



# SEND AT ARAGON PRIMARY SCHOOL

At Aragon Primary School, our aim is to provide an outstanding education that meets the needs of all our pupils, including those with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that every child achieves their full potential, regardless of individual challenges or barriers to learning. We aim to intervene at the earliest stage to ensure that our children receive the most appropriate support as soon as possible. Our overarching goal is to create an inclusive and supportive learning environment where every pupil can thrive academically, socially, and emotionally.

**“The needs of children with special educational needs and/or disabilities (SEND) are well met. Learning is broken down into small steps and a range of strategies used effectively to motivate and engage pupils. Understanding is checked frequently and with care. As a result of this very precise teaching, these pupils access learning well.” OFSTED December 2019**

We believe that high-quality teaching is the most effective way to meet the diverse needs of all our pupils. Our teachers are knowledgeable, skilled, and trained in meeting the needs of all children and providing them with ‘Ordinarily Available Provision\*.’ They have a deep understanding of different types of SEND and their impact on learning. Through thoughtful planning and preparation, our teachers adapt lessons to cater to varying abilities and learning styles. We use formative assessment strategies to identify individual strengths, weaknesses, and gaps in learning, allowing us to tailor teaching approaches and resources to meet the specific needs of each pupil, ensuring that all children are appropriately challenged and supported.

We work closely with parents/carers to understand the individual needs of their child, valuing their expertise and involving them in decision-making processes. In addition, we collaborate with external agencies, such as educational psychologists and speech and language therapists, to provide specialist support when needed. This partnership ensures a holistic and coordinated approach to supporting our pupils with SEND.



We provide targeted support and research-based interventions to meet the specific needs of our pupils with SEND.

Our SENDCo plays a crucial role in overseeing and coordinating these interventions. They work closely with teachers and support staff to identify and address barriers to learning. Support Plans are developed for pupils with SEND, outlining tailored targets and strategies to support their progress, and these are shared with families and all staff. Our support staff receive bespoke training in delivering a wide range of interventions and are responsible for measuring, monitoring, and reviewing progress against starting points.

At Aragon Primary School, we take pride in our support for children with Social, Emotional, and Mental Health (SEMH) needs. We offer a soft start to the school day for those who require it and provide a lunchtime provision, ‘Cool Box’, where children can play in a quieter, less stimulating environment and ‘Mini-OPAL’, where children can have full access to OPAL play on a smaller scale. Additionally, our two Emotional Literacy Support Assistants (ELSAs) provide emotional support for children experiencing anxiety, bereavement, or difficulty regulating their emotions.

# SEND PROVISION IN EYFS

We employ a robust system for early identification and assessment of SEN, incorporating a range of tools and strategies:

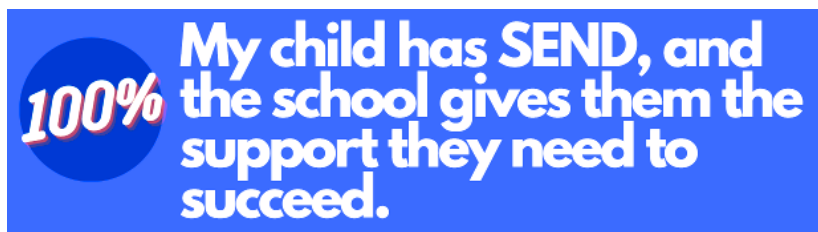
- Language Link
- Reception Baseline Assessment
- Keep-up groups for Early Reading and Mathematics
- Close monitoring of children's progress and achievement
- Collaborative discussions with parents and carers
- Effective observations and assessments
- Working closely with external agencies, such as speech and language therapists, educational psychologists, and occupational therapists

Our classrooms and outdoor areas are appropriately resourced with a variety of sensory materials, assistive technologies, and adapted learning resources, promoting an inclusive and accessible curriculum for all children. Parents are regularly updated on their child's progress. Our inclusive environment fosters a culture that values diversity, empathy, and mutual respect. All children, regardless of their abilities, embrace the principles of empathy and kindness, promoting understanding and acceptance throughout the school community.

Our outstanding SEND provision has a significant positive impact on pupils' progress and well-being. By implementing the strategies outlined above, we have observed tangible outcomes that demonstrate the effectiveness of our approach:

- Improved academic outcomes: Pupils with SEND consistently make progress in line with or exceeding their individual targets. They achieve academic outcomes that reflect their abilities, potential, and hard work.
- Enhanced social and emotional development: Our nurturing and inclusive environment fosters positive relationships, self-confidence, and emotional well-being among pupils with SEND. They feel valued, supported, and included, leading to improved self-esteem and resilience.
- Successful transitions: Pupils with SEND are well-prepared for transitions, whether moving to a different year group or transitioning to secondary school. We collaborate with receiving schools to ensure a smooth transition process that minimises disruption to their education.
- Positive parental engagement: Parents/carers of pupils with SEND feel well-informed, supported, and involved in their child's education. We maintain open lines of communication and hold regular meetings to discuss progress, share strategies, and ensure a consistent approach between school and home, recognising this as key to a child's success.

The impact of our SEND provision is visible in the achievements and well-being of our pupils. Feedback from parents, carers, and external agencies reflects high levels of satisfaction with our SEND provision. We continuously evaluate our practices, seeking feedback from all stakeholders, to further improve our provision and ensure that every pupil's needs are met effectively.



In the October 2024 parent survey, we were delighted that 100% of parents of children with SEND agree that Aragon provides the support needed for their children to succeed. This is a testament to the dedication and care we put into every child ensuring that, regardless of their needs, each individual thrives.

# ORDINARILY AVAILABLE PROVISION\*

“Ordinarily available provision and adapted inclusive access strategies ensuring high curricular ambition for all pupils.” School Review November 2024

Ordinarily Available Provision is guidance available to our teachers that covers four broad areas of need: communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs. For each area, our teachers have a set of strategies and interventions that are used to access the core knowledge and vocabulary taught to them.

Some of these strategies include:

- Adapting learning materials to suit different learning styles
- Providing visual aids, symbols, gestures, or sign language to support communication
- Using positive behaviour management techniques and rewards to promote self-esteem and motivation
- Providing sensory breaks, equipment, or adaptations to reduce stress and anxiety
- Collaborating with external agencies and professionals to access specialist advice and support



**“Leaders ensure that there is no barrier to ensuring all children have full access to the broad and balanced, intended curriculum.”**  
School Review November 2024



## ACADEMIC YEAR 2023-2024 SEND RESULTS

93% of children with SEND met the expected standard in the Y1 Phonics Screening Check compared to 44% of children meeting the expected standard nationally.

55% of children with SEND met the expected standard in Reading at the end of KS2 compared to 41% of children meeting the expected standard in the nationally.

55% of children with SEND met the expected standard in Writing at the end of KS2 compared to 30% of children meeting the expected standard in the local nationally.

73% of children with SEND met the expected standard in Maths at the end of KS2 compared to 38% of children meeting the expected standard in the local nationally.

## LONG TERM GOALS (2024-2027)

To continue to implement the Ordinarily Available Guidance from Merton LA and take positive steps forward to develop and increase our Ordinarily Available Provision

To continue to develop ways for children to show their knowledge by using alternative ways of recording in their books

To continue to implement child-friendly support plans, ensuring they are thoroughly and continually reviewed and analysed for progress

