Special Education Needs & Disabilities (SEND) Information Report

Person Responsible for Policy:
Claire McKinney (Head Teacher) & Lynsey Robson (SENDCo)

Date of Adoption by Governing Body:
Autumn 2026

Date of next review:
Autumn 2027

SCHOOL NAME	RICHARD AVENUE PRIMARY	
TYPE OF SCHOOL	Nursery and Primary School (age 3-11)	
STAFF RESPONSIBLE	Claire McKinney (Head Teacher) Lynsey Robson (Assistant Head Teacher and SENDCo)	
LINK GOVERNOR	Valerie Forster (also Chair of Governors)	
ACCESSIBILITY	Full Wheelchair Accessible	Yes
	Audio/Visual Enhancements	No
	Other Adaptations	Yes

CORE OFFER	We are a mainstream primary school who promote an inclusive approach to all of our pupils, regardless of race, gender, physical or academic ability. We are successful in supporting children with learning needs and emotional difficulties. We also offer a specialist unit; this provision is best suited to children with more complex additional needs who are unable to access a mainstream age-appropriate curriculum. We work with parents to identify children's needs and intervene as early and effectively as possible. Richard Avenue is proud of its ethos which nurtures the talents of all children, widens horizons and develops an appetite for learning in a safe, caring environment. We are ambitious for all and are committed to ensuring all pupils achieve their full potential as we equip them with the necessary skills to transition to the next stage of their educational journey. Where adaptations to our curriculum do not offer the best possible learning environment for an individual, we work with parents and other professionals to find the optimum placement for a pupil.
POLICIES	The school has the following policies which are available on request from the school office or can be viewed on the school website at www.richardavenue.co.uk SEND (includes explanation of how children with Special Educational Needs and Disabilities are identified and assessed) SAFEGUARDING CHILD PROTECTION PASTORAL CARE AND POSITIVE BEHAVIOUR MANAGEMENT ANTI-BULLYING EQUALITY & DIVERSITY MEDICAL NEEDS The school is aware of the requirements of the Disability Discrimination Act 1995, the Equality Act 2010 and the SEND Code of Practice 2014.

At Richard Avenue, we are determined that our pupils achieve their full potential. The following report describes our provision for children from all groups and backgrounds, including children eligible for Pupil Premium funding, children adopted from care, and children currently in the care of the local authority.

In the first instance you should direct all questions and concerns you may have to your child's class teacher, who is responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need. This could be things like additional support in class from the teacher or other adults, differentiated work or special programmes to follow, or special equipment and resources
- Letting the SENCo* know of the need for your child to be added to the school's SEND register if appropriate, and write and manage the delivery of an individual or group intervention plan for your child to follow. *The SENCo is the member of staff responsible for coordinating work on Special Educational Needs and Disabilities throughout the school
- Ensuring that all staff working with your child in school deliver the planned work/programme for your child, so your child can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources
- Working with the SENCo to update intervention and support plans and set new targets
- Planning how your child will access the curriculum, providing an individual timetable and programmes for children with additional needs
- Referring to support documents such as ordinarily available offer (OAO), NASEN and Whole Education SEND to deploy appropriate resources, approaches and strategies
- Co-producing plans and targets with parents and carers
- Attending any review meetings concerning children in their class
- Updating all SEND paperwork required for each individual pupil, the SEND register for their class, to keep track of interventions, and evaluate impact of this and any additional support in place
- Writing a report for meetings about your child (for example an annual report for a review of Education Health and Care Plan/EHCP meeting, or completing questionnaires from outside agencies working with your child)
- Keeping parents and carers informed and involved so that they know how their child is being taught in school and how they can support them at home

If you have been informed that your child is receiving additional support or if you feel this may be required, you should ask to speak to the school's special educational needs and disabilities coordinator, (SENDCo) Mrs Robson, who is responsible for…

- Overseeing the provision for your child and ensuring that plans and progress are regularly reviewed and targets reset
- Supporting class teachers and learning assistants in meeting the needs of children in their care so that they make the best possible progress
- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
    - involved in supporting your child's learning
    - kept informed about the support your child is getting
    - involved in setting up plans and reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology
- Updating the school's SEND register termly, and making sure that there are excellent records of your child's needs, programmes followed, and progress made
- Supporting class teachers in writing Passports or SEND Support Plans and sharing and reviewing these with parents at least once each term, then planning for the next term
- Facilitating and supporting report writing with class teachers in preparation for Review Meetings.

The Head Teacher, Miss McKinney, is responsible for

- The day to day management of all aspects of the school; this includes the support for children with SEND
- Will delegate responsibility to the SENDCo and class teachers but she, the governing body and local authority also have responsibility for ensuring that the needs of all children are met

- Must make sure that the governing body is kept up to date about any issues in the school relating to SEND
- Will track the progress of children with SEND separately, as well as tracking the progress of all of the learners in the school
- Will talk to you about your child with SEND if class teachers and SENCO escalate concerns about provision for your child or if you feel class teacher and SENCO have not been able to meet your child's needs.

What are the different types of support available for children with SEND at Richard Avenue Primary School?

Class teacher input through excellent targeted classroom teaching also known as Quality First Teaching and our Ordinarily Available Provision.

In summary, for your child this would mean:

- That the teacher has the highest possible expectations regarding behaviour for learning
- That the teacher has high aspirations for the academic progress of your child and all pupils in their class
- That all teaching is based on building on what your child already knows, can do, remember and can understand
- Your child is able to access individual or small group support from their class teacher on a regular basis, which will help the teacher to target specific learning goals and to have a good picture of the child's current understanding and next steps
- Teaching is inclusive wherever possible, with differentiated targets, resources or support in place to help all children succeed
- Continuous assessment takes place, which informs planning and individual expectations

In more detail:

1. Ordinarily Available Offer – High-Quality & Adaptive Teaching

- Differentiated Instruction: Adapting the pace, delivery, and tasks to suit different learning styles and abilities.

- Scaffolding: Breaking tasks into smaller steps, providing visual aids, graphic organisers, or sentence starters.
- Explicit Instruction: Giving clear, short instructions, modeling expected outcomes, and allowing time to process information.

2. Classroom Adjustments & Environment

- Physical & Environmental Adaptations: Arranging quiet zones, offering sensory tools (e.g., ear defenders or fidget tools), and providing alternative seating.
- Structured Routines: Clear visual timetables, predictable daily structures, and advance warnings for routine changes.
- Technology & Resources: Use of text-to-speech software, screen adjusters, or practical tactile equipment.

3. Targeted Interventions & Social-Emotional Support

- Small-Group Work: Short-term targeted support for literacy, numeracy, or motor skills.
- Social & Emotional Learning: Access to pastoral support, quiet spaces to regulate emotions, structured lunchtime clubs, and movement breaks.
- Communication Support: Visual prompt cards and key-vocabulary pre-teaching.

4. The Graduated Response Cycle

Schools deliver this provision through the continuous Assess, Plan, Do, Review process:

- Assess: Identify the child's barriers to learning.
- Plan: Agree on simple targets and adjustments with parents/carers.
- Do: Implement adaptive strategies in everyday lessons.
- Review: Evaluate progress to see if the support is working or needs tweaking.

Core Principles

- Funding: Delivered entirely within the school's standard delegated budget.
- No Diagnosis Required: Support is triggered by a child's observed needs, not by a formal medical or educational diagnosis.
- Partnership: Designed to involve parents, carers, and pupils directly in planning classroom adaptations.

Wave Two Strategies are available

This means:

- That your child is slightly behind expectations for the class but well placed to improve and catch up with differentiated work, additional teacher attention in class, regular individual or small group support for a short period of time

Wave Three Strategies are available

This means:

- That your child is unlikely to catch up in the short term and that work covered in class may be inappropriate
- Specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support your child to learn
- Small steps of progress will be identified and shared with parents/carers and pupils
- Your child will have a SEND Support Plan which explains their targeted objectives, and the programme being followed to help your child reach their goals
- Your child's progress towards or achievement of short-term goals will be reviewed at least once a term and new objectives and programmes will be set
- Your child may work individually or in a small group with an adult and may also have differentiated work to follow in class to develop their independence when reinforcing the skills they are learning

SENDCo involvement

Children on the SEND Register may receive additional support from the SENDCo (Mrs Robson) in school. This may involve:

- Observing the child in class and offering advice to the class teacher
- Working with children in small groups or providing individual 1:1 support to help assess their needs or train staff
- Working with teachers and learning assistants in school to ensure work is targeted appropriately for particular children

- Planning work for individuals or small groups with specific targets to address needs
- Reviewing Passports and SEND Plans in order to set new targets with staff
- Conducting assessments or liaising with outside professionals who will conduct specific assessments or observations
- Working closely with the Local Authority to gain up to date information regarding support available to embed within our practice

Specific group work

This work, which Richard Avenue and other schools call interventions, may be:

- Taught in the classroom or a designated work area elsewhere in school
- Taught by a staff member who is best placed to run these groups, and follows a plan set and reviewed by a teacher

For your child this would mean:

- They will engage in sessions with specific targets to help them to make more progress

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Additional support from an outside professional

If the class teacher's or parent's request for advice in providing for a child cannot be met from within the expertise of the school, the SENDCo or Head Teacher may identify the need for extra specialist support in school from an outside professional e.g. Local Authority SEND Support Services, AOT (Autism Outreach Team), EP (Educational Psychology), Visually Impaired Service and Hearing Services or outside agencies such as the Speech and Language therapy (SALT) Service, CAMHSS (Children and Mental Health Service Sunderland), CYPS (Children and Young People's Service i.e. mental health), Healthy Heads and voluntary organisations such as Barnardos.

For your child this would mean:

- Your child has been identified by school staff, or you may have raised your own concerns, as needing specialist input in addition to quality first teaching and intervention groups
- You will be asked to give your consent for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school
- A visiting specialist professional will work with your child to observe their work and needs and to directly question them or ask them to complete assessment tasks if appropriate
- The specialist professional will discuss the hopes for the outcome of the visit and look at records of the child's assessments and the targeted work to date
- The specialist professional may give immediate verbal feedback to staff and will prepare a written report which is shared with parents
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include following programmes in their specific area of expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual may work with the outside professional

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

What different types of needs are met amongst children with SEND at Richard Avenue Primary School?

Speech and Language support

If your child has been identified as requiring additional speech and language support and has been assessed by the SALT Service, (Speech and Language Therapy) there are trained and experienced teaching assistants within school to deliver programmes, following the recommendations of the SALT who also visits school to assess children on request. These teaching assistants also work within your child's class or key stage, and can therefore follow up targets in other lessons and link practical and oral activities to the topics being studied. Your child is referred to this service via nursery or school as soon as a specific need is recognised. Children may also be referred by medical services and may have been referred to the Speech and Language Therapy Service before starting nursery, in which case, school can liaise with a professional from the Speech and Language Therapy Service to continue this support. Even if your child does not require specific SALT input, we run groups in early years classrooms or wherever a need is identified, to help pupils develop their vocabulary and grammar skills.

For your child this could mean:

- Working with a member of staff within school 1:1 or in a small group
- A visit by the S&L Therapist to school within 6 months of the previous visit, to which you are invited, to review progress and set new targets
- Following up programmes within class where the SALT, class teacher and learning assistant can plan together to address needs
- Bringing home visual materials to reinforce the speech sound or area of grammar addressed, so that you can practise together at home

Support for fine and gross motor skills

Your child may have been identified within school and followed fine and/or gross motor interventions with staff. If problems persist your child could be referred to an Occupational Therapist or Physiotherapist and require a specific exercise program which needs to be carried out regularly at home and in school. Referrals may be done through school or through your family doctor.

If a programme is set by an external professional, we will allocate a specific member of staff to carry out recommended exercise programs, and class teachers will build in activities e.g. to improve manual dexterity, to whole class or targeted group work as necessary. We have staff who have experience of delivering motor skills programmes, and these staff will meet professionals from Occupational Therapy and Physiotherapy services to discuss programmes, review the child's progress and update exercises as required. Additional resources are sometimes required to follow programmes, which can be bought by the school or loaned by the therapy services.

For your child this could mean:

- Following a specific physiotherapy programme, checking specialist clothing for comfort, completing daily exercises and warm ups before PE lesson on a 1-1 basis
- Following gross motor physical programmes in a small group as an alternative to or in addition to the usual PE lessons
- Following fine motor programmes including handwriting and hand strengthening exercises in a small group
- Following other fine motor programmes which would be built into class lessons including art and technology and could also be completed by many or all of the classmates
- Using adapted materials such as training scissors

Autistic Spectrum Disorder and high functioning Autism

We have experience of integrating children with social communication difficulties in Richard Avenue Primary School. We use methods such as workstations, visual timetables, now and next boards and social stories with children who can benefit from these approaches.

For your child this may mean:

- The support of outside agencies observing your child in the classroom and discussing their provision with Richard Avenue staff
- Working in a quieter space within the classroom for part of their day
- Using overt routines, rewards and consequences which are understood by your child
- Withdrawing to a quieter area when the child is not coping in the main class or for specific intervention such as a social skills group, restorative conversation or individual social story
- Working through a set of tasks with minimal adult involvement to build up academic or motor skills alongside increasing independence
- Spending parts of the school day which are identified as difficult (sometimes playtimes or dinner times) in a separate activity with an adult or within a small supervised group
- Gradually adjusting all of the methods above so that your child can work towards tolerating activities that are more difficult for them and integrate more successfully with their peers

ADD and ADHD (Attention Deficit/Hyperactive Disorder)

We will work with families and other professionals to ascertain the specific reason for your child's social and emotional needs and help them overcome them. This may mean using some of the strategies mentioned above to help your child understand reasons for our rules and routines, integrate successfully with their peers, and achieve their best.

For your child this could mean:

- Evidence is collected from class teachers and parents to detail the difficulties being presented. This is then discussed with a CYPS representative to decide whether a referral for assessment is appropriate
- Referral forms are completed by teacher and parents to submit to CYPS to determine if an assessment will take place

- If an assessment is to take place, various appointments will take place with a CYPS clinician
- If a diagnosis is confirmed, strategies will be put in place, such as using methods such as a workstation or rewards and sanctions

Physical or medical needs

We have a Medical Needs Policy which details the regular administration of drugs if these are necessary during the school day. If children face sensory or ambulatory challenges we invite other professionals to assess our building and provision and help us identify necessary changes. We have a wheelchair accessible building with additional ramps, adapted furniture and changing facilities for the children with those needs. We have established good working relationships with other support services to ensure the most appropriate support is in place.

All of our members of support staff are qualified first aiders with training updated regularly, and all of our outings and special events in school are risk assessed. We have a dedicated first aid room and an accessible toilet, and our building and grounds are fully accessible to wheelchair users. Where medication is prescribed on an occasional basis, we require a consent form to be completed by parents and carers. Routines which ensure that medicines are kept safely and administered correctly are carefully adhered to.

Children who need support for their overall wellbeing

At Richard Avenue, we value children's personal, social and health education highly, and curriculum time, assemblies and themed days are devoted to lessons and events which promote wellbeing, such as e-safety awareness, peer support and role models, and transition between classes. We also identify vulnerable groups for extra support and attention, which may take the form of nurture groups or homework clubs. (See Personal Social and Health Education Policy).

We identify different groups of children in our teaching and provision, to ensure that needs are met and no group is disadvantaged. Nurturing provision for all of our pupils is a strength of the school.

Some children are identified as needing extra pastoral care. A full-time Family Worker and Safeguarding Lead is employed at Richard Avenue and can provide one to one, small or large group support bespoke to the child/children. Our school is also supported by the Healthy Heads team which offers additional mental health input, providing early intervention for children and families who are struggling with mild to moderate anxiety and/or depression.

Children who are or have been in the care of the Local Authority

We have a small number of children who are adopted from care, and children who are identified as Cared For and Previously Cared For. Some of our families are also supported by Children's Services or Adult Social Services.

The head teacher along with the Family Worker and Safeguarding Lead are the Designated Safeguarding Leads at Richard Avenue. They are supported by four Deputy Designated Safeguarding Leads who are the DH, AHT, KS1 and EYFS Leads all of whom have attended relevant training to ensure that the school is compliant with county and national guidance, and is able to provide for the needs of these groups of children. The Head Teacher is also the designated teacher for Cared For and Previously Cared for Children as part of her wellbeing responsibilities.

Safeguarding and CFC information is disseminated to all staff on a regular basis to meet national requirements, and further training or support is given to staff should the need arise. The school works with the Virtual School and inclusion support workers to complete a PEP (Personal Education Plan) which addresses learning targets as well as any needs which are particular to children who are in care.

Children with attendance and punctuality needs

We work hard to make sure children are well supported to attend school regularly, particularly if they have additional needs. When possible, we hold regular events to promote attendance and punctuality, including publishing information on our weekly Friday Flyer discouraging absence due to family holidays being taken in term time. Support is offered; for example where children are reluctant to

separate from parents or parents have their own health or mobility issues. We work closely with the team from A Star Attendance alongside the School's Early Help Worker.

Miss Ellis, Mrs Begum, Mrs Lavelle and Miss McKinney together lead on attendance and punctuality.

Children with English as an Additional Language

We identify children where a language other than English is spoken by at least one parent. Miss Howard (EAL lead) attends training on providing for children with English as an additional language and knows where to find support such as training for learning assistants and translations of standard letters home, should the need arise. We work closely with the EAL lead from Together for Children as well as translation support provided by external agencies. In school, a small number of the team also provide dynamic bilingual support where this is required, with children and with families.

For some children with English as an additional language, there may be a learning need which is related to or independent from their stage of language development in English.

Pupil Premium

Pupil Premium funding is an additional payment made to the school for every child currently eligible for Free School meals, or who has been eligible during the last six years. This payment is in recognition of the attainment gap that is likely to exist in outcomes for disadvantaged children compared to the national average.

Funding is also given for children whose parents are employed in the armed forces, and children who have been adopted from care or are currently looked after by the local authority. The government scrutinise the allocation of this funding within school, which is used to support children in a variety of ways, e.g. providing or subsidising enrichment activities, outings or after school clubs, or providing additional staffing to allow relevant interventions and nurture groups to take place for all children with a need, including 1-1 mentoring for

identified Pupil Premium children. Current pupil premium statements are available on the school website.

EHA (Early Help Assessment)

Where two or more external agencies are involved with a child (but where no EHCP or social work involvement is in place) school and parents may have agreed to fill in an Early Help Assessment.

This will mean

- Regular (usually termly but more frequently if there is a need) meetings of school staff, family and other involved professionals
- Children may be involved in individual or group interventions in school or accessing support from other agencies
- An action plan will be agreed and different professionals will have a role in helping the family to achieve improved outcomes for their child which may range from attendance and punctuality issues, health or housing concerns, to academic progress
- A lead professional will chair meetings and circulate minutes. This may be the SENDCo or another staff member for example our Family Worker, who would support the family in the community, as well as coordinating the agencies involved.

Specified individual support

If your child is identified as having additional and complex special educational needs or disabilities which cannot be met within the normal provision for pupils, your child will need to receive more than 20 hours per week of support in school which can be used to support them individually or within a group or with differentiated tasks / attention / resources within the whole class. This is usually provided via extra funding given to schools attached to an Education, Health and Care Plan (EHCP.) This means your child will have been identified by the school as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. This needs to be investigated by other professionals including an Educational Psychologist, and agreed by a panel of independent professionals representing the Local Authority. Evidence will be gathered within school for at least two cycles of support following external advice, and an Education, Health and care Needs

request will be submitted. Parents will be involved and informed throughout the process which is usually over a period of more than one school year.

The school will support your child with individual programs and increased support if at all possible during the application process. If your child has specific medical conditions which will require a high level of therapies or could limit potential in academic or social areas, this may well have been recognised at an early age and an EHCP may be in place before your child starts school.

If your child receives an EHCP during their time at Richard Avenue Primary School, this process may involve some of the following:

- Support from other agencies, e.g. Local Authority central services such as the HINT Team (high needs), Visually Impaired Service and Hearing Services
- Support from medical / community agencies such as the Speech and Language therapy (SALT) Service, CAMHS or CYPS
- The school may apply for early years inclusion funding in order to provide additional support to meet a nursery child's needs for a specified purpose and period of time. This could be additional support within the class or a specific intervention to address any needs that cannot be met within the class. This funding is short term and not normally expected to progress to an EHCP.
- If the school requires support for a child with more complex special needs they (or parents) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount and nature of support that will be provided for your child.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with existing arrangements.

- After the reports have all been sent in, the Local Authority panel will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a draft EHC Plan. If this is not the case, they may suggest the school accesses further advice or support from external agencies.
- The draft EHC Plan will be formalised after a period of consultation. It will outline the long and short term goals for your child and is a legally binding document which must be reviewed at least annually.

Additional funding for your child may be used to:

- provide individual or small group teaching from a teacher or other staff member
- provide an adult to support your child when learning within the whole class and/or managing social situations such as playtime and lunchtime
- run individual programmes or small groups which include your child eg for social skills or therapies
- pay for support from outside agencies
- provide resources not available from within the school budget
- This type of support is available for children whose learning needs are:
- Severe, complex and lifelong, and / or
- Need more than 20 hours of support in school

Who are the other people providing services to children with SEND in this school?

Currently at Richard Avenue Primary School we have:

- One full time Head Teacher (who is also a Designated Safeguarding Lead), a Deputy Head Teacher, an Assistant Head Teacher (who is also SENDCo), a full time Family Worker, Safeguarding Lead and Wellbeing lead, 14 full-time equivalent teaching posts and three part-time teaching posts
- One Higher Level Teaching Assistant who works within our ARP provision

- Eleven full or part time learning assistants, who together have a wealth of experience in working with other agencies and children with a variety of difficulties
- A team of lunchtime supervisors work across all year groups. This leads to good quality wrap around care as staff know children's needs well and a consistent approach is maintained throughout the school day.

We liaise closely with the following services:

- Children's Services (social workers and family support workers)
- Sensory Services for children with visual or hearing needs
- Speech and Language
- Educational Psychologist
- Early Help
- School Health
- SEND SUPPORT professionals
- Occupational Therapy
- Health Visitors for children under 5
- Physiotherapy
- CYPS (Children and Young People's Services regarding mental health)
- CAMHS (Children and Mental Health Services)
- Sunderland Safeguarding Board
- Healthy Heads (From January 2025)
- Operation Encompass
- School and Community Nurses
- Behaviour Support (Local Authority)
- Autism Outreach Team (Local Authority)

How are the teachers in school helped to work with children with SEND and what training do they have?

- All teaching staff have SEND training as part of their initial teacher training, and receive updated training on school procedures each year. In addition staff may attend external courses which directly or indirectly offer advice in how to help and best educate children with additional needs.
- The SENDCo has regular meetings to share good practice with the local authority

- The Headteacher and SENDCo attend other related training
- The SENCo's job is to support the class teacher in planning for children with SEND
- The school responds to and seeks out training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school and individual training on SEND issues such as ASD (autistic spectrum disorder), behaviour, nurture and speech and language difficulties
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class
- The majority of staff have attended training in the practical element of Team Teach. The Head Teacher, Deputy Head Teacher, Assistant Head Teacher (SENDCo) and 6 other members of staff have been trained in the physical element of Team Teach, which includes holding and moving children, but primarily promotes de-escalation and avoidance of behaviour issues

How will teaching be adapted for my child with SEND?

- Staffing structures are looked at annually and the needs of each cohort are considered individually based on the additional needs of all children. As a school, we ensure our staffing structure enables the appropriate staffing levels to be in place to support our children in the best possible way to make the progress they are capable of
- Curriculum information can be found on the school website
- Objectives for curriculum work are always differentiated according to the needs of the members of the class
- If the main class focus is not appropriate to your child's needs, alternative objectives will be identified and shared with parents and carers
- The learning environment can be adapted, eg working in a quiet area or workstation
- Specific resources and strategies will be used to support your child individually and in groups
- Planning, teaching and resources will be adapted on a daily basis if needed to meet your child's learning needs

Please speak to the class teacher or SENCo for specific details regarding adapted teaching and curriculum for your child. Currently parents will be informed of their child's needs and differentiated work in a phone call, an additional meeting in school or at parental consultation time or as needed. Targets and programmes will be shared with parents and carers so they have their own copy.

What happens if my child has significant needs and can not access a mainstream classroom full time?

- Our school has an internally funded 'Additional Resources Provision' (ARP) called 'Little Explorers'
- This is for children within Early Years and Key Stage 1 who have a significant barrier with their communication and interaction skills, impacting on them accessing their mainstream class with an age related curriculum
- The children within our ARP access a play-based semi-formal curriculum which is rich in communication opportunities, such as the use of symbols, makaton signing and intensive interactions
- The children access their mainstream classes when appropriate and this is planned on an individual basis
- We assess the children using the 'Birth to Five Matters', which is a non-statutory document which allows us to identify the age-bands the children are working within and how to plan for their next steps of progression

How will the school measure the progress of my child?

Assessment and recording for all children in school, including your child with SEND

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed formally in our termly interventions, SENCo monitoring observations for children with significant SEND, and data collection and analysis each term
- All children in school are assessed regularly according to year group expectations as appropriate. We can use a variety of

additional formal and informal tests including standardised tests, which may be administered by a member of school staff or a visiting professional. We use assessment materials or observations and records of behaviour/outcomes that can show smaller but significant steps of progress

- At the end of Year One the Phonic Screening Check is used. Children are regularly (half-termly) assessed on the Little Wandle programme and are grouped accordingly. Children who do not reach the required standard in Year One, continue to be supported in their acquisition of phonics and the Phonic Screening Check is used again at the end of Year Two
- At the end of Key Stage One (i.e. at the end of year 2) the children are teacher assessed, based on their classwork, knowledge of the child and any other information. This is something the government requires all schools to do.
- The progress of all pupils is tracked and monitored throughout the year and assessment data is updated three times per year
- Children with significant needs will have a SEND support plan which sets targets and measures progress for the individual child. This is updated three times a year and parents are involved / informed
- As part of the drive to raise standards the progress of groups of pupils is measured; SEND is one designated group

Assessment and recording of SEND provision

- Each class teacher contributes to the SEND register
- Children with significant needs who have many agencies involved in their provision will need their own file with reports, programmes and tracking information
- Children with a SEND Support Plan or passport will have their plans reviewed at least every term and the plan for the next term made. These plans are co-produced with parents and carers
- There will be an informal assessment at the beginning and end of the intervention period to help determine starting points and measure progress

- Information relating to specific targets and achievements is regularly recorded so that appropriate objectives and programmes can be selected and progress can be measured.
- Assessment data is collected regularly and analysed to track the progress of all pupils and compare this to the progress and attainment of children with SEND
- Termly update of the SEND register and individual targets takes place with in-depth scrutiny of teaching and learning, to ensure provision for children with SEND is appropriate
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education, in addition to the provision above
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in often
- Scrutinies of SEND provision take place – looking at lessons, intervention plans, work scrutiny, progress shown in results of tests etc – to evaluate the overall effectiveness of the school's overall provision as well as the individual experience for each child with SEND

What support do we have for you as a parent of a child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used,
- The SENCo is available for a phone call or meeting with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report
- Homework will be adjusted as needed to your child's individual needs
- A home/school contact electronic document may be used to support communication with you, when this has been agreed to be useful for you and your child

- You will be given a copy of updated intervention and Support Plans each term, if your child requires one, which the class teacher or SENCo can discuss with you if necessary
- Any information we receive about courses or support groups directed at parents of children with a SEND will be shared with you

How is Richard Avenue Primary School accessible to children with SEND?

- The building is accessible to children with a physical disability
- We aim to provide any additional resources/equipment your child may need, which may mean liaising with appropriate agencies who will lend us the equipment
- We ensure that equipment used is accessible to all children regardless of their needs
- Extra-curricular activities are accessible for children with SEND providing appropriate support can be provided by the school if needed
- We apply advice given to us by outside agencies who are specialist in difficulties met by your child e.g. visual impairment

How does Richard Avenue Primary School include pupil voice within SEND?

As a school, we have recently identified a small group of pupils who are our 'Inclusion Ambassadors' and represent our school at events held by the local authority, alongside ambassadors from other schools within the city.

They are pupils trained to champion equality, kindness, and belonging so that every classmate feels valued and heard. Their roles and responsibilities include:

- Promoting fairness
- Supporting peers
- Voice and feedback
- Modelling good behaviour
- Raising awareness

How will Richard Avenue Primary School support my child at key transition points – when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for many children, and particularly for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child
- We will make sure that all records about your child are passed on
- We are happy to accompany parents/carers on exploratory visits when choosing a new school or discussing transition arrangements
- We welcome staff from the receiving school to visit us and see your child “in situ” as well as discussing how transition can be smooth for them

When starting in Nursery or Reception classes:

- A successful programme of induction which includes home visits alongside short visits (stay and play) for children and families when entering Nursery and Reception classes
- Present information through open events and post videos of the site and the staff on the school website
- Children who are about to begin in Nursery or Reception are normally encouraged to visit the school for other purposes such as open days and school fairs
- Parent information presentations are shared on Seesaw
- Additional meetings for parents of children with a recognised SEND will be arranged and necessary adaptations to the learning programmes or environment will be in place

When transferring from another school:

- If your child has a documented need we will receive records and seek a discussion with the existing class teacher and / or SENCo
- We may be able to visit the existing setting to meet the child and talk to staff / parents if this is possible before starting at
- You and your child will be welcome to speak to staff during the school day or after school to answer questions and help your child feel more confident after looking at the information on the website
- We will conduct our own assessments and observations as necessary to ensure appropriate targets are set and provision is made
- We will invite you to discuss new programmes after a short settling in period, and will make sure you
- have access to all information which may have been given out earlier in the academic year

When moving classes within school:

- Throughout the year we normally have special occasions such as themed and sports days, where classes mix and there are opportunities to work with staff and pupils from different year groups – this gives children familiarity with other staff in an informal situation, and gives staff an opportunity to get to know children with additional needs as they progress through the school.
- Where appropriate, children receive a passport to their new class which includes photos and information about staff, topics to be studied, and suggestions for holiday homework to prepare for a successful return in September
- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher
- All Intervention and Support Plans will be shared with the new teacher and a SEND file for the year group / individual file for a child with significant needs will be passed on to the new teacher

- The existing teacher will write the targets and individual education plan for the start of the new school year ensuring continuity of provision for children receiving interventions
- All children have an opportunity to spend a session with their new class teacher for September at the end of the summer term
- Additional visits and opportunities to meet the new class teacher will be organised for a child with SEND
- If your child would be helped by a book or social story to support them to understand moving on, then it will be made for them

At the end of Year 6:

- There is an extended programme for all children moving on at the end of Year Six. If your child is moving to another school within the local authority there will be visits for curriculum and social events, opportunities to sample lessons in the high school
- If your child is moving to another school, we will facilitate all visits and transfer of information, and deal sensitively with any “inclusion” issues regarding separation from peers
- The SENDCo will meet with the SENDCo from the receiving school to discuss the specific needs of your child, Class teachers may also be able to attend the meeting and will pass on relevant academic and pastoral information
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead
- All children will complete some work towards the of term which will be transferred to the next school
- If your child has an Education Health and Care Plan there will already have been a ‘phase change’ review meeting held when your child was in Year 5; this is carried out at an early stage to allow parents and staff to carefully plan the transition which will take place at the end of Year 6
- There are personalised transfer arrangements for any children with SEND or other vulnerable children who may need to orientate themselves in a new building or be well known to staff

before their arrival, which include one or more additional visits in a small group
- Year Six class teachers will contact staff at other destination schools after the first few weeks in September to check that children have settled and all relevant information has been received and understood

We prepare our children for adult life, as far as is applicable to children of this age:

- Our school ethos is to involve children in regular visits out of school and to invite visitors to broaden horizons including telling us about the world of work
- We encourage children with SEND to aspire and to have ambitions. We support them in making steps towards achieving them

What do I do if I have a concern?

- If there are any concerns in relation to the SEND provision we provide, the recommended approach would be to speak first to the class teacher
- If concerns persist the next point of contact would be the SENDCo (Lynsey Robson)
- Further discussion can be arranged to include the Head Teacher (Claire McKinney) only after this pathway has been followed
- The Link Governor with responsibility for SEND is Valerie Forster. They can be contacted via the school office on 0191 500 7990
- The chair of the Governing Body is Valerie Forster, and she can be contacted via the school on 0191 500 7990 or using the email address contact@richardavenue.co.uk
- If the matter can still not be resolved then our SEND Officer at Together for Children is Adele Tong, who can be contacted on 078671 60280 or by emailing **adele.tong@togetherforchildren.org.uk**
- Parent Partner Support and Mediation services are also available – contact Together for Children
- There is a complaints procedure available - ask at the office or see the school website for further information. In the first instance we would seek to resolve any concerns informally, through Stage 1 of the Policy