

Our SEND Curriculum

Intent	<p>Anchored in the community; a place to belong, a world to explore.</p> <p>At Wells-next-the-sea primary and nursery school inclusion is central to who we are. Anchored in the community, a place to belong, a world to explore, we are committed to ensuring that every child—regardless of need, disability or barrier to learning—feels safe, valued and able to thrive.</p> <p>We believe in recognising the uniqueness of each child's capacity and potential, and we strive to take a holistic view of development. We aim to remove barriers so that all children can access high-quality teaching, enjoy school life, and achieve their goals both academically and personally.</p> <p>Our SEND provision is designed to:</p> <ul style="list-style-type: none">• identify needs early and respond swiftly through high-quality classroom teaching and appropriate support• ensure all pupils have access to a broad, balanced curriculum which is inclusive and ambitious• meet a range of needs across the four broad areas: Communication & Interaction, Cognition & Learning, Social Emotional & Mental Health, Physical & Sensory• develop children's independence, confidence, wellbeing and sense of belonging• ensure pupil and family voice are heard and valued, with strong relationships and shared decision-making• enable all learners to make strong progress from their starting points, including small steps of progress that matter.
Implementation	<p>SEND and inclusion at Wells-next-the-sea primary and nursery school is delivered through a whole-school approach where high-quality teaching comes first, supported by graduated and targeted provision where needed.</p> <p>Inclusive classroom practice (Quality First Teaching)</p> <p>Every classroom provides:</p> <ul style="list-style-type: none">• adaptive teaching so learning is accessible to all, including careful scaffolding and reasonable adjustments• a multi-sensory approach to engage different learning styles and strengthen retention• use of concrete resources (e.g., Numicon / manipulatives) to support understanding and develop confidence

- high quality learning environments that are regularly enhanced and developed
- consistent support for independence, communication and regulation, so pupils become confident learners

Graduated approach: Assess – Plan – Do – Review

We identify and support pupils through a structured graduated response:

- concerns are raised through observation and discussion between teachers, parents and SENDCO
- pupils are assessed using a range of tools including teacher assessment, diagnostic assessment and professional reports
- we use the **7Cs approach** to build a shared language of strengths, barriers and next steps, capturing small-step progress over time
- children receive support through adaptive teaching, targeted intervention and SEND support plans (reviewed termly)
- provision is recorded and tracked through provision maps and progress systems, and discussed at pupil progress meetings

Targeted and specialist provision

Where additional support is needed, we offer:

- tailored interventions delivered by trained staff
- educational and pastoral support staff to meet individual needs
- two Enhanced SEN Provisions:
 - **Starfish** (EYFS/KS1 complex needs base)
 - **Ebb & Flow** (KS2 cognition and learning base)
- external agency involvement where appropriate (e.g., Speech & Language, Educational Psychology, OT, Specialist Teachers, ASD/SEMH support)

Partnership with parents, carers and community

We believe the best outcomes come from working together. We ensure:

- regular, open communication with class teachers and SENDCO
- **termly SEND meetings** with families, with support plans reviewed and shared
- family voice and pupil voice are gathered and recorded
- workshops to support learning at home (including phonics/Numicon)
- community links and enrichment, including nurture provision supported through visitors and off-site experiences

	<p>Transition support</p> <p>Transitions are carefully planned and tailored. This includes:</p> <ul style="list-style-type: none"> • additional visits, phased/staggered integration where needed • bespoke transition planning from EYFS into KS1 and from KS2 into KS3 • sharing of detailed information with receiving settings to ensure continuity of support <p>Training and professional development</p> <p>To ensure strong inclusion and expertise across the school:</p> <ul style="list-style-type: none"> • SENDCO holds the NPQ for SENCOs • staff attend trust and county SEND network meetings and relevant specialist training • staff training includes areas such as reasonable adjustments, attachment/trauma, targeted outcomes and wellbeing, colourful semantics and precision teaching.
Impact	<p>The impact of SEND and inclusion at Wells-next-the-sea Primary and nursery school is that pupils with SEND:</p> <ul style="list-style-type: none"> • feel safe, welcomed, included and valued • demonstrate increasing independence, confidence and positive self-esteem • are able to access learning in meaningful ways, with barriers reduced • make good progress from their starting points, including small-step progress captured over time • develop social communication, emotional regulation and positive relationships • are well prepared—academically, socially and emotionally—for the next stage of education <p>We evaluate impact through:</p> <ul style="list-style-type: none"> • baseline assessment and ongoing teacher assessment • SEND support plan reviews and provision mapping • 7Cs assessments capturing progress and barriers • termly data analysis and pupil progress meetings • wellbeing and communication tools such as WellComm and the Wensum Wellbeing Profile • SEND lead monitoring, action plans and internal/external moderation • feedback from pupils, parents/carers and professionals

Ultimately, our success is seen when every child—whatever their need—can say they are truly included:
anchored in the community, with a secure place to belong, and empowered with confidence to explore the world.