



INCLUSION (SEND)



We have high expectations for all children, making sure they have access to high quality teaching and any barriers to learning are removed.

Our principles for effective learning work for all learners, including those with SEND.

*Whilst maintaining high expectations, **scaffolds** are used to temporarily support pupils.*

*A **keep up, not catch up** approach is prioritised by using a focus table.*

*The learning environment is considered carefully and **adapted** to meet the needs of all children.*

All pupils have access to the full curriculum.

*An **Assess, Plan, Do, Review** process is used to help identify and remove barriers to learning.*

*Where necessary, high quality teaching is complemented with **targeted interventions**.*

Concerns about a child's progress or development are shared in a timely manner.

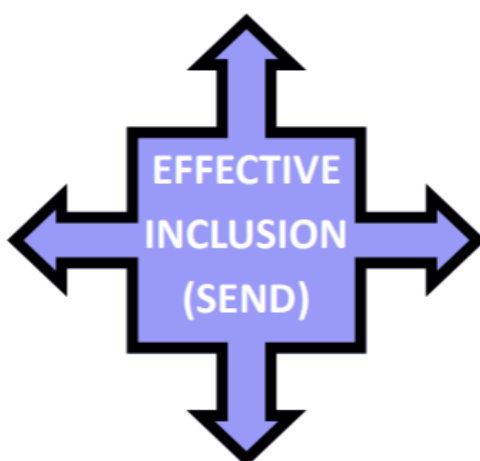
Progress of all children is tracked and monitored effectively.

Pupils with EHCPs receive their legal entitlement.

Partnership with families of children on SEND register is prioritised.

All staff collaborate with external professionals to inform their professional judgement.

Staff teams work effectively together to meet the needs of all children.



All children make excellent progress.