

SEND Intent, Implementation and Impact:

2026/2027

Intent	**Our intent with SEND support is to:** Provide high quality teaching to all children regardless of any additional educational needs or disabilities. All children have access to a broad and rich curriculum regardless of any additional educational needs or disabilities. We want all of our children to be well prepared for their next stage of schooling wherever that may be or whatever that may look like.
Implementation	**How do we implement this?** Through quality first teaching, accessed by all and adapted to meet individual needs. Through the use of external agency support such as Speech and Language Therapists, Behaviour Support and Specialist Teachers. Through measurable interventions and targeted support. Through a nurturing, exciting and inclusive school environment. Through the use of adaptations in class and around the school to support a wide range of additional needs – from accessible buildings and grounds to smaller, more specific resources in class. Through working closely with children and their families to ensure excellent relationships and understanding of needs. Through allowing all children to have access to a wide range of extra curricular activities, trips and experiences. Through an open door policy with families and regular meetings and reviews of support plans. Through carefully written support plans – written in conjunction with children, parents and external specialists. Through rigorous Assess, Plan, Do and Review cycles.
Impact	**What is the impact on our children?** Children at Colerne Church of England Primary School thrive and enjoy coming to school. They are enthusiastic learners who make good progress despite any additional needs. Children feel valued and listened to as they play an integral part in creating their own support plan targets. Children enjoy learning and are excited to know more. Children are well prepared to make the journey to their next stage of schooling whether that is the next class teacher, key stage, mainstream school or specialist setting.

Parents feel supported and listened to. They feel involved in their child's education and are a key part of target setting and reviewing.

Interventions and resources used show progress and have a positive impact on the children's learning and emotional wellbeing. For example:

Through our use of Thrive profiling and having embedded Thrive into our school, ALL classes have made progress throughout the year (tracked 3 times a year) and this information then feeds into the Thrive focuses for each class. Individual children are able to have their own profile and targeted support for any areas of need.

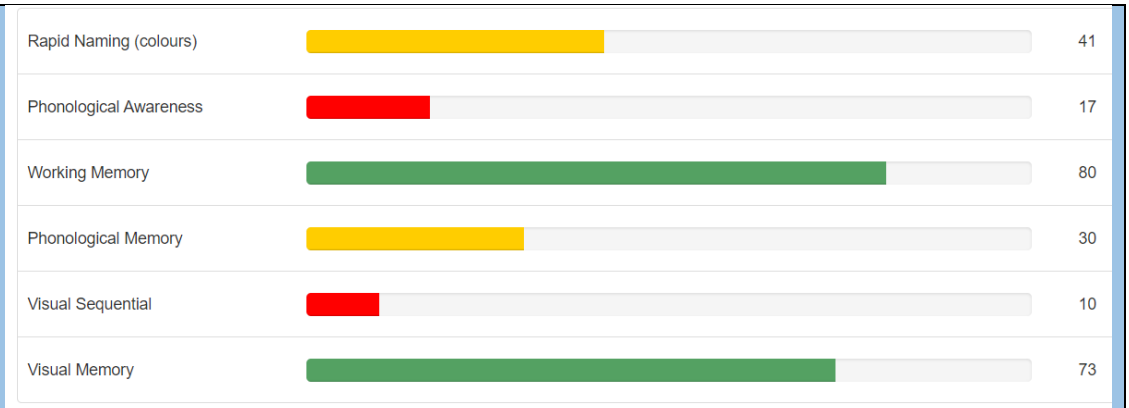
The chart below shows a section of an in school tracker based on our class Thrive results for whole classes.

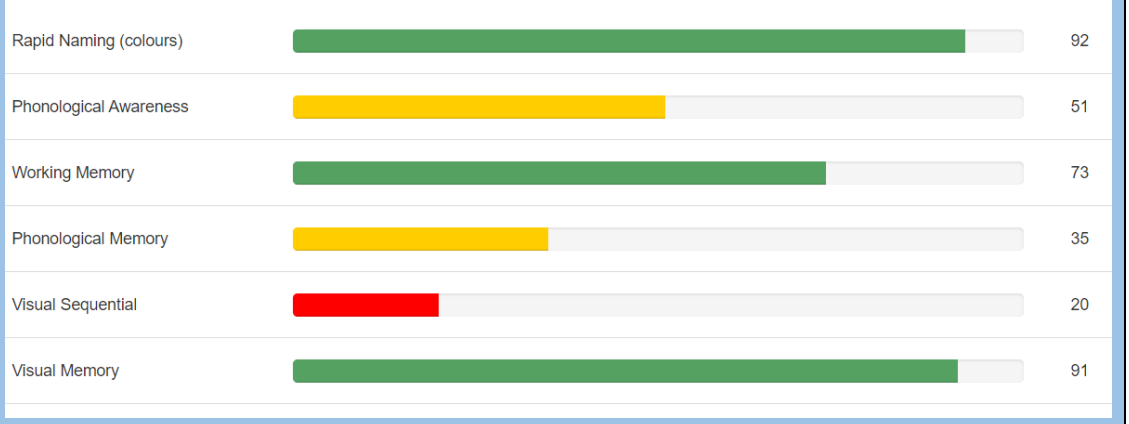
Class 1	Power and Identity **56%** *The child/young person is able to manage stressful situations without becoming withdrawn and disconnected. (Distinguishing between Fantasy and Reality)*	Power and Identity 72% **16% increase**	87% **15% increase**	56% to 87% = 31% increase
Class 2	Power and Identity **46%** Is the child/young person learning about how to ask for help and whom to go to, when they need this? (Developing an identity) The child/young person is confident when with others to say what they need and tell	69% average **23% increase**	83% **14% increase**	46% to 83 % = 37% increase
	them what they are thinking. (Developing an identity)			
Class 3	Power and Identity **62%** The child/young person recognises when they are feeling vulnerable/uncomfortable and lets someone know that they need help. (Developing an identity)	68% average **6% increase**	82% average **14% increase**	62% to 82% = 20% increase

Use of Nessy programmes to support children with Dyslexic tendencies shows good progress when reprofiled each term. We use the Dyslexia Quest programme to assess areas of need and the Reading and Spelling programme to support this. Dedicated time to use this intervention is time tabled and targets can be adapted.

For example, we can track the progress made in each area of focus and use this to adapt targeted interventions and use of the Nessy Reading and Spelling Programme.

These charts show a child's progress from baseline assessment to a year later.

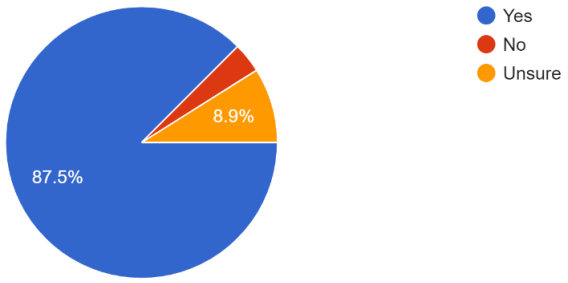




Our parent survey is sent out each year and the results are positive:

If your child does not have an SEND support plan, do you feel confident that they would receive additional support if needed?

56 responses



If your child does have an SEND support plan, do you feel involved in this? (targets, reviews, your opinion on support etc)

56 responses

