TEACHING AND LEARNING POLICY

Our Vision:

We are committed to quality teaching and learning in a positive and compassionate Christian environment, where everyone is valued as an individual.

We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12).

We have high expectations of all, and strive to provide a safe, challenging and stimulating environment where everyone can flourish spiritually.

Our Values:

To promote lifelong learning and equip children with the skills, knowledge and understanding to make informed choices about important aspects of their lives through our school values of:

- Respect – by recognising that children learn in different ways and providing opportunities for children to learn through a variety of different tasks and in a range of different situations and environments.
- Compassion – by considering the needs of the individual child. To boost self confidence and self-esteem making sure children feel good about their achievements.
- Creation – by creating fun opportunities for children to be creative in their response to learning tasks. Understanding that we are all unique and all like to learn differently.
- Perseverance – to acknowledge through praise where children have not given up even when things seem difficult, and when children have improved their work.
- Service – by building trusting relationships with children as we serve to help them to improve their work.

AIMS

- To ensure that all learners benefit from a rich, broad, balanced curriculum presented in an interesting, exciting and imaginative manner with opportunities for first hand experiences, practical work, investigation and learning through play.

- To promote and achieve the highest standards in all aspects of the curriculum by encouraging children to develop to their full potential in a disciplined, caring and happy environment.
- To nurture the intellectual, creative, moral, spiritual, emotional and physical development of all children.
- To encourage learning by providing an inclusive, welcoming friendly and supportive environment in which Christian and caring values are central to the ethos of the school, ensuring all members of the community feel valued and secure.
- To promote equality of opportunity for all. To value diversity and encourage responsibility, self-confidence and raise self esteem in all aspects of school life.
- To value and encourage links between, school, home and the wider village community.
- To enliven and enrich the curriculum by visits, visitors, and extensive use of the indoor and outdoor environment.
- To incorporate new technologies to support and enrich the curriculum.
- To make this school a place of enjoyment where success is celebrated.

EFFECTIVE LEARNING

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We consider these different forms of intelligence when planning teaching and learning styles: Linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- whole class work
- interacting with media presentations
- research and finding out
- questioning
- debates, role plays and oral presentations
- group work
- use of digital technology
- designing and making things
- paired work
- play
- residentials, fieldwork and visits to places of educational interest
- participation in physical activity and sport
- outdoor learning
- independent work
- creative activities including music and art

- reflecting on what has been learned

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Self-review and peer review strategies are used, as well as planned plenary throughout and at the end of lessons to review the key learning objectives and to assess the level of understanding.

Teachers assess children's knowledge and understanding at the start of a new topic or unit of work by asking children what they already know. Children produce a knowledge harvest providing the teacher with a starting point on which to base their teaching. Teachers teach the unit of work taking account of what children are interested in, what they want to learn and within the framework of The National Curriculum. We aim to teach 'deeply', motivating and inspiring children to learn. At the end of the unit of work teachers assess children's knowledge and understanding through the creation of a knowledge harvest or quiz. In order to help children, remember the knowledge taught, children produce mind maps of their learning in their 'Learning Journey', which follows them through school acting as a point of reference and as a reminder of their learning throughout school. Teachers also refer to bespoke knowledge grids for each subject and unit. This helps to effectively organise and develop progressive learning opportunities.

EFFECTIVE TEACHING

When teaching we focus on motivating children and building on children's skills, knowledge and understanding of the curriculum. We use curriculum plans based on The National Curriculum. This sets out the aims, objectives and details of what is to be taught to each year group.

We believe children learn effectively when the teacher provides:

- thorough preparation
- differentiated activities to meet the needs of all children
- an atmosphere where children are prepared to take risks
- lessons where children's previous learning and interests are built upon through purposeful application of knowledge to different situations
- shared learning objectives which are understood by the pupils
- innovative teaching
- child initiated learning
- opportunities to review and reflect on the learning
- clear expectations of what pupils are expected to achieve by the end of the session
- appropriate pace to the lesson

- thinking time before answering questions
- open-ended, thought provoking, challenging questions for the children
- lessons that make a difference, where children's understanding is developed through active, practical and firsthand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, as well as developmental feedback of pupil's work
- a planned programme of educational visits and visitors to school, to reinforce and stimulate learning

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriately to each child's level of ability. When planning work for children with special educational needs (SEND) we give due regard to information and targets contained in the child's Education and Healthcare Plan. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities as far as possible and that their work here at Willaston CE School should be of the highest possible standard.

Teachers establish positive working relationships with the children that they are teaching. Children are treated fairly and have equal opportunity to take part in class activities. All teachers follow the school's behaviour policy, praising and rewarding children for good effort to build positive attitudes towards school and learning in general. We expect good behaviour at all times. When children make the wrong choices, we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

Teaching Assistants and other adult helpers are deployed in a variety of ways, working with individual children and small groups as required. Teaching Assistants are also fully involved in the delivery of intervention programmes.

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly through Teacher Appraisal. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.

DISPLAY AND ENVIRONMENT

The school believes that the purpose of display is to support pupil's learning.

This may be achieved in a variety of ways:

- Engaging pupils in learning – ownership by the pupils
- Enabling learning to take place
- Keeping what is learnt in mind
- Celebrating success
- Raising expectations

- Clarifying routines
- Encouraging Independence
- Inclusive classrooms

PLANNING

The long term curriculum is planned using:

- The National Curriculum
- RE scheme of work (Cheshire Agreed Syllabus)
- Statutory Framework for the Early Years Foundation Stage

Medium term planning
Teachers produce plans for every half term or term for all subjects outlining:

- Learning Objectives to be covered over the term
- References to The National Curriculum or EYFS
- Content to be covered over the term
- Pupils' individual targets in line with EHPS where necessary

Short term planning

This will:

- Provide specific learning objectives
- Demonstrate how different subject areas will be taught in a cross curricular way ie through ICT, outdoor learning or the arts
- Show differentiated tasks considering the needs of SEND & G&T pupils
- Indicate the role of the Teaching Assistant
- Reflect pupils' individual needs in line with EHCP

Short term planning for English and Maths is developed on a day by day basis to meet every child's individual needs.

ASSESSMENT FOR LEARNING

Assessment exists to help the teacher establish the individual child's next steps for learning. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of the stage they have reached in the learning process.

In summary, assessment for learning....

- Is part of effective planning
- Is a key professional skill
- Is central to classroom practice
- Focuses on how students learn
- Promotes learner motivation

- Promotes commitment to learning objectives and assessment criteria
- Helps learners know how to improve
- Encourages self-assessment
- Has an emotional impact by promoting self-esteem
- Recognises progress from child's previous achievements

We use these strategies to link assessment to better teaching and learning:

- Evaluation of one day's teaching in English and maths informs the next day's plan.
- Evaluation of one week's planning informs next week's plan
- Use of results from termly formal assessments informs future planning e.g. reading, writing, maths, science
- Responding to feedback: children's work is marked with suggestions for improvement by 'polishing in green pen'. 'Next steps' are also suggested to allow children to consolidate or advance their learning.
- Organising in-class interventions and same day interventions to support and challenge targeted children.

ROLE OF GOVERNORS

Our Governors support and monitor and review the school's policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning
- Ensure that staff development and teacher appraisal policies promote good quality teaching
- Monitor teaching strategies in the light of health and safety regulations
- Monitor the effectiveness of teaching and learning policies through the school self-evaluation processes. These include the Headteacher's reports to Governors and the close working relationship that Governors have with the teachers.

ROLE OF PARENTS

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Information and resources are regularly updated on the school website in our 'Home Learning' Tab.

Parents are invited to school to discuss their child's progress in the Autumn and Spring Term. Parents also receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to age related expectations. Parents may discuss any concerns they have with teachers.

In addition, a weekly 'Drop in' session is provided for all parents to meet with the class teacher on any Monday (3:15-3:45pm) without prior appointment to discuss any worries or concerns that they may have. Parents can also ring to make an appointment to discuss anything more urgent at their convenience.

Each class holds a Welcome Meeting in July to discuss the teaching and learning expected to take place during the academic year. Information about homework expectations is also discussed at this time so that parents know what will be given to children each week. Teachers update their 'class page' on the school website regularly to inform parents about the learning that will take place over the term.

Before children begin at Willaston CE Primary they follow our induction process which includes gradually introducing the child to their new school, new teacher and new class and to the sorts of experiences they will be having in the Reception

class. Parents are provided with important information and meet with staff and the Headteacher, as well as their child's class teacher on both an informal and formal level.

Parents can share any concerns they may have. They also receive information about helping their child with early phonics and reading skills at a parent workshop early in the first term.

ENGLISH

At Willaston CE, the overarching aim for our English curriculum is to promote a high standard of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for pleasure. Children will develop their skills in speaking and listening, reading and writing, which also includes spelling and handwriting.

English is taught explicitly through daily lessons and is built upon through a variety of opportunities to read and write across the wider curriculum. In addition, we have daily 30 minute guided and shared reading sessions which focus on teaching the key reading skills linked to the content domain areas. We work hard to ensure children have a wealth of books to choose from to promote a love of reading. Each class has their own unique reading area where books are closely matched to topics and specifically chosen to give children a rich and varied diet of literature.

As a school, we follow Ready Steady Write from Literacy Counts. Each class, from Reception to Year 6, will study a different class text each half-term. Ready Steady Write provides high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They also provide clear, sequential episodes of learning with plenty of contextualised spelling, grammar and punctuation opportunities. We also follow 'Steps to Read', which enables children to explore a range of texts collaboratively. We also use 'Spelling Shed' to deliver progressive spelling teaching and learning. In addition to this we use 'Little Wandle' to deliver phonics teaching and learning opportunities.

MATHS

The work in maths is based around the mastery principles and approach. As a school, we believe in the five big ideas in the teaching of mastery. These are as follows:

Coherence
Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

Representation and Structure
Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation

Mathematical Thinking
If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others

Fluency
Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics

Variation
Variation is twofold. It is firstly about how the teacher represents the concept being taught, often in more than one way, to draw attention to critical aspects, and to develop deep and holistic understanding. It is also about the sequencing of the episodes, activities and exercises used within a lesson and follow up practice, paying attention to what is kept the same and what changes, to connect the mathematics and draw attention to mathematical relationships and structure.

When teaching maths for mastery, the whole class moves through topics at broadly the same pace. Each topic is studied in depth and the teacher does not move to the next stage until children demonstrate that they have a secure understanding of mathematical concepts.

Children are given time to think deeply about the maths so that they can really understand concepts at a relational level rather than as a set of rules of procedures. The slower pace ensures more secure progress. This results in teachers not having to revisit specific topics as frequently once they have been covered in depth.

Maths at Willaston CE Primary School aims to offer all pupils access to the full maths curriculum. This inclusive approach and its emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience in pupils. Though the whole class go through the same content at the same pace, there is still plenty of opportunity for differentiation. Children who grasp concepts quickly are challenged with rich and sophisticated problems within the topic, while

those who are not sufficiently fluent, are provided with additional support to consolidate their understanding before moving on.

During the Foundation Stage much of the work involves practical tasks, games and activities to build an understanding that Maths is involved with real things and is part of the real world. Children count by counting objects, manipulate numbers by dealing with objects and, as they are ready, begin to understand that numbers can be used to represent the group of objects. Sequences and patterns and an understanding of shape and position all start in similar ways.

As children progress through the school they will be given more demanding challenges which increase in difficulty. The philosophy is to provide as much support and scaffolds as possible for those who need it most, whilst giving independence and freedom to explore and to meet higher challenges to those who are ready for this. Children are also presented with 'Black Belt' challenges to further stretch and extend their learning.

Mental maths skills and the ability to solve problems in a 'real life' context are given importance within the teaching of Maths. There is also an emphasis in providing financial skills lessons to children from Year One to Six to help prepare them for life beyond school. Children also explore a range of daily fluency-based questions.

We are always keen that children are encouraged at home to develop their skills and any efforts made to encourage and develop these areas in particular will be of great benefit to a child's progress. Maths is also one of the areas in which children will be expected to carry out regular homework tasks and again, parental support and encouragement with the completion of these tasks is very beneficial.

SCIENCE

At Willaston C of E Primary School we believe that the teaching of science develops in children an interest and curiosity about the world in which they live, and fosters in them a respect for the environment. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Through the programmes of study in the National Curriculum science document children will acquire and develop these skills throughout their Primary years.

We believe that science allows children to develop ways of finding out for themselves and gives them practice in problem solving. Science fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living. It allows children to develop original ideas and a questioning attitude. In science, pupils are encouraged to be open- minded and to try and make sense

of what they see and find out. The main focus of our approach will be through open-ended activities where we encourage children to recognize the need for fair testing. We place great importance on children developing their scientific enquiry skills across a range of focuses.

RELIGIOUS EDUCATION

At Willaston, fostering our children's spiritual and moral development is one of the key aims of our Religious Education curriculum. We ensure that we teach RE for at least 50 minutes a week for EYFS and Key Stage 1 and 1 hour a week for Key Stage 2, following the Cheshire West and Chester locally agreed syllabus and supporting materials from the Diocese of Chester.

Our RE lessons teach an informed and respectful understanding of a range of religions and worldviews and give children the opportunity to discuss, debate and cultivate reasoned, considerate and thoughtful self-expression. The teaching of RE offers children a time for reflection and helps to stimulate the children's curiosity and develop a sense of awe about our wider world whilst always promoting respect, compassion and tolerance.

GEOGRAPHY

The aim of geography teaching at Willaston Church of England Primary School is to stimulate the children's interest, understanding and awe and wonder about the created world around them. It is our intent to inspire pupils with a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives.

At Willaston we create and develop learners who understand where they are from as well as others; who understand geographical differences and similarities between their local area and other parts of the world; who are competent in the geographical skills needed to collect, analyse and communicate with a range of data, gathered through experiences of fieldwork that deepens their understanding of geographical processes; who can interpret a range of maps, diagrams, globes and aerial photographs.

Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. By revisiting these areas of learning regularly, children will remember more, know more and understand more. As pupils progress, their growing knowledge about the world should help

them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. At Willaston we build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning.

HISTORY

We strive to provide a high-quality history education, which will help children to gain a coherent knowledge and understanding of Britain's past and that of our wider world. Our curriculum not only inspires children's curiosity to know more about the past but it also helps them to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our history curriculum is taught weekly in half termly units of work. These units are on a one-year cycle which build upon the previous year's knowledge so that children retain learning. Each half termly unit starts with key historical vocabulary for children to learn as well as a knowledge harvest assessment of their current understanding of the historical topic. Each unit ends with another knowledge harvest to demonstrate the learning journey of the children.

Opportunities are provided for children to apply their newly acquired knowledge during each lesson to ensure they understand more about the history concepts being taught. We plan that throughout each history unit children will experience enrichment in the form of a visitor or a school trip off site to provide first hand experiences for the children to support and develop their learning. We understand that to have impact the enrichment activities must be clearly linked to the statutory knowledge to be acquired.

Each half termly unit ends with a further knowledge harvest assessment. Children also record their newly acquired historical learning into a 'Learning Journey' which enables them to re-visit their knowledge and understanding as they move through the year groups.

PHYSICAL EDUCATION

Physical Education aims to equip children with the skills and knowledge required to fulfil a balanced, active, healthy lifestyle and the competence to excel in a range of activities. We also aim to inspire lifelong participation in sport and physical activity. The progressive nature of our PE planning aims to ensure children develop fundamental movement skills and apply these in a variety of

increasingly challenging contexts, both competitive and cooperative. Carefully structured, engaging PE lessons encompass invasion games, net games, striking and fielding games, athletics, gymnastics, dance, outdoor adventurous activities and swimming. Exposure to different sports during PE lessons allows children to obtain an understanding of rules, tactics and sporting principles. Furthermore, children are encouraged to evaluate team and individual performances, strive to improve and recognise success.

Alongside PE lessons, active learning is promoted throughout the curriculum to ensure children are physically active for sustained periods of time. A wide range of extra-curricular activities including weekly sports clubs and organised lunch time activities further enhances our PE provision. Competition is encouraged and is provided through regular inter-school fixtures and tournaments, inter-house competitions in a range of different sports and our annual sports day. Half-termly House Sports Competitions also actively encourage children to take on wider sporting roles such as team managers, coaches and referees. Both curricular and extra-curricular PE at Willaston CE Primary School support the acquisition of valuable transferable skills including teamwork, communication, perseverance and respect. Children also have the opportunity to attend outdoor adventurous residentials.

MFL

The core language taught at Willaston is Spanish. It is the intention that all children in KS2 and in Year 2 will access first quality teaching of Spanish by the language specialist in order to adequately prepare them for KS3. We aim to prepare children to be a global citizen now and in their future roles.

At Willaston, children will develop the knowledge to be able to communicate in another language other than English. The intent of our MFL curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child. We live in a rapidly changing world in which work and other activities are often carried out in languages other than English; pupils need to be equipped with the skills needed by the international workplace.

The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future and which will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

DESIGN TECHNOLOGY

At Willaston C of E Primary School we believe that the teaching of Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life.

The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become informed citizens and potential innovators.

We use a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including computing.

A long-term plan has been drawn up by staff to cover all programmes of study from the National Curriculum. This plan was drawn up by staff to provide a full coverage of the DT curriculum and has been planned to facilitate a creative curriculum. Medium term plans are produced by the staff teaching in each year group with advice from subject leaders. They show where and when objectives will be taught.

MUSIC

Music is a unique way of communicating and through expression can inspire and motivate children. Music reflects culture and society, and so the teaching and learning of music enables children to better understand the world they live in and how they can relate to it. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. We aim to increase the breadth and range of musical experiences and help the children to increase their confidence, sensitivity and creativity in music making. Our music curriculum is further enhanced through the support of specialist teachers who work with children on an individual, group and class basis.

ARTS

We believe that through the arts we enrich the lives of all children. The aim of Arts teaching is to stimulate the children's interest, understanding and awe and wonder of the world around them. We encourage respect of God's world and creation. Every child has an entitlement to have the opportunity to access a range of high-quality arts experiences, whatever their background or ability. Arts subjects stimulate creativity and imagination. Arts subjects enable children to communicate what they see, feel and think about the real and imaginary world in a variety of ways and through different mediums. They engage children in visual, tactile, kinesthetic, oral and sensory experiences to communicate their understanding and response to a range of stimuli.

At Willaston CE Primary School we enable children to take part in the Arts Awards Discover and Explore, the opportunity to play a range of musical instruments, perform on stage every year and express themselves in a creative way.

RELATIONSHIPS EDUCATION

We strive to provide age appropriate relationships education which explores attitudes, values and skills. This allows children to develop individually in order to empower them to make positive decisions about their health-related behaviour. This always takes place with consideration of the qualities of relationships within families.

Our curriculum helps children to question, understand and make sense of their place in the world. We support our children and families to create a positive mental wellbeing culture by using 'My Happy Mind'. This is taught weekly through planned lessons. Other aspects of relationships and health education are taught discretely and also by using a cross curricular approach with other subjects such as PE, RE and science.

We enrich our curriculum by organising activities to enhance learning opportunities. For example, healthy eating cookery workshops delivered by 'Health Box'. Road and personal safety talks from our local police community support officer, as well as school trips to venues such as Safety Central.

OUTDOOR LEARNING

At Willaston CE Primary School we value the opportunity to learn outdoors. Our Reception Class have free flow to the outdoors as part of their daily learning experiences. We deliver a structured programme of outdoor learning for all children in school from Reception to Year 6.

Outdoor learning is a real strength of learning at our school. Outdoor learning takes children into a different environment, giving opportunities to succeed to all individuals, especially those who may struggle in a traditional academic setting. All teachers actively partake in delivering lessons in the outdoor environment and the children receive fortnightly outdoor learning sessions with our Outdoor Learning Teacher. These are all curriculum linked but include the ethos of the Forest School movement. This encourages children to feel part of their local environment and understand how to keep themselves and each other, safe, resulting in improved self-esteem and improved problem-solving capabilities. We aim to give all children the opportunity to learn safely in our local setting, including regular trips to Willaston meadow where ratios allow. We want learners in our school to engage with and develop a relationship with the natural environment locally and beyond.

We apply all areas of the National Curriculum to outdoor learning. Being in a new setting can capture the interest and imagination of children, and makes the message more accessible for different learning styles.

We are very fortunate at Willaston to have a beautiful environment in which the children can learn new skills and become more familiar with nature around them.

SPECIAL EDUCATIONAL NEEDS & DISABILITES

Children with SEND are entitled to a holistic supportive education that is appropriate and tailored to meet their individual needs. We ensure that every child is supported to achieve, despite any difficulty or disability they may have, at a level and a pace that is appropriate to their abilities. All pupils have access to the school curriculum and all school activities no matter what their need. We provide an environment in which all children's contributions are considered and valued. We work in partnership with parents, carers This will enable children to achieve their best, improve and support their independence and empower them to become confident individuals living fulfilling lives.

Approved by Governors July 2025



Signed Chair of Governors