



Extract from SEN Information Report 2023-24

Ranvilles Junior School

SEND Curriculum Support

At Ranvilles Junior School, our philosophy is that all teachers are teachers of SEND and that the inclusion of children with SEND in all aspects of school life is vital to ensure effective learning, progress and well-being. We believe strongly in the development of the whole child and focus on this using our STARS philosophy, which encourages all children to work towards STARS targets, as detailed below:

-  Secure and Happy Individuals
-  Talented Contributors
-  Ambitious Learners
-  Responsible Teammates
-  Successful Communicators

Teachers carefully plan and differentiate learning to engage and enthuse children through a wide range of experiences and activities, taking into account different learning styles and needs. Quality First Teaching is the key priority to ensure that the needs of all children are met and to ensure access to the full curriculum at their own level.

Children who require additional support and who have IEPs/Communication plans are identified within teacher's planning and their learning targets are included within their everyday class work. Teachers ensure that TA support is delivered, monitored and assessed according to the advice of the SENDCo.

All teachers and teaching assistants attend regular training as part of their continuing professional development.

How the school adapts the curriculum and learning environment for pupils with special educational needs;

At Ranvilles Junior School, all children are entitled to full access to a broad and balanced curriculum regardless of physical ability or special needs. We strive to ensure that inclusion is at the heart of all activities in school across the curriculum in order to meet the needs of all children, using our STARS philosophy to develop the whole child. Teacher's planning is adapted to adhere to IEPs/Communication plans and reasonable adjustments are made.

Rigorous Assessment for Learning enables teachers to personalise the curriculum to both support and challenge children with special educational needs.

The use of specialist equipment such as coloured overlays, reading rulers, specialist seating or ICT programmes is also prepared according to the child's need or specific difficulty. The advice and guidance of Specialist Teacher Advisors is also sought to ensure the inclusion of children who may have a physical disability, visual impairment, hearing impairing or specific learning difficulty.

(d) Additional support for learning that is available to pupils with special needs.

Support for children with SEND is organised by the SENDCo who deploys TAs to deliver intervention programmes which are personalised to individual needs. Discussions take place with the class teacher in light of Every Child Counts (ECC) meetings and continuous assessment taking into account appropriate support and what is needed to enable a child to make good progress. Discussions with parents/carers to gain a deeper understanding of their child's needs may also take place.

Individual children progress at different rates and respond to intervention programmes in different ways. Therefore, each child is monitored closely to assess whether their gaps in learning are being narrowed.

At Ranvilles Junior School, we use a range of different interventions covering a range of different needs. These interventions include (but are not limited to) specific one to one intervention programmes such as, Accelerated/Accelerate, Paired reading, Cued Spelling, and Precision Teaching. Small group work may also be used such as reading groups and small group maths support.

Children with an EHCP will have support as advised in line with statutory requirements.

In Year 6, all children will be assessed in the form of the SATs tests. Access arrangements for children with SEND are adhered to in accordance to the child's needs, normal classroom practice and guidelines from the Department for Education. These access arrangements can include the use of additional time, readers, scribes etc. Children who are working below the standards of the assessments will not normally take part in the SATs test. In these cases, their attainment will be assessed by their class teacher. Discussions will take place to inform parents in these cases.