

SEND Provision at St Meriadoc Junior Academy



Intent	Implementation	Impact
<p>At St Meriadoc Junior Academy, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of their need or disability. We believe that it is essential for our pupils to be equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom. At St Meriadoc Junior Academy all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants.</p> <p>Through our high-quality planning, teaching and provision we:</p> <ul style="list-style-type: none"> • Ensure all children have access to a broad and balanced curriculum through: high quality teaching and differentiation for individual pupils 'Quality First' teaching is a priority of the school. • Early identification and intervention for SEND to ensure that progress and opportunities are maximized. Reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. • Regular and rigorous monitoring and a focus on continual improvement of the teaching for SEND pupils, including those at risk of underachievement. • Provide an accessible learning environment which is tailored to the individual needs of all pupils. • Develop children's independence and life skills. • Provide good quality and relevant training for all staff members supporting children with SEND. • Close liaison is maintained with all members of staff by the SENCO. • Work in partnership with parents and carers. • Work closely with external agencies and other professionals to develop our provision for children with SEND. 	<p>At St Meriadoc Junior Academy, every teacher is a teacher of SEND. As such, inclusion underpins every area of the school and is developed through collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.</p> <p>At St Meriadoc Junior Academy, pupils with SEND will:</p> <ul style="list-style-type: none"> • Be included in all aspects of the school day and class life. • Be provided with quality first teaching, differentiated to their needs. • Be respected and their contributions valued and acknowledged. <p>At St Meriadoc Junior Academy, pupils with SEND may:</p> <ul style="list-style-type: none"> • Have specific 1:1 or small group intervention to support their Phonics, Maths or Literacy learning. • Take part in social and emotional support interventions (either 1:1 or small group) such as TIS, Socially Speaking, Circle Time or Nurture Groups. • Receive additional support with their speech and language development from a specialist teaching assistant who is supported by targets and provision set by the school's assigned Speech and Language Therapist from County. • Receive extra time for pre-teaching and/or precision teaching to help build confidence and secure new skills prior to these being taught within the classroom learning. • Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Cognition and Learning Team, Autism Spectrum Team to develop specific targets/programmes tailored to the child's individual needs. 	<p>As a result:</p> <ul style="list-style-type: none"> • Children at St Meriadoc Junior Academy feel happy, safe and respected. • Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills. • Children with SEND make good progress at St Meriadoc Junior Academy from their starting points due to the use of resources and small group intervention which meets the needs of the pupils. • The academic and social progress of children with SEND is reviewed regularly through teacher assessments; IEP reviews (3 times a year); reading and maths assessments in class or individual as needed; pupil progress meetings (3 times a year); annual reviews for children with EHCPs. • Provision is adjusted according to the assessments and observations made to ensure children with SEND continue to make progress and reach their potential. • Behaviour at St Meriadoc Junior Academy is good and diversity is celebrated. • On leaving St Meriadoc Junior Academy, children with SEND have developed good independence and life skills. As well as an understanding as to the strategies and skills which they can use to support their learning.