

Castle Bromwich Junior School's Approach to Teaching Pupils with SEND

Castle Bromwich Junior School is committed to providing an **inclusive, nurturing, and ambitious learning environment** where every pupil-regardless of need-can participate fully and achieve their best. Our approach is rooted in the belief that all children should feel valued, included, and supported in every aspect of school life.

Inclusive Teaching for All Pupils

Class teachers hold **high expectations for every learner**, including those with SEND. Teaching is carefully planned to build on what pupils already know, understand, and can do. To ensure all pupils can access learning meaningfully:

- Teachers use a wide range of **universal, inclusive strategies** such as visual supports, scaffolding, modelling, and differentiated tasks.
- Additional strategies recommended by the SENCo or external professionals are implemented where needed.
- Adaptations are made proactively so pupils can learn **alongside their peers** and remain active participants in classroom life.

Targeted Support When Needed

Some pupils benefit from **short-term, targeted intervention groups** to help address specific gaps or develop particular skills. These groups:

- Are planned and monitored by the class teacher.
- Are delivered by Teaching Assistants or Learning Support Assistants.
- Focus on areas such as misconceptions, confidence building, or specific skills.
- Run for a planned period of time and are reviewed regularly to ensure they are effective and purposeful.

These interventions complement classroom learning and are designed to help pupils maintain progress within the wider curriculum.

Specialist Support for Specific Barriers to Learning

Where pupils experience more significant barriers to learning, a **more specialist approach** may be required. This may include:

- Referrals to external agencies such as educational psychologists or speech and language therapists.
- Specialist assessments to better understand a pupil's needs.
- Additional strategies or resources tailored to the individual.

Support is always based on **need rather than diagnosis**. We do not wait for a formal label to begin providing appropriate help.

Education, Health and Care Plans (EHCPs)

A small number of pupils may require a level of support that goes beyond the school's delegated resources. In these cases:

- The school or parents may request a **statutory assessment** from the Local Authority.
- If a pupil's needs are identified as **severe, complex, and long-term**, an **Education, Health and Care Plan (EHCP)** may be issued.
- An EHCP is a legal document outlining the pupil's needs, the provision required, and both short- and long-term outcomes.

Throughout this process, we work closely with families to ensure pupils receive the right support at the right time.