

Widmer End | 2025-26 | Intent, Implementation & Impact | SEND and Inclusion



Intent

At Widmer End, we provide a fully inclusive curriculum that meets the needs of all learners. All learners are equally valued regardless of their needs or disabilities and we strive to develop an environment where all children can flourish and feel safe. We believe that educational inclusion is about equal opportunities for all learners and access to a rigorous curriculum that is supported by an ethos of compassion and understanding. We aim to remove all psychological and physical barriers to learning and work on the premise that strong relationships between staff and pupils is the key to effective teaching and learning and, ultimately, inclusion.

At Widmer End all children should expect to receive an education that enables them to achieve the best possible outcomes and to transition confidently and successfully into secondary education and, as such we:

- Prioritise early identification and intervention.
- Ensure that pupils with SEND and those who are vulnerable have access to a broad and balanced curriculum which is appropriately adapted to their needs.
- Develop independence and autonomy in the classroom using effective deployment of adults and resources.
- Work in close partnerships with parents/caregivers and other stakeholders.
- Ensure that staff build strong relationships which provide a safe space for children to grow and learn.
- Work as a community to monitor and review the progress of our SEND and most vulnerable learners, including the voice of the child.
- See ourselves as 'teachers of SEN' and commit to professional learning and development which strengthens our practice and understanding of SEND.

Implementation

Vulnerable pupils and pupils with SEND are included in **all** aspects of the school including assemblies, workshops and trips and visits.

Some children may require the following in addition to well planned and adapted high quality teaching in the classroom, which makes reasonable adjustments for all learners:

- 1:1 or group support as part of targeted provision to enable them to keep up and catch up.
- Spaces or time outside of the main classroom environment that they can access learning according to their needs.
- Additional support from external professionals e.g. as SLT, Specialist Teachers, MHST, CAMHS, Occupational Therapist, Educational Psychologist.
- Access to clubs or groups such as Young Carers or the MHST 'Team of Life' programme.
- Referral to ELSA and/or Nurture interventions for additional support with emotional wellbeing and resilience.

- Additional 1:1 support from the Inclusion team as necessary.
- An allocated key worker for unstructured times to support positive social interactions with peers.
- Access to specialist resources and/or equipment.
- A risk assessment for off-site trips where behaviours could present as dangerous/harmful.

Impact

Pupils at Widmer End will:

- Feel safe, secure and cared for.
- Know where to go to access support.
- Show confidence and independence in the classroom.
- Make good progress from their starting points.
- Know how to communicate their needs effectively.
- Show high levels of engagement in their learning.
- Be respectful and understanding of diversity and difference.
- Enjoy coming to school.
- Be as emotionally resilient as they can be.
- Feel valued for who they are.