

# Special Educational Needs and Disability Information Report



Reviewed September 2022



# What are Special Educational Needs?

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability

if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; **or** (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools;

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

The Code of Practice (2014) defines Special Educational Needs as falling into one or more of four broad categories.

Communication and interaction [L]  
[SEP]

Cognition and learning [L]  
[SEP]

Social, mental and emotional health [L]  
[SEP]

Sensory and/or physical [L]  
[SEP]

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. [L]  
[SEP]



# Layfield Primary School Core Offer

Layfield Primary School is an inclusive school and we use our best endeavours to offer a range of provision to support all children. This is based around a 'person-centred planning' approach involving pupils, parents / carers and professionals.

At Layfield, we embrace the fact that every child is unique and, therefore, the educational needs of every child are different. We have adopted a whole school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into all classes. Every effort is made to ensure they have access to a broad and balanced curriculum that is tailored to suit the needs of every child. All teachers are responsible for identifying pupils with SEND and in collaboration with the SENCo and other key staff will ensure that pupils requiring different or additional support are identified at the earliest opportunity. We follow a graduated approach to SEND which involves four stages. We also endeavour to work with parents, children and partner agencies to ensure that all children can thrive.

Layfield Primary School aims to meet the needs of every child so that they can achieve their intellectual, spiritual, moral, social and physical potential.

In order to support children most classes has, in addition to the teacher, a part-time teaching assistant. Consequently we are able to provide a range of intervention programmes including –

Next day intervention

Letters and sounds

High level of differentiated activities

Word Wasp

Trailblazers

Number shark

Work shark

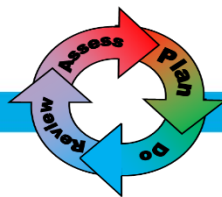
Swap

Toe by Toe

Reading Stiles

SNIP

Layfield Primary School keeps the “Assess, Plan, Do, Review” cycle at the heart of everything SEND.



- Provision for children with special educational needs is a matter for the school as a whole.
- Children have special educational needs if they have an identified additional need that calls for special educational provision to be made for them.
- If you have any questions with regard to SEND or if you feel there is a possibility that your child may require additional support then please feel free to discuss this with your child's class teacher or the school SENCO, Mrs Owen.
- We respect children as individual learners and inspire pupils to achieve their individual potential.
- School will include children and parents/carers in the assessment process and the child's level of involvement will be appropriate to their age, maturity and level of understanding.

[More information](#)

- Class teachers, Teaching Assistants, SENCO will be talking with and keeping in touch with the parent/carer on a regular basis.
- We will assess and evaluate the provision we have arranged for your child through target reviews, intervention reviews and tracking progress.
- Parents/carers can find additional information through the school website links to our SEND policy, LA Local Offer.

[More information](#)

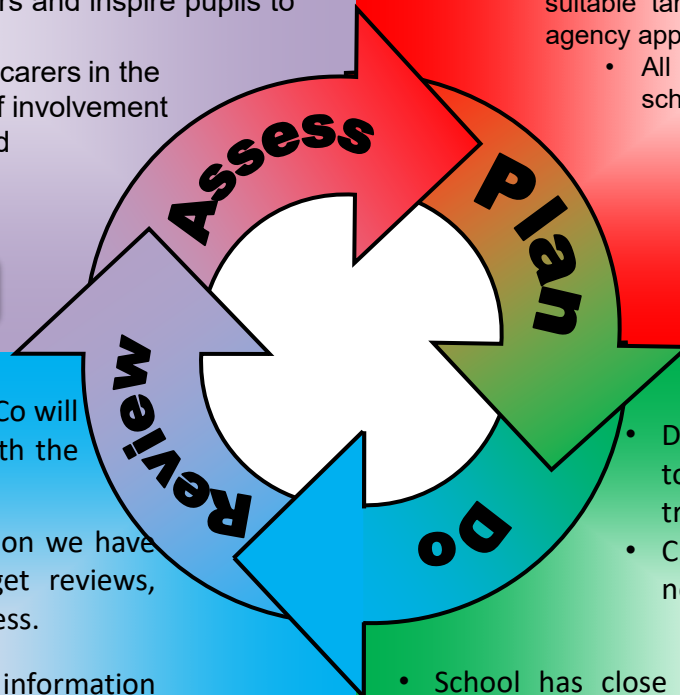
- Your child will work with qualified teachers and teaching assistants.
- School ensures that information about a child/ young adult's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child through transition meetings between classes and schools and regular meetings to discuss support plans.
- School will include parents and the child/young person in planning support by having regular meetings to write and review support plans.
  - School will teach and support children/young people with SEND through inclusion in mainstream classes with differentiation, suitable targets and strategies, targeted interventions, multi-agency approach, additional TA support, play therapy, SALT
  - All children are included in all in school and out of school activities and support can be arranged for this.

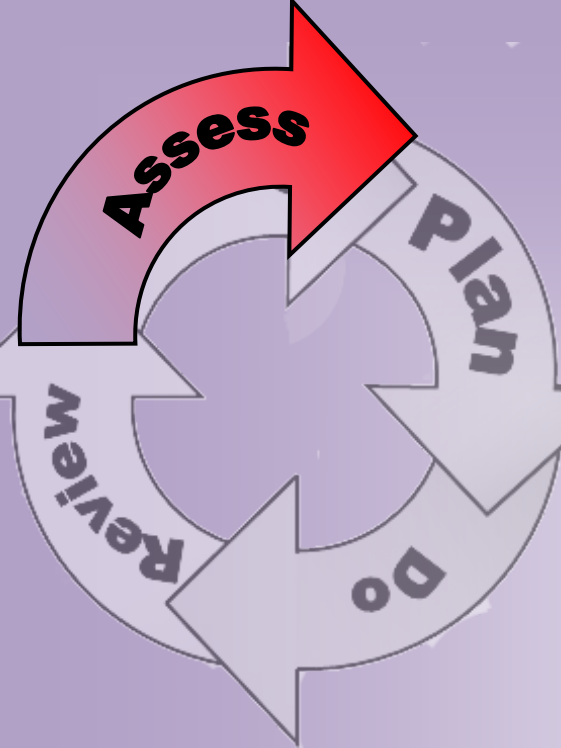
[More information](#)

- Differentiation within classes is possible due to classes having a part-time TA. Whole staff training in SEND is seen as a priority.
- Children's views are sought around their next steps in development and support.

- School has close links to a range of additional support services and access can be supported via the Early Help process in addition to direct referral.
- Parents/carers will be kept informed of engagement in additional provision through regular discussions in addition to formal meetings.
- School encourages parent/carers to become involved in the additional provision through regular meetings and sharing of their knowledge of the child.

[More information](#)





Children may be identified with special educational needs if they have an additional need that calls for special educational provision to be made for them. Using careful observations and a range of assessment data, information from parents and partner agencies, teachers can identify whether a child may have Special Educational Needs/Disabilities. Where an additional or special educational need is identified in school, school will hold an initial conversation with parents concerning their child's developing needs and begin a referral process as appropriate. A support plan will be created, with the input of parents/carers and the child. Each child will have an agreed target Sheet and their targets will be regularly reviewed.

Where Special Educational Needs /Disabilities have been identified prior to the child joining us, school will register a child as **SEN Support** and arrangements will be made to ensure that appropriate support/interventions are in place e.g. small group work, flexible groupings, workstations, visual timetable.

Liaison with outside agencies such as Speech & Language, ASD Outreach, and Early Support Nursery and Specialist Learning Team etc. will be initiated.

Where a child has significant difficulties and requires support from a range of partners and/or high levels of adult support in order to make progress, then an Education, Health and Care Plan may be required (formerly known as a Statement). It should be pointed out that EHC Plans will only be initiated after all other interventions and provision have failed to impact positively on an individual's learning.

- The outcome of the review is to inform future action following a Do, Review, Assess, Plan cycle.
- School works in partnership with a range of services and will allow assessments to be undertaken during school.
- If you have any concerns or complaints then you can follow the school complaints procedure by contacting the Head teacher Mrs H. Owen. Further details and contact information is available on the school website. <http://www.layfieldprimary.org.uk>
- Advice and support is provided by Stockton's SEND Information, Advice and Support telephone numbers: (01642 527158) email: [SENDIASS@stockton.gov.uk](mailto:SENDIASS@stockton.gov.uk)
- Link to the SEN Code of Practice [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/325875/SEND-Code\\_of\\_Practice-June2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf)
- Stockton LA Local Offer <https://www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page?localofferchannel=14>
- Schools Core Offer – please see school website, aims and principles.

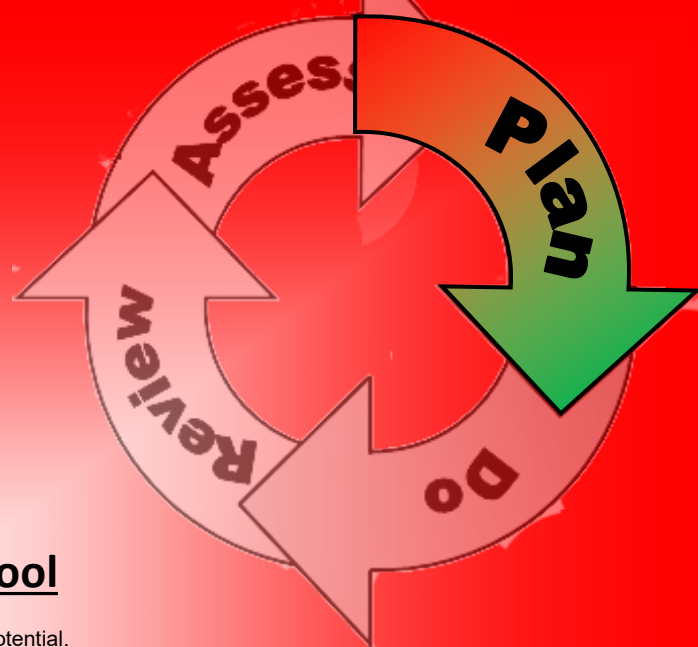


[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental  
Health Difficulties](#)

[Sensory and/or Physical Needs](#)



## **Aims of Layfield Primary School**

### **We aim to:**

- To meet the needs of every child so that they can achieve their intellectual, spiritual, moral, social and physical potential.
- To develop self-confidence so that children can successfully deal with significant life changes and challenges.
- To keep children safe in school and to teach them safe practices so that they are able to keep themselves safe both in and out of school.
- To promote good attendance.
- To achieve high educational standards
- To provide a broad-based curriculum which is stimulating, interesting and allows children to become independent learners.
- To help parents to support their children's learning
- To teach children to value and respect the beliefs, opinions and feelings of others.
- To promote a healthy physical and emotional lifestyle.
- To give children the key skills to contribute positively to their community.

Overall provision will be planned by the class teacher, SENCo and parents working alongside partner agencies where necessary (e.g. Speech and Language/Autism Outreach Team/Educational Psychologist.)

Typically a child with SEND will have a support plan, with the input of parents/carers and the child. Each child will have an agreed target sheet and their targets will be regularly reviewed. The targets are linked to specific areas of learning and should be measureable and manageable.

Our school teaches and supports children with SEND through a range of teaching strategies, differentiating teaching materials, allowing access to ICT equipment and resources, having high expectations, additional adult support, small group work, providing access to a flexible curriculum and extra curricular activities.

Support is available from trained and experienced staff in school and we work closely with other schools which can offer advice and share resources (universal services). We work with targeted services for children who require short term support over and above that provided routinely as part of universal services. Support is available from specialist services for children who require specialised, longer term support.

### **Funding**

Every effort is made to meet the needs of every child at our school by using our 'core and additional funding' through which we make general education provision for all pupils and those who need additional support. <sup>[1]</sup> The frequency and level of provision may result in the school applying for additional funding to support a child, by completing a 1point application form. This is known as Additional Needs or 'Top-Up' Funding and is applied for from the Local Authority. <sup>[1]</sup>

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All children have access to high quality teaching and routinely planned interventions to ensure that each child can reach his /her potential. Progress is reviewed at least termly by the teacher and the Assessment Co-ordinator. [SEP]

From time to time, we may have to make amendments to curriculum timetables to ensure that individual needs can be met e.g. if a child has sensory issues, he/she may need regular “work breaks”, a child with Speech and Language difficulties may need additional individual or small group support to practise. [SEP]

We also offer booster support at lunchtimes and in some cases before school. Other additional provision may include: [SEP]

Small group provision with teacher or teaching assistant; [SEP]

Access to counselling services [SEP]

Tailored interventions on a 1:1 or small group basis to develop speaking & listening, reading, spelling, writing, number or social & emotional skills; [SEP]

Extra lessons in a specific area of difficulty e.g. reading, spelling, Maths, handwriting, motor skills; [SEP] Additional access to specific computer programs [SEP]

Specialist resources: specialist reading materials: writing slopes, seating, laptops, spring [SEP] loaded scissors, pen or pencil grips etc. [SEP]

Extended transition activities including planning meetings with parents, additional visits to new classes/school; [SEP]

Individual workstations, visual timetables, social stories;

Are there any specific curriculum adjustments that are made for children/young people with SEND?

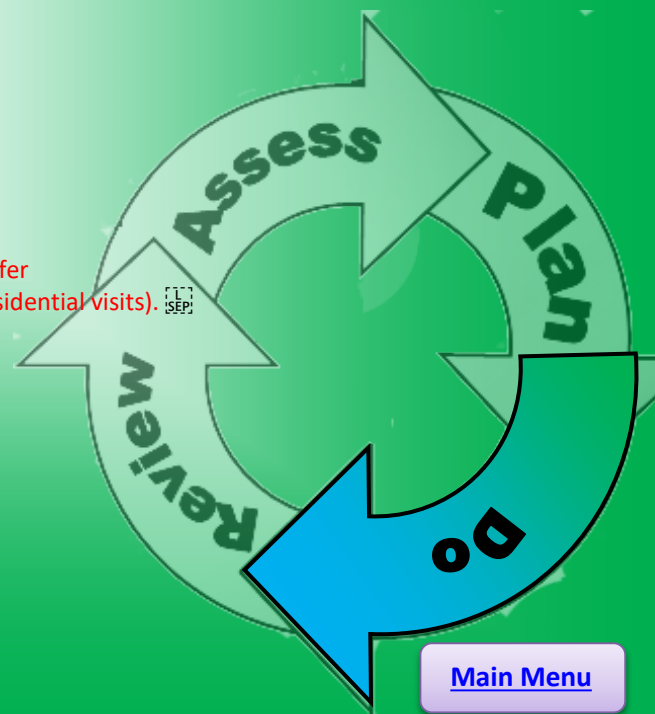
- The whole schools approach to teaching and learning encompasses inclusion. All children have access to resources that are used to support children with a range of SEND needs. Class teachers use visual resources to support the learning of all pupils.

Who is responsible for delivering the specific intervention programmes?

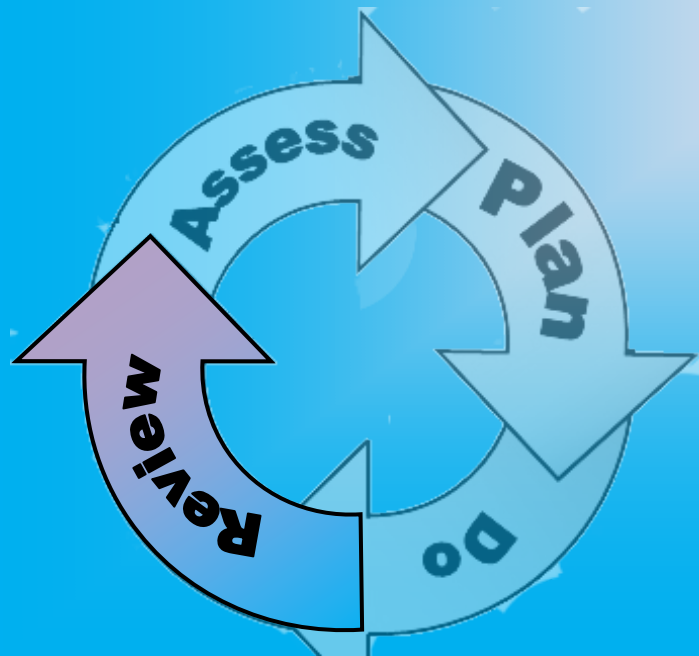
- Class Teaching Assistants will deliver interventions based on need in EY, KS1 and KS2.

What adjustments are made to secure access to activities such as trips and visits, enrichment activities ? And how can parents/carers contact school to discuss specific adaptations?

All children are encouraged to take part in extra-curricular activities and we ensure that we adapt what we offer to enable them to be accessible to all. This includes all after school clubs and all school visits (including our residential visits). [SEP]




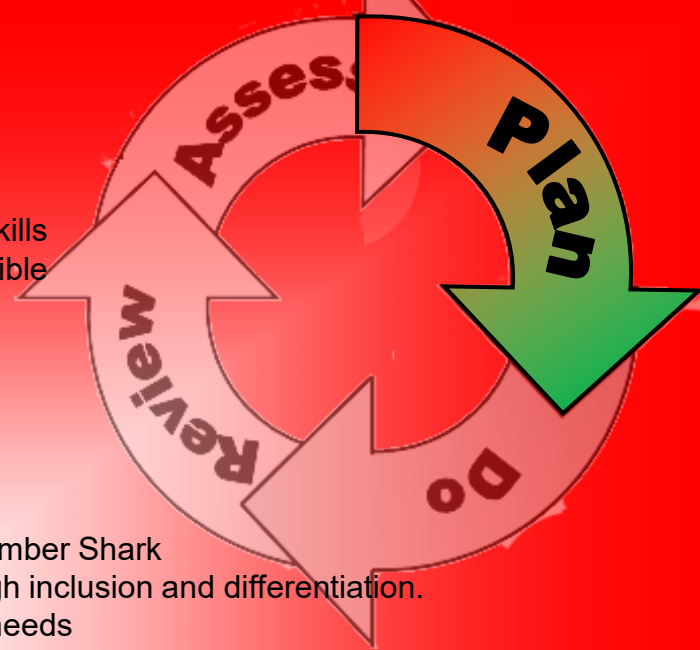
- How often do you review progress of the SEND children/young people?  
Children's individual targets are reviewed regularly and as appropriate to children's progress. Targets will be reviewed at least once each term.
- How will you involve parents/carers in the review of provision?  
As part of the review process parents will be invited to a meeting with appropriate staff to discuss their child's progress and to be involved in the target setting process.
- How will you involve children/young people in reviewing their provision?  
Each child's view is held as important and children can celebrate their achievement of targets and be part of agreeing new targets. Children's level of involvement in discussion of their targets will be appropriate to their level of development.





## Communication and Interaction

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care, flexible thinking
- Strategies/programmes to support speech and language
- Referrals to the Speech and Language Service
- Enhanced Speech and Language therapist time
- Flexible approaches to timetable
- Small group and individual phonics sessions 
- Enhanced access to additional aids and technology i.e. iPads, Lexia, Number Shark
- Explicit teaching of generalising skills from one context to another through inclusion and differentiation.
- Social stories developed alongside a TA specific to individual children's needs
- Modifications to lunch and/or break times
- Access to technology
- Careful planning of transitions
- Playground buddy system



## Cognition and Learning

Practical aids for learning, use of visual timetables, checklists, personalised success criteria <sup>[SEP]</sup>

Visual support e.g. sequenced pictures, mind maps, word mats <sup>[SEP]</sup>

Scaffolding e.g. writing frames, story maps, VCOP triangle <sup>[SEP]</sup>

Chunking activities – breaking a task down to be attempted in stages <sup>[SEP]</sup>

Dyslexia friendly classrooms – classrooms awash with vocabulary and pictures, signs, <sup>[SEP]</sup>visual timetables, correctly coloured smartboards, alphabet/number/day/month sequences etc. <sup>[SEP]</sup>

Partner work and talk buddies <sup>[SEP]</sup>

Small group support in class through guided teaching by teacher or teaching assistant <sup>[SEP]</sup>

Booster or homework clubs <sup>[SEP]</sup>

Small group customised or programme based intervention by a teaching assistant, e.g. phonics, handwriting, sentence structure. <sup>[SEP]</sup>

Individual intervention by a teaching assistant, e.g. SNIP, Word Wasp. <sup>[SEP]</sup>

Use of SEN friendly resources, e.g. Stile, Word Shark <sup>[SEP]</sup>

Referrals to the Education Improvement Service for specialised advice and support

Small group support in class through guided teaching by teacher or teaching assistant

Use of SEN friendly resources <sup>[SEP]</sup>

Programmes of work tailored to the needs of children with SEND <sup>[SEP]</sup>

Referrals to the Education Improvement Service for specialised advice and support.

Increased use of ICT

Adaptations to assessment to enable access e.g. readers, scribe, ICT in accordance with national guidelines.

Curriculum will be adapted to meet the needs of the child/young person. <sup>[SEP]</sup>

### A Supportive Learning Environment:

We strive to ensure that our school and the curriculum are accessible to all learners.

Resources and strategies include: <sup>[SEP]</sup>

Independent Learning resources <sup>[SEP]</sup>

User friendly classrooms <sup>[SEP]</sup>

Prompt and reminder cards for organisational purposes <sup>[SEP]</sup>

Pre teaching of strategies and vocabulary <sup>[SEP]</sup>

Access to laptops or tablets, including modified keyboards <sup>[SEP]</sup>

Specialist equipment to access the curriculum <sup>[SEP]</sup>

ICT facilities <sup>[SEP]</sup>

Modified materials and resources <sup>[SEP]</sup>

Visual timetables <sup>[SEP]</sup>

External agency involvement <sup>[SEP]</sup>

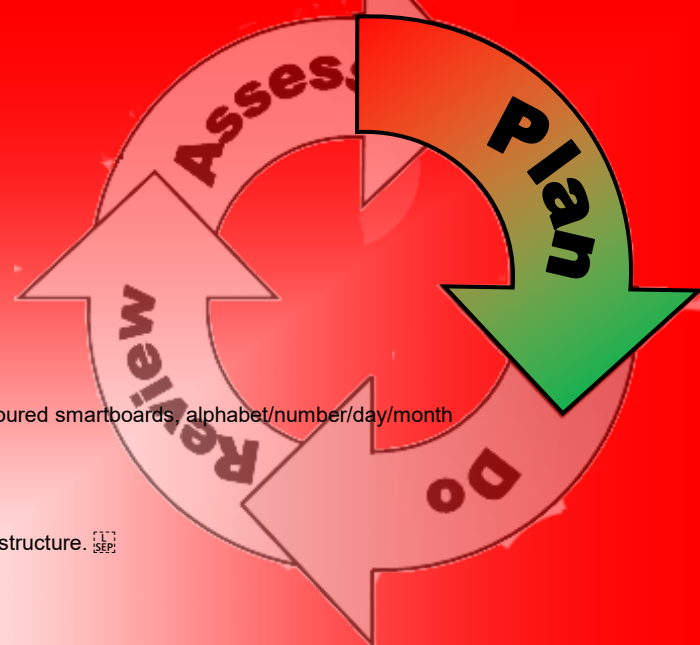
Additional adult support in every class <sup>[SEP]</sup>

Small group support from a teacher or teaching assistant <sup>[SEP]</sup>

One to one support in the classroom from a teaching assistant <sup>[SEP]</sup>

Programmes of work tailored to the needs of children with SEND

Rigorous assessment procedures (see planning and assessment) <sup>[SEP]</sup>



## Social, Emotional and Mental Health Difficulties

### Unstructured times of the day

Children will have access to: [SEP]

Personal care [SEP]

Named teaching assistants at play time [SEP]

Named midday supervisors at playtime [SEP]

Playground 'friends' [SEP]

One to one support for children who require this support [SEP]

### Mentoring activities [SEP]

Use of talk partners [SEP]

Support from a specialist TA [SEP]

Teacher/pupil/parent conferencing [SEP]

Lunchtime behaviour support group

### Social Skills Programme

Social Skills small groups [SEP]

Playground 'friends' [SEP]

Buddy system [SEP]

### Strategies to reduce anxiety/promote emotional wellbeing [SEP]

Communication and consultation with parents [SEP]

Planned programme of support from the class teachers and teaching assistants [SEP]

Meet and greet session at the start of each day [SEP]

Open door policy [SEP]

Individual Home/School liaison books [SEP]

Referrals to other professionals, e.g. Play Therapy, Educational Psychologist [SEP]

### Strategies to support and modify behaviour [SEP]

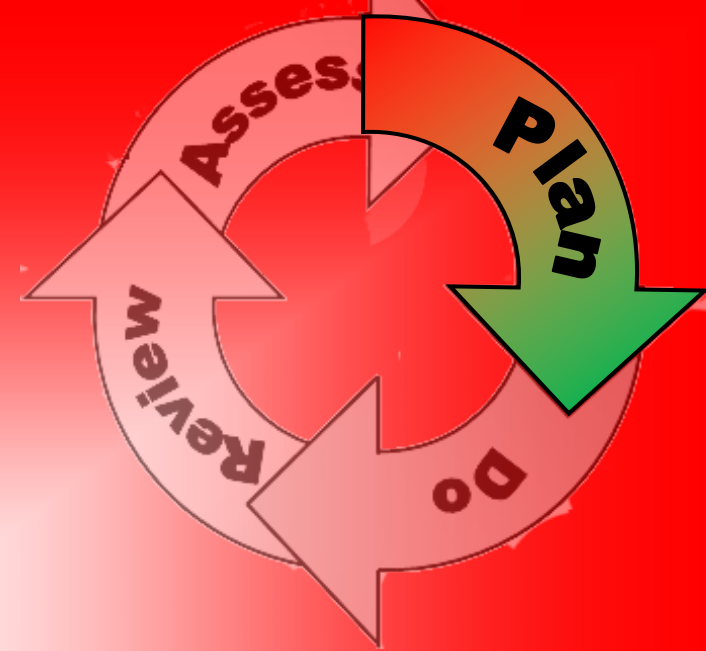
Use of school's behaviour policy and PSHE policy [SEP]

Time out [SEP]

Home/school link books and regular consultation with parents [SEP]

Referrals to other professionals, e.g. Inclusion Team, Educational Psychologist, behaviour Support

Social skills group led by SENCo.



## Sensory and/or Physical Needs

All children will have access to:

- School would be able to arrange physical aids to support access e.g. wheelchair, walking frame, hearing aids, large print materials, based on specialist assessment and advice.
- Access to support for personal care, to ensure all children are included in all school activities
- Interventions delivered by specialists e.g. Occupational Therapists, Physiotherapists
- Delivery of a planned Occupational Therapy/ Physiotherapy programme from a teaching assistant.
- Co-ordination groups to develop fine and gross motor skills
- Adapted curriculum to enable full access e.g. alternative recording devices, individual ICT and modified PE curriculum
- Adapted classroom equipment

### **Access to medical interventions**

Strategies for the use of personal medication

Implementation of Educational Health Care Plans

Provision of aids and resources to aid learning

Access to the school nurse

Individual support plans for pupils with short-term medical needs

One to one support for life-saving interventions

### **Accessibility of the school site**

All areas of our school site are fully wheelchair accessible.

Disabled toilets and changing facilities are available.

Find further information in our Accessibility Plan.

Detailed Risk Assessments for on and off site activities.

For further information about SEND, please refer to our SEND Policy.

Websites and contact information you may find useful to help you in supporting your child with a Special Educational Need or Disability:

[stocktonunitedforchange@gmail.com](mailto:stocktonunitedforchange@gmail.com)

A parent participation group who represent the views and opinions of parents and carers of disabled children.

<http://www.ican.org.uk/>

Supporting children with speech, language and communication difficulties

[http://www.helpguide.org/mental/adhd\\_add\\_parenting\\_strategies.htm](http://www.helpguide.org/mental/adhd_add_parenting_strategies.htm)

ADHD parenting tips

<http://dcd.canchild.ca/en/DCDFAQs/resources/dcdrevised.pdf>

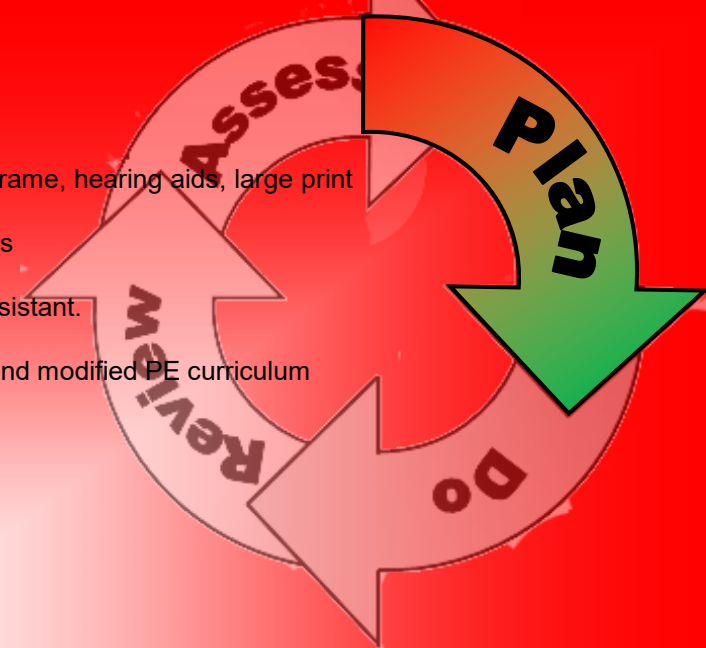
Supporting a child with Developmental Coordination Difficulties

<http://www.bdadyslexia.org.uk/about-dyslexia/parents/helping-your-child-at-home.html>

How to support a Dyslexic child at home

<http://www.autism.org.uk/living-with-autism/parents-relatives-and-carers.aspx>

Support for parents with a child with autism





## Partnership with Parents

We pride ourselves on our family ethos. A strong partnership with parents is key to this ethos and we know that mutual trust and support will contribute significantly to the progress and attainment of all children, especially children with SEND.

We know that parents have a unique overview of their child's needs and this gives them a key role in supporting their child. Parents are consulted about their child's needs as soon as the school has identified a cause for concern.

When a child is identified as having a Special Educational Need or Disability, parents are invited into school each term to discuss strategies used and progress made.

Parents are kept informed of any significant changes in the provision (including support from outside agencies, attainment, and welfare of their child.

Parents have a responsibility to communicate effectively with professionals to support their child's education and are encouraged to:

- inform the class teacher/SENCO of any concerns they may have regarding their child's learning and provision. [SEP]

- inform the school of any changes at home which may be affecting their child's behaviour/ability to learn.



# Key Staff and School Contact details

SEND Co-ordinator Mrs H Owen (Head teacher)

Intervention Support Teaching Assistants: Mrs Clemenson, Mrs Best, Mrs Edon, Mrs Hodgson, Miss Bailey, Mrs Newbould, Mrs Redhead, Miss Thompson, Miss McHugh, Mrs Strickland-Shaw, Mrs McIntosh, Miss Wright and Mrs Chhabra.

Layfield Primary School,  
Everingham Road,  
Yarm,  
TS15 9TF

Telephone: 01642 786153

Email: [info@layfield.org.uk](mailto:info@layfield.org.uk)

Please find relevant SEND documentation and policies on our school website:

<http://www.layfieldprimary.org.uk>