

SEND

SEND (Inclusion) Intention

At Park Juniors School we intend to create a fully inclusive, nurturing and supportive environment for all pupils where we celebrate each and every success.

Developing a love of inclusion in our classrooms

- ◇ All classrooms have highly trained teachers and support staff who consistently deliver high quality first teaching.
- ◇ All staff have a nurturing ethos where children feel valued and cared for.
- ◇ The social, emotional and mental health needs of all children are monitored and supported as soon as they are apparent.
- ◇ All stakeholders have an understanding that external factors can impact on a child's development at school and at times, learning needs to occur outside of the curriculum.
- ◇ Through the staff promoting a culture of inclusion in our classrooms, all pupils feel part of the school community and are supported by their peers.
- ◇ Through targeted interventions, children make progress in their learning which in turn increases their chances of success across the curriculum.
- ◇ By using the graduated pathway, external support is sought promptly for children who are not making the expected progress so that teachers feel empowered to support all children in their class.

Our School Inclusive Culture

- Every child's success is celebrated.
- Social and emotional needs of all children, and their parents, are a priority for all staff.
- Lessons and learning experiences are adapted and enhanced to meet individuals' needs so that all children can access all areas of the curriculum and beyond.
- The Nest provides a quiet, reflective space for all children to have some time away from their classroom to focus on their own needs and individual barriers.

Assessment

- Children are given extra time and a reader, where this is appropriate.
- Assessments are carried out at the beginning of a set of interventions and at the end to measure progress.
- Class based assessments are monitored by the SENDCo to measure impact of the interventions.

Impact

- * Pupils will make accelerated progress in their interventions from their starting point, and this will impact on their overall academic progress.
- * Pupils will feel empowered to overcome the challenges they face and reduce the barriers to their learning.