

SEND Information Report

St Paul's Catholic Primary School



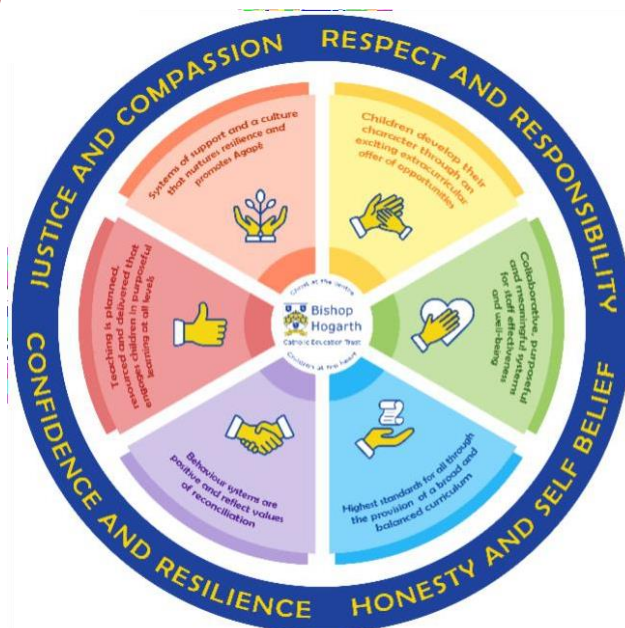
As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

Confidence in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

Honesty in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all the amazing gifts from God and **willingness** to share their gifts both personal and material.



As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.

Approved on	July 2026
Next Review	July 2027

Our school's approach to supporting pupils with SEND

At St Paul's we recognise that some pupils require more support than others and will need additional help throughout their time in school. We strive to identify and remove barriers to learning to ensure all pupils are able to achieve their full potential.

We aim to create an inclusive environment where children are nurtured and provided with a framework for living where sound relationships can be established and everyone has dignity and is valued. If there is any information that you would like to know that is not on the website then please do not hesitate to contact Mrs Peacock (DHT/SENCO).

Teachers are responsible for the progress of ALL pupils in their class. High quality teaching is personalised to meet every child's need. This is the first step in supporting pupils who may have SEND (Special Educational Needs and Disabilities).

All children are challenged to do their very best.

All children are taught a broad and balanced curriculum.

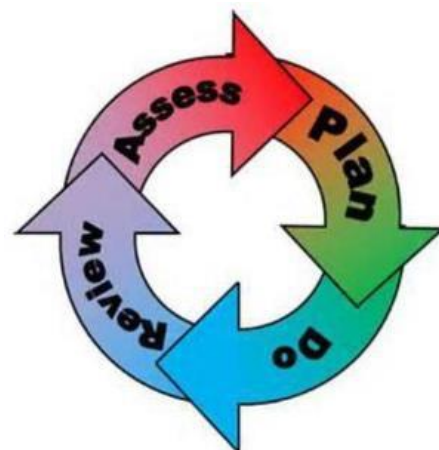
All children are known well by their class teacher, who develops strong relationships with them.

How will the school staff support my child?

The graduated response model is used -Identifying, planning for and supporting pupils with SEND

Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



How does the school know if children need extra help and what do I do if I think my child has special educational needs?

1. Assess

Children are identified as having SEN and/or a disability if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities provided for children of the same age within the Local Education Authority.

After a period of monitoring, if a child is not making expected progress this will be discussed with parents, class teacher and Mrs Peacock (SEND CO). During this time, a child may be noted as a Cause for Concern alongside the SEN Register.

Once a need has been identified the child is added to the SEN register and a Passport of Support is created to ensure the child's needs are understood by all staff working with the child.

An EHCP (Education, Health and Care Plan) will be requested when a child's needs are deemed more complex and require the input from a range of outside agencies. This could be in the form of Educational Psychologists, Occupational Therapists or other professionals with an area of expertise.

2. Plan

Class teachers adapt their teaching and learning to suit the needs of all pupils to deliver Quality First Teaching. Ordinarily Available Provision refers to the support that school will provide with the aim of removing barriers to learning. Teachers will review and adapt teaching so that all children can succeed. This is known as Universal support.

Targeted support is provided when a child needs a specific intervention or requires access to a specialist programme of support. This intervention will relate to the specific area of need, e.g.: communicative, academic, social, emotional, physical.

Individualised support may be required when a child has not progressed as well as expected with current additional support and interventions. It may be necessary for school to apply to Local Authority to fund additional support.

3. Do

Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class. Daily planning considers individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND. Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning. Some examples of this are:

- Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised.
- Changing the way children are taught: e.g. giving instructions in a different way, breaking down tasks or simplifying reading books etc.
- Specific teaching, where appropriate in small groups or 1:1.
- Support from a teacher or teaching assistant.
- Access to additional resources or equipment including visual resources.
- Access to specialist computer programs or equipment

4. Review

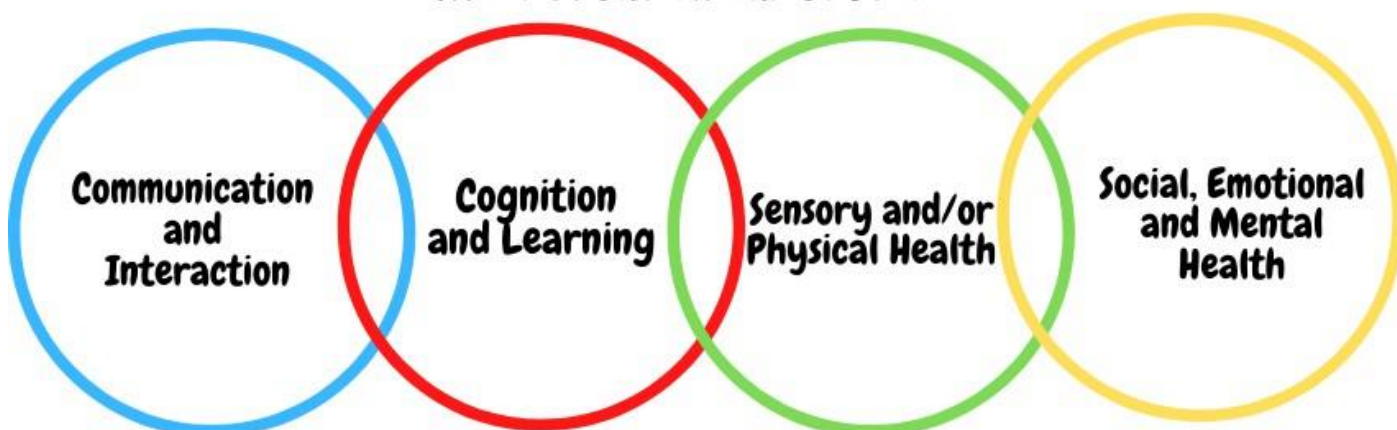
The progress of SEND children is reviewed termly in line with the school's assessment process. Their Passport of Support is reviewed and updated. This is discussed and agreed with parents.

If it is felt that good progress is still not being made it may be necessary to seek the support of specialist services and/or the Local Authority. This may involve applying for additional guidance or funding to deliver a specific intervention or to access a particular resource. This is allocated as High Needs Funding.

For children with an EHCP there will be a review of the plan at least annually.

How will the curriculum at our school be matched to my child's needs?

The 4 Broad Areas of SEN



SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child.

Communication and Interaction - Speech

Strategies to support children with these needs include:

WAVE 1 Inclusive strategies for all learners embedded in QFT (Universal)	WAVE 2 (in addition to universal provision) Targeted intervention and support for SOME learners	WAVE 3 (in addition to universal provision and targeted intervention) Specialist support for a FEW learners
Speech Clarity Consider whether a hearing test has taken place. Ensure all staff that a child could encounter during the school day are aware of the individual's needs. If a child mispronounces a word/phase repeat it back to them modelling correct pronunciation. Model speech by speaking slowing and clearly. Expose children to a language rich environment. Use of Visuals and symbols. Utilise a variety of methods for participation including whiteboards, response cards and practical demonstration. Use a multi-sensory approach to teaching letters and sounds. Use clapping to support syllable recognition. When teaching new words, highlight word features including syllables, sound and definition. Utilise an 'I do, We do, You do' approach to support the gradual release of responsibility within lessons. Provide sentence starters. Speech Fluency If a child is stammering allow them time to process and speak. Allow time to finish their sentence	Speech Clarity Adult to model correct speech sound pronunciation in any intervention. Sound bags to support work on specific or pattern of sounds. E.g. Spider, snake, spade. Use of sound buttons to support phonological awareness. Reinforcement games. Deletion and substitution games. Explicitly plan opportunities to generalise targeted sounds. Talk Boost intervention. Speech Fluency Refer to online guidance produced by STAMMA (British Stammering Association)	Speech Clarity If a child has a speech sound disorder, create a glossary of what their commonly used phrases mean so a greater range of staff can understand them. Individual reward strategies to positively praise work on specific sounds. Consider a referral to the Speech & Language Therapy Service for specialist support. Speech Fluency Consider a Speech & Language Therapy referral for specialist support and assessment.

without interruption or pressure. Encourage with gesture and praise. Teach all children about speech differences through PSHE curriculum. Slow down your rate of speech. Reduce the number of questions given at one time if they require verbal response. Avoid cold calling. Reinforce the vocabulary within daily routines and activities and select target vocabulary that is based on their experiences.		Pre teach vocabulary and revisit that taught in class. Reinforce the vocabulary by modelling and highlighting its use throughout daily activities and tasks. Implement strategies from specialist advice.
--	--	--

Communication and Interaction - Language

WAVE 1 Inclusive strategies for all learners embedded in QFT (Universal)	WAVE 2 (in addition to universal provision) Targeted intervention and support for SOME learners	WAVE 3 (in addition to universal provision and targeted intervention) Specialist support for a FEW learners
Receptive Language Ensure you have a child's attention before giving an instruction. Ensure that the whiteboard has minimal visual distractions. Give instructions in order they need to be carried out. Consider cognitive load when giving instructions. Use simple, clear language, avoiding sarcasm. Provide word banks for key terminology. Explicitly teach idioms. Give adequate processing time for a response to questions and instructions. When asking questions to clarify understanding, avoid questions that could be answered with a 'yes' or 'no'.	Receptive Language Provide visual reminders of verbal instructions such as symbol cards; now and next boards and task completion boards. Wait: comment on what a child is doing then wait for a response (this could be a gesture, a sound or a facial change) then copy this, adding in another word or two. Provide written copies of verbal instructions that can be used as a prompt. Talk Boost interventions for children with delayed language. https://ican.org.uk/talk-boost Pre-teach complex vocabulary and words where meanings may vary by context. Record verbal instructions so children can listen back to them (sound buttons)	Receptive Language Consider a referral to the Speech and Language team: Language for Thinking. This is a structured approach to develop a child's thinking from the 'here and now' to the 'how and why'. Staff to consider assistive technology to provide voice recording and repeated instructions as well as allow the child to pause the recording for processing.

Display visual versions of key policies like classroom rules.

Limit background noise when instructions are given.

Ensure areas of the classroom, such as resource trays, are clearly labelled.

When giving verbal instructions or explaining a concept, use gestures, visual cues or concrete examples to support understanding.

Introduce language in a variety of forms, such as through nursery rhymes, songs and games.

Follow a child's lead: sit at their level. Show you are interested in talking and playing with them.

Expressive Language

Build in communication opportunities into the school day e.g. Think - Pair - Share with appropriate scaffolds.

When teaching key subject-specific vocabulary, use word webs to activate prior knowledge.

When children are expected to work in groups, provide group roles.

Use pictures to help children sequence their ideas.

If a child uses an incorrect word or grammatical structure in their speech, model it back to them correctly.

Provide sentence starters where appropriate.

Expand on children's language to show them how to add additional information.

Utilise a Total Communication approach so children can use a combination of signs; symbols and speech to communicate.

Expressive Language

Play barrier games.

Play word category games to support seeing connections between words.

Talk Boost interventions for CYP with delayed language.
<https://ican.org.uk/talk-boost>

Expressive Language

Consider assistive technology to provide voice recording and repeated instructions as well as allow the child to pause the recording for processing.

Consider a referral to the Speech and Language team: Children's Speech and Language Therapy: County Durham and Darlington NHS Foundation Trust

Communication and Interaction – Communication

WAVE 1 Inclusive strategies for all learners embedded in QFT (Universal)	WAVE 2 (in addition to universal provision) Targeted intervention and support for SOME learners	WAVE 3 (in addition to universal provision and targeted intervention) Specialist support for a FEW learners
Social Communication All school staff to have awareness and understanding of communication and interaction needs. Display visual routine and timetables to support understanding, Maintain consistent routines. Use visual prompts to reinforce instructions; clarify expectations and provide models of desired outcomes. Avoid using idioms in instructions and explicitly pre-teach idioms if they will be in a studied text. Use antecedent charts to identify and mitigate behavioural triggers. Speak calmly and openly. Awareness of different communication styles e.g. reduced eye contact. Small world play to support exploration of social skills in a playbased situation. Utilise a Total Communication approach so children can use a combination of signs; widget cards and speech to communicate. Provide explicit instructions around noise levels and why this is required during independent tasks and model this. When children are expected to provide an extended verbal answer, ensure that the expectations of the answer are made clear. Use of Zones of Regulation or similar to promote emotion identification and regulation. Create communication opportunities across the school day and as a whole	Social Communication Games that encourage turn taking. Lego Therapy Use social stories to support understanding of social situations. Role play common scenarios to support confidence and understanding.	Social Communication Use paper-based and power based assistive technology to support communication For example, communication boards and opportunities to communicate through technology. Movement breaks due to the energy that processing language requires. Advice, guidance and outreach from the Communication and Interaction team at Stockton Borough Council.

class approach using alternative forms to verbal communication such as thumbs up/down, visuals, gestures, etc. Whole class or group sensory breaks. Interaction Model interaction in different situations. When completing paired or group work, provide explicit instructions and scaffolding. Carefully consider pairings and groupings. Explicitly teach body language cues from a neuro-affirming perspective. Explicitly teach all children about neurodivergence to promote acceptance. Explicitly teach all children about different communication styles, and demonstrating that all are valid: https://salvesenresearch.ed.ac.uk/leans Discuss friendships and boundaries with all children as part of PSHE.	Interaction Lego Therapy or Play Therapy Use of choice boards to reduce overwhelm during unstructured times. Buddy schemes and peer mentorship programmes.	Interaction Advice, guidance and outreach from the Communication and Interaction team at Stockton Borough Council.
Flexibility of Thought Visual timetables and/or now and next boards. Consistent routines. Use a change card on a visual timetable to highlight that a change is coming. Openly speak to children about changes and their feelings towards this, providing scaffolding for children who struggle with interoception. Organise visits to new classroom and learning areas prior to transition. Provide explicit instructions regarding the start and end time of activities. Adults to consider use of language to reduce demand.	Flexibility of Thought Provide children with a transition booklet when they are moving into a new class including pictures of the new classroom and staff. Consider appropriateness of providing children with a timer so they will have advance warning of transitions. Utilise enhanced transition plans when a child moves from one educational setting to another. Gradual exposure to change over time. Use of social stories to support understanding of change. Consider the TEACCH approach.	Flexibility of Thought Advice, guidance and outreach from the Communication and Interaction team at Stockton Borough Council. Consider utilising resources from AET (Autism Education Trust).

Deliberate use of indirect communication. Processing and Understanding Provide instructions in multiple format (written or pictorial in addition to verbal). Provide adequate processing time when asking questions. Chunk tasks into small, manageable steps. Provide movement or sensory breaks between steps if required. Provide extra time during assessed tasks if needed. Where possible, link learning to a child's interests. Backward chaining - chain parts of a task together so children can increase independence over time. Ensure resources are simple and clear. Use underlining, colour-coding and numbering to make key information easier to find.	Processing and Understanding Provide children with checklists and visual reminders to help them breakdown larger tasks. Use of intervention, Attention Autism.	Processing and Understanding Advice, guidance and outreach from the C&I team at Stockton Council.
--	--	--

Cognition and Learning

Strategies to support children with these needs include:

WAVE 1 Inclusive strategies for all learners embedded in QFT	WAVE 2 (in addition to universal provision) Targeted intervention and support for SOME learners	WAVE 3 (in addition to universal provision and targeted intervention) Specialist support for a FEW learners
Long term Memory Embed opportunities for retrieval practice into the curriculum. Provide opportunities to revisit learning and overlearn core knowledge. Create clear links between new learning and previous learning by asking students to draw connection Encourage the use of mnemonics to aid memory. Provide visual reminders of key procedures. Teach information through songs or encourage children to create their own songs to remember a topic. Link information to a child's interests or lived experiences. Utilise a spaced retrieval approach to curriculum design. Use dual coding so words are provided alongside a pictorial representation. Reduce copying from board tasks. Use predictable lesson structures.	Long term Memory Pre-teach vocabulary or key concepts to small groups ahead of class delivery. Provide regular prompts to support children to retrieve information. Small group reinforcement of key points.	Long term Memory Reduced curriculum demands to core curriculum knowledge if appropriate. Outreach support from Cognition and Learning Specialist Teacher at SBC.

Working Memory Create familiar classroom routines. Use Knowledge Organisers to support memory. Provide and model how to use memory aids such as knowledge organisers and word maps. Speak slowly and clearly when giving instructions. Reduce the number of instructions given to children. Try to give one instruction, provide take-up time and then give another instruction. When there is a requirement for multiple instructions, provide a visual reminder or checklist as a scaffold. Emphasise what to listen for/look out for prior to watching videos. When giving a longer verbal example, provide cues of what children need to listen to. Break tasks into small chunks and number them so pupils know what order to complete them in. Accompany verbal instructions with visuals or practical demonstrations. Use concrete resources to reduce strain on working memory. Provide pupils with achievable modelled responses. Regular verbal feedback. Ask child to repeat key	Working Memory Use small-group interventions to play memory games. Provide a quiet space to work.	Working Memory Check that children have understood instructions by repeating their understanding back to you. Consider Outreach support from Cognition and Learning Specialist Teacher at SBC. Consider an Educational Psychologist referral.
--	---	--

instructions back to assess understanding. Limit distractions in the environment wherever possible and consider seating position. Organization and Metacognition Use a range of different recording strategies, such as graphic organisers, to support organisation. Model thought processes when completing a task in front of the class. Provide scaffolds for planning work. Provide checklists to support selfassessment. Explicitly teach CYP how to respond to feedback that they have been given Reading Consider font and text size carefully (at least size 12 on hand outs). Double space text Provide reading rulers for children to use. Provide opportunities for pretext discussion to provide contextual awareness. When reading as a class, stop periodically to record summary sentences. Provide a range of age-appropriate dyslexia friendly books. Utilise cloze exercises to check for understanding. Avoid calling on a child with reading challenges in whole	Organization and Metacognition Provide additional time for written tasks. A key member of staff to check in with Use of a timer (where appropriate). Reading Use of free tools such as Immersive Reader, which allow children to change the background colour, size and spacing of a text and receive important information such as definitions. Provide topic specific/technical vocabulary in advance to support understanding. Provide additional time to read texts. Reciprocal reading interventions. Phonics catch-up programmes. Provide an audio version, simplified text or graphic text to allow CYP to access	Organization and Metacognition Advice and guidance or outreach from Cognition and Learning Specialist Teacher. Reading Advice and guidance or outreach from Cognition and Learning Specialist Teacher. Provide different coloured overlays for children to use. Provide printed copies of materials that are displayed on the board. Use of reading pens. Consider whether another approach to Systematic Synthetic Phonics is needed to teach a child to read. Writing Provide additional time for written tasks. Use of coloured paper to write on where required. Use of typing work where appropriate.
---	---	---

class reading sessions unless they volunteer. Introduce new information in a multi-sensory way. Consider precision teaching approaches. Display key vocabulary/topic specific vocabulary on the board before reading a text. Differentiate texts appropriately, monitoring the length of sentences and the amount of polysyllabic words. Simplify written instructions, summaries or diagrams which accompany written tasks. Break larger amounts of text into smaller chunks. Consider the use of pictures and imagery to support understanding of written text. Writing Use multi-sensory approaches to teaching spelling. Use scaffolds such as writing frames, word banks and sentence starters to build confidence completing extended writing tasks. Explicitly teach the metacognitive strategies needed for proof-reading. Explore alternative forms of recording information. Use concept maps to plan. Practice key skills little and often. Explicitly teach mind mapping skills to assist with generating	reading material. Use of an iPad and access to Microsoft Lens to access material from the board at own pace. Writing See Fine Motor Skills section for strategies to support this, An evidence based handwriting intervention programme in line with your setting's handwriting policy. A programme such as Colourful Semantics to support with sentence building. Cued spelling Differentiation of resources to suit an individual's current ability.	Use of iPad to record sentence aloud to play back when writing. Outreach, advice and guidance from C&L Specialist Teacher at Stockton Council
--	--	---

ideas and organisation for extended writing tasks. Encourage (where appropriate) oral rehearsal of a sentence before writing. Use wall displays to provide prompts for writing. Maths Allow access to concrete manipulatives and visual aids to support understanding. Colour code information e.g. use one colour for all tens and one colour for hundreds. Provide visual aids such as number lines. Break down tasks into small manageable chunks. Regularly repeat information in line with over-learning. Introduce new vocabulary and meaning. Use Knowledge organisers to support key knowledge and methods. Provide prompts on wall displays e.g. number facts. Provide a choice of resources e.g. larger squared paper, coloured paper. Scaffold through providing lower numbers or higher numbers to support all children to access a mathematical concept at their individual ability.	Maths Small group interventions which focus on recognising number patterns such as playing board games which involve rolling a dice or playing dominoes. Precision teaching approaches. An evidence-based intervention programme such as NCETM Ready to Progress Materials. Application of key skills through play or linked to an area of interest to embed understanding.	Maths Provide extra time for numerical tasks. Provide children with a personalised numeracy toolkit focused on their strengths and areas of development.
--	---	--

Sensory/Physical

Strategies to support children with these needs include:

WAVE 1 Inclusive strategies for all learners embedded in QFT	WAVE 2 (in addition to universal provision) Targeted intervention and support for SOME learners	WAVE 3 (in addition to universal provision and targeted intervention) Specialist support for a FEW learners
Physical Disability Ensure a child can access the classroom and school environment. Spread physically demanding activities across the week to provide child with recovery time. Provide printed versions of information that needs to be copied like dates/titles/learning objectives and worked examples to reduce fatigue. Ensure areas of the classroom are easily accessible for children who have a wheelchair or walking aid. Ensure environments are free from clutter and there are no trip hazards like cables or boxes in walkways. Consider the location of coat pegs and equipment drawers to facilitate autonomy. Consider seating in whole school events like sports day and assemblies, to ensure the child is comfortable and seated alongside their peer group.	Physical Disability Provide additional rest breaks during tasks which will require upper body involvement. Typing interventions to improve typing speed and accuracy. Adapt physical tasks so that a learner can participate e.g. providing a pre-cut template Provide additional rest breaks during tasks which will require upper body involvement. Risk assessments for subjects that include strength and grip like PE or DT. Consider alternative forms of recording information. Adapted play equipment where possible Facilitate time for children and peers to access activities and play that the individual enjoys and can access.	Physical Disability Create an individual plan for the child with support from an Occupational Therapist. Use of assistive technology like mobile arm supports. Individualised timetable to ensure there is sufficient opportunity for physical and academic needs to be met. Provide adapted equipment such as spring-loaded scissors; writing ramps; adapted cutlery to meet the child's needs. Individual access plan for leaving lessons early and support accessing activities with peers during social times. Individual timetable to ensure there is sufficient opportunity for physical and academic needs to be met. Provide additional time for activities which require movement or getting changed. Individual risk assessments to be completed where appropriate. Physiotherapist input and guidance.

Hearing Impairment Carefully consider classroom seating. Close doors and windows when giving instructions to reduce background noise. Use a Total Communication approach, including using signs and symbols as required to aid understanding. Turn off electrical equipment when it is not being used to reduce background noise. Place fabric on classroom wall and table displays to provide better acoustics where appropriate. Put soft/spongy buffers on table and chair legs to reduce background noise. Provide sub-titles for all audio-visual material. Stand still when you speak and provide direct access to lip patterns. Avoid standing in front of a window or in direct light when speaking. Do not ask a deaf child to listen and copy information or complete a task as this split in attention will stop them from lip-reading effectively. When conducting a whole-class discussion, always verbally identify the child speaking and give time for the child to turn around to face them. Repeat all contributions from class discussions. Accompany verbal	Hearing Impairment Makaton or BSL training for staff and pupils. Risk assessments for off-site activities. Listening skills intervention. Closely collaborate with children and their families. Install visual fire alarms or alternative procedures for fire alarms.	Hearing Impairment Road safety sessions to support outside of school environment. Optimal seating programme in line with audiogram. Follow recommendations from audiology. Consider appropriateness of staff member wearing a radio aid which reduces speaker-listener distance. Support from the STARS team: STARS - Sensory Teaching Advisory and Resources Service - Sight Loss - Stockton Information Directory Extra time to complete tasks in lessons.
--	--	--

instructions with written or visual reminders.

Provide sufficient places for charging equipment.

Plan lessons to split up listening tasks.

Visual Impairment

Utilise multi-sensory teaching approaches.

Provide additional verbal descriptions of items/ resources for understanding.

Provide children with opportunities to clean their glasses.

Consider a child's position within the classroom.

Modify resources rather than enlarging them.

Simple and clear visual displays or teaching wall.

Ensure all PowerPoints and resources are clear, uncluttered and use good visual contrast.

CYP to be provided with bold and wide lined paper to make it clearer where the lines are on the page.

Allow pen use at an early stage as black or dark blue pens are often easier to read than pencil for a child with a visual impairment.

Use an appropriate font size (minimum 12 but may need to be larger). Use sans-serif fonts recommended by the RNIB such as Calibri.

Use the pupil's names to get their attention.

Visual Impairment

Develop typing skills through interventions.

Books/apps in braille where appropriate.

Use of coloured overlays bespoke to a child's needs.

Staff to be aware of the range of CYP's peripheral vision.

Access to a magnifier.

Extra time to complete tasks in class.

Visual Impairment

Individual plans and risk assessments for CYP so they can access activities with their peers.

Provide children with an iPad/laptop so they can enlarge whole class resources.

Support from the STARS team:
STARS - Sensory Teaching Advisory and Resources Service - Sight Loss - Stockton Information Directory

Do not rely on visual cues such as waving or gesturing as these may be missed.

Provide advance warning of any changes to the classroom layout.

Keep all walkways free from tripping hazards.

The Guide Dogs' 'Reasonable adjustments for children with visual impairments' provides further guidance.

Motor Skills

Fine Motor

Factor in time for activities like Dough disco or pattern tracing.

Whole-class hand warm up activities for longer writing.

Handwriting scheme to model correct letter formation and pencil grip.

Provide opportunities within continuous provision for children to develop their fine motor skills.

Use multi-sensory approaches to teaching letter formation.

Provide different writing books e.g. ones with bigger lines, ones with thicker lines, ones with bigger pages as appropriate.

Make modifications to lesson content e.g. providing pre-cut resources.

Motor Skills

Fine Motor

Small group interventions focused on finger and/or hand strength.

Compile fine motor skills task boxes that pupils can work on throughout the day.

Typing interventions.

Provide adapted equipment such as pencil grips, writing slopes; kneaded rubber or adapted scissors.

Interventions which focus on hand-eye coordination such as play dough modelling; threading; peg boards.

Fine motor skills interventions e.g. threading, dough disco, pincer grip activities.

Motor Skills

Fine motor

Provide alternative methods of recording information.

Provide frequent rest breaks where required.

Referral to Occupational Therapy. EARTH Handwriting Programme (Future Steps).

Gross motor skills Implement games such as 'stuck in the mud' or 'donkey tag' into PE or play time provision. Implement balancing equipment into play equipment such as stepping stones; rope bridges; scooters or balance boards. Visual sequence strips to help with tasks such as getting changed. Allow a child to sit against a chair or table if they struggle sitting upright whilst on the carpet. Sensory Processing and Integration Allow a child to stand at the beginning or end of the line, or the edge of the carpet if this is their preference. Regularly check-in regarding basic needs such as toileting, hunger or thirst for children with interoceptive difficulties. Have options to change the lighting levels within a classroom. Close classroom doors to reduce sensory input (sounds and smells) from outside the classroom where appropriate. Be mindful of wearing strong perfumes or wearing brightly patterned clothes as these can increase sensory overwhelm. Provide opportunity for movement within everyday teaching and learning.	Gross motor skills Complete small group interventions where pupils need play games such as four corners; musical statues or move around the room like a named animal. Sensory Processing and Integration Provide a child with a 'Safe Space' which can be adapted to meet their sensory needs. Consult with a child to discuss what aspects of the sensory environment would benefit from being changed. 1:1 support to help identify sensory triggers and sensory glimmers (sensory sensations they really enjoy).	Gross motor skills Referral to Occupational Therapy or Physiotherapy. MOVES programme for schools :: South Warwickshire University NHS Foundation Trust Sensory Processing and Integration Consider a referral to the North East Sleep Alliance if appropriate as poor sleep can affect an individual's sensory profile North East Sleep Alliance - Helping the North East get to sleep better Consider a referral to the Occupational Therapy Service so a personalised, bespoke sensory audit can be conducted to inform a sensory diet for the child: Children's occupational therapy - North Tees and Hartlepool NHS Foundation Trust. Advice, guidance and outreach from the C&I team at SBC. Follow sensory diets/circuits as outlined by specialists.
---	---	---

Provide an area that children can identify as a calm space. Access to a range of sensory aids within the classroom, and the use of these aids normalised. Movement breaks, or a 'time out pass'. Reasonable adjustments made to uniform policy to support inclusion. Children permitted to wear ear defenders/loops when needed. Integrate opportunities for wholeclass mindfulness /reflection to develop interoception skills. Explicitly teach emotional vocabulary through multi-sensory approaches. Explicitly teach children how different emotions are presented in their body, to aid their ability to recognise these emotions. Use emotion regulation tools such as Zones of Regulation or the Incredible 5 Point Scale. These tools should stress that no emotions are bad and provide children with a toolkit of self-regulating strategies.		
---	--	--

Social, Emotional and Mental Health

Strategies to support children with these needs include:

WAVE 1 Inclusive strategies for all learners embedded in QFT	WAVE 2 (in addition to universal provision) Targeted intervention and support for SOME learners	WAVE 3 (in addition to universal provision and targeted intervention) Specialist support for a FEW learners
General Strategies Foster a nurturing environment to ensure that children feel valued, respected and understood. Use non-judgemental language when addressing behaviour. Give assertive, rather than passive or hostile instructions e.g. 'I need you to pick that up and put that in the bin'. Develop relationship with key adults using relational practice and strategies such as the PACE approach. Introduce mindfulness or regulation activities into their day. Carefully consider how to maintain positive relationships at transitional points. Meet and greet children in the morning and provide regular check-ins during the school day. Employ restorative approaches to resolving conflict and repairing relationships. Regularly utilise pupil voice to identify developmental opportunities. Utilise tools such as Zones of Regulation or The Incredible 5 Point Scale to provide support with emotional recognition and regulation. Explicitly focus on building resilience and confidence through the PSHE. Use a highly structured, predictable routine with access to visuals. Explicitly teach behaviour for	General Strategies Assign key adults that will check in regularly with a child or group. It is important that this adult has good rapport with the child. Use of peer buddy/peer mentoring schemes. Provide structure or adult facilitated social groups. Use of a low-arousal environment where needed for sensory regulation. Establish groups for breaks/lunchtimes/after school based on the child's interests to support with the building of relationships. Staff to use co-regulation strategies which centre the child's behaviours as being underpinned by distress. Emotion Coaching. Use of Vital Relational Functions. Plan and deliver small group interventions with entry and exit criteria and steps to measure SEMH progress. Team pupil approach. Kim Golding's Flowers (attachment identification tool and strategies).	General Strategies Allowances for comforters or other objects that make a child feel calm. Talk to a child about what they feel might support them when they feel anxious. Allow adjustments to start and end times of the school day to support reducing activities. Support from Educational Psychology team and Specialist Teachers and Specialist Caseworkers. Personalised plan/crisis curve detailing observable behaviours and strategies to support at each stage. Risk Assessment. Designated safe space. Planned SEMH intervention with clear baseline entry and exit criteria.

learning skills.

Provide children with options to display autonomy by making choices between two options where possible.

Safeguarding training for staff which considers SEND as a vulnerability factor.

Whole school adverse childhood experiences, developmental trauma and attachment CPD.

A clear and consistent behaviour policy but flexible enough to make reasonable adjustments for child's individual needs.

Use the WIN approach when speaking to children (I wonder... I imagine... I notice...).

Bruce Perry's 3 Rs – Regulate, Relate, Reason.

Low Level Disruption

Use a calm and neutral tone of voice when speaking to pupils. Non-judgement description e.g. 'I notice you haven't opened your book yet' followed by checking in on the pupil can be effective.

Use the pupil's names to ensure their attention.

Establish clear and consistent classroom routines, which are displayed using words and images.

Use the least invasive intervention e.g. standing behind a pupil who is off task rather than verbally correcting them.

Modelling of key classroom rules.

Consequences are the same day and kept in school where possible.

Natural consequences are often the most effective. Use 'when-then' statements e.g. 'When you have written the date and title, then we can discuss the problem with your seat.'

Low Level Disruption

Provide any behavioural corrections privately and discretely.

Remove the distraction, not the student.

Try to determine what environmental factors are distracting the child and try to reduce these.

Staff to use co-regulation strategies which centre the child's behaviours as being underpinned by distress.

Provide prompts and repeat instructions where needed.

Regularly communicate home with positive praise where possible.

Use of a low-arousal environment where needed for sensory regulation.

Provide movement breaks when

Low Level Disruption

Thrive assessments/ interventions to identify effective strategies to support a children's social and emotional wellbeing. These interventions can be accessed via the SEMH offer.

Provide positive reinforcement and praise to the children who are following instructions. Catch them being good . When giving instructions, use simple language and give one instruction at a time to reduce cognitive load. Prevent multi-step instructions in short, numbered steps. Use predictable and consistent classroom routines. Use visual cues and checklists to support children to remember instructions. Teach self-regulation strategies at a whole class level through guided breathing exercises or mindful activities. Provide visual reminders of school routines. Give children opportunities to display autonomy through classroom responsibilities. When giving instructions, ensure they are short and clear. Attention Differences Allow frequent movement breaks throughout the day, both inside and outside. Use visual aids wherever possible, including task lists and checklists to support with organization and task prioritization. Chunk tasks into small sections. These sections can be presented visually or through a checklist. Seating plans which consider where a child will be less distracted. Modelling of metacognitive skills for self-regulation. Focus the child's attention by highlighting key words/parts of the task.	needed. Kim Golding's Flowers (attachment identification tool and strategies). Attention Differences Use of discrete sensory aids to support concentration. Mentoring with a member of staff focused on strategies focused on inattention, hyperactivity or impulsivity. Interventions which focus on metacognitive, selfregulation strategy.	Attention Differences Utilising the TEAACH approach. Written diaries to reduce incidents of shouting out. An adult can go through these with the child later.
--	--	---

Say the child's name before giving an instruction to get their attention.

Ensure resources are simple and easy to use.

Ensure the classroom environment is uncluttered and predictable.

Emotional Regulation

Model how to manage emotions by staying calm and composed yourself. Children often learn emotional responses by observing adults.

Support pupils to identify and label their feelings using age appropriate language and resources such as emotion wheels and feelings charts.

Utilise strategies like Zones of Regulation.

Visual aids such as traffic light systems and emotion thermometers can help individuals recognise and respond to their emotional states.

Provide a quiet, safe area that a child can access to self regulate when feeling overwhelmed.

Embed mindfulness techniques into the school day.

Establish predictable and consistent routines.

Acknowledge and praise efforts to manage emotions effectively, reinforcing positive behaviour and self regulation skills.

Use of vital relational functions to support de-escalation attuning, validating, containing and regulating.

Anxiety including Emotional barriers to Education

Normalise feelings of worry and anxiety.

Create an environment where children can speak openly about anxiety so staff are able to best

Emotional Regulation

Utilise social stories, where appropriate, to support understanding of emotions.

Talking Circles activities. Consider the use of ELSA.

Co-regulation strategies which centre the child's behaviours as being underpinned by distress.

Small group/nurture group activities to support personal, social and emotional development. Legotherapy.

Kim Golding's Flowers (attachment identification tool and strategies).

Anxiety including Emotional barriers to Education

All staff to access EBSA Horizons training.

Favourable activities or 'jobs' to start the school day and support

Emotional Regulation

After a challenging moment, reflect together on what happened, what helped and what could be done differently next time.

Drawing therapeutic intervention.

Theraplay. Vital Relational Functions.

Plan/Crisis Curve of observable behaviour and strategies to support at each stage.

Bespoke calm box/flight bags. Psychoeducation.

Risk Assessment.

Anxiety including Emotional barriers to Education

support them. Utilise mindfulness strategies within the school day including breath work to support reducing anxiety. When discussing emotions with children, actively listen by providing open posture and positive body language to positively reinforce the sharing of information. Explicitly teach children through tutor time and PSHE about stress management utilising resources such as the stress bucket. Opportunities for children to share worries anonymously.	accessing the school building. Use of transitional objects. Use of a 'buddy' system. Soft landing into school.	
---	--	--

What training is provided for staff supporting children with SEND?

All staff are trained to support children with SEND. Whole school training opportunities include the following:

Safeguarding and Child Protection
 First Aid including EpiPen and Anaphylaxis training
 Paediatric First Aid
 Mental health training
 Dyslexia and Dyscalculia
 Attachment training and ACE's
 White Rose Maths
 Read Write Inc.
 Chair Based regulation (Future Steps)
 Triple A (ASD practical classroom strategies)

Other specific training appropriate to children's needs include:

De-escalation and Physical Intervention
 CALM Approach (Future Steps)
 Administration of medication
 Hearing Impairment training
 Thrive
 Health professionals including Occupational Health, Speech and Language, Nursing service

How do we support transition in our school?

Transition within classes/key stages:

Early transition in the Summer Term supports the move from classes and across Phases. All relevant information is passed onto the new class teachers and a transition meeting takes place. Pupil Passports and EHCPs are shared and reviewed.

Enhanced transitions are provided for those children requiring additional support.

Transition to Secondary settings:

The SENCO follows the Local Authority's Transition process and holds meetings with the SENCO of the receiving school. The discussion involves the following:

- Primary and secondary needs
- Strengths and difficulties
- Strategies used and support currently in place
- Outside agency involvement
- Assessment –class teacher and outside agency
- Proposed ongoing support needed

For some children, those with HNF or an EHCP, an enhanced transition plan may be created and this may begin in year 5. This outlines the support needed to ensure a smooth transition and may involve additional visits to the setting and meeting of staff.

Where can I get further information about services for my child?

Please click the following link to see Stockton's Local offer

<http://www.stockton.gov.uk/childrenandyoungpeople/childrenwithdisabilities/>

Further information:

Paula Allison is our SEND Information Advice and Support Partner. She can be contacted by e-mail SENDIASS@Stockton.go.uk or on the following number: 01642 527158

The recognized Parent Carer Forum can be contacted on 07985 245668 or info@stocktonparentcarerforum.co.uk

Their website can be viewed here: [Stockton Parent Carer Forum](#)

SEND Code of Practice –
for more information please go to

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Special Educational Needs and Disabilities: A guide for parents and carers

<http://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Stockton on Tees – Local Offer - for more information – please click the following link [Local Offer](#)

What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan

Accessibility

How we ensure all pupils can participate in the school's curriculum, facilities and wider services offered by the school.

The school is accessible to all children, parents/carers and visitors with:

A disabled toilet facility

Disabled parking

Access ramp

Single floor site

Activities Outside of School

St Paul's School is a fully inclusive school where all children have the opportunity to take part in a wide range of extra-curricular activities. This enables them to learn new skills, improve existing skills and have the opportunity to mix socially with different children.

We have a range of different clubs including, netball, football, Forrest School and dance. All children regardless of need, have access to extra-curricular activities including off-site visits and residential trips. School will offer the adjustments needed to ensure all children can participate in such events.

What to do if you have a complaint, a compliment, or a query.

The school details and relevant contacts

Any complaints with regards to SEND provision should be referred to the Head-Teacher and Governing Body following the complaints procedure established by the school. (Please see school's complaints policy)

Advice and support could also be obtained from our SEND Information Advice and Support Partner, Paula Allison. She can be contacted by e-mail SENDIASS@Stockton.go.uk or by phone 01642 527158

Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS)

Support can be obtained from Stockton Parent Carer Forum 07985 245668

info@stocktonparentcarerforum.co.uk

Name of school SEND governor.

Mr Carlos Dos Santos