

<b>Communication and Interaction Needs</b>	Autistic Spectrum Disorders  Speech, Language and Communication Needs	<ul style="list-style-type: none"> <li>• Use of 'child friendly' pupil profiles and needs-based plans – pupils, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the child.</li> <li>• Whole school policies evaluated annually to ensure inclusion and progress for SEND pupils.</li> <li>• Staff undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement.</li> </ul>
<b>Cognition and Learning Needs</b>	Moderate Learning Needs  Severe Learning Difficulties	<ul style="list-style-type: none"> <li>• The school has an effective assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon pupil success.</li> <li>• Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• All support staff are effectively deployed to ensure pupil progress, independence and value for money.</li> <li>• Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes.</li> <li>• Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact upon SEND pupils.</li> <li>• All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of SEND pupils.</li> <li>• Communication with parents is of paramount importance and is judged to be highly effective.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> <li>• The engagement of parents/carers in formulating plans to support their children is central to the work of the school.</li> </ul>

<p><b>Social, Emotional and Mental Health Needs:</b></p>	<p>Behavioural Needs</p> <p>Emotional Health and Well-being</p> <p>Social Need</p>	<ul style="list-style-type: none"> <li>• The school ethos values all pupils and their diverse abilities are equally celebrated.</li> <li>• The school’s behaviour systems are predominantly based on a positive approach.</li> <li>• The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised.</li> <li>• Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>• Support is offered and signposted to families in order to reduce the impact of any disadvantage.</li> <li>• Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.</li> <li>• The school provides effective pastoral care for all its pupils and is judged to be supportive of their needs by the pupils themselves.</li> <li>• Access to information and support is provided within school for behavioural, emotional and social needs.</li> <li>• External support is sought and any advice implemented to support individual pupils’ needs.</li> <li>• Pupil voice mechanisms lead to changes in school practices and procedures and encourage a greater level of involvement.</li> <li>• Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching and learning within school.</li> <li>• The school uses systems to try their best to ensure that peer friendships are maintained and no pupil feels isolated.</li> <li>• Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience.</li> <li>• Outdoor learning offers a different approach to the curriculum, which supports children with social, emotional and behavioural needs.</li> </ul>
<p><b>Sensory and/or Physical Needs</b></p>	<p>Hearing Impairment</p> <p>Multi-Sensory</p>	<ul style="list-style-type: none"> <li>• Advice and guidance is sought and implemented from the LA Inclusion team to ensure that barriers to success are reduced or removed.</li> </ul>

	<p>Impairment</p> <p>Physical and Medical Needs</p>	<ul style="list-style-type: none"> <li>• ICT is used to increase access to the curriculum where appropriate.</li> <li>• Additional adults are deployed to increase pupil success and independence.</li> <li>• Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. asthma, diabetes.</li> <li>• Staff receive training to ensure understanding of the impact of a sensory need upon teaching and learning</li> <li>• Staff understand and implement the medicine administration policy.</li> <li>• The SENCO completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils.</li> <li>• The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.</li> <li>• Entrances to the school have ramps fitted to enable wheelchair access.</li> </ul>
--	---	---

**If you would like any further information or have any questions about what we offer children with SEND at Webheath Academy Primary School then please do not hesitate to contact us directly.**

**SENCo: Mrs J Wooward 01527 544802 [Senco@webheath.worcs.sch.uk](mailto:Senco@webheath.worcs.sch.uk)**