

SEND

Steps towards outstanding inclusive provision at Willowbrook School

Principles underpinning our work with children who have additional needs:



Bespoke provision (meeting all needs)



Collective responsibility



High expectations



1

The Learning Hub offers highly personalised provision for some of our most vulnerable children, and those with very specific needs. Our SEND Governor supports and challenges the SENDCO to ensure this provision is highly effective. (See separate Learning Hub document for more information)



2

We believe that the starting point for effective inclusive practice is to ensure the very best universal provision and high quality-teaching for all. All children benefit from strategies such as visual timetables, small-steps in lessons, teacher-modelling and so on. Targeted support is only necessary where the universal provision does not meet a child's bespoke needs.



3

The use of 'targeted support journeys' helps teachers to plan for effective targeted and specialist provision for those children who need more bespoke support. This information is recorded on Support Maps and shared with parents/carers.



4

We know that TA effectiveness is dependent on the training they receive, so our TAs receive regular training from SLT members, based on the evidence-informed staff meeting cycle for teachers. Training is also provided on areas of development identified in the annual TA skills audit or any whole school matters that need to be addressed from the SIP.



5

Termly 1:1 SEND meetings happen between all teachers and our SENDCO. This enables the SENDCO to support teaching staff to consider how they can best meet the needs of their pupils who have areas of SEND. These conversations will include discussions about both universal and targeted provision.