



## SEND Information Report 2025-2026

At Greatham Church of England Primary School, our vision for all children is to reach their full potential within a caring, stimulating environment to enable them to believe in themselves, achieve their goals and develop the skills necessary to succeed in their future.

Our aim is to develop each individual child academically, spiritually, morally, socially and emotionally through an engaging, motivating curriculum which is underpinned by our Christian ethos. With high expectations for all, we encourage children to take risks, make mistakes and through perseverance, learn from these to achieve.

### What kind of special educational needs is provision made for at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- **Cognition and Learning** – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- **Sensory, Medical and Physical** – hearing impairment, sensory processing difficulties, epilepsy.
- **Communication and Interaction** – autistic spectrum condition, Asperger's Syndrome, selective speaking, speech and language difficulties.
- **Social, Emotional and Mental Health** – attention deficit hyperactivity disorder.

SEND training forms part of the continuing professional development of all teachers and teaching assistants (TAs) and is organised in accordance with the needs of our children.

The school works closely with other local schools, sharing training opportunities including INSET days and outside experts.

Our school's Accessibility Plan available on this website outlines adaptations made to the building to meet particular needs and enhance learning.

### Identification of Needs

### **How do staff at Greatham identify children with SEND?**

- On entry to Greatham Church of England Primary School your child is assessed- this is called a baseline assessment and the information is recorded and stored. Formal assessments are then carried out at regular intervals, so we can track your child's progress over time.
- The Class 1 teacher will liaise with parents on home visits before children start in the Nursery or if children are transferring from another school, staff will discuss any additional needs with the child's previous school. This may include information from other agencies that may have worked with your child (speech and language, educational psychologist, school nurse etc...)
- Your child may ask for help and highlight where they may be having difficulties.
- Teachers have regular meetings to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. The information in these meetings is used to ensure we meet any additional needs your child may have. If your child is then identified as not making progress, the school will decide whether to monitor this or set up an additional intervention group.
- We will regularly monitor your child's behaviour, social and emotional well-being.
- When a teacher has raised concerns about a child's progress or social and emotional well-being, and targeted teaching has not met the child's needs, the teacher will raise this with the SEND Coordinator.
- If your child is still not making progress, the school will discuss with you along with any concerns you may have. The school will look at any further interventions that may be beneficial or make referrals to outside professionals to give advice and support your child's learning.
- If you are concerned about your child and you think that they may have additional needs, please talk to your child's class teacher during nursery home visits, termly consultation evenings or make an appointment to speak to your child's class teacher or the SEND Coordinator directly.

Some of the strategies used by school to support pupils over the course of the academic year have included:

#### **Communication and interaction**

- Visual timetables
- Personal workstations
- Support throughout the day to develop understanding of safety
- Ensure pupils are seated in the best place to reduce distraction and provide additional equipment to support concentration, for example wobble cushions, ear defenders etc.
- Equipment and resources
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Support at unstructured times of the day
- Small group work focusing on personalised targets
- Use of visual supports to define areas and structure the day, for example, visual

- timetable or 'Now and Next' boards.
- Personalised or adapted curriculum and resources
- Scaffolding learning and breaking learning into small steps
- Appropriate language used to suit the needs of individuals
- ICT to support learning
- Each pupil's special interests are incorporated to focus attention and increase motivation.
- Restorative chats
- Sensory diets
- Personalised Emotional Regulation plans
- Busy / sensory boxes / activity breaks
- Safe spaces
- Attention Autism
- Personalised speech and language interventions
- Communication Boards

### **Cognition and learning**

- Diagnostic screening Tools
- Bug Club Phonics - SEND
- Coloured overlays to support reading
- Personalised, adaptations to curriculum delivery and resources
- Embedded use of metacognition strategies to support children's learning and inform teachers' assessment of pupils
- Regularly monitor pupil's understanding by asking the pupil to show or explain the instructions in their own words
- Provide scaffolding and resources to support children accessing their learning task or adapting the task if necessary.
- Use of same-day catch up interventions when required and the use of specific targeted interventions,
- Provide additional processing time to respond to questions and tasks
- Provide opportunities for repetition and reinforcement
- Give information in small steps in clear, concise language • Relate the work to the pupil's direct experience whenever possible and avoid the use of ambiguities.
- Strategies to promote / develop skills in English and Maths
- Targeted intervention programmes delivered to small groups of pupils to improve skills in a variety of areas
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Pre- teach including key vocabulary

### **Social, emotional and mental health**

- Personalised Emotional Regulation plans where needed.
- Metacognitive targets to promote independence
- Enhancing planning for trips / visits / residentials
- Explicit teaching of social skills
- Sensory resources and diets
- Enhanced transitions
- Working with external agencies
- Personalised home / school communication plans • Pastoral Support through Alliance Psychological Services, Harbour, Cleveland Police, MLT EHWP Lead
- Behaviour management systems encouraged pupils to make positive decisions about behavioural choices and restore relationships.
- Risk assessments are made with action taken to increase the safety and inclusion of all pupils in all activities.

- Resources are made available for children for example fiddle toys, sensory boxes, personal work stations.
- Support throughout the day to develop understanding of safety.
- Support at unstructured times of the day.
- Small group work focusing on personalised targets.
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Referrals to outside agencies such as the neurodevelopment pathway.
- Have a knowledge of the pupil and possible triggers and help to strengthen the pupil's self-confidence and help them to develop and implement coping strategies.
- Anticipate impending sensory overload in order to intervene at an early stage, or allow the pupil to remove themselves from the situation.
- Have discussions with pupil and parents/carers about how support for emotional and mental health needs is managed.
- Prepare the pupil for new or unusual experiences.
- Supported and scaffolded leadership opportunities
- Access to wider services, including signposting to support mental health and wellbeing.
- Worry Monsters in every class and mechanisms for pupils to talk to adults and share concerns to avoid crisis.

### **Sensory and/or physical needs**

- Classroom adapted to reduce visual or auditory distraction.
- Sensory circuits
- There are opportunities for alternative forms of recording e.g. use of technology
- Staff use agreed verbal and visual cues if and when necessary.
- Clear expectations of activities are established with visual cues.
- Teaching areas are kept tidy and uncluttered to support pupils' access to the environment.
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Resources are purchased and made available for children for example wobble cushion, pencil grips, theraputty, weighted blankets, chew buddies, peanut balls, movement boards
- Sensory diets
- Support with personal care if and when needed
- Access to programmes to support Occupational Therapy / Physiotherapy
- Personalised routine and timetable adaptations
- Intervention based on OT recommendations
- Access to specialist equipment for changing, mobility and curriculum access.

### **Support**

**Who in school will support my child and how will this be monitored and evaluated?**

**Class Teacher** - he /she is responsible for:

- Ensuring that all children have access to first quality teaching and that the curriculum is adapted to meet your child's individual needs. (Also known as adaptive teaching)
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need.
- Writing additional targets, also called Education Plans, sharing and reviewing these with parents/carers every term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**SEND Coordinator/Headteacher** – Mrs Dunn is responsible for:

- Coordinating all the support for the children with Special Educational Needs and 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 you are involved in supporting your child's learning, kept informed about the support your child is getting, involved in reviewing how they are doing and are part of the planning ahead for them.
- 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 Psychologist etc
- Complete any referrals to other agencies with information from class teachers, parents and carers when appropriate.
- Updating/reviewing the school's SEND provision maps and assessment grids and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and /or disabilities in the school) to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Monitoring the effectiveness of interventions.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

**SEND Governor** – Mr K Wilkinson is responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made adaptations to meet the needs of all the children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEND.

- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her full potential in school.

## **Curriculum**

### **How will the curriculum be matched to the needs of the young person?**

- Class teachers plan from children's individual attainment/ability, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A teaching assistant may support your child in a number of different contexts (1:1, small groups, mixed ability, similar ability) to support with individual/group work or in the delivery of carefully planned interventions.
- If appropriate, specialist equipment may be given to your child e.g. iPads, laptops, wobble cushions, writing slopes, pens/pencil grips, Cpens.

We also use different coloured pages in our exercise books or coloured overlays to support children with dyslexia when they are reading and writing. *(This is assessed by our Learning Support Teacher)*

- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers act however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements.

### **Types of Provision in school**

**Universal** Every child at Greatham CE Primary School receives quality first teaching. Each teacher is responsible for meeting the needs of all children within their respective class. Lessons and activities are planned to meet the needs and abilities of all children so that they can learn and succeed. **Targeted** Specific additional interventions will be provided for children who need help to accelerate their progress or address difficulties or misconceptions. These interventions may be delivered on a 1-1 basis or within a small group of children with similar needs. The interventions will be short-term and follow the assess, plan, do, review format. The SENCO will have an overview of these interventions in order to monitor their impact. Children may or may not be added to the SEND Register at this stage.

### **Additionally Resourced Provision**

Greatham CE Primary School has Additionally Resourced Provision (ARP) for children with Medical and Physical Difficulties, Cognition and Learning difficulties, sensory difficulties or Autistic Spectrum Disorder. The SENCO oversees the children who have this additional support. We have 16 places that are additionally funded by the Local Authority. Children in receipt of an ARP are fully integrated, where appropriate, into the life of the school. Some pupils will require key adult support where others may require small group support within a specialist environment. Access to specialists, resources or alternative settings are facilitated on an individual needs basis to ensure children are not only integrated into the school but also receive the specialist support or strategies that they require.

### **Wider curriculum engagement**

We have ensured that all children have access to wider curriculum opportunities across school. All children have been invited to take part in all school trips including residentials, after school clubs and supported by additional adults where necessary.

## **Accessibility**

### **How accessible is the school environment?**

- Greatham Church of England Primary School is fully wheelchair accessible.
- Disabled toilets are available throughout the school building (Office area, Main school corridor and in EYs).
- There are changing facilities and a shower room.
- We are actively planning further improvements to make the school more accessible and have an up to date Accessibility Plan.
- ICT is used to help some of our pupils access the curriculum; there are interactive white boards in every room and all children have access to mobile technology (iPads/laptops) to support their learning when required.
- We endeavour to ensure that all classrooms have labelled resources, word walls, prompt mats, highlighting pens and reading strips so children can access the curriculum. There are also individual resources which include; number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities to support individuals based on their specific needs.
- We endeavour to ensure that all class rooms are ASD friendly including use of visual timetables, personalised timetables and prompt/sequence cards, quiet work stations, areas of retreat and pictorially labelled resources (*When appropriate to meet a child's needs*)



## **Parental Involvement**

### **How will both the school and parent know how the young person is doing and how will the school support the young person's learning?**

- Parents/carers are encouraged to support their child's learning at home. Homework and reading is provided weekly for your child to complete.
- Teachers may suggest ways of supporting your child's learning at home, by giving your child additional work or meeting with you to discuss your child's needs.
- Outside agencies may suggest advice or programmes of study that can be used at home.
- We have meetings in the Autumn term for parents to come and meet the child's class teacher and the expectations, topics and teaching and learning strategies are shared with parents.
- Each child/parent receives a 'How to Help at Home' guide so parents can support their child(ren) at home with what they are learning at school.
- Parents are invited to annual reviews to review their child's EHCP.
- Parents are invited termly to review their child's Individual Education Plan (IEP).
- Consultation Evenings are held every term so parents can meet teachers, look at their child's work and discuss progress with their child's teacher.
- Parents are invited into school regularly to share in a range of activities, which include; performances, special themed days, assemblies, charity/fund raising events and church services.
- Reading record diaries are used to support communication between home and school and parents are encouraged to use these where appropriate.

## **Overall Well Being**

### **What support will there be for the young person's well-being?**

- Greatham Church of England Primary School offers a wide variety of pastoral support for our children who are encountering emotional, social and behavioural difficulties.
- Members of the staff such as the class teacher, teaching assistants and SENDCo are readily available for pupils who wish to discuss issues or concerns.
- We refer pupils for emotional well-being support Alliance Psychology Team.
- Our EHWP team (Alliance Psychology) take groups or individuals to support children who may need additional emotional and social support.
- Pupils who find lunchtimes a struggle can use our lunchtime activities, that are run by teaching assistants and sports coaches daily.
- We have our 'Crew' who are group of children to support friendship and social skills at playtimes.
- Our pupil voice (School Council) share the views of the children at Greatham and with staff, aim to continually improve our school.
- Behaviour programmes including rewards and sanctions.
- Greatham Church of England Primary School regularly accesses support from the Health Service, school nurse and CAHMS.
- Children who have a medical need have a detailed Medical Care Plan, which is compiled, by Mrs Peers in consultation with parents/carers. These are discussed with all staff that are involved with the child and are updated annually.



- Where necessary and in agreement with parents/carers medicines are administered in school where a signed medical form has been completed.
- Greatham Church of England Primary School works closely with Social Services and other care providers to support the welfare of pupils.
- Parents can make an appointment to discuss any matters in the first instance with their child's class teacher. If further support is needed, they can speak to the Deputy Headteacher or Headteacher/SENDCo.

### **Specialist Services**

#### **What specialist services and expertise are available at or are accessed by the school?**

- Greatham Church of England Primary School has a wealth of expertise from its staff.
- Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a child makes the best progress.
- Speech and Language Therapy (SALT) input which provide children with weekly or termly therapy, assessments or reviews.
- Learning Support – Mrs J Rodgers - assesses your child's needs and gives advice to parents/carers and staff.
- Educational Psychologist (EP) – Dr J Gilling - assesses your child's needs and gives advice to parents/carers and staff.
- School Nurse
- Health Services
- Autistic Spectrum Disorder Services - including Small Steps Team
- Visual and Hearing Impaired Service.
- CAHMS (Child & Adolescent Mental Health Service)
- Occupational Therapy. (OT)
- Physiotherapy.
- Parent Partnership Service. (PPS)
- Alliance Psychology
- Melrose Learning Trust Mental Health and Well being Lead Miss. S. Jones
- Attendance and Welfare service.
- Social Services, including Child Protection Service.

### **Staff Training**

#### **What training are the staff supporting children and young people with SEND had or are having?**

- Greatham Church of England Primary School has a development plan, including training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in the school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs to specific children in their class e.g Speech and Language,

ASD, Dyslexia, Dyscalculia, health and medical training to support staff in implementing care plans.

- Medical training in using epipens for nut allergies, diabetes, epilepsy and have up to date first aid training/paediatric first aid training.

### **Activities Outside the School**

#### **How will the young person be included in activities outside of the classroom including school trips?**

- We ensure that school trips and activities are available to all our pupils.
- After school and breakfast clubs are available for all pupils.
- Risk assessments are carried out and procedures are put in place to enable your child to participate.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be given the opportunity to accompany their child during the activity in addition to the usual staff.
- A variety of after school clubs cater for a range of interests and abilities for all children.
- A member of the Senior Leadership Team, acting as Educational Visits Coordinator, oversees all educational visits to ensure students are safe and the needs of individual children provided for as appropriate.

### **Transition**

#### **How will the school prepare the support the young person to join a school and how will it support the transition to the next stage of education and life?**

Greatham Church of England Primary School understands times of transition may be stressful; therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. As well as the strategies identified below, school staff will also work closely with other schools and agencies to create tailored transition programmes to meet the needs of individual children.

#### **On entry to EYs:**

- A planned programme of home visits is used prior to a pupil starting Nursery.
- Parents/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns.
- Parents are encouraged to visit the school before their child starts.
- Nursery children work in the Early Years environment throughout their time in our school's EY setting.

#### **Move to Year One:**

- During the Summer Term our Class 1 and Class 2 teachers work closely and organises regular visits for all Reception children to spend time in the Year one environment.
- At the end of the year, children can visit their new classroom and will move up for one week of transition.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.
- Welcome meetings are held in the Autumn term for parents.

## **Years Two – Five**

- At the end of the year, children can visit their new classroom and will move up for one week of transition.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.
- Welcome meetings are held in the Autumn term for parents.

### **Secondary Transition:**

- The Year Six teacher works carefully with any children who may be anxious about the move to Secondary School.
- Some children access extra transition days and visits to the secondary school
- The Year Six teacher and SENDCo meets with the Secondary Schools to pass on information regarding SEND children.
- Children attend a selection of transition days/weeks (depending on the school they are going to).
- Head Teacher or member of the Senior Leadership Team (SLT) attends transition meeting with all Secondary Schools.
- Parents can meet with class teachers to discuss any matters with their child's class teacher.
- School completes the Transition Tool Audit for the LA and secondary schools to identify pupils who may need extended transition.

## **SEND Resources**

### **How are the school's resources allocated and matched to the young person's special educational needs?**

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on the individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if they have raised a concern at another time during the year.
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies.
- Funding may be used to buy in specialist support.
- Interventions and extra support are monitored closely by SLT
- Greatham Church of England Primary School has termly progress meetings where staff monitor cohort, groups and individual needs.
- Governors are kept informed of funding decisions and monitor cohorts and groups of children to ensure their needs are being met and progress is being made.

### **How is the decision made about what type and how much support a child will receive?**

- Each child is assessed individually according to the SEND Code of Practice: 0-25 years. (June 2014) and LA guidance, and personalised or group learning support programme(s) will be developed dependent on need.
- Additional assessments from outside services, such as Educational Psychologists, Speech and Language Therapy etc. will inform the types of support/resources needed.

- regular review meetings with the appropriate staff are carried out to discuss your child's progress and any additional needs that may require support.
- Pupil Progress meetings are carried out with the SLT to discuss your child progress and decide on any further support.

### **Further Information**

#### **Who do you contact for further information?**

- Firstly, you should contact your child's class teacher.
- Special Educational Needs and Disabilities Coordinator – Mrs. N. Dunn
- Headteacher – Mrs. N. Dunn
- Our school website also has a good source of information, guidance, and links to other websites.



