



SEND Vision 2025/26



'The starting points for educating all pupils are the same: an acceptance of diversity, pupils' rights, and the knowledge that all pupils can learn if they receive good teaching' – EEF, 2020: 4

'In an inclusive school, pupils with SEND are not just in the school, they are part of the school – they have the same opportunities as their peers to benefit from the highest quality teaching the school can provide' – EEF, 2020: 12

'Neurodiversity may be every bit as crucial for the human race as biodiversity is for life in general. Who can say what form of wiring will prove best at any given moment' – Harvey Blume, journalist

Why we exist (our mission)

The core purpose of SEND at Holy Trinity Church of England Primary School is to help identify and meet the educational needs of all children with special educational needs and disabilities

What we aspire to (our vision)

Equity, Excellence, Empowerment

We aspire to ensure equity of opportunity to access learning opportunities and experiences for all children, which means placing children with SEND at the forefront of our hearts and minds in all we do in our school

We aspire to be a centre of excellence for SEND provision within the local community and within our ACE COG (Collaborative Outcome Group), which means our practice and provision for children with SEND is creative, robust, highly aspirational and individual to every child's needs

We aspire to empower children with SEND to flourish both while in our school and in their future lives, which means helping them to identify and harness their differences – their strengths, gifts and talents - and to overcome their difficulties, in order to achieve the very best possible educational and personal outcomes

Principles underpinning our mission and vision (our beliefs and values)

- We believe that being different is an asset. Acknowledging, accepting and celebrating that we all have different brains, but all brains are equally brilliant in their own unique way is key to our SEND children being part of an environment and ethos that helps them to succeed.
- We believe in high ambitions for our children with SEND and we believe it's our job to ensure a platform of equity that enables them to access the experiences and opportunities embedded in our ACE curriculum that will help them to achieve our ACE curriculum outcomes, which are essential to seeing them flourish both now and through life – caring citizens, successful learners, confident individuals, curious explorers, knowledgeable participants and healthy thinkers.

- We believe that our emphasis on, experience of, and opportunities to develop our core values of academic excellence, leaning to learn (metacognition) and character education are integral to achieving our vision for our SEND children.
- We believe that all children deserve the highest quality, adaptive teaching within a safe, positive and nurturing environment where they feel able to build upon their strengths and have confidence to overcome their areas for development.
- We believe that supporting children with SEND is everybody's responsibility and that all staff should have opportunities to develop their skills and knowledge to be able to do this effectively.
- We believe that knowledge of the child is key to success in supporting children with SEND and, hence, effective relationships (and therefore partnerships) between children, school and parents/carers which place the voice of children and their parents/carers at the centre are key.

What we do (our core activities)

Individual Learning Plans (ILPs): Develop and implement individual learning plans for each child with SEND, ensuring their academic and developmental needs are met.

Professional Development: Provide ongoing training for staff to enhance their skills in supporting children with SEND.

Accessible Learning Environments: Create and maintain classrooms and additional, alternative spaces that are accessible and conducive to learning for all students.

Early Intervention: Identify and address SEND needs as early as possible to provide timely and effective support.

Parental Involvement: Engage parents/carers in the educational process, offering resources and support to help them advocate for their children.

Regular Assessments: Conduct regular assessments to monitor progress and adjust support strategies as needed.

Resource Allocation: Ensure adequate resources, including specialised equipment and materials, are available to support students with SEND.

Community Partnerships: Collaborate with local organisations and services to provide comprehensive support for students and their families.

Celebrating Achievements: Recognize and celebrate the achievements and progress of students with SEND, promoting a positive and encouraging school culture.