



SEND- Best Possible Outcomes

Every teacher as a teacher of SEND.

An ambitious curriculum for all pupils.

At Friarage CP School, we are ambitious for all our pupils to achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

We define best possible outcomes for pupils with SEND as:

Access to School Life

- To feel comfortable, happy and safe within the school environment.
- To attend school regularly so that they can make progress in their personal and academic targets.
- To access high quality teaching and learning alongside their peers.
- To access the curriculum offer in school, with adaptations to match their needs.
- To participate in extra-curricular activities such as after school clubs, Friarage 15 opportunities, trips and competitions, alongside pupils without identified SEND.
- To physically access the school environment, resources and activities (including trips) safely.

Progress in Academic and Personal Targets

- To make progress against their own individual targets, which are focused on their barriers to learning (Individual Provision Maps).
- To have their academic progress accurately assessed using the National Curriculum and to make progress across the year.
- To develop independence skills to know their own strengths and challenges.
- To be able to independently manage their self-care needs (toileting, dressing, feeding).
- To access support from outside agencies when needed.

Friendships and Social Skills

- To be able to take turns and share.
- To play alongside their peers without conflict.
- To be able to approach another child to play.
- To be able to play simple games with their peers, following the rules.
- To know what healthy relationships/friendships look like.
- To know that others have feelings.
- To be able to make and maintain friendships.
- To know how to repair friendships after conflict.

Contributions to Society

To access a variety of learning tasks which allows them to develop their knowledge of their community, different cultures and the wider world.

To know where they live and have visited important places in their community.

To engage in the Friarage 15 opportunities, alongside their peers.

To be involved in school events and collective worship (school productions, assemblies and special events).

To have opportunities to express their own thoughts and feelings on school (IPM reviews, school council, school reviews).

To know about different jobs in their community.

Personal Identify

To feel a sense of belonging in school and the wider community.

To feel represented and heard.

To be involved in decisions relating to them and their education (IPMS, EHCP reviews, Social Care).

To have self-confidence and esteem that they can achieve.

To develop their own personal interests, likes and dislikes.

To feel successful and a sense of pride.

To have their own aspirations.

To recognise their own strengths and what they have to offer the world.

Wellbeing

To know what is needed to maintain a healthy, balanced diet.

To participate in Physical Education and know why it is important.

To know that we all have mental health and why it is as important as physical health.

To access playtimes and lunchtimes, with their peers.

To know how to keep themselves safe at school, in the wider community and online.

To be able to identify and label a variety of emotions.

To be able to express their feelings in their own way.

To be able to use strategies to support them self-regulate their emotions.

Communication

To be able to communicate their wants and needs to others, in a way that suits them.

To be able to ask for help when needed.

To be able to make choices.

To have at least one member of staff they can communicate confidently with.

To be able to ask and answer questions (this may be non-verbally).