

## **SEND Intent**

### **Intent**

At Brentside, we aim to produce confident, happy and independent learners, where inclusion is central to our ethos. All learners with SEND are taught how to identify and self-regulate emotions, where mental health is primary. We believe that creating positive, self-loving and courageous learners is the first step to effective education and we believe that providing a space where safety, security, openness and acceptance is key to a well-rounded education.

The strategic use of our sensory/ emotional regulation room, 'The Haven' is fundamental to our vision where all students develop skills of independence.

Our philosophy is to ensure that learners of all abilities have access, are encouraged and supported to actively participate in all lessons. We believe that building confidence within learners through autonomy over their own learning, engagement in all topics, and uniquely tailored support within lessons, learners will reach their potential while experiencing a strong sense of self-pride.

Our use of personalised Pupil Passports, ensure that there is a strong link between the student, their parents and the school. We strongly value the input of the families of our students, and aim to include them in all areas around the education of their child. By encouraging ownership of their own learning through the development of Pupil Passports, learners are further motivated by the high expectations set out by themselves with the support of school staff and parent/guardians. We believe that liaising with external professionals, parents and school is pivotal in ensuring a holistic approach to learning.

### **Implementation**

Zones of Regulation are used and identified school wide. As we believe that a positive and healthy mindset is the utmost important part of education, we have a keen focus on teaching and supporting strategies for self-regulation. In each classroom, these zones are displayed, and children are invited to participate in self- identifying their emotions. Our aim for each child is to understand how each emotion feels and know the strategies and methods to take to help themselves. This deeper knowledge of emotional regulation is the founding step towards a more effective and meaningful education, where children are able to access learning with limited external stresses.

Through the use of 'The Haven', Brentside pupils have access to a stress-free, judgement free and safe space where sensory needs and emotional needs are met. We use elements from Nurture Rooms to inspire our usage of this space, and pride ourselves on the further inclusivity this brings to our greater school environment. All children are celebrated and able to be themselves, where no worry is too small to share. Mental health of our students is second to none, and this space helps us to foster this value.

At Brentside, all students have access to high quality teaching in class, where classrooms are equipped with appropriate and meaningful learning tools. If there are further concerns, the teachers are able to access the bank of tools that the SENDCo has generated for various needs. Students who require and would benefit from further support are then brought up the SENDCo, who will then meet with the parent, child and teacher. This is where Pupil passports are created. These are meant to be an exciting document that students and their families have ownership over. They are documents that celebrate the students and help to instil confidence in their abilities, outline strategies that work best for them, all while also addressing their goals. Advice and strategies

provided from Speech & language therapists, Educational Psychologists, and Occupational Therapists are all included and strongly considered while creating these documents.

## **Impact**

The inclusive nature of our ethos and practice has, and continues to be reflected in the relationships between students and staff. Bullying between students is an extremely rare occurrence as pupils are taught to love and celebrate one another's uniqueness and diversities.

Pupils with SEND are taught to be confident and are pushed to their limits, which is reflected in their effort and attainment levels. Brentside has been making an impact in the local community, and parents of children with SEND needs are invited to regular coffee mornings where our SEND governor is able to relate to, and assist others with her extensive experience in this regard.

The school's partnership with the community of these parents is evident in the excitement that children present during parent/ school interviews.

The children at Brentside are our number one priority. The impact that our inclusive, celebratory, and nurturing SEND values have on the children and their families is substantial, and we thrive on the success of our students as they grow into members of society performing to their highest of abilities.