



Subject Statement – Intent, Implementation and Impact

Subject: SEND

Subject Lead: Jo Lewis

Intent

At Victoria Junior School, our intention for Special Educational Needs and Disabilities is to ensure that all pupils receive a high-quality and ambitious education regardless of needs or disability. We want our pupils to be able to live fulfilled, curious and compassionate lives, and feel prepared to be successful in whichever paths they choose to take in life.

Through our high quality planning, teaching and provision we want to:

- Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning
- Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximised
- Provide an accessible learning environment which is tailored to the individual needs of all pupils
- Develop children's cultural capital by developing independence, life skills and enrichment
- Regularly monitor the progress of children with SEND, using a child-centred approach and taking into account environmental factors and the learning environment they experience in school
- Provide good quality and relevant training for all staff members supporting children with SEND
- Work in partnership with parents and carers
- Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.

Implementation

At Victoria Junior School, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and carers, as well as the child.

The school aims provide high quality teaching for SEND, adapted to their pupils' needs by:

- using explicit instruction that support understanding, such as clear explanation, modelling and frequent checks, followed by guided practice and then independent practice
- provide opportunities for pupils to use cognitive and metacognitive strategies so that they can plan, monitor and evaluate own learning and embed new content into long-term memory
- have scaffolded approaches to written tasks, with the aim of provided less support throughout the course of the lesson, week or term

- use flexible grouping based on current level of mastery for additional support, before re-joining the main class
- using technology to support modelling worked examples, engage in learning, provide opportunities to practice and record learning

Pupils at Victoria Junior School with SEND can have opportunities to:

- have specific 1:1 or small group intervention to support their Phonics, fine and gross motor skills, sensory needs or Dyslexia diagnosis
- take part in social and emotional support interventions such as Drawing and Talking Therapy, ELSA and Group Theraplay
- receive 1:1 support to support engagement in learning, access to the curriculum and manage social, emotional and behaviour needs
- have additional support from our Play Therapist and Family Support Worker
- receive additional support with outside professionals, such as Sport Impact, Pets As Therapy, the Guide Dog Association and the School and Family Works, allowing children extra time for pre-teaching, confidence building and securing new skills
- have access to play and develop social skills in 'Maple' – a lunchtime club which follows the principles of managing complex needs during unstructured times, including anxiety, ASD, disabilities and medical needs
- work closely with external agencies from the borough such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Autism Advisor, CAMHS Specialist Teachers, Hearing Impaired Team and the Physical Disability Team to develop specific targets and programmes tailored to the child's individual needs
- work alongside charities and other educational establishments within the community to provide access to further resources.

Impact

Pupils at Victoria Junior School will have areas of excellence recognised and nurtured, will foster an eagerness to find out more about the world around them, and be in a community where individuality is celebrated.

Therefore, they will:

- feel happy, safe and have their needs met
- be in safe learning environments where difference and diversity is embraced and all pupils are respected and respectful
- demonstrate high levels of engagement in activities
- have their needs identified and support implemented so that emerging gaps can be closed quicker
- make progress from their starting points
- work collaboratively with their peers on a shared task
- have a voice and feel heard – they are involved in decisions made about themselves
- leave Victoria Junior School having developed good independence and life skills to support them throughout life