

Intent

We aim to ensure that all children in our school feel included in school life, feels that they can achieve academically and feel that they belong in our school. We aim for our school to be an inclusive environment, which supports and challenges students to achieve their full potential.

Weatherhead aims to ensure that all its students achieve their full potential, regardless of differing needs.

- We have a deep-rooted commitment to **inclusion, equality and respect** for differences.
- Our aim is to provide an **exceptional education for all** our students both academically and socially.
- Weatherhead is committed to **developing the character and competence of every student**.
- We prioritise **social inclusion and integration** in all we do.
- We model and **set high aspirations and expectations** for every student.
- We provide **opportunities and experiences for all** of our students, as well as their families, giving advantage to the disadvantaged.
- SEND students have **access to a broad, balanced curriculum** adapted to suit their particular needs.
- We are passionate about **removing barriers to learning** wherever possible and make reasonable adjustments to allow inclusive practice.
- We aim to develop a **strong partnership with parents/carers** and value the insight they bring of their child's needs.

Implementation

- Weatherhead has a **graduated approach** to SEND. We use the 'Assess, Plan, Do and Review' cycle for the identification and provision of Special Educational Needs, particularly those with cognition and learning difficulties as their main need.
- Pupils classified at SEN support level for SEMH needs are supported by **pastoral teams**, our **Emotional Literacy Support Assistant** and **Mental Health Lead** and are also supported by external agencies such as the **ADHD Foundation**.
- Weatherhead recognises that **SEND is a whole school responsibility** and **high quality teaching, adapted for individual students**, is the first step in provision for students who have SEND.
- **Every teacher is a teacher of SEND** and all teachers upholds high expectations for all students – **teachers access regular CPD** on the importance of high quality teaching for all.
- **SEND students work alongside their peers accessing the same learning content**, whilst being appropriately adapted.
- **Every teacher is responsible and accountable for the progress and development of students in their classes**, even when they access support from teaching assistants, pastoral teams or specialist teachers.
- **Outside agency support** may be called for and a request for a statutory assessment may be necessary once sufficient evidence has been gathered.
- **Support and guidance is sought from external professionals** including, but not limited to, Educational Psychologists and Speech and Language Therapists.
- **Strong relationships are built with parents** of children with SEND, particularly those with more complex needs.
- **Focus weeks** – anti-bullying, mental health support, online safety
- **Reasonable adjustments and flexibility** when meeting needs recognising that one size does not fit all.
- **Exam Access Arrangements** applied for and adhered to in order to ensure all students have the provision required to succeed.

Impact

- Students feel **happy, safe and respected**.
- **Positive relationships** are formed between staff and pupils through **mutual respect and understanding** of the student as a whole.
- Students with SEND **take part in all aspects of school life**.
- **Support is implemented as early as possible** to have the greatest impact.
- **Diversity is celebrated**.
- Children demonstrate **high levels of engagement** in activities, developing a range of skills for their future.
- **Children with SEND make good progress from their starting points** due to the use of resources and small group interventions which meet the needs of the pupils.
- On leaving Weatherhead, students with SEND have developed **good independence and life skills**.
- Students show **confidence and resilience** in the classroom
- Students **work collaboratively** with their peers.
- **Effective relationships** are formed with external agencies. **Advice and guidance is utilised effectively** and **support is adapted** accordingly.
- **Staff feel knowledgeable and informed** about the needs of their pupils and how best to support them – they ask for help when they need it and the SENDCo provides further opportunities for CPD.
- **Pupils transition smoothly** and feel happy and safe when moving between year groups, key stages and providers.