



'Loving, Learning, Living as we journey together to enable everyone to flourish'

Felton C of E Primary School

SEND Policy

Date policy last reviewed: Autumn 2025

Signed by:

E. Lucas Headteacher Date: _____

S. Johnson Chair of governors Date: _____

The governing board is responsible for reviewing this policy **annually**. The next scheduled review of this policy is **Autumn 2026**.

The named SENDCo for our school is Emma Lucas.

This policy is a statement of the aims, principles and strategies for the identification and teaching of the pupils who have a range of Special Educational Needs or Disabilities at Felton C. of E. Primary School. It was reviewed during Spring 2024 in line with Northumberland guidelines and it reflects the SEND Code of Practice, 0-25 Guidance and Special Educational Needs and Disability Regulations 2014.

Felton C. of E. Primary School is a school that seeks to promote Equal Opportunities and ensure that everyone achieves their potential whilst taking full account of their additional needs. We believe that:

- Provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff
- It is important to work in partnership with parents and value the contribution parents make to their child's education.
- It is important that we recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs. We value the child's own views on the provision that we provide.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

We offer a range of provision to support children with a variety of different needs eg. communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs. We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

AIMS

Felton C. of E. Primary School recognises and adheres to the principles that:

- The views of the child should be sought and listened to
- Parents have a vital role to play in their child's education
- A child with SEND should always have their needs met preferably in mainstream education
- Parents and professionals should work in partnership with each other
- The Governing Body has a responsibility to make sure that provision is appropriate
- the Local Authority and school should work together to make sure that difficulties are identified early

Felton C. of E. Primary School is committed to providing full access to the National Curriculum and equal entitlement to a broad, balanced and relevant curriculum whether in KS2, KS1 or in the Foundation Stage. We are also committed to working with other settings, such as external nursery providers (Pumpkin Pie in Felton) and settings to which our pupils transition to KS3 (Duchess Community High School, Alnwick) to ensure that pupils are given every opportunity to experience successful transitions.

To fulfil this entitlement

Teachers aim to:

- ensure that relevant information is disseminated to relevant staff and the child's difficulties are fully recognised and understood by all at Felton C. of E. Primary School
- identify and assess children's additional needs as soon as possible
- ensure appropriate record keeping and assessment that will inform future planning and to ensure that objectives and targets are shared with pupils, parents and staff
- use assessments to inform Intervention Plans (IPs) on a termly basis
- provide a relevant, differentiated, but broad and balanced curriculum.
- build on pupils' abilities, focusing on positive behaviours, achievements; developing self-esteem and respecting the rights of all pupils
- work cooperatively, encouraging the involvement of all agencies, staff, parents and pupils
- develop whole school staff responsibility for SEND and to ensure that the school's SEND policy will be part of the school's strategic planning
- foster and promote good relationships and a sense of belonging to the school community

Pupils aim to:

- Take growing responsibility for their own learning through sharing of assessments and IP targets
- Work cooperatively with others
- Be responsible for bringing homework and required equipment into school when required
- Respect themselves and others
- Adhere to Felton C. of E. Primary School's Behaviour Policy.

Parents/ carers aim to:

- Work collaboratively with the school staff to ensure that the child's needs are met.
- Support their child's progress through target setting and IP parent contributions.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2013: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Special Educational Needs and Disability Regulations 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Northumberland's Northumberland's Ordinarily Available Provision Guidance

The main changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing Local Offer for support
- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

Xiii A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*

- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with ‘...*a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities*’. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These broad areas of need are supported by the strategies and good practice identified in Appendix 1

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child’s well being and development. Our Local Offer provides further information about the agencies we work with.

Identification of ‘SEND’

A key principle under the Code is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

Some children arrive at our school with identified SEND, in which case the SENDCo will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCo or the Head teacher.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

SEND Support

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

An Intervention and Support Plan is written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed termly at least termly. Parents are invited to discuss this plan; their child's progress and the support and targets. *Class teachers and the Headteacher/SENDCo are available for further discussion by appointment through the school office.*

We adopt a graduated approach with four stages of action: assess, plan, do and review this means:

- **Assess** - in identifying a child as needing SEND support, the early years practitioner/ class teacher, working with the SENDCO, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.
- **Plan** - Where it is decided to provide additional / SEND support, and having formally notified the parents, the practitioner / class teacher and the SENDCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear

date for review recorded. All teachers and support staff who work with the child are made aware of their needs and the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

- **Do** - The class teacher remains responsible for working with the child on a daily basis. With support from the SENDCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEND support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENDCO should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- **Review** - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the practitioner / class teacher and SENDCo, taking into account the child's parents and the child's views. This should give feedback into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

Our school's graduated approach to SEND

Level 1:

Ordinarily Available Provision (OAP)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Level 2:

Additional School Intervention

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage support from other agencies may be sought.

Level 3:

High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to

achieve their potential. When appropriate, a specialist outside agency supports this. The SENDCo and class teachers work with LA support services, to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals including voluntary sector organisations, health and social care bodies, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

Home School Partnership

- At Felton C of E Primary school we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.
- All parents and /or carers are invited to meet with their child's class teacher on at least a termly basis as well as receiving an annual report.
- Parents of children identified as having SEND are also invited to a further consultation once a term at which their child's progress, Intervention and Support Plan detailing the additional support, interventions and targets are discussed and agreed.
- There are additional opportunities for parents to participate in the wider life of the school for e.g. school open days.

Pupil Views

- Children's views matter to us.
- All children are aware of their termly targets and are encouraged to self-review against these. As part of the review process, SEND pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive. We have also clear measures in place to prevent bullying (see Anti Bullying policy)
- For their annual review children with Statements of SEN or EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of the Inclusion Team.

In order to ensure the most effective 'SEND' provision, the SENDCo / Inclusion Manager has the following procedures in place:

- *Opportunities for weekly updates with the teaching staff as part of staff meetings*
- *Regular meeting and termly update with the Governor responsible for SEND.*
- *Half termly meetings with all Class Teachers to discuss children on the SEND register and their provision, as well as further meetings and discussion as required.*
- *Pupil progress meetings*

Arrangements for co-ordination of SEND provision

The Governing Body is responsible for SEND provision within school as laid down by the new Code of Practice. The Headteacher is responsible for the overall management of special or additional needs provision. The SEND Co-ordinator, (SENDCo) Mrs Lucas, is responsible for the day to day management of special needs and is supported in this by all staff.

The SEND Co-ordinator is responsible for:

- The day to day operation of SEND policy.
- Liaising and advising fellow colleagues in the development of IPs and their implementation
- Monitoring progress and reporting back to staff and interested parties, especially parents/carers
- Remaining up to date with developments in SEND provision reporting back and leading staff in-service
- Coordinating provision
- Overseeing the records of children with SEND
- Conducting Annual Reviews and disseminating information formally through the Annual Review Record to all professionals, parents/carers and staff involved
- Liaising with parents of children with SEND and external agencies. Educational psychologists, support agencies, charitable organisations, and health and social services

At Felton C of E Primary School, every class teacher will have access to the SEND Google Drive which will include current EHCP and details of EHCP reviews, IPs, graduated approach documentation, individual Relationship & Wellbeing Plans, relevant assessments as well as a copy of each child's Statement and any information relating to that particular year. Each child has an SEND folder within the SEND Drive which includes:

- SEND summary sheet (a record of involvement, referrals, meetings and relevant information)
- Graduated approach documentation
- Previous IPs and any other information not current to that academic year.
- Previous relevant assessments

Class teachers are responsible for ensuring their class' information is kept up to date on the SEND Drive.

Promoting mental health and wellbeing

- The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn. In school we develop a growth mindset approach to teaching and learning
- Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem
- A THRIVE approach is adopted throughout the school, with all staff being trained in VRFs (Vital Relational Functions): Attunement – demonstrating an understanding of how they are feeling by “catching and matching” their emotional state. Validation – demonstrating that their feelings are real and justified. Containment – Offering their feelings back to them, named and in small pieces.
- Where required to meet a social and emotional need, weekly THRIVE time is timetabled in which children take part in activities designed to secure their emotional development

and address any gaps. THRIVE profiles allow targeted intervention and allow the tracking and monitoring of the effectiveness of The THRIVE Approach over time.

- When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can
- For pupils with more complex problems, additional in-school support will include:
- Supporting the pupil's teacher, to help them manage the pupil's behaviour
- Additional educational one-to-one support for the pupil
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An individual healthcare plan. All schools must comply with the statutory duty of caring for pupils with medical needs
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals
- The school will consider whether disruptive behaviour is a manifestation of SEMH needs
- The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Evaluation of SEND Provision

In order to monitor the success of the SEND provision at Felton C. of E. Primary School, regular monitoring and review will take place resulting in an Annual Audit in the Summer Term (Appendix 2). The SEN Co-ordinator and the named governor champion for SEND will carry this out in the summer term. The evaluation is intended to improve practice and resources and to meet the needs of the 2001 Act. The tracking and analysis of results is essential to plan effectively for pupil, teacher, and class and therefore school self-evaluation and improvement.

The audit will consider:

- Resources
- Staffing
- Planning
- Differentiation
- Policy and relevance to practice
- CPD
- Progression
- Pupil improvement and targets.

The following criteria will be used to evaluate the success of this policy.

- The assessment and monitoring of children's progress
- Regular updating of the Documentation Systems
- Liaison with outside agencies
- The provision, storage and use of resources
- The aim to raise standards of behaviour and academic achievement
- Conversations with pupils and parents

When amendments are necessary these will be discussed and added to the school's strategic planning. An annual update will be made available to the governors through the HT's report and any monitoring documentation and will assess the effectiveness of arrangements for the

identification and assessment of SEND pupils, provision, monitoring and record keeping and the use of support services and agencies.

The school's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum

The school keeps data on the levels and types of need within the school and makes this available to the LA when requested. The SEND information report will be prepared by the SENDCO and headteacher and approved by the SEND Governor who will give feedback to the Full Governing Body. It will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years' All information will be kept in accordance with the school's Records Management Policy and Data Protection Policy

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections of schools and LAs
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education

Publishing information

- The school will publish details of the SEND information report on the school website
- The information published will be updated annually and any changes to the information

Complaints Procedure

Should any parent have any complaint regarding the provision for SEND at Felton C. of E. Primary School, they are invited to speak to the class teacher or either Head teacher. If

agreement cannot be made a Governing Body committee will be convened to resolve matters. If after such procedures have been followed and there is no agreement there is an officer at the LA who deals with complaints. If difficulties remain in a very few cases the LA may convene a SEND Tribunal.

Policy into Practice

Class teacher responsibilities:

- Maintain SEND file for all children identified on register
- Contact parents with information regarding their children and ensure they are aware of any outside agency involvement (including times and dates of any visits into school)
- Write IPs to be reviewed with parents
- Write IPs for Gifted and Talented pupils to be reviewed termly with parents
- Consult with SENDCO on the appropriateness and content of IPs
- Review IPs termly with parents
- Ensuring up to date IPs are copied and signed
- Ensure parents have current IP copy
- Make sure content of IPs is reflected in weekly classroom practice and can be tracked through planning and evaluations
- Tailor curriculum to ensure continuity, progress and challenge for all pupils in their class
- Employ a range of teaching styles
- Liaise regularly with relevant classroom assistants as to planning, objectives and pupil progress
- Deploy classroom assistants flexibly and effectively to support SEND pupils
- Where appropriate liaise with outside agencies
-

Partnership with Parents

At all stages of the Special Educational Needs process the school will keep parents/carers fully informed and involved.

Parents/carers are encouraged to make an active contribution to their children's education and are involved in the decision-making process around such issues as additional provision, special arrangements or particular behaviour strategies.

All interventions take account of the wishes, feelings and knowledge of parents/carers at all stages. The school is committed to ensuring that at all times parents are provided with clear information relating to the education of their children.

Appendix 1

Teaching Strategies and Approaches

Before deciding which techniques best suit the individual, it is important to decide what skills, knowledge, attitudes and concepts are needed. Pupils in need of learning support often have short concentration spans and may need tasks which they can complete quickly. It is necessary to have a variety of tasks and resources. These should be photocopied if appropriate and kept to build up a resource bank.

Strategies for helping children who have difficulty in following written instructions

- Adapt or simplify language/vocabulary in worksheets and books. Worksheets should be reviewed very carefully.
- Tape instructions for child/children to listen to through headphones while following written instructions on card/book.
- Organise collaborative work with another child who will read instructions with the child experiencing difficulty.
- Use pictorial clues/diagrams or picture sequences whenever possible (dual-coding).

Strategies for helping children who have difficulty in understanding written or oral instructions

- Start by giving single stage instructions and provide lots of practical opportunities which will involve the child following instructions of this sort. Ask the child to take a simple message to another teacher/adult. As the child becomes competent, gradually increase the complexity of the instructions.
- Organise collaborative work with another child who will read and instruction with the child and demonstrate what is to be done.
- The teacher works with the child when demonstrating a new task to a group of children or class so that the child has the opportunity to experience all the stages before being asked to do the task by him/herself.
- Tasks further broken down into 'chunks' and these are represented visually/pictorially for a child to follow sequentially.

Strategies for helping children who have difficulty in writing

It is important for teachers to remember that it is not always necessary for children to record in written format. Other ways of recording can include:

- Oral communication
- Using assistive technology such as the voice typing tool on Chromebooks
- Relating story etc. to teacher or another adult
- Telling stories onto tape recorders. This allows a child who is unable to write as quickly as his/her brain is working to stop the tape at will in order to record the story at his/her own pace
- Allowing an adult/child/teacher to act as a scribe for a child
- Using pictorial records e.g. telling a story in "cartoon strips"
- For a child whose difficulty in spelling inhibits his/her attitude towards writing, using only the initial letter followed by a dash for the word which is causing the problem. This allows the flow of writing to continue and the spelling can be dealt with later

- Using diagrams, mind maps, flowcharts etc.
- Telling stories in the forms of picture sequence cards or picture books

Strategies for helping children with literacy based problems

- Sentence completion
- Teaching the child to put at least the initial letters of words that cannot be spelled and then leave a space for later completion
- True/False, Right/Wrong, by using tick charts or by placing given statements in the appropriate column of a true/false table (this can be extended e.g. Statement No Truth in this/Some Truth perhaps/Definitely untrue)
- Matching the beginnings of a sentence to the endings of a sentence
- Multiple choice using words or phrases
- Matching words, sentences or phrases: useful for definitions
- Crosswords to reinforce learning
- Puzzles e.g. Word searches: to introduce or reinforce new vocabulary
- Games to reinforce learning
- Writing form a model structure (e.g. present a written sequence of ideas in the form of headings, encourage pupils to build up a piece of creative work gradually
- Speech bubbles: provide hypothetical quotations to be attributed to key characters
- Inference Folder materials to systematically practise inference skills - using clues to contribute meaning within texts, predicting events, filling gaps in meaning and summarising the overall gist of texts.
- Matching pictures to sentences: pupils can be encouraged to re-write or enlarge on the given information
- Sentence tables: open ended questions (where pupils are asked to express their own ideas) can be supported by simple charts and tables
- Simplified material presented pictorially
- Photographs: supported by providing the necessary vocabulary , tick chart or sentence for selection
- Personal word banks related to topics or curriculum subjects
- Golden sentences (from Chris Quigley's EEF 5 a-day for supporting pupils with SEND) in which scaffolded sentences directly model as aspect of effective grammar/punctuation which would help a learner express their knowledge across the curriculum, reducing the cognitive load to construct effective sentences in order to convey knowledge across the wider curriculum

Where possible we should encourage pupils to work in pairs (or in groups) sharing their ideas and mutually supporting each other. This can overcome the reading problem as pupils help each other understand the next. Talking partner strategies include giving children brief and focussed talking time to orally rehearse answers to open-ended questions before presenting to the wider group.

Some points to bear in mind when hearing children read

- Talk about pictures before beginning reading – use of pictorial clues can be very beneficial for reluctant readers
- Ask the child to glance through a passage and point to any “hard” words. The child can then be told the word and then asked if they can recognise the word anywhere else in the passage
- Point to a few words to see if the child can read them

- If a child sticks on a word ask him/her to continue to the end of the sentence and then “guess” what the word might be – the initial letter may give a clue
- Tell the child the gist of the passage (this is about X, it tells you something about Y and Z, some difficult words are A, B and C, A is _____ etc.)
- Ask children to read through the passage themselves and ask for help where they have difficulties
- Read paragraphs alternately with the child
- Use paired reading techniques involving peers, parents and other adults
- Ask children questions involving the use of predictive, inferential and deductive skills
- Give frequent praise and encouragement

Strategies for children with difficulties in numeracy

- Provide worksheets where child needs only to record answers
- Use mathematical computer programmes (e.g. Times Tables Rockstars) and set targeted home learning activities using Education City
- Reinforce new concepts by games, computer programmes and practical activities
- Use of ‘Flashback 4s’ at the start of maths lessons to enhance retrieval practice of topics currently being learned, the previous topic taught and topics taught in previous terms/year groups.
- Access for children of all ages to concrete resources
- contextualising mathematical learning within the real-world applications of mathematical skills
- Access to targeted intervention programmes such as Success at Arithmetic and Success at Number delivered by trained TAs

Practical Activities

Most pupils enjoy learning by practical experience rather than by a constant diet of written experience. These might include:

- Drawing
- Modelling
- Finding out more information e.g. from reference books, parents, museums etc.
- Collage and frieze work
- Drama and role play
- Listening to story or play on tape
- Looking at relevant slides, pictures, photographs etc.
- Educational visits

Whatever strategies are adopted it is vital that there is a continuation of support which involves all people working together.

The predominant mode of working with children identified with SEND is small group work, although individual work and class teaching are used where appropriate within this structure. Pupils are constantly encouraged and their work is valued and progress celebrated.

Appendix 2. (Extract from “The Role of the SENDCO,” based on work by the Special Needs Research School in the University of Newcastle.)

KEY QUESTIONS (to focus the Audit of Provision in Summer term)

The lead Governor and the head teacher will review the way the SENDCO role is managed and supported. The following key questions are intended as prompts to help in this process.

1. Does the SENDCO have dedicated time for special needs work, including time for management and administration, which is in proportion to the number of pupils in the school with special educational needs?
2. Does the SENDCO have adequate administrative and clerical support (including access to IT) in maintaining the SEN register and liaising with external agencies?
3. Are the SENDCO’s administrative tasks carried out in ways that are meaningful and manageable, and, in particular, are the school’s assessment and recording systems used to meet the requirements of the Code?
4. Is the SENDCO able to monitor the nature and effectiveness of the IPs that are being written to provide planning information for individual pupils, for senior management and for the development of appropriate INSET?
5. Has the school's SEND policy been developed collaboratively with senior management, parents, governors and other staff, and does it make explicit a commitment to a whole school approach to special educational needs?
6. Is the school developing a strategy which encourages all staff to recognise their responsibility for pupils with special educational needs and does the SENDCO have appropriate opportunities to liaise directly with colleagues?
7. Is the SENDCO able to develop informal and non-threatening relations with parents at an early stage?
8. Does the SENDCO have adequate information about external agencies and is s/he developing effective systems for liaising with those agencies?
9. Are issues related to special educational needs given due recognition in the school development plan and CPD programme?
10. Can the SENDCO undertake further professional development opportunities in respect of both the managerial and specialist aspects of the role?
11. Does the SENDCO have appropriate access to the governing body, through the responsible person or, where appointed, with the governor identified as having responsibility for special needs and do the governing body regularly review the implementation of the Code?
12. Does the SENDCO receive appropriate, effective and tangible support in the form of CPD