

# THE SYDNEY RUSSELL SCHOOL



## SEND Offer (Primary Phase)



## Primary SEND Offer

At Sydney Russell we believe that every pupil should be supported to fulfil their potential in their academic, emotional, social and physical development. The SEND offer reflects the school's commitment to supporting the wide range of special needs that children may experience either short term or long term. Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them in one or more areas of need:

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

### How many children have Special Needs and what can be done for them?

A relatively high percentage of the school's population may have trouble at some time that may be defined as a special need. (e.g. emotional difficulty due to close bereavement, physical difficulty after an accident resulting in serious but short term injury, social difficulty caused by loneliness and isolation through changing schools, or academic difficulty after a long absence when key concepts are unclear to the child). Most of these needs are short term and are dealt with as part of the normal class, through high quality teaching or school procedures and require no formal systems.

Children who experience significant and potentially long-term need are those children who need to be recognised through the school's systems to support children's SEN. These children need to have the support they receive recognised through SEN support. This support should be a graduated approach i.e. assess, plan tailored interventions, implement interventions and review.

We endeavour to interleave the management of Primary SEND across all key stages. Our Primary Department offers the following provision based on the recognised needs of those students on roll.

#### Class Teachers:

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first teaching')
- differentiate the curriculum to take account of different learning styles, interests, abilities etc.
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- be part of the graduated approach when identifying those children who may need additional support

### **In-Class Support:**

Nine Teaching Assistants are employed to support pupils with Special Educational Needs.

Teaching Assistants are initially assigned to a class, but will primarily support SEND.

### **Literacy Support:**

We offer small group and 1:1 phonics interventions. Pupils may be supported in the classroom or withdrawn to work on individualised resources.

Reading Acquisition is also in the form of 1:1 or small group support.

### **Numeracy Support:**

Numeracy support follows exactly the same model as literacy support.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. We do this through a variety of different provisions, which may include after school interventions, short-term specific interventions, home-school interventions and other learning interventions developed on an individual needs basis.

Please note that all interventions are directed by the Primary Department's SENCo or external agencies. We are also currently operating worry boxes, emotion boards and speech and language support.

A CHATTs (Child & Adult Talking Therapy Service) Counsellor is available on site for students that are experiencing emotional difficulties.

### **Training and Appraisal:**

There is a specific Review system for evaluating the performance of SEND support staff and specific training is built into this procedure.

We have had Support Staff trained in:

- Makaton (Internal);
- Deaf Awareness (EYFS Teacher of the Deaf);
- ASC (Autistic Spectrum Condition) Awareness (Internal – The Head of our Primary Department previously managed an ASC ARP (Additionally Resourced Provision);
- Communication needs;
- Transitional Objects;
- Workstations;
- Phonics;
- First Aid.