

SEND at The Horsell Village School



At The Horsell Village School we value all children and understand that children are unique with different learning styles, strengths and areas of need.

We aim to provide high quality teaching and provision which will ensure that all children are inspired, engaged and motivated through purposeful learning, and equipped with the skills to continue as life-long learners.

We believe that children with Special Educational Needs and Disabilities should have access to the whole curriculum, and should, through high quality teaching and scaffolding, develop the knowledge, skills and attitudes which will enable them to perceive themselves as successful learners.

We strive to ensure that the SEND provision in our school identifies early, targets and supports the needs and developmental stages of all children, so that provision can match strength and need, and remove learning barriers.

We achieve this by;

- Identifying 'vulnerable' children early and have available provision to meet needs and remove barriers.
- Ensuring that the school's culture and atmosphere contribute to their sense of self-worth and self-esteem.
- Having high expectations based on achievable success.
- Enabling and encouraging all children to develop their full potential
- Involving the whole school staff in meeting their needs.
- Ensuring that learning preferences are recognised and that teaching takes account of visual, auditory and kinesthetic strengths.
- Involving pupils in the setting of targets and reflecting on progress.
- Involving parents in planning, decision-making and supporting targets.
- Implementing a positive behaviour policy which is made explicit to all staff, pupils and parents.
 - Ensuring that our organisational structure is flexible so that pupils needs come first.

How do we meet the Statutory Requirements for SEND?

- We follow and adhere to The SEND Code of Practice
- We adhere to the Surrey Local Offer and access the wide range of resources and documentation.
 - We follow The Graduated Response and The SEND Profiles of Need 2019.
 - We ensure a systematic approach to identify needs, using the: assess, plan, do and review model.

SENCo and Inclusion Lead – Rachel Wright

Emotional Literacy Support Assistant (ELSA) – Rachel Cadey