

SEN Provision at St. John's N20

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<ul style="list-style-type: none"> • Ms D'Aristou, SENCO and Inclusion Leader, alongside teachers will organise the assessment and interventions of pupils in the school. This includes liaising with the head teacher of what is necessary with regard to staff and resources • St. John's has policies in place which address issues to do with equality of access, SEN and behaviour • The school uses a variety of assessment tools and observations to determine the needs of the pupils • When necessary, the school will liaise with external agencies for assessments of a pupil's needs • The school will plan, monitor and evaluate the targets set for pupils in liaison with outside professionals as appropriate • An Inclusion action plan describes targets reflecting priority needs and how progress is to be measured or reviewed • Pupils and parents are encouraged 	<ul style="list-style-type: none"> • Teachers and other adults working with pupils at St. John's will be appropriately qualified and experienced. Teachers will be supported to gain skills and knowledge in areas that will improve their teaching and support of pupils with SEN • In-class support will be delivered in targeted subject areas or areas of particular need; this might include the playground or lunch hall. The nature of the teaching will depend on the needs of the individual • Any withdrawn groups will be planned to ensure minimum disruption to the child's inclusion in the classroom • Additional adults may be used to: <ul style="list-style-type: none"> • refocus the attention of a pupils in a classroom; • facilitate understanding of a task or written text; • reinforce taught concepts in learning activities; • support completion of a written task; • encourage a pupil to ask or answer questions and fully engage with their learning 	<ul style="list-style-type: none"> • Staff are aware of the needs of pupils through careful transition from year to year and also with liaison (via the Inclusion Leader) with other schools • Additional adults work under the direction of a teacher and are clear about what is expected of them • There will be differentiation to ensure inclusion and access to the curriculum and a suitable mix of challenge and success across the curriculum to develop the pupil's confidence. Differentiation may include: <ul style="list-style-type: none"> • Adjustment of pace • Consideration of the order and/or number of activities to maintain attention • Focused work to ensure subject-specific vocabulary is identified and taught • Strategies to develop organisational skills • Managing equipment and independence skills. Pupils may have access to ICT equipment and appropriately structured software • There is equality of access to activities for all pupils including

<p>to be involved in provision-planning and progress reviews. This will ensure that appropriate decisions are made about what needs to happen next and that progress and successes can be celebrated</p> <ul style="list-style-type: none"> • Key staff will aim to ensure that pupils understand the targets they are working to achieve • Risk assessments are used as appropriate and in discussion with parents/carers • All staff have high aspirations of all pupils • Understanding of the potential issues arising from homelearning are taken into account and students provided with guidance/support as necessary • Time is allocated for staff to reflect on, discuss and evaluate their practice in relation to students with special educational needs and the rationale that underpins practice, to create a consensus and consistency across the staff team • Staff engage proactively with parents and carers of pupils and are open and approachable to discuss issues or concerns • Staff are able to monitor and 	<ul style="list-style-type: none"> • Strategies to improve motivation and social communication are embedded in to day to day learning experience • Arrangements are planned to extend pupils' participation within the curriculum, develop independent learning and extend self-monitoring • Parents/carers are offered advice on how best to support the young person at home • Strong, positive relationships are established between staff and pupils, seeing this as the starting point for mutual understanding and support for the pupils' learning and wellbeing • In line with our school's vision, aims and values, we will ensure that pupils have access to pastoral support for self- esteem, confidence and anxiety management • Opportunities to develop and foster positive self-esteem e.g. buddying, additional responsibilities • Multi-agency support coordinated through a Common Assessment Framework (CAF) as required • Class or subject teachers remain responsible for working with pupils on a daily basis 	<p>after school clubs</p> <ul style="list-style-type: none"> • The school's feedback and marking policy describes sensitivity towards highlighting errors and corrections on pupils' work • Learning activities are well organised, structured and planned to promote full access to practical activities
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<p>assess for access arrangements</p> <ul style="list-style-type: none"> • Carefully planned targets and programmes recommended by outside professionals and therapists, where staff are supported to deliver these • Pupils' interests, strengths and favourite activities will be identified and utilised to motivate and engage pupils in learning • Analysis of factors likely to exacerbate anxiety/stress for individual students informs systems to address and manage this • An individual provision map/school-based plans shows all provision 	<ul style="list-style-type: none"> • The school will ensure that the physical environment is adapted for the individual learning needs of the population of children attending the school • Reasonable adjustments will be put in place for pupils with a disability and those whose learning needs require environmental adaptations e.g. areas for small group teaching for pupils with auditory processing, or hearing difficulties; individual work stations in classrooms to help manage pupils who have difficulty managing their arousal levels; physical space and seating for pupils with mobility needs 	
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