



**Introduction** At Village Primary School, we are committed to providing an inclusive education that meets the needs of all our pupils. We believe in quality first teaching with differentiation for all children, whatever their ability, to ensure every child can reach their full potential.

**Assess** Through ongoing assessment, we identify children who may need additional support. This includes:

- Regular teacher observations and formative assessments.
- Use of screening tools and standardised tests to pinpoint specific difficulties.
- Discussions with parents, pupils, and external professionals to gain a full picture of need.
- Reviewing previous interventions and their impact.
- Identifying the need for external agency involvement where required.

**Plan** Once a need is identified, we work collaboratively to plan appropriate support:

- Setting clear, achievable targets through Individual Education Plans (IEPs).
- Collaborating with parents, children, and specialists to ensure a holistic approach.
- Identifying suitable interventions, adjustments, and resources.
- Assigning staff roles and responsibilities, including teaching assistant support.
- Ensuring adaptations for formal assessments, such as extra time in SATs.

**Do** We implement planned interventions and support strategies to meet the needs of the child. This includes:

## 1. Communication and Interaction

- Visual aids, modelling techniques, and structured interventions.
- Small social skills groups and individualised learning plans.

## 2. Cognition and Learning

- Structured, small-step learning approaches and overlearning opportunities.
- Small group interventions and alternative recording methods.
- 1:1 reading support and phonics/memory strategy interventions.

## 3. Social, Emotional and Mental Health (SEMH)

- Trusted adult relationships, PSHCE opportunities, and Parent Support Advisor involvement.
- Close links with external agencies for mental health support.

## 4. Sensory and Physical Needs

- Ensuring full accessibility and personalised adjustments based on specialist advice.
- Use of adapted curriculum materials, assistive technology, and occupational therapy support.

**Review** Monitoring and reviewing SEN support is essential to ensure effectiveness. We do this through:

- Regular assessment and tracking of progress against IEP targets.
- Termly updates for senior leaders and adaptations based on outcomes.
- Parent consultations and EHCP annual reviews where applicable.
- Adjusting interventions based on effectiveness and pupil feedback.

For more information, please contact our SENDCo, Miss Begley, via the school office on 01642 676768.

A full copy of our SEN policy is available on the school website. Further details about Stockton's Local Offer for SEND families can be on the Stockton local offer website.

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