

Special Education Needs at Berridge

Aims and vision

Vision Statement for SEND

Berridge Primary is proud of its diversity. Everyone, regardless of faith, ability, gender, ethnicity, background or circumstance is valued and nurtured and is expected to become life-long independent learners and achieve their full potential. At Berridge we share a life-long love of learning and celebrate success. We recognise that a proportion of our students have Special Educational Needs and/or Disabilities (SEND). We are committed to making appropriate provision for them to ensure that they have full and equal access to the curriculum and are enabled to reach their full educational potential, leaving us well prepared for their next stage in education and beyond.

We focus on outcomes for students with SEND through a plan, do and review cycle. Where children require a more differentiated approach we create additional support plans to enable children with a differentiated pathway to achieving success.

Curriculum

Our curriculum aims to be inclusive of learners needs and accessible for all. We strive for everyone to have equal access to the curriculum and aim high for all pupils to achieve the best possible outcome through quality first adaptive teaching. We make appropriate provision to overcome specific barriers to learning and ensure students with SEND access the full breadth of the curriculum.

Students may be identified as having special educational needs if they have a difficulty accessing the curriculum, temporarily or more long-term. School will organise differentiated special educational provision which can range from small group support to one to one intervention.

How do we ensure children make progress?

At Berridge we recognise that all teachers and teaching assistants are teachers of SEND. We ensure children make progress using a graduated approach of assess, plan, do review.

Our first level of support is universal. This includes first quality first class teaching, adaptive teaching, supportive environment, quality resources and targeted group support.

Children may then receive more tailored support, this may include different learning objectives, additional adult support that may include small groups or individual children, or occasional out of class support to work on targeted interventions. We also have the support of outside agencies.

We continue to monitor children with SEND in order to make sure that our supports and adjustments are having an impact on the progress of the child's learning.

Assessment – children are assessed through our school assessment system. Those children working below their year group may be assessed using another year group assessment – EG: a child working in year 4 but at year 2 level.

At Berridge we aim to educate all of our children with SEND within class alongside their peers. However, we recognise that for some children with more complex needs, they need a highly bespoke adapted individualised curriculum and specialised interventions and these children are taught, for part of their day, in our enhanced provision intervention. Some children may access this provision full time but most children access part-time alongside being taught in their peer-group classroom. The enhanced provision has a high staff ratio and staff are specially trained. These sessions are managed by the SENDCO who has oversight of the provision, progress made and targets set. We use the support of local authority specialist teachers to provide support, strategies and specialised training.

Children who are working below the year 1 level will be assessed through B squared early steps or progression steps. These steps are designed for children who are ready for subject specific learning. Those children who are not yet ready for subject specific learning and have profound or multiple learning difficulties will be assessed using the engagement model, Our children with the most complex needs will have an individual provision map which is shared with parents termly.

Staff training

At Berridge we aim to provide relevant and up to date training for all our staff in relation to SEND. This training is delivered through school support and also from the support of outside agencies. The school continually monitor the training needs of our staff in order to ensure all staff are provided with the skills and latest evidence/practice to ensure children make good progress.

The HIVE vision (Beehive class)

Beehive class is an enhanced provision intervention for children who require a highly individualised curriculum with targeted interventions and support.

The enhanced provision is a language rich environment that supports children with their language, communication and interaction skills through the support of Makaton, signs and symbols and adult modelling and interaction. All children in Beehive provision follow a curriculum that is centred around communication, language and interaction skills and personal, social and emotional development as its primary focus. Our curriculum is based around the early years foundation stage framework to inform and guide us with the seven areas of learning: communication, language and literacy, mathematical development, personal, social and emotional development, understanding of the world and expressive arts. Our philosophy around the curriculum is learning through play to engage children in active learning, exploring and problem solving. The curriculum follows termly topics which are on a two-year cycle in order to provide breath of learning and a broad and balanced curriculum.

Through our enhanced nurture provision, we aim to provide all children with the ability to communicate. We strive to give the children the foundation of learning skills they need in order to support their transition to learning from the national curriculum and working in class with their peers. We aim to develop their independence and have the skills/knowledge and awareness to be able to keep themselves safe.

Berridge works closely with a team of specialised teachers who provide advice, strategies and support for staff in order to provide children the opportunity to continue to grow, develop and move forward in the next stage of their learning.