (SENDCo) oversees the delivery of SEND provision and supports staff to deliver lessons that meet the needs of all pupils. Class teachers use differentiated quality first teaching methods to plan for all children to access each lesson. Children's IEP's will be implemented to inform all staff of the children's needs.

Assessment

Children are assessed as per statutory requirements within their year groups with data informing staff of gaps in knowledge to plan their next steps. IEP targets are reviewed each term and assessment scores and teacher assessment are used to ascertain whether these targets are being met.

Monitoring and evaluation

The SENDCO leads a weekly SENDCo surgery for staff to seek advice and support. Regular time is made for book looks, drop-ins and observations. As well as co-ordinator leadership time to reflect and review on SEND provision throughout the school. Liaison through email and good relationships is maintained. Staff meetings have a regular agenda slot for SEND and the headteacher and SENDCo meet at least half termly.

Connectivity – how it links to other subjects

Flushing School is an inclusive school and no child will ever be excluded from any activity due to their special needs. Camp, trips, special occasions are all thought through, rigorously, to ensure that individual needs are met.

Visits, visitors and extra-curricular activities

At Flushing, our local area provides us with the beach, the woods, the river, the church and many more rich learning opportunities. We welcome visitors and have strong links with our local community. Our after school club offers a variety of pursuits and all children are welcomed and included irrespective of need.

EYFS

SEND is identified at all ages throughout the school from Nursery through to year 6. We would utilise the support of the Early Years Service for any child of that age range. We recognise that our youngest learners don't always fit into our school policies and that we may have to 'do something else' to meet their needs. Being creative and versatile in our approach.

Use of ICT

Ever evolving, SEND ICT provision has a wealth of enrichment as well as necessity for our SEND learners. We use: touch typing packages, voice recording, video and pictorial recording, Nessy, Hairy letters, Hit the button, Twinkl... a list which is always being added to.

Staff Professional Development (CPD)

Training this year includes;

Autism awareness whole school training

Quality First Provision

Team Teach training

Funfit Training

The National SENDCo Award for Special Educational Needs

Termly SENDCo updates and networking

Makaton for singing

Budget

Managed by Governors/HT

Governance

We expect Governors to take an active role in their subjects