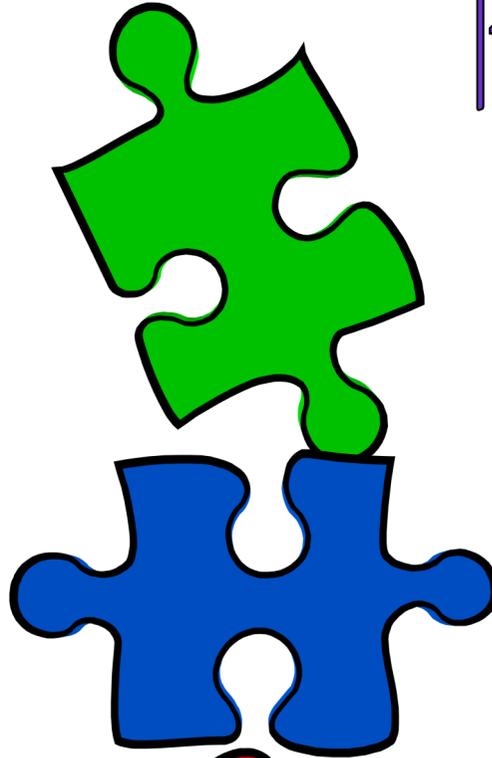


Inclusion @ South End

Junior



Pocket Guide



At South end Junior School we endeavor to meet the needs of every pupil, irrespective of their ability. We ensure that the appropriate level of support or challenge is available for children including those who have Special Educational Needs (SEN) or who are 'Big Thinkers'

Mrs Heidi Redman is our Inclusion and Provision Manager for 2017-2018 and she coordinates the provision for all of our pupils, including those with SEN across the school.

Class teachers differentiate activities for all ability groups within their class and all children receive support from classroom teaching assistants. If the Inclusion and Provision Manager and class teacher feel that any child is not making expected progress they may consider whether to place him or her on the Special Needs Register in order for that child to receive additional help and support for their learning within small group sessions or sometimes on a one to one basis.

Any concerns will always be discussed with parents and carers and they will always be kept informed of their child's progress. We are keen to involve parents at all times and parental support is vital in ensuring that each child makes as much progress as possible. For this reason parents are invited to review meetings and are always welcome to speak to class teachers and the Inclusion and Provision Manager about any concerns they may have about their child's progress. Parents will also be consulted whenever it is felt that advice from outside agencies, such as Speech and Language Therapists, is needed for individual children.

What Specific Intervention Programs do we offer our learners?

At South End Junior School we use a range of specific intervention programs to further aid the academic and social success of pupils. These pupils might only need this support for a short time and they might not be on the special needs register. These interventions are in addition to the differentiated learning opportunities offered in all lessons.

Literacy: Pupils who require extra support with their reading and writing have access to Read, Write Inc resources. Lower Hub - The 'Speed Sounds' phonic program. Upper Hub - The 'Fresh Start' phonic program. Pupils who need to develop their handwriting, specifically letter formation, have access to 'Speed Up'. This is a unique kinesthetic program which works on developing fine motor skills.

Numeracy: Pupils who are having difficulties with specific areas of the subject can access materials in class from the 'Overcoming Barriers' resources. Pupils who are having difficulty understanding basic mathematical concepts follow the 'Numicon' intervention program.

Social skills and Self esteem: Pupils who struggle with their self esteem or social skills have access to a range of programs, which are delivered by our Pastoral Support Worker.

Professionally advised individual programs: Some of our pupils may require programs for specific areas of need e.g. Dyslexia, Speech and language, physiotherapy. In these cases, we will follow the programs which a professional creates for a specific pupil's needs.

What is 'The Allotment'?

The Allotment is a room designed to be used by all groups of children, irrespective of their ability, to help accelerate progress and ultimately improve attainment. Every child that gets the opportunity to work in the Allotment is able to track their own progress on the target wall. The Allotment is a themed room which builds upon the idea of growth. The central point of the design is the garden where the children get to plant their targets and pick them once they are achieved.

Since The Allotment's official opening at the end of November 2011, the Inclusion and Provision team have been extremely busy running all of our intervention groups, designed to progress children's learning. The team really enjoy sharing a wide range of resources with the children and assessments show that our learners make good progress.

School Concerns

Children who are making slower than average progress are identified early and are given extra help within the differentiated curriculum. If it is thought appropriate then these children follow an early intervention programme. Details will be documented onto a provision map.

SEN SUPPORT

Children identified as needing support in addition to or different from the normal differentiated curriculum and those who are involved with outside agencies such as the Educational Psychologist, hearing impairment teams,, Specialist Support Service are recorded on the school sen register as sen support. These children receive targeted interventions according to their needs.

Some children whose needs are significant may require high needs funding. The criteria for this is in the Northamptonshire SEN descriptor booklet which is available on the Local offer page of the Northamptonshire County Council website.

Statutory Assessment

For children with complex needs and where progress is a major concern, a Request for Statutory Assessment can be made by the Inclusion Manager. There needs be to educational psychology involvement, health involvement, or where appropriate social care involvement for the child.