

INCLUSIVE STATEMENT

St John's Primary School aims for every young person to have the opportunity to maximise his or her life chances by experiencing a positive learning environment which:

- has high expectations
- values difference
- offers respect and dignity
- is challenging but supportive
- enables children to participate as active citizens in society.

The School is committed to providing an inclusive community, and meeting the needs of all its pupils, by ensuring that they have access to the broad and balanced curriculum to which they are entitled.

We aim to do this by:

- setting suitable learning challenges
- responding to pupil's diverse learning needs
- overcoming potential barriers to learning and assessment, for individuals and groups of pupils

Staff will endeavour always to help all pupils reach their full potential, irrespective of age, gender, ethnicity, or special need. The full Inclusive Statement, alongside the Special Educational Needs Policy, is available to read on the school web-site).

The School aims to always involve the child in discussions about their progress and to work with parents/carers in implementing a joint approach to their child's learning.

Further details can be obtained from the school's 'Special Educational Needs Co-ordinator' (SENCO), Mrs Ttofis.

High quality provision to meet the needs of children with SEN

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. However, some children need educational provision that is **additional to or different from** this provision.

This is *special provision under section 21 of the Children's and Families Act 2014*, and such provision must be made for those who need it, underpinned by high quality teaching.

Definition of 'Special Educational Needs' (referred to as SEN):

Children have Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.
- has a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' (sensory impairments/long-term health conditions).

New Code of Practice 2014

HOW IS A CHILD WITH SPECIAL EDUCATIONAL NEEDS IDENTIFIED?

Pupils are identified as having special needs by careful consideration of a number of sources:

- Information from parents.
- Information from children.
- Teacher observations, records and assessment of learning and behaviour
- Observations and information from other adults in contact with the child e.g support staff, mealtime supervisors.
- Observations and information from other professionals e.g. school nurse, doctor, social services, LA Advisory professionals (Educational Psychologist, Speech & Language, Occupational Therapist etc.)

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. We will then inform parents when there is a concern about their child's progress.

What 'Local Offer' does the school make for its pupils with SEN?

This is, naturally, very individual to a child, dependent on need and circumstance. We have offered these interventions over time, as required, in addition to 'Quality 1st Teaching'

- Focussed group work for targeted children
- Literacy/numeracy boosters (in and out of the school day)
 - Phonic boosters
 - Tuition (individual 1-1; small group 1-4)
 - Fine and gross motor skills
 - 'Alpha-Omega' spelling programme
 - Speech & Language Toolkit therapy
 - Speech & Language Advisory teacher intervention
 - Touch Typing & computer skills
 - IT programs- (Word Shark/Number Shark etc)
 - School Mentor Support (social & emotional support)
 - 'Additional Adult' support
 - Lunchtime sports activities
 - Educational Psychologist intervention
 - Support for children on the Autistic Spectrum
 - Dyspraxia support
 - CAMHS intervention
 - Family Focus intervention
 - Grief Encounter Bereavement Counselling
 - Visual Impairment Advisory support (VI Team)
 - Hearing Impairment Advisory support (HI Team)
 - Social & Emotional Aspects of Learning (SEAL- as part of PSHE)
 - Solution Focussed Support
 - Management of Medication Programme (Welfare Officer)
 - Social Skills Groups & Circle Time

Information for Parents

Special

Educational

Needs

A guide to identification and provision