



Professional Development
Accredited Lead

National Centre
for Excellence in the
Teaching of Mathematics



SEN PROVISION

At Worlds End Junior School we believe that every child is unique and should be valued as an individual. Some of our children may need more support to access school life and there are a number of ways that we try to achieve this.

Our school information report can be found on our website and aims to answer any questions that parents may have about our SEN provision.

Our school currently provides additional and/or different provision for a range of needs, including: Communication and interaction, for example autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties, Cognition and learning, for example, dyslexia, dyspraxia, specific maths difficulties, Sensory and or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy. Social, emotional and mental health difficulties, for example attention deficit hyperactivity disorder (ADHD), Moderate/severe/profound and multiple learning difficulties.

As soon as any concern is raised about a child parents will be contacted to discuss this. We then follow the graduated approach and the assess, plan, do, review model as stated in the Code of practice 2015. This can be found at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Once a concern has been raised and parents informed children are placed on the concern section of the sen register. The teacher and SENCo monitor the pupil carefully and ensure high quality teacher is in place. Mrs Barlow observes the pupil, looks at their work and gaps are identified.

If concerns continue then the child moves to the monitoring section of the sen register, parents are informed. The child is assessed using the Birmingham continuum which measures small steps progress. Interventions and classroom provision is tailored to meet the pupil's needs. If concerns continue the child will be placed on the sen register, specialist agencies may be involved and further interventions and support will be put into place.

Our curriculum is designed to be inclusive and to allow all learners to engage in all activities. We aim to give children a range of learning opportunities and styles so that they can find the areas that they can excel in.

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. This may be in the form of differentiated activities, extra resources, pre-teaching, extra modelling and scaffolding. Some children may require more personalised curriculums which will be agreed with the SENCO, parents, teachers and outside agencies.

We make reasonable adjustments for all pupils, including disabled pupils to ensure that children with sen or a disability are able to access all aspects of school life. We do this by planning and risk accessing



any curriculum and non-curriculum activities to ensure they are accessible to all and adjustments are made when needed. Our accessibility policy is available on our school website. Our admission policy is based on upon the agreed Birmingham City Council admissions policy. Normal admission arrangements will be followed for pupils with 'SEN or Disabilities'

When children with disabilities join our school, we work closely with parents and any professionals involved to ensure disabled pupils can access our school.

Our school special needs co-ordinator is Caroline Barlow. Her role is to oversee all provision for our children with additional needs. She can be contacted via dojo, email c.barlow@worldsendjunior.bham.sch.uk or an appointment can be made via the school office.