



Our approach to
teaching children
with SEND in our
primary schools

Brooke Weston Trust





Every child and young person with a special educational need or disability (SEND) should have access to the SEND support they require. This is in addition to, or different from, the support generally given to other children and young people of the same age.



“All children and young people are entitled to an appropriate education that enables them to make progress so that they:

Achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

SEND Code of Practice 0-25 years, paragraph 6.1

Our SEND support ensures our students are supported to fully achieve their potential and live rewarding lives. We value each student equally and ensure that no-one is left behind.

We are passionate about:

- ✓ Preparing children for the future
- ✓ Embracing the diversity of families, faiths and beliefs
- ✓ Understanding the open possibilities of neuro-diversity
- ✓ Challenging stereotypes
- ✓ Empowering vulnerable children and their families
- ✓ Creating transformative communities

We do not want children to be labelled, and defined by labels, as these can be limiting.
The child always comes first.

Our approach

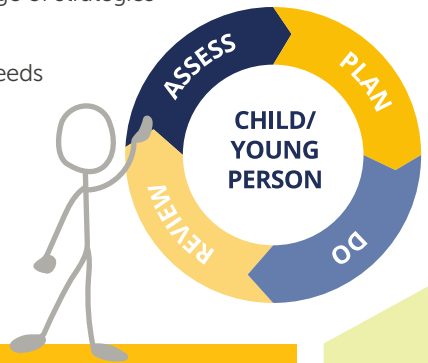
We want to create opportunities in which children can, and will, surprise us. This means we must work with children to develop their independence and nurture their ability to engage meaningfully in life.

To enhance the retention of knowledge and skills for children, our curriculum is broad, balanced and taught with a specific, repetitive approach.

We support your child in several ways. We implement a quality first teaching model where a balance of experiences, visual models and worked examples are used to support learning, ensuring success for all children.

In school, a child's class teacher is ultimately responsible for your child's progress needs. They will plan and use a range of strategies to help your child achieve their full potential.

Each school has at least one Special Educational Needs Co-ordinator (SENCO), who ensures everyone is aware of children's individual needs. The SENCO advises and supports the school to provide the necessary resources and tools that enable all children to access their learning.



Educational Health Care Plans (EHCPs)

For children that require a very high level of on-going support, schools will apply for an EHCP.

This is a legal document which describes a child's or young person's special educational needs, the support they need, and the outcomes they would like to achieve.

When successful, the funding that comes with the EHCP can provide support for a child or a young person in education. This enables the school to provide adequate resources required to deliver the targets in the EHCP.

If your child has an EHCP, it may not mean that your child will automatically have one-to-one support, as this may not be the best way to support your child.



SEND support in our schools can take many forms, including:

Differentiated and scaffolded learning in class

A special learning programme bespoke to your child

Extra help from a teacher or teaching assistant

Supporting with physical or personal care – eating, getting around the school, toileting and dressing

Making or changing materials and equipment

Working with your child in a small group

Observing your child in class or at break and keeping records

Making sure your child has understood things by encouraging them to ask questions

Helping your child to take part in class activities

Helping your child build positive relationships with others

Ultimately, we want to provide the best, and most appropriate support for your child. So, the support they receive will likely be a mixture of the above, tailored specifically to their needs.

To learn more, contact the SENCO in your school.

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