



# Vane Road Primary School

# Special Educational Needs and Disability Policy

Adopted September 2023  
Review September 2025

Signed by Chair of Governors:

Key Contact: Mr Logan



### Amendment tracker

Date	Change and comments	Location Pg no.
July 2018	Change of SEND Governor – Mrs Melanie Stubbs.	6
July 2021	Change 'Head teacher to Executive Head teacher'. Updated Appendix 1 detailing Quality First Teaching.	6 12
September 2023	Change of SEND Governor to Mrs Tracy Roberts.	6
	Local Offer link address updated.	4
September 2023	Mr Logan added as SENDCo.	7
September 2023.	'Curriculum for All' link added.	9
September 2023	Medical Register – Pastoral Manager responsible for this. Now kept in Pastoral Manager's room not Main Office.	10
September 2023	SEND Parents Evening held each term.	11
September 2024	Change of key contact	

#### **Related Policies:**

- Equality Policy
- Accessibility Plan
- Assessment for Learning
- Anti-Bullying Policy
- Medical Needs Policy

## Rights Respecting

We are a Level 1/Silver Rights Respecting Schools and work with due regard for the principles of the UN Convention on the Rights of the Child, in particular articles 23,28 and 29 which describe the right of all children to have an education that develops their **'personality, talents and mental and physical abilities to their fullest potential'** and the rights of children with special needs to be conditions which **'ensure dignity, promote self-reliance and facilitate the child's active participation in the community.'**

## DEFINITIONS

1. Definition of Special Educational Needs and Disability (SEND):
  - 1.1 For the purpose of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice 0 – 25 implemented in September 2014 and updated 2015.
  - 1.2 *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them (Code of Practice D.F.E. 2015).*
2. A child of compulsory school age or a young person has a learning difficulty or disability if they:
  - 2.1 have a significantly greater difficulty in learning than the majority of others of the same age
  - 2.2 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 or mainstream post-16 institutions.
3. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Act).
4. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.
5. Special educational provision which meets the needs of children and young people with SEND includes:
6. High quality teaching that is differentiated, adapted and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

## Equality and Inclusion

7. All educational settings have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Settings also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. Educational settings support pupils with a wide range of SEND. They should regularly review and evaluate the breadth and impact of the support they offer or can access. Settings should also collaborate with other local education providers to explore how different needs can be met most effectively. They must have due regard to general duties to promote disability equality. All pupils should have access to a broad and balanced curriculum. Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and/or disabilities will be able to study the full national curriculum.

### Medical Conditions

8. The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Governing bodies must ensure that the necessary arrangements are in place to support pupils with medical conditions and they should ensure that school leaders consult with health and social care professionals, pupils, and parents/carers to ensure the needs of children and young people with medical conditions are effectively supported. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of these pupils. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'. School nurses are able to signpost to specialist help, relating to diabetes, asthma, epilepsy, anaphylaxis and tracheostomy care etc. The Local Authority also offer guidance and training on supporting disabled pupils with a medical condition, such as administering medications in school.

### Local Offer

#### 9. SEN and disabilities - Local Offer



Local authorities must publish a Local Offer:

<https://www.durham.gov.uk/localoffer>

10. This sets out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) Plans.

11. The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it;
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEND, and service providers in its development and review

## RATIONALE

12. Vane Road is an **inclusive school**, catering for a wide range of SEND, including pupils with:

- 12.1 Communication and interaction needs.
- 12.2 Cognition and learning needs
- 12.3 Social, emotional and mental health difficulties
- 12.4 Sensory or physical needs

13. Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEND and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEND process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

## Aims

14. To follow the guidelines set out in the SEN Code of Practice;  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
15. To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
16. To identify children with SEND as early as possible and plan a program of support and intervention to address their needs;
17. To regularly track the progress of children with SEND through school tracking systems, review meetings, lesson observations and provision maps and support plans;
18. To provide good quality and regular training for staff in relevant areas of SEND;
19. To evaluate the impact of staff training and provision/intervention programs;

20. To develop good relationships with parents/carers to ensure pupils with SEND are supported well both at home and at school;
21. To ensure that all staff working with SEND children are clear about their roles;
22. To ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs.
23. To work effectively with a range of other external agencies;
24. To make good links with other mainstream primary schools, secondary schools, and special schools.

## ROLES AND RESPONSIBILITIES

25. Provision for pupils with special educational needs is a matter for the school as a whole.

### Governing Body

26. The Governor with specific responsibility for SEND has a key role in supporting the SENDCO and the senior leadership team in promoting inclusive practices in school.

27. **Mrs Helen Collingwood is our designated Governor responsible for SEND.** Mrs. Collingwood and the Governing Body have the following responsibilities:

- 27.1 Have regard to the SEND Code of Practice and provide strategic support to the head teacher.
- 27.2 Publish information on the school's website about the implementation of the governing body's or the proprietor's policy for pupils with SEND.
- 27.3 Ensure that there is a qualified teacher designated as SENCO.
- 27.4 Co-operate with the Local Authority including in developing the local offer and when the school is being named in an EHC Plan.
- 27.5 Ensure that arrangements are in place to support pupils at school with medical conditions.
- 27.6 Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

28. The Head Teacher plays a pivotal role in driving cultural change. **Head Teacher**, has the following responsibilities:

- 28.1 Take overall responsibility for implementing the SEND provision.
- 28.2 Ensure that the SENDCO has adequate time and resources (including administrative support and time away from teaching) to enable them to fulfil their responsibilities in a similar way to other important strategic roles within school.
- 28.3 Ensure that the SENDCO is able to influence strategic decisions about SEND.
- 28.4 Ensure the wider school community understands their role and responsibilities in SEND provision, for whole school improvement (from governors to classroom teachers and teaching assistants).

- 28.5 Ensure arrangements are in place for parents and carers to be regularly engaged in discussions about the progress of their child (at least three times a year).
- 28.6 Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently with an EHC plan, a SEN support plan and any newly identified pupils with SEND.

### **Role of the SENDCO- Mr Logan**

- 29. All maintained mainstream schools and academies must ensure there is a qualified teacher designated as SENDCO.
- 30. The SENDCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.
- 31. The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- 32. The SENDCO should be aware of the provision in the Local Authority Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- 33. The role of the SENDCO is to ensure that pupils with additional or extreme needs are catered for.

### **National Award for SEN Co-ordination**

- 34. All SENDCOs appointed from 1st September 2009 and, where they have not previously been the SENDCO at that or any other relevant school for a total period of more than twelve months, are required to hold the National Award for Special Educational Needs Coordination (NASENCO) within three years of appointment
- 35. **Mr Logan is the designated SENDCO** at Vane Road Primary School and has achieved **National Award for Special Educational Needs Coordination.**

### **Mr Logan's roles involve:**

- 36. Overseeing the day-to-day operation of the school's SEND policy and ethos in school.
- 37. Co-ordinating provision for children with SEND.
- 38. Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- 39. Advising on the graduated approach to providing SEND support.
- 40. Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 41. Liaising with parents of pupils with SEND alongside teachers.
- 42. Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 43. Being a key point of contact with external agencies, especially the Local Authority and its support services.
- 44. Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- 45. Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 46. Ensuring that the school keeps the records of all pupils with SEND up to date.

## Class Teachers

47. Classroom and subject teachers are **at the heart** of the SEND Support system; driving the movement around the four stages (assess, plan, do, review) of action with the support and guidance of the SENDCO and specialist staff. The classroom teacher should:
- 47.1 Focus on outcomes for the child - be clear about the outcome wanted from any SEND support.
  - 47.2 Be responsible for meeting special educational needs - use the SENDCO strategically to support the quality of teaching and evaluate the quality of support.
  - 47.3 Have high aspirations for every pupil - set clear progress targets for pupils and be clear about how the resources are going to help achieve this.
  - 47.4 Update and share SEND Support Plans with Parents and children termly. This includes meeting with parents three times a year through our timetabled Support Plan Parent Evenings. Involve parents and pupils in planning and reviewing progress - seek their views and provide regular updates on progress towards outcomes.
  - 47.5 Remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main classroom or subject teacher, they should still retain responsibility for the pupil. They should work closely with teaching assistants and/or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

## Staff

48. Class teachers work with specific support staff to plan effective provision for pupils with SEND. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans. Support staff (/HLTAs/LSA/TAs) are an important part of the whole school approach to SEND, working in partnership with the classroom/subject teacher and the SENDCO to deliver pupil outcomes and narrow gaps in performance. It is for individual schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support, agreed with parents in the context of high quality teaching overall. Support staff can be part of a package of support for the individual child but **should never** be a substitute for the teacher's involvement with that child, and as such the teacher remains responsible for the progress of every pupil.

## 49. Support staff should

- 49.1 Have the skills and understanding to work with pupils with a wide range of special educational needs and/or disabilities.
- 49.2 Be given the time to liaise with classroom/subject teachers to plan effectively together.
- 49.3 Be given the opportunity to contribute to review meetings about the pupils in their care.

## 50. Identification of SEND



51. Through their discussions, observations, assessments and data analysis the SENDCos, class teachers, key workers and support staff will identify any children who appear to have SEND. Children with SEND may also be identified by outside agencies and organisations. Parents and carers may also inform the SENDCos or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEND they will be placed on the SEND register as SEND Support.

## 52. SEND Support

53. When a class teacher or the SENDCos identify a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. (See Appendix 1: Quality First Teaching at Vane Road Primary School). Our 'Curriculum for All' document <https://www.vaneroadprimary.co.uk/send/our-curriculum> also details how we adapt our curriculum for children with SEND.

The triggers for SEND support are that, despite receiving quality first teaching the child:

- 54. continues to make little or no progress in specific areas over a long period;
  - 55. continues working at National Curriculum levels substantially below that expected of children of a similar age;
  - 56. continues to have difficulty in developing literacy and mathematics skills;
  - 57. has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
  - 58. has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
  - 59. has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
60. If necessary the SENDCo, in partnership with parents and the child, may refer to outside agencies such as Specialist Support Teams or Educational Psychology for additional support. The support may come in the form of additional ideas and suggested interventions to help overcome any barriers to learning. See Appendix 2 for some of the interventions employed at Vane Road Primary School.

## 61. Referral for Education, Health and Care Assessment

62. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a child, or the child has not made expected progress the school or parents should consider requesting an Education, Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- 63. Records of regular interventions, strategies, reviews and their outcomes;
- 64. The pupil's health including the child's medical history where relevant;
- 65. Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics;
- 66. Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- 67. Views of the parents and of the child;
- 68. Involvement of other professionals such as health, social services or education welfare service.
- 69. Costed provision maps

70. Parents or school are the only partner who can request an Education, Health and Care Assessment.

#### 71. **Education, Health and Care Plan (EHCP)**

72. An EHCP includes the following and will be reviewed annually:

73. The pupil's name, address and date of birth;

74. Details of all of the pupils special needs, including health needs;

75. Identification of the special educational provision necessary to meet the pupil Special Educational Needs;

76. Short term targets for the child to work towards;

77. Identification of the type and name of the school where the provision is to be made;

78. Relevant non-educational needs of the child;

79. Information on non-educational provision;

80. Reports and views of any other specialist involvement.

81. All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

#### 82. **4. RECORDING SEND**

83. Records are kept on all children with SEND, detailing steps taken to support them. Record files are kept by the SENCo

#### 84. **SEND Register**

85. This is a file kept by the SENDCo. It indicates which children have SEN and what stage they are at. The SENDCO maintains the Register as a working document. The Register will state the following:

86. Child's name;

87. Date of Birth;

88. Details of SEND;

89. Involvement of outside agencies;

#### 90. **Medical Register**

91. The Pastoral Manager teacher maintains a copy of the Medical Register as the responsible person. Copies will be kept in the Pastoral Office, easily accessible by first aiders and are available in other areas throughout school. The Medical Register may be amended throughout the year by the class teacher following consultation with their team leader. The SENDCOs will become involved should a child's medical attention present a barrier to their learning.

92. **Pupil Files** are kept up to date by the SENDCO.

93. **Class Teachers** will keep copies of support plans for reference and amending in their short term planning files

94. **Transfer of Information** will be the responsibility of the SENDCO

#### 95. **5. ANNUAL REVIEWS**

96. It is a statutory requirement for children with an EHCP to have an Annual Review. At Vane Road Primary School we hold annual reviews for children with an EHCP and termly reviews for those on SEND support. Parents/carers and other agencies, where appropriate, are invited to these. SEND Support Plans are reviewed termly and a SEND Support Parent Meetings are held termly. During these reviews, feedback is given about a child's progress and new targets, outcomes and provision are agreed.

## 97. 6. STAFF TRAINING

98. The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. The school is allocated funding from the Standards Fund each year which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

## 99. 7. POLICY EVALUATION

100. The implementation of this policy will be monitored by the head teacher and SENDCOs. It will be reviewed annually.

101. When reviewing the success of this policy we will take into account:

102. Progress of SEN children compared to non- SEND

103. Standards reached by pupils with SEND;

104. The percentage of parents attending review meetings, including Annual Reviews;

105. The number of complaints received regarding SEND provision.

106. Through regular classroom observation we will also take into account:

107. The quality of curriculum planning and the extent to which teachers and SEND support staff work together as a team;

108. The extent to which pupils are following an appropriately differentiated curriculum;

109. The use of varied resources which enable pupils with SEND to make progress towards their targets;

110. The ethos of the classroom and the extent to which pupils with SEND are well-cared for and supported.

## **APPENDIX 1: Quality First Teaching at Vane Road Primary School**

Vane Road Primary is committed to all children accessing the curriculum within the classroom wherever possible, so that they are happy, motivated, challenged and make good progress alongside their peer group. To do this we have generated a list of features which are essential if Quality First Teaching is to take place. This list is to be used as a planning tool to ensure good quality differentiation.

This is a working document and will be updated as necessary.

The list of differentiation strategies / resources was compiled as a result of a whole staff discussion.

The agreed list of strategies / supports should be evident in your classroom and day to day teaching. As this is a working document please add and share any further ideas.

<b>Writing &amp; Recording</b>			
Writing frames	Talking postcards	Easi-speak microphones	Digital cameras
Pencil grips	Left handed pencils	Left hand paper position guides	Lolly sticks for finger spaces
Sound cards & Wall display	Letter formation cards & Wall display	Word walls including HFW	Word mats / cards including HFW
Marking – 2 stars and a wish	Individual writing targets displayed and easily accessible.		
<b>Developing Vocabulary</b>			
Sentence building games	Mind maps	Talk partners – time to talk through and rehearse before responding.	
Your turn. My turn strategy.			
<b>Mathematics</b>			
Number lines & 100 squares	Number fans	Times table grid	Bead strings
A range of counting apparatus freely available	Ping Pong interactive games.		
<b>Fine and Gross Motor Skills</b>			
Pencil grips	Different sized pencils	Left handed pencils & scissors	Fine motor scissors
Sitting on a cushion	Putty and playdough	Sand trays	Writing slope
Letter join interactive tracing of letters.	Nessy fingers app		
<b>Sensory and or Physical Needs</b>			
Wobble cushion	Busy finger objects	Work station screens	Adapt seating positions to take into account sensory difficulties / hearing / visual needs
Learning materials available at individual work stations to aid copying.	Colour overlays (where necessary)	Vary the pace of the lessons	Additional time to complete tasks or differentiated so that a task can be

			completed in a realistic time frame.
<b>Following Instructions / Active listening</b>			
Now and then boards	Broken down instructions (where necessary)	Task management checklist	Jotting pads
Learning environments organised with clear labels and easily accessible resources.			
<b>Positive Behaviour</b>			
Merit awards and Celebration Assembly	Merit Awards and Value Rewards for behaviour successes,	Certificates	Celebration of awards displayed on the website
Lunchtime Certificates/Top Table.	Rights Respecting Certificates.	Now and then boards	Task management checklist
Reiterating expectations after a holiday / weekend.	Preparing children for changes in advance	Talking through Timetables with children at the beginning of the day.	Plans for smooth transitions in learning from class to class.
Restorative Approach used.	Timers	Flexible group work for subject areas – according to task, strengths & learning preferences.	Positive reinforcement to build confidence.
Promote a good ethos towards “challenge” and that making mistakes is an acceptable part of the learning process.	Tactile sensory objects/ Sensory Diet / quiet areas easily accessible to calm a child down	Resources & displays promote independence	School Values certificates and displays.
<b>Social Skills</b>			
Visual timetables displayed in a way that is appropriate for your year group	Teaching social skill sessions (where needed)	Rights respecting agreement	Talk partners
<b>Questioning</b>			
Talk partners – time to talk through and rehearse before responding.	Interview techniques	Adapted questions.	Enquiries especially linked to topics, Maths and Science

Pastoral			
Greeting all children with genuine and sincere enthusiasm as they enter the classroom. Including telling them they were missed when they were absent from school.	Positive praise	Taking the time to listen and making eye contact	Saying hello and asking how a child is when walking around the school
Taking an interest in what all children around the school are doing – stop and talk to someone about what they are doing.	Sharing achievements with parents / other staff members: <ul style="list-style-type: none"> <li>- Face to face</li> <li>- Phone call / Dojo</li> <li>- Stay &amp; play</li> <li>- Class / Year group celebrations</li> </ul>	Remember a special piece of information about each child and talking to that child about it.	Develop a working relationship with parents so that you are fully informed of all relevant background information about the child.
Provide opportunities / experiences which enrich their learning & life experiences	Well established routines		

**APPENDIX 2: Types of Intervention on offer at Vane Road Primary School**

This table shows some of the types of interventions which are currently available at Vane Road Primary School. This is a working document and will be updated annually



<b>Type of SEND</b>	<b>Name of Intervention</b>	<b>Aims</b>
<b>Gross Motor skills</b>	Developing Movement Skills in the early Years	Developing movement skills in the Early Years
	Move It	Programme to develop and support children's motor skills and co-ordination
<b>Fine Motor Skills</b>	It's in the Bag (Ks1)	KS1 develop their fine motor skills to help with handwriting.
	Teodorescu programmes 1 – 7	Develop hand eye coordination, pencil control and handwriting skills.
	Speed up (KS2)	Develop handwriting skills.
<b>Social &amp; Communication</b>	Getting Along (KS1)	Activities to promote personal & social development.
	Time to Talk (EYFS & KS1)	To build self esteem and awareness of effective listening and conversation skills.
	Talk About (KS1 & 2)	To develop self esteem, confidence and friendships.
	Lego Therapy	To develop self esteem, confidence and friendships.
<b>Memory</b>	Visual perception Skills	To improve visual understanding.
	Visual Memo Skills	To improve visual memory.
	Auditory Memory Skills	To improve auditory memory.
<b>Dyslexia</b>	Nessy Quest	To help develop memory skills.
	Nessy Reading & Spelling	Interactive programme to promote reading, spelling and writing.
<b>Reading</b>	Action Words	To help read some of the high frequency words common in any text through learning an action.
	Little Wandle Interventions	To develop phonological



		awareness skills such as onset and rime.
<b>Lego Therapy</b>		To help children with Social and Communication Difficulties.