



Every Learner Championed

### What is Special Educational Needs and Disabilities (SEND)?

The code of practice 2015 defines SEND as, "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him/her/them"

### Code of Practice: Planning support – Assess, Plan, Do and Review

All our schools use a continuous cycle of 'assess, plan, do and review' which enables the pupils' achievements and progress to be measured over time.

### High quality teaching

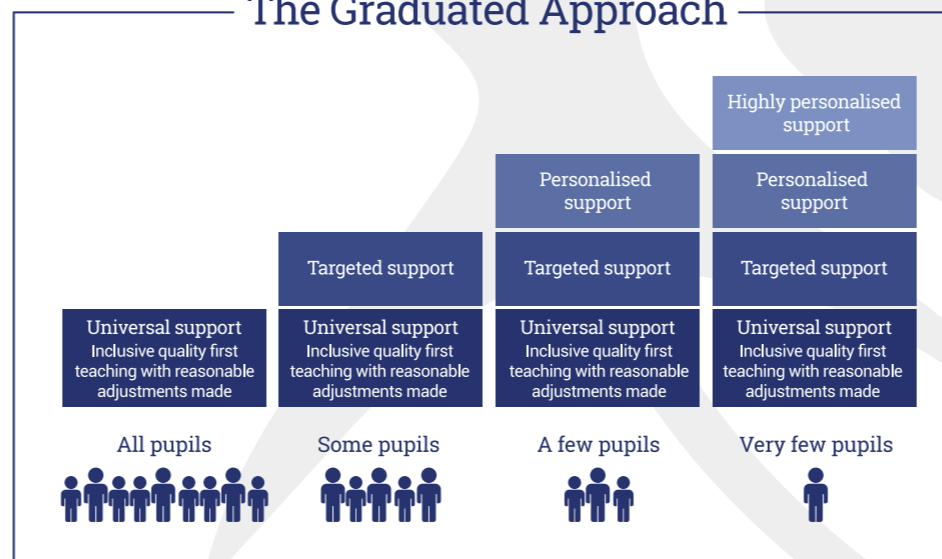
- ☑ High ambitions and expectations for all including SEND and Pupil Premium
- ☑ Sharp focus on key knowledge and skills
- ☑ Adaptive teaching – the same educational end points and breaking down into smaller components

## Ambition & Excellence for our Learners with SEND

### Our SEND ambitions & principles:

- Everyone is a teacher of SEND
- Relationships are at the heart of everything we do
- Excellent teachers and high-quality teaching
- Celebrate and promote an equitable and diverse community
- High ambitions including access to a broad, balanced and rich curricula
- Ambitious progress and outcomes
- Independent and able to make informed decisions about their futures
- Fully prepared for the next stage of education and ultimately life
- Quality professional development for all staff
- Working skilfully together including with external experts, including the social care and health team

### The Graduated Approach



### IFtL Equality Objectives

Inclusion and SEND underpin our equality objectives: value and reflect diverse society, raise attainment and quality of provision, ensure quality and equitable provision, safeguard and protect; promote equal opportunities and non-discriminatory practices.



Inspiring Futures through Learning

### Code of Practice : 4 main areas of SEND

- **Cognition and Learning Difficulties**  
(Specific Learning Difficulties, Dyslexia, Dyscalculia, Moderate / Severe / Profound Learning Difficulties)
  - **Social, Emotional and/or Mental Health Needs**  
(Depression, ADHD, Eating Disorders, Anxiety Disorders, Mental Health Issues, Social Disorders)
  - **Communication and Interaction Needs**  
(Speech, Language and Communication Needs, ASD)
  - **Sensory and/or Physical Needs**  
(Visual Impairment, Hearing Impairment, Multi-Sensory Impairment, Physical Disability)
- Some learners may have needs in multiple areas

### Voice of the learner with SEND and parents/carers

Gaining parental and learner with SEND viewpoints are paramount and this must be in place across all areas of SEND

### Where to find additional information

- School website and the SEND information report
- Milton Keynes schools – LA Website: [www.mksendlocaloffer.co.uk](http://www.mksendlocaloffer.co.uk)
- Corby schools – LA Website: [www.northamptonshire.gov.uk/councilservices/children-families-education/SEND](http://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND)

The IFtL Strong Schools SEND ambition is to embed a SEND strategy to ensure that individual ambition and potential is achieved through targeted support' (IFtL Strategic Plan 2022 to 2025)

Our IFtL Values : **F**un **U**nique **T**ogether **U**nafraid **R**esponsible **E**nergetic **S**afe