

At Finchale Primary School, we believe in providing a curriculum which is relevant and appropriate to meet the needs of all of our pupils. Pupils follow the 'Early Years Foundation Stage Curriculum' whilst in Reception and where appropriate in Year 1. Most children in Year 1 through to Year 6 follow the National Curriculum; however, children who are not ready for this may follow Development Matters. We work hard to ensure that our pupils with SEND (Special Educational Needs and Disabilities) receive a carefully scaffolded curriculum, at an appropriate level and pace, to allow them to enjoy their school life, as well as ensuring they make appropriate progress. Our SENDCO, Mrs Marley, offers advice and support on curriculum issues for Teachers and Teaching Assistants.

Supporting Teaching, Learning and Mental Health

We have very experienced Teachers and Teaching Assistants (TAs) that are highly effective in supporting **teaching and learning** within school. Many of our TAs are also trained to provide **social and emotional support** for pupils suffering from stress or anxiety and we offer programmes such as 'Decider Skills' and Lego Therapy. In addition, we have access to the Resilience Nurse who also offers support in this area.

Pupils who are in care or previously in care who also have additional needs may have access to additional resources through the Virtual School. In these cases, we will liaise with the Headteacher of the Virtual School to ensure we can access the best possible resources for them. Our SEND Governor is also the Governor responsible for Children in Care, and she monitors this.

Adaptations to Curriculum & Teaching

On occasions, it is both necessary and appropriate to make adaptations to our curriculum in order to ensure all SEND pupils can be fully included in our school. We follow the advice of other professionals and agencies who provide support for SEND pupils (e.g. Speech and Language Therapists, Educational Psychologists, Occupational Therapists, etc.) to ensure their recommendations are included in both their Education Support Plans and in day-to-day class teaching.

Adaptations can be provided in a number of ways:

- carefully planned adapted activities in class and for homework
- access to additional adult support, e.g. class teachers, TAs, voluntary helpers, students, etc.
- flexible groupings, both in and out of the classroom
- appropriate resources to support the needs and difficulties of the child - for example, word mats, individual word books, visual timetables, social stories, etc.
- access to additional technological support if appropriate
- access to Intervention Programmes to meet specific needs and difficulties
- access to support programmes which may have been recommended by an external agency, - for example, speech and language programmes or movement programmes
- access to our extra-curricular activities within school
- access to our wide range of sporting activities and competitions
- additional support / timing arrangements for our robust assessment procedures
- teachers delivering the curriculum using a range of learning styles
- rest breaks or movement breaks
- access to teachers and/or TAs who have had some training with regard to specific difficulties or guidance from an appropriate external professional, such as a Speech and Language Therapist, Resilience Nurse or CAMHS worker

Assessment Arrangements

If we believe a child would benefit from alternative assessment arrangements then we will endeavor to put these in place throughout the school year. For example, if a pupil is carrying out a mathematics assessment but struggles with reading, we may provide a reader to assist with reading the questions. If a child has slow processing skills, we may provide extra time for them to complete their assessments. Some children may benefit from rest breaks and these are provided wherever possible. The adaptations we make are in line with what we are permitted to provide in the statutory assessments undertaken at primary school.

Reviewing our Effectiveness

We regularly review the effectiveness of our SEND work in school by monitoring the progress of pupils and both inviting and listening to feedback from others, including parents, pupils, staff and external providers. The voice of the pupil plays an important part and their thoughts are included in our review meetings. This is important because happy children are more likely to learn.

Our school SENDCO carries out quality assurance activities as part of the time they are given to fulfil their wider duties. This can take the form of quality-assuring support plans, carrying out learning walks to look at how plans are being implemented in practice, or speaking to staff, children and families to understand the impact of provision (though this is not an exhaustive list of activities). Our SEND Governor meets with our SENDCO to discuss SEND progress and issues and she feeds this back to Governors. The Governor is Mrs. Hall and she is also responsible for Children in Care. She also monitors these sections of our website www.finchale.durham.sch.uk

Accessibility Arrangements

Please see our Accessibility Plan, available on the website www.finchale.durham.sch.uk

Our school philosophy puts children at the heart of their own learning experiences and our curriculum is tailored to meet the individual needs of all our pupils. Our highly committed staff aim to give our pupils the best possible education in a caring, inclusive and high achieving school which puts pupils first.

Abbreviations:

TA: Teaching Assistant

SEN: Special Educational Needs

SEND: Special Educational Needs and Disabilities

SENDCO: Special Educational Needs and Disabilities Co-ordinator