



Iver Village Junior School

"Believe, Achieve, Succeed Together!"



Supporting our
children to reach
their potential;

Special Educational Needs

*Article 29
Education should help to use
and develop talents and
abilities.*

Inclusion Coordinator:
Mrs Sarah Chapman-Allen

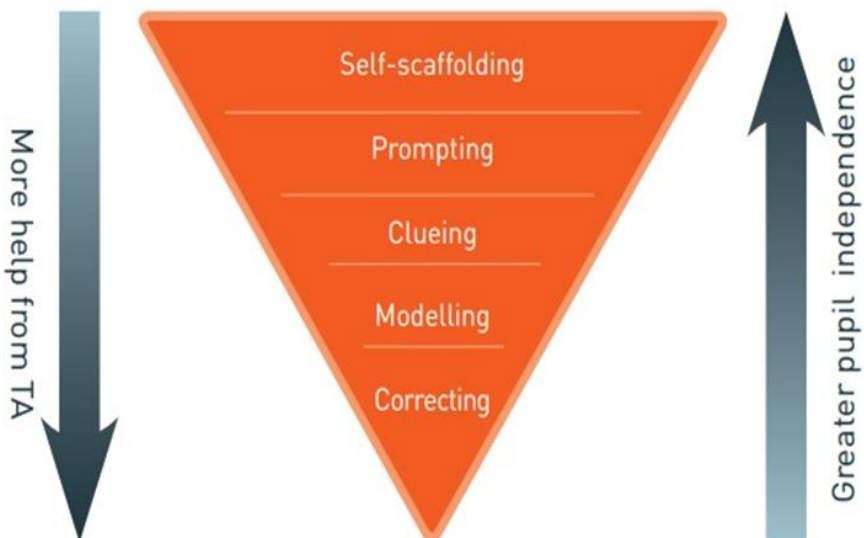
Introduction

‘At Iver Village Junior School we believe ‘Every Child Matters’.

Our school pledge ‘I pledge to do all that I can, so that we can all learn and be happy at school’ shows that we are committed to ensuring that every child fulfils their potential and develops a love of learning during their time at IVJS. We have high expectations of what we can achieve and believe that a strong partnership is vital.

As part of the MITA project (Maximising the Impact of Teaching Assistants) we have developed an ethos of providing nurture in a supportive environment building up to creating independent learners with a growth mindset.

The focus is to provide opportunities for children to become independent by using the scaffolding framework above with the aim of ‘giving the least amount of help’ as children will have the skills to tackle problems themselves—an essential component of learning.



What does 'Special Educational Needs' Mean?

A Special Educational Need is where a child has a learning difficulty that requires provision which is additional to or different from that of their peers; it requires specialised planning, teaching or other arrangements in order to be met. These needs may be Communication and Interaction, Cognition and Learning, Emotional, Social and Mental Health or Physical and Sensory.



How do we identify children with Special Needs?

Assessment

- On entry to school.
- Throughout the school, on a termly basis, children are assessed and targets are set.
- Standardised testing is used to provide a reading and/or a spelling age.
- Our SEN teacher conducts a 1-1 assessment and provides support strategies.
- The Speech and Language and Occupational Therapy team assesses children to determine learning needs and suggest strategies.

Teachers monitor children's progress through marking their work and discuss any concerns over lack of progress or particular difficulties with the Inclusion Coordinator as they arise.

How do we provide for these pupils?

All children have a right to fulfil their potential. In order to achieve this, a variety of methods may be adapted to remove any barriers to learning and further the child's progress.

It is important for all children to feel part of the school community and their class. We operate many different types of support, including in class, small teaching groups and one-to-one sessions which will enable all pupils to feel engaged with the curriculum, appropriate to their needs.

Children are allocated support depending on need. School can provide up to 13 ½ hours of support/provision for a child. This is categorised as follows:

SEN Support

A child with SEN will have an SEN Support Plan and or an IEP. These children require support additional to or different from that which the school is normally able to offer, for example, additional teacher time, physiotherapy, Speech and Language Therapy, Educational Psychologist input or Occupational Therapy.

Education, Health Care Plans

If a child has significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of needs are such that a multi-agency approach is needed to assess, plan and provide provision and identify appropriate resources.

Informing Parents

If a concern arises we will speak to you and put in place support accordingly. Parent consultation evenings are held twice a year where your child's needs are discussed. If your child has an EHC plan, you will be asked to attend an annual review meeting and complete the parent comment sheet.

These are some of the ways we plan support:

APDRs - Assess, plan, do, Review. These are a means of planning, recording and reviewing the individual targets set for pupils with an EHC plan or a child on SEN Support. APDR's list the child's targets and methods used to achieve each target.

Provision Maps - These are our way of mapping out how we support the needs of all our children. Our maps cater for all children on our SEN list, register of concern, and EAL (English as an Additional Language).

Referrals to external services. These can include:

- Specialist Teaching Service
- Occupational Therapy
- CAMHS
- Physio

How can you help your child with their Special Educational Need?

- Reading regularly
- Support with their homework
- Talking to them about their day
- Speaking and Listening activities

Parental Nomination

Class teachers, in discussion with subject co-ordinators and the Inclusion co-ordinator, have already discussed pupils who have difficulties in school. If you are concerned with your child's progress, please fill in the form below and return to school in an envelope for the attention of Mrs Chapman-Allen

Child's Name.....

Class

Area of concern

Please provide any further details (e.g. why do you think this, what methods have you tried)

Signed

Date.....

Print Name