



Please read in conjunction with our SEND policy and The Accessibility Plan

Key Staff

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Our approach to supporting pupils with SEND

At Reid Street Primary School we value all pupils and celebrate diversity of experience, interest and achievement. We understand that all pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. We aim to provide a happy, friendly, caring environment where, children feel secure and valued; children are encouraged to develop self-discipline and mutual respect for each other; and, learning enables children to fulfil their true potential. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. We aim to:

- Provide high quality provision to meet the needs of children and young people with SEND.
- Promote equal opportunities, ensuring that all pupils are included in all aspects of school life.
- Eliminate discrimination.
- Raise aspirations and expectations for pupils with SEND.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Involve children, parents and young people in decision-making.
- Ensure that staff are best placed to identify and support pupils with SEND through targeted training.
- Work with colleagues, including those from other agencies, or the LA to support the identification of children and young people's needs, ensuring that they receive the appropriate support.
- Support with the preparation for seamless transitions to other educational settings.



Catering for different kinds of SEND

There are four broad categories of need identified in the SEN Code of Practice 2014 and these areas give an overview of the range of needs that will be planned for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

SEND Four Broad Areas of Need

	Communication and Interaction	Cognition and Learning	Social Emotional Mental Health	Sensory and Physical
Quality First Teaching	Visual timetables Communicate in Print Clear modelling of language PECS/ Makaton for those who need it.	Differentiated planning, work and delivery Aids to support access to the learning Adult support Pre-learning / Over-learning Assessment for learning to address misconceptions Use of concrete apparatus	Visual timetables Calming areas Sensory equipment – wobble cushion, fidget toys, weighted shoulder bean bags, noise reduction headphones, desk sections. Buddies Calming and regulating activities Zumos (wellbeing app)	Environmental factors – lighting, displays, seating, quiet spaces. Sensory equipment – wobble cushion, fidget toys, weighted shoulder bean bags, noise reduction headphones, desk sections. Calming and regulation activities – Classroom Regulation Stations. Accessibility



Intervention	<p>Speech Link</p> <p>Language Link</p> <p>NELI Language (Rec)</p> <p>SALT Programmes both speech and language</p> <p>Attention and Listening</p> <p>Talk Boost</p> <p>BLAST (Boosting Language, Auditory Skills and Talking).</p>	<p>Lingo Phonological awareness intervention</p> <p>Read Write Inc Phonics Intervention</p> <p>Precision Teaching – Spelling</p> <p>Comprehension Express Y4,5,6</p> <p>Dyslexia Gold</p> <p>Memory Interventions</p> <p>Daily Maths Intervention</p> <p>Basic Skills Intervention</p>	<p>Lego Therapy</p> <p>Visuals</p> <p>CBT Programmes through CAMHS</p> <p>ELSA – Emotional Literacy Support Assistant.</p> <p>Yoga Mindfulness - when coach available</p> <p>Art and Drawing Therapy</p> <p>Zones of Regulation</p>	<p>Sensory Modulation and Regulation Therapy Phase 1 and Classroom (an intervention to support regulation and physical development designed by Occupational Therapists).</p> <p>Earth Handwriting Programme designed by Occupational Therapists to aid physical development needed for handwriting.</p> <p>Ocular motor – improving eye control and strength</p> <p>Where recommended, Individual calming and regulating programmes</p>
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Specialist	<p>Speech and Language Therapy</p> <p>Social Communication Outreach (ASD)</p> <p>Educational Psychologist</p> <p>CAMHS - Children's and Adolescent Mental Health Services NHS</p> <p>Mental Health Support Team – through CAMHS</p>	<p>Educational Psychologist</p> <p>Beaumont Hill Outreach Service</p>	<p>Children's Psychological Wellbeing Practitioner</p> <p>CAMHS – Children's and Adolescent Mental Health Services NHS</p> <p>CATS – Children and Adolescent Therapeutic Services Private</p> <p>Social Communication Outreach (ASD)</p> <p>Early Help – Family Support Service</p> <p>Social Services</p> <p>Young Carers</p>	<p>Occupational Therapy</p> <p>Low Incident Needs Team</p> <p>Social Communication Outreach (ASD)</p>
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Identifying pupils with SEND

At Reid Street Primary we have a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for pupils. Classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress or those who appear to have a specific area of difficulty. Pupils identified as making little/no progress will be discussed in depth in termly meetings with members of the SLT, including the SENDCo or individually with the SENDCo at other points of the year. Concerns will arise when:

- Progress is significantly slower than the class average, from the same starting point.
- Progress does not match or better the pupil's previous rate of progress.
- The attainment gap is widened by the slowing of progress.



- Over time the child has presented with a specific area of difficulty.
- The pupils is consistently requiring a greater amount of support than that provided within first quality teaching.

All pupils with SEND will be supported through a graduated approach using the 'Assess, Plan, Do and Review' model.

As stated in the Send Code of Practice (2014) we follow the 'graduated approach cycle' of assess, plan, do and review which helps us to identify and assess pupil's needs and disabilities. This means that we will:

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do - put the provision in place to meet those outcomes
- Review the support and progress



Consulting with pupils and parents

Parents of pupils with SEND are always encouraged to share their knowledge of their child; the SENDCo will aim to give them the confidence that their views and contributions are valued and will be acted upon. Parents will always be formally notified when the school feels that their child need to be provided with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with parents and, when appropriate, the pupil will be involved. The provision planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Allow the pupil to have a voice through 'My Voice' sheets.
- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.



The class teacher will meet with pupils, and their parents, three times in an academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities – this will be in the form of a ‘My Target’ meeting. Where a child has a more in-depth ‘One Plan’ the SENDCo will attend the meetings. Parents of pupils with Education Health and Care Plans will attend a formal annual review where external agencies involved with the child will be invited to attend – information from the agencies who cannot attend will be included in the review. Parents will also have the opportunity to attend two other progress meeting throughout the year.

Where discussions about a pupil are needed outside of these meeting parents should contact the child’s class teacher who can liaise with SENDCo, or contact the SENDCo or Parent Support Advisor directly.

Transition support

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of, support and provision at the new phase. The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

Meetings or telephone conversations will be arranged with any new educational establishment to which a child with an identified SEND is transferring or similarly when a child with a SEND need is transferring into Reid Street Primary School.

For pupils who are transferring into Reid Street Primary School from nurseries, visits will be conducted by The Foundation Stage Leader; where necessary additional meetings will occur and an agreed transition package will be put in place. Where the child has an EHC plan in place the school will, where possible, attend the review meetings and make contact with the professionals involved with the child to ensure that the transition is seamless.

Adaptations to the curriculum and learning environment

All pupils learn differently and this isn’t any different for pupils with SEND. It is vital that any adaptations to the learning environment and curriculum are done to ensure that they support learning, and not prohibit or exclude a pupil in any way. We aim to deliver a varied and deep curriculum in which all pupils can be supported to make the best possible progress.

- Quality first teaching where staff carefully plan and constantly assess activities considering what resources/support pupils may need to ensure that all pupils have the opportunity to fully engage in the learning experiences.
- The Accessibility Plan is reviewed yearly and actions put into place throughout the year – see Accessibility Plan.



- Staff plan and resource the school environments to ensure that:
 - visual timetables are used daily to support all pupils.
 - equipment and rooms are labelled using 'Communicate in Print' words and symbols.
 - displays in the classroom are used to extend learning and teachers think carefully about how displays are presented so as to not over stimulate pupils.
 - if required, pupils have access to desk dividers to support concentration.
 - the working noise level in the environment matches the requirements of the task. Where tasks require pupils to work together and the noise level will inevitably be greater, pupils have access to noise reduction headphones which reduce the background noise whilst still allowing the pupil hear people in close proximity.
 - classroom routines are rehearsed and made explicit.
- Pupils with SEMH needs might have access to the calming sensory area; they may have access to trusted adults in school; and other provisions deemed to support them to work through issues whilst minimalizing the disruption to the learning of others.

Expertise and Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCo as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given. During staff induction, all staff will receive SEND training. Training will cover the following:

- Identifying SEND in pupils
- Liaising with the school's SENDCo
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Positive Handling techniques
- Reasonable adjustments



- How to support children with challenging emotions.

Staff Training – this may be whole school, groups or individuals

Communication and Interaction

- Early Vocabulary
- ASD Lead
- Makaton
- Speech and Language
- Language Link
- Communicate in Print
- An introduction to speech, language and communication
- Elklan Level 3 Speech and Language Support for 5-11 years
- Cued Articulation
- Makaton
- Understanding questions
- Talk Boost
- Teaching Vocabulary in the Primary Years
- Teaching Vocabulary in the Early Years
- EAL – Supporting pupils with English as an additional language

Cognition and Learning

- Supporting pupils who are not making progress with phonological awareness.
- Empowering students – Dyslexia/reducing exclusions
- Metacognition
- Improving memory in the curriculum
- SEND Ranges
- Growth Mindsets
- Phonological awareness
- Read Write Inc
- Maths Mastery
- PIVATS – through the Educational Psychologist
- Supporting pupils with specific literacy difficulties/dyslexia.
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<p>SEMH – Social, Emotional and Mental Health</p> <ul style="list-style-type: none">• ELSA – Emotional Literacy Support Assistant• Attachment and Trauma• Mental Health Awareness• RSE and Health Education• PSHE association• Drawing and Talking Therapy• I am me Year 5 and 6 SEMH• Child protection and safeguarding policy• Supporting challenging learners• ACE’s• Team Up Kids/Staff – Sedgefield Sports Partnership (Mental Health for Children and staff).• Thera-play• Lego Therapy• Parent Led CBT• Supporting pupils with ADHD• Pathological Demand Avoidance• Mental Health First Aid	<p>Sensory and Physical</p> <ul style="list-style-type: none">• Annual EpiPen/ Anaphylaxis• Administration of Medication in Schools• First Aid• Earth Handwriting – Future Steps Occupational Therapists• Sensory Processing - Future Steps Occupational Therapists• Hearing Impairment• Positive Handling• Ocular motor• Sensory Modulation and Regulation Therapy Phase 1 and Classroom
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Inclusivity in activities

The school follows the legislation laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years and the Equality Act 2010. The Acts introduce the right for disabled students not to be discriminated against in education. <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

It is expected that all staff, when planning an activity/event, will consider the needs to of the pupils in their class/group and adaptations will be made to ensure that all pupils have equal access to the activities planned.

Supporting wellbeing

At Reid Street we take the emotional and social development of all of our pupils seriously. Pupils with SEND can experience difficulties with emotional and social areas of development and can require additional support. All children have access to:

- A PSHE curriculum which focuses on promoting pupils' resilience, confidence and ability to learn.
- Positive classroom management to promote positive behaviour, social development and high self-esteem.

Children may have access to at different points throughout the year:

- The calming sensory room
- Calming and regulating activities developed by Future Steps Occupational Therapists
- Visuals to support them with making good choices
- The 'Helping Hands' room where pastoral support can be accessed
- Clubs such as Relax Kids, Yoga, Mindfulness, Lego Club, Building Confidence and Self-Esteem
- Sensory, Modulatory and Regulation Therapy developed by Future Steps Occupational Therapists. This is to support pupils who might have developmental delay in the sensory system which can then present as difficulties in regulating emotions (accessed on an assessed basis).
- 'Zumos' - a wellbeing toolkit for Primary School pupils. The app provides pupils with positive approaches to working through and dealing with difficult feelings/experiences. This app is used in school and children also have access to it from home.
- For pupils experiencing more complex difficulties with wellbeing, additional in-school support might include commissioning outside agencies, working closer with parents and seeking advice from professionals.

We believe that it is important for all pupils to have a good understanding of SEND and that by delivering opportunities for pupils across the school to learn about SEN and Disabilities they gain a greater understanding of the difficulties which individual's may face on a day-to-day basis which in turn



supports the confidence and self-esteem of the young person with SEND. Some pupils with SEND (through discussion with them and their parents) may participate in the planning and delivery of this learning.

Evaluating effectiveness

The effectiveness of the school's provision for pupils with SEND is evaluated through the schools on-going monitoring cycle by the Senior Leadership Team. This includes:

- Collection of pupil progress data for all pupils termly which is then scrutinised in a meeting with year group members – Members of the Senior Leadership Team attend, including the SENDCo. These meetings provide an opportunity to discuss individual pupils, barriers to learning, possible support paths etc.
- Analysis of entry and exit data against national outcomes
- Use of alternative tracking systems such as 'Pre Key Stage 1' or PIVATS to measure smaller steps of progress
- SENDCo to review all children's progress and update provision maps on Edukey
- Learning walks and subject specific evaluations which include SEND within the review
- SEND specific evaluations to focus on the quality of provision for pupils with SEND
- Whole school and individual CPDL for staff
- Parental questionnaires
- Whole school SEND audit to be undertaken in Summer 2022 – External advisors.

Handling complaints

Here at Reid Street Primary school we have an 'Open Door' policy and encourage parents to talk to their child's class teacher if they have any concerns regarding Special Educational Needs and/or Disabilities. It is in everyone's interest that both, concerns and complaints are resolved at the earliest possible stage. If it is necessary for further consultation meetings, these will be arranged with the SENDCo, Mrs Robson. For any complaint that cannot be resolved through an informal approach, as outlined above, please follow the guidance in our Complaints Policy which can be accessed on the school website.

Local offer

Darlington SEND Local Offer <https://livingwell.darlington.gov.uk/Categories/528>

