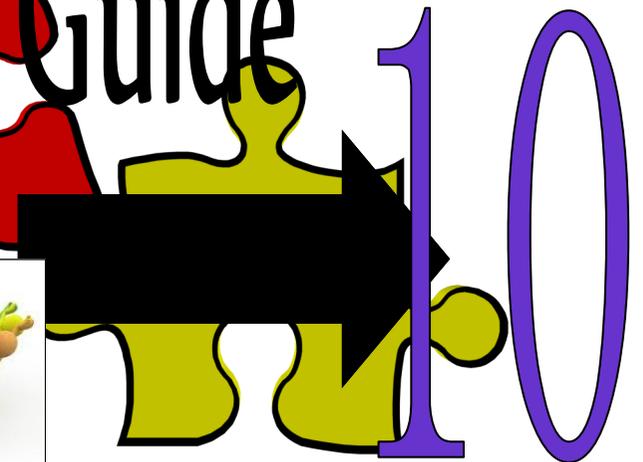


Inclusion
@ South End
Junior



Pocket Guide



Inclusion and Provision @ South End Junior School

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 or Disability (SEND) or who are 'Big Thinkers'

Mrs Amy Izycky is our Inclusion and Provision Manager and she co-ordinates the provision for all of our pupils, including those with SEND, 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 offer him or her suitable intervention 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. The child will then be added to the schools' provision mapping system and intervention will be targeted in order to support them to make progress.

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.

Any concerns will always be discussed with parents and carers and they will always be kept informed of their child's progress.

What Specific Intervention Programs do we offer our learners?

At South End Junior School we use a range of specific intervention programmes to further aid the academic and social success of pupils. These pupils might only need this support for a short time. 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. The Allotment is a themed room which builds upon the idea of growth.

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 new 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.

Despite extra provision, some children may not make satisfactory progress due to a specific barrier to learning. We may feel it necessary to seek further advice and guidance from external agencies. Parents will be consulted whenever it is felt that advice from outside agencies, such as Speech and Language Therapy, Educational Psychology or other support agencies is needed for individual children. At this stage, the child will be added to the Special Educational Needs and Disabilities Register to indicate the involvement of an outside agency and the need for a higher level of additional support.

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.

Pupils on the SEND register will receive a Personal Growth Plan (PGP). These are reviewed every term by the pupil's class teacher and parents and pupils are invited to this review.

Statutory Assessment

If the Inclusion and Provision Manager and class teacher remain unsure and are unclear about the specific needs of an individual pupil or if they feel that the pupil may need to access a specialist setting to receive specialist support in relation to their education, they may consider applying for Statutory Assessment towards an Education and Health Care plan. The Local Education Authority will then decide what the appropriate support for the pupils' needs are.