

Red Hall's SEND Curriculum Overview

Leader - Mrs S Luxon



The Intent of our SEND curriculum is

To help all children in our school become **confident** and **capable** learners. **Everyone is included and everyone matters.**

All children at Red Hall Primary school are given equal opportunities to access **all** learning, including core subjects such as Maths and English and other subjects taught in the school such as P.E., Science and the Arts.

We want **all** children to be **curious** about learning and to develop the skills, as well as the knowledge they need to be confident, lifelong learners and to be **prepared for life** after school, developing practical life skills such as road safety, internet safety as well as becoming **resilient, independent** and to develop self-**belief**. Staff work to help them become comfortable with **taking risks** and to recognise that they are already **capable learners**.

Why?

At Red Hall we do have higher than average levels of children with Special Educational Needs or Disabilities (SEND is 33.48% = 76 pupils, SEND Status is 29.52% = 67 pupils), this means that our SEND team and the whole staff take special needs and disabilities very seriously and have lots of training on how to support children with a variety of additional needs.

Everyone can achieve

At Red Hall we believe school is more than just Reading, Writing and Maths instead:

- We believe **every child has the right** to explore, learn, investigate and to be supported while on their educational journey.
- We want children to have **fun** at school, to feel part of a **bigger school family** and to know they are **valued, important** and **loved**.

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- We are a **fully inclusive mainstream school** and the education we provide is about full **participation** and **achievement** of all learners and at all levels.
- We value different ways of learning and different ways of succeeding. We encourage children to find out what they are good at, what they enjoy and work with them, using their **passions, interests** and **curiosities** to inspire learning.

Because of this belief all our staff make sure learning is **engaging**, follows the children's needs, interests, questions and wonders. Making sure that they have everything they need to help them.

We understand that children learn differently and that children have different educational **and** emotional needs so we provide engaging lessons, highly trained staff, learning that takes place in different styles and we tailor our approach to meet their needs. We follow their fascinations and interests. **Making sure to put the child at the centre of the learning.**
If a child can't learn the way we teach, we change the way we teach.

Relationships are key

As our vision states, we believe that creating **warm, trusting relationships** is what makes a difference to our outcomes. We make sure all our pupils know that they matter and we take the time to build strong, positive relationships built on **mutual respect**.

We are a trauma informed school and we all place pupil **emotional health, well-being** and **happiness** at the heart of what we do. We understand that children may have been through emotional and upsetting experiences even at a young age such as losing a family member or even a pet, experienced a family break up (divorce, separation, an older sibling moving out) or illness (for themselves or someone else) among many others.

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	<p>Love and care is the key to our school, we focus on emotional well-being. If a child does not feel safe, secure, loved and cared for, how can they be ready to learn?</p> <h2>Everyone is valued</h2> <p>We strongly believe that having a Special Need or disability or an emotional need does not stop anyone from learning and we hope by the time children leave our school they will have the same belief and a deep passion for learning, which will follow them into secondary school and beyond in adult life.</p> <p>Staff work hard to adapt and modify all lessons and activities so every child can be involved and make progress. Everyone's work is celebrated and we see the importance of effort as well as the final work produced. If someone is trying their hardest that is recognised and applauded.</p>
The experiences your child will receive are	<p>At Red Hall we make sure there is lots of opportunities for hands on learning with activities and lessons both in and out of the classroom, which will encourage their learning and help them to stay engaged at school.</p> <p>At Red Hall Primary we believe in ensuring all children have the same chances and opportunities and the staff are skilled at adapting the curriculum in order to make sure every child can make progress and access learning. In some schools, children with additional needs spend too long going over and over and over boring lessons, at Red Hall we do not do this. We adapt to meet the child!</p> <p>We make sure to tap into the knowledge and expertise in the community and in the wider special education sector to understand the best way to support our learners, working with Educational Psychologists, Low Incidence Needs Team, CAMHS, Occupational Therapy Teams, Speech and Language Team amongst many others.</p> <p>Our commitment to Special Needs and Disabilities</p> <ul style="list-style-type: none">• We invest in highly trained staff, including more Teaching Assistants than most schools so more children can get the close support and encouragement they need.• Two learning and nurture hubs are set up in school to support the children who need that little bit extra.

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- Stepping Stones (Key Stage 1) ran by two Teaching Assistants, Miss Piper and Mrs Lowery. (Miss Piper was recently won an award for outstanding contribution to children with additional needs).
- Little Leaps (Key Stage 2) ran by Mrs Luxon (Special Educational Needs and Disability Co-ordinator (SENDCo) and Designated Teacher for Looked After Children) and Miss Hayman (Higher Level Teaching Assistant (HLTA)).
- We give everyone the opportunity to learn in an environment that nurtures and respects their individual needs and then an example of success rates including children who have been excluded from over schools.
- Family Support Worker (Yvonne Watson)
- School Counsellor
- Emotional Literacy Support Assistants (ELSA)
- Drawing and Talking Therapy
- Learning Mentors
- Busy Readers (Trained volunteers who can support children with reading)
- ICT resources that target different SEND
- Personalised learning and curriculums when needed
- From January 2021, we will be opening the FIRST ever Social, Emotional and Mental Health provision for Primary School Children in Darlington
- Visual timetables in every classroom to help children with routines
- Visual display of who children are working with that day so children who dislike change are supported
- Dyslexia support (tinted reading strips, coloured paper for worksheets, tinted White Board screens, dyslexia friendly fonts across the school)
- Calm and neutral displays, soft lighting, calming music and gentle colours to help create a calm, Autism and ADHD friendly learning environment
- No Pen Days with a focus on speech and language skills
- After-school clubs to engage learners in wider subjects
- In 2019 Red Hall Primary became the 2nd school in Darlington to win the Future Steps (Occupational Therapy) Scholarship and their team have worked closely with staff to support individual children

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- Earth Handwriting Scheme (Future Steps) to support whole school handwriting

We keep our staff knowledge and skills up to date with regular training

- Staff training on ACES (Adverse Childhood Experiences)
- Staff training on Sand Play Therapy
- Regular staff training on supporting children with SEND and a staff who seek to learn more and become more skilled in their own time as well
- Investing in staff training in teaching styles and teaching methods
- Team teach training
- Staff training on Dyslexia, Dysgraphia and Dyscalculia
- Staff training on Sensory Processing Needs
- Training on using communication aids
- Makaton (Early Sign Language) training
- Staff training on supporting children with Autism
- Staff training on supporting children with ADHD
- Miscue analysis (identifying phonics needs) training
- Online training on understanding Hearing Impairment
- Early Years training on Communication Matters

They will try different memorable activities and experiences including

- High quality teaching from teachers and TAs
- Real life experiences, e.g. trips to the seaside, museums, theatres
- Hooks into lessons e.g. letters from an 'alien',
- Whole school events such as the planet design competition, poetry competition

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	<ul style="list-style-type: none"> • Visits from specialists • Opportunities to have their work celebrated in assemblies or on social media • Hands- on activities which encourage life skills such as cookery, gardening • Lessons on life skills (internet safety, stranger danger, road safety) • Support from outside specialists- speech and language team, CAMHS, Educational Psychologist etc.
<p>By the end of their time at Red Hall, we hope our children have</p>	<ul style="list-style-type: none"> • Created many happy memories • Became confident, eager learners. • Made at least good progress from their starting point • Had the chance to try a wide range of activities and experiences, exploring and investigating the world around them. • Have developed the knowledge and skills they need to move into secondary school. • Be proud of their work and their achievements • Get the in school and out of school support they need to make progress • Develop life-skills and positive values. • Had support holistically to ensure they are well prepared for their journey beyond Primary School • Have a love for learning • Can explain how they like to learn and what works for them, making sure their voices are heard • Have their families supported and involved in their schooling and development • Learn more and remember more



Dream Believe Achieve

