



SEND

Overview

Every child needs a champion; an adult that will never give up on them.

Rita Piers

SEND OVERVIEW

AT HURWORTH PRIMARY SCHOOL, WE SEE OURSELVES AS A FAMILY AND, AS SUCH, WE WANT TO ENSURE THAT EVERY CHILD HAS ACCESS TO THE BEST START IN LIFE AND ARE NURTURED AND SUPPORTED SO THEY CAN DEMONSTRATE THE 'BEST VERSION' OF THEMSELVES WITH THE HOPE

THAT THEY ACHIEVE THEIR DREAMS AND FULFIL THEIR POTENTIAL.

INTENT - WE AIM TO...



Provide children with SEND a broad and balanced curriculum that meets the full range of their individual abilities and needs so they become the best version of themselves.



Provide a learning environment with an atmosphere of encouragement, acceptance and respect for achievements in which all children can thrive.



Identify the needs of children with SEND as soon as possible in their school life to ensure progress and opportunities are maximised.



Assess, monitor, and review the provision for children with SEND regularly using a child-centred approach.



Work closely with parents/carers and professionals to hone and develop our provision for children with SEND.



Equip children with SEND with life skills and independence to prepare them for the wider world and adulthood.

SEND OVERVIEW

IMPLEMENTATION - HOW DO WE ACHIEVE OUR AIMS?



Our passionate and committed teaching staff provide children with high quality education through an array of learning strategies in a nurturing and accessible environment which enables them to flourish.



Inclusion is at the very heart of our nurturing and diverse school. We promote and value equality and differences and all successes and achievements are celebrated. Our school values are promoted, interwoven, recognised and rewarded at all times.



Extra transition including meetings are put in place for children who may/already have SEND before they join our Hurworth family. The SENCo works with the EYFS lead and team by observing, monitoring progress and learning journeys to identify any potential needs or interventions. The SEND register is reviewed on a termly basis.



Termly pupil progress meetings are held where the provision for children with SEND is reviewed using the graduated response. Support plans are reviewed every 6-8 weeks using the same approach and fully involves the child and parents/carers in the process. Termly book looks and lesson observations/learning walks are used to triangulate the feedback from pupil progress meetings and support plans/EHCPs.



Our parents/carers have a unique overview of their child's needs and how best to support them which gives them a key role in our partnership. Parents/carers are invited to annual transition meetings, support plan/EHCP reviews for children with SEND. Termly parent/carer forums are held in school to signpost families. The SENCo liaises with professionals to implement recommendations to develop the provision for children with SEND.



We promote the development of the 'whole child' through planned enrichment opportunities. All children are empowered to be independent using a progressive approach whilst acknowledging some children with SEND may not be able to have the same level of independence as their peers. All children are also encouraged to be independent away from home through a progressive approach.

SEND OVERVIEW

AS A SCHOOL, WE STRONGLY BELIEVE THAT HAVING A SPECIAL EDUCATIONAL NEED IS NOT ABOUT SEEKING A LABEL OR A DIAGNOSIS; IT IS ABOUT ENSURING THE CHILD HAS THE RIGHT LEVEL OF SUPPORT IN PLACE FOR THEM TO BE THE BEST VERSION OF THEMSELVES.

IMPACT - WHAT IS THE OUTCOME?



Our children with SEND are happy, feel safe, supported and end their primary journey being the best version of themselves.



All children with SEND, regardless of their needs, are fully involved in all aspects of school life. Our Hurworth family (staff and pupils) accepts and understands each child and their needs.



All children's needs are met at the very minimum. Interventions are effective in addressing needs. Some children are taken off the SEND register as they no longer have barriers.



Most of our SEND children make at least expected progress across the curriculum.



Parents/carers feel that they are listened to, are fully involved and have a clear understanding of their child's progress.



Children gain an appropriate level of independence for their individual needs, developing this through our enrichment curriculum.

SEND OVERVIEW



STRONG FOUNDATIONS

SEND in the EYFS setting is monitored and managed by the school's SENCo. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and external agencies (if needed). At times, it is necessary to work with children in a small group or on an individual basis outside of the learning environment to allow for specialist input. However, whenever possible, support is provided within the classroom context.

An enhanced transition for children with SEND is put in place before joining our school in the autumn term. This will involve a meeting with the nursery setting, parents/carers, the EYFS team and SENCo to detail what is required to ensure the best possible start for the child and so that their needs are understood and catered for. This may also involve additional visits to the nursery and/or opportunities for the child to visit their new setting.



PHONICS & OUR SEND SCHEME

We believe that all of our children can become fluent readers and writers regardless of their need. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a DfE validated systematic, synthetic phonics programme.

Our school was selected by Little Wandle Letters and Sounds Revised to represent them as a Champion School. This means that we have met the 16 Standards of Excellence set out by Little Wandle linking to the successful implementation of the systematic synthetic phonics programme.

Children with SEND who require adaptations and a slower pace, due to cognitive function or other disabilities, are taught through the Little Wandle SEND programme. Some children may require very few or small adaptations to the main programme, whereas others need fundamental changes to the pace and progression of the programme to meet their more complex needs. Each child is assessed based on their individual needs and starts the programme at the appropriate place, whether this be using the Foundations for Phonics SEND guidance or beginning the Little Wandle SEND programme from Phase 2 using the graduated approach.

SEND OVERVIEW



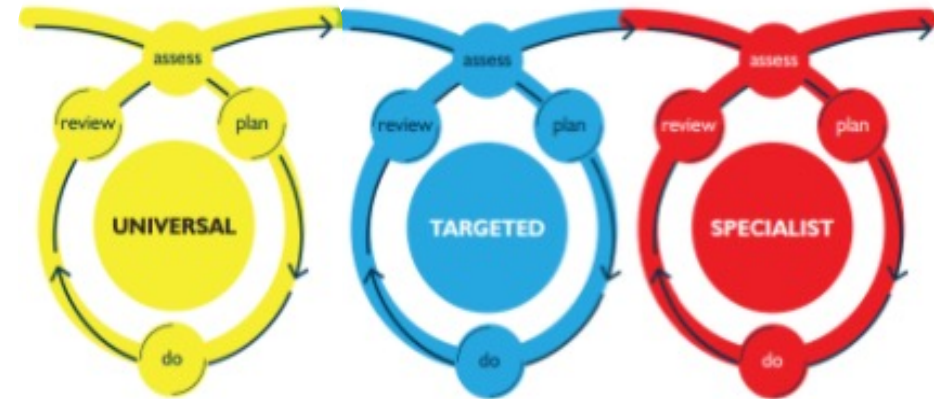
LEVELS OF SUPPORT

At Hurworth Primary School, we aim to identify children's special educational needs as early as possible. We have a clear approach to identifying and supporting children with SEND. We follow a three tier model which follows the 'graduated approach' and ensures children receive the right level of support.

- Universal support**
- Targeted support**
- Specialist support**

Not all children with SEND will need a support plan with targets. In these cases, they will have a pupil passport which highlights their needs and how best to support them.

We also use the '[Darlington SEND Ranges](#)' to support staff with identifying the level of support children need. This helps us to identify those children whose needs are more significant or complex (range 4 and above). For these children, we would apply for an EHCP. Children with EHCPs still have support plans and pupil passports which aim towards achieving their short-term outcomes (within a year).



SEND OVERVIEW



MONITORING & EVALUATION

At Hurworth Primary School, we use a triangulated approach to monitor and evaluate the provision for all of our children. With regards to SEND, the SENCo attends all pupil progress meetings to discuss the progress and attainment of the children with SEND. Book scrutinies and lesson observations or learning walks are carried out to ensure the appropriate support is in place and that what is stated on support plans/EHCPs and pupil passports is being implemented in the classrooms. Formal and informal discussions with children with SEND and staff also provides an insight to the individual provision children are receiving.

We use the graduated approach (assess, plan, do & review) for the provision of our children with SEND. Each support plan is reviewed in a separate document using a numeric grading system with the option to make relevant comments. The same approach is used for our interventions. This applies to interventions for children without SEND too.



MAKING PROGRESS

We strive to ensure that children regardless of their needs make expected progress in their learning. Where this is not possible, other assessment tools which are broken down into smaller steps can be used. Small progress is still progress! We also do not see progress as just attainment grades on a database; children can make progress in their social development, their independence and confidence and these are just as important as their academic skills.



RECORDING WORK

When children have needs that hinder them from recording their work using writing utensils (this may be due to cognition and learning needs or physical barriers), we use alternative ways to record such as using technology to type written pieces of work, manipulatives/pictorial representations, photographic evidence or using sensory-friendly equipment.



ASSESSMENT

Our children may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels (i.e. the steps before the National Curriculum). These smaller steps are measured in our school using a system called PIVATS. Aspirational targets are still set for all children assessed against PIVATS.

SEND OVERVIEW



AMBITION FOR ALL

We ensure that our broad and balanced curriculum is successfully adapted, designed or developed to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. This will offer the children the opportunity to effectively develop the knowledge and cultural capital they need to succeed in life beyond Hurworth Primary School.

All children's needs and barriers are carefully considered, whether these are SEND needs which require addressing or particular talents and strengths that require nurturing. We follow the Lingfield Education Trust 'Curriculum for ALL' guidance to ensure that all children can demonstrate the best version of themselves through our curriculum.



ACCESS ARRANGEMENTS FOR EXTERNAL TESTS

We have high expectations of all of our children regardless of their needs, involve them in all aspects of learning and consider the needs of the child as a whole; not just their special educational needs. If a child was not able access the external tests due to their needs, this would be discussed with the child's parents/carers. Depending on their needs, access arrangements may be put in place to support them during these tests, for example: extra time, a scribe or a room where they can work away from their peers. These arrangements would be discussed with the child and their parents/carers first and would become part of the classroom practice.

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:									
Ambition for ALL Special Educational Needs	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #D9E1F2; padding: 5px; text-align: center; width: 20%;"> Cognition & Learning Needs </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Recognise the increased vulnerabilities of learners and ensure that the key safety messages are delivered in an age and stage appropriate way with regular checking of understanding Reduce the cognitive load required for tasks (minimising the amount of steps, simplifying the recording, not overloading with non-essential information) Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. Use of additional adult when possible Differentiated outcomes and tasks Simpler versions of text so that reading materials match the child's reading ability Mixed ability groupings/paired work/peer support Writing frame/structured activities, Task targets/clear success criteria. Splitting up tasks into smaller units of work </td> </tr> <tr> <td style="background-color: #D9E1F2; padding: 5px; text-align: center;"> Communication & Interaction Needs </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Visual stimuli/hooks- turn abstract in to concrete An appreciation that this might be the area where the child excels Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. Pre-teaching vocabulary, vocabulary maps/word banks Use of visuals to support understanding of key concepts Use of own communication methods / aids – such as PECS, Makaton, writing, drawing </td> </tr> <tr> <td style="background-color: #D9E1F2; padding: 5px; text-align: center;"> Sensory / Physical Needs </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Awareness of sensory needs, modification of learning environment (light, sound, seating) Modifying visual resources e.g. pictures, text Written sources may be converted to auditory form Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods – e.g. role-play, using the interactive whiteboard with pupil involvement. </td> </tr> <tr> <td style="background-color: #D9E1F2; padding: 5px; text-align: center;"> SEMH </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Pre-emptively pre-teach sessions for when the teaching of the curriculum and personal beliefs may conflict </td> </tr> </table>	Cognition & Learning Needs	<ul style="list-style-type: none"> Recognise the increased vulnerabilities of learners and ensure that the key safety messages are delivered in an age and stage appropriate way with regular checking of understanding Reduce the cognitive load required for tasks (minimising the amount of steps, simplifying the recording, not overloading with non-essential information) Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. Use of additional adult when possible Differentiated outcomes and tasks Simpler versions of text so that reading materials match the child's reading ability Mixed ability groupings/paired work/peer support Writing frame/structured activities, Task targets/clear success criteria. Splitting up tasks into smaller units of work 	Communication & Interaction Needs	<ul style="list-style-type: none"> Visual stimuli/hooks- turn abstract in to concrete An appreciation that this might be the area where the child excels Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. Pre-teaching vocabulary, vocabulary maps/word banks Use of visuals to support understanding of key concepts Use of own communication methods / aids – such as PECS, Makaton, writing, drawing 	Sensory / Physical Needs	<ul style="list-style-type: none"> Awareness of sensory needs, modification of learning environment (light, sound, seating) Modifying visual resources e.g. pictures, text Written sources may be converted to auditory form Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods – e.g. role-play, using the interactive whiteboard with pupil involvement. 	SEMH	<ul style="list-style-type: none"> Pre-emptively pre-teach sessions for when the teaching of the curriculum and personal beliefs may conflict
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SEND OVERVIEW

INCLUSION

At Hurworth Primary School, inclusion is at the very heart of our school because we are a family; we promote and value equality and differences, celebrate all successes and achievements and support each other when in need. We are committed to eliminating discrimination, promoting equality of opportunity and fostering positive relationships.

We do not see SEND as a barrier to accessing the curriculum. Through careful planning, seeking advice and making adaptations, children with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity. As part of any school trip or off-site risk assessment, children's special educational needs are catered for to ensure they have the same quality experience as their peers.

Children with SEND represent our school in sporting and musical events throughout the academic year. Members of the junior leadership team and school council team are children with SEND.



ACCESSIBILITY

At Hurworth Primary School, we are committed to improving access for all people to the building and for all children to access the curriculum. We endeavour to make reasonable adjustments to reduce and eliminate barriers that impair access to the curriculum, thus enabling everyone to participate in the life of the school community, including pupils, staff and visitors with a disability. Our school is fully accessible. Our Accessibility policy is reviewed annually.



TRANSITION

Our school strives to endeavour that with the right support, all children including those with SEN or disabilities can find work, be supported to live independently, and participate in their community. We encourage these ambitions from the start of the child's journey. Our SEND support includes planning and thorough preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. Our transitions are effective and child-led so that the children feel prepared and are happy about the next step in their education. This is particularly applicable for children with SEND. If a child has an EHCP, this will be reviewed and amended in sufficient time prior to moving between key phases of education. For pupils transferring to secondary school, additional support is specifically tailored to meet individual needs. This may include additional supported transitional visits and 1:1 meetings.

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PUPIL VOICE

As with everything at Hurworth Primary School, children are at the centre of all decisions made and we place value on their voice and opinion. We are committed to involving children with SEND in decisions about their learning and their time here.

We do this through involving them in their support plan/EHCP reviews so that can reflect on their progress and be part of the discussion in the next steps. They have a child friendly version of their targets which is sent home and is accessible in the classroom. Each child with SEND has a pupil passport which is written by themselves and is updated as and when. This ensures all staff are aware of their need/s and how best to support them. We have children with SEND representing our school as junior leaders or members of the school council. The SENCo actively gets to know all children with SEND so that they have another trusted adult they feel comfortable talking to. The SENCo is also a Deputy Designated Safeguarding Lead. Annual child-friendly questionnaires are delivered 1:1 with children with SEND so that accurate feedback can be used to enhance the child's experience in school but to also enhance the SEND provision.



PARENT VOICE

We firmly believe in developing a strong partnership with parents/carers as this helps children with SEND to achieve their full potential and helps inform high quality teaching practises within the school, for the individual child. Our school recognises that parents/carers have a unique overview of their child's needs and how best to support them and this gives them a key role in the partnership.

We expect parents/carers to attend support plan/EHCP reviews and annual transition meetings so that they can see the progress their child is making and work with teachers so that their needs, interests and wishes are captured. As these meetings are on a half termly basis, we also have an open-door policy and encourage families to contact the class teacher or SENCo when any matter regarding their child arises. Annual questionnaires are sent to parents/carers with children with SEND to also enhance the provision we offer.



STAFF VOICE

The SENCo works closely with all staff and builds positive relationships with them so that they feel comfortable seeking advice as and when needed on how best to support a child with SEND. Annual questionnaires are sent to all teaching staff to also enhance the SEND provision and to identify any areas of staff development needs.

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STAFF TRAINING

The SENCo uses the findings from the annual staff questionnaires to identify any areas that staff would like CPD on with regards to SEND. This might be delivered by an external agency that the school uses, by expertise within the Trust, the SENCo or via National College. Staff may receive training unique to the child with SEND they are supporting.

The SENCo regularly accesses training and feeds back to teaching staff with key points and useful resources. We have a wide range of expertise within our school and use these qualities and strengths to ensure we meet the individual needs of our children.



EVALUATION OF SEND PROVISION

We formally consult children one to one, their parents/carers and the staff at Hurworth Primary School and conduct an audit annually to evaluate the effectiveness of the provision. The voice of the child and our families is highly valued and we are always keen to hear feedback whether it be positive or negative. Additionally, we use our leadership team to support the SEND team in developing the provision and seek advice from other SENCos and leaders in the trust. At Hurworth Primary School, we use online information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.



LOCAL OFFER

The Local Offer is information about the services and provision available in the Darlington area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is sign posted on our website.

Our social media and school website shares current and relevant information that families may find useful in supporting their children with SEND and those who are not SEND. We also email parents/carers to signpost them when we believe that the service will benefit their circumstances.



EXTERNAL AGENCIES

It may be that other professionals such as speech and language therapists and educational psychologists become involved (with parental consent) to support school with programmes or recommendations to help address the child's needs. These will be used to inform the child's support plan. Parents/carers are fully involved in this process and receive the same documentation as school. Meetings are held so that all parties agree on what is best for the child. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more often in order for advice to be offered to help the child learn as well as they possibly can and be their best version of themselves.

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ACADEMIC SUPPORT

At Hurworth Primary School, we know our children very well; their needs, their style of learning and their personality. Our teachers tailor the support needed to the individual child as we believe that it is not a 'one size fits all approach.' A child with SEND may need additional resources and adult support so that they can access the curriculum. They may need to access a different year group's curriculum if their cognitive need is more complex. Some children benefit from pre-teaching so that they have some knowledge prior to the topic being taught to the rest of the class. Others may need to regularly revisit a concept so that they are secure with it.

Teachers may access advice from external professionals or request assessments to pinpoint specific needs. Several of the external agencies we use can provide school with programmes that the child can work through to address a particular need.

We have a range of technology and sensory based equipment that can also be used to enable children to access the curriculum. There are spaces outside of the classroom that children can access work stations or where interventions can be delivered. Most classrooms have individual work stations that children with or without SEND can access. There are areas in the school grounds such as outdoor classroom, the pods and school garden which teachers plan into the curriculum, when appropriate, to maximise learning opportunities.



MEDICAL NEEDS

If a child has a medical need, then a detailed Care Plan is compiled by our office manager, Mrs R Kukielka, in consultation with parents/carers. The Care Plan is then discussed with all staff involved with the child. All of our staff receive basic first aid training, in addition to those that have full paediatric first aid training. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed medication agreement (in line with the medication policy) is in place to ensure the safety of both the child and staff member. All of our staff members are also trained in the administration of medicines.

If a child's medical needs are long term or life-long and impact on their access to the curriculum, the SENCo oversees the provision for them ensuring that school accommodates their needs. They will have a pupil passport highlighting their needs so that all staff are aware of how best to support them. They may or may not need a support plan.

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AT HURWORTH, WE PRIORITISE THE EMOTIONAL WELLBEING AND THE SOCIAL DEVELOPMENT OF ALL CHILDREN BECAUSE WE BELIEVE IF THESE AREAS AREN'T ADDRESSED THEN THE CAPACITY TO REACH THEIR FULL POTENTIAL ACADEMICALLY IS HINDERED.



EMOTIONAL WELLBEING & SOCIAL DEVELOPMENT

We address wellbeing issues through our curriculum, particularly in PSHE and computing, through our assemblies and through targeted support. Pastoral slots are allocated in our weekly staff meetings so that all staff are aware and understand the children's needs.

Some of our staff members have qualifications in supporting children with mental health needs and/or are Mental Health Leads. All teaching assistants are trained in active listening so that they can lead 1:1 supportive listening sessions. In addition, we have a school counsellor, who attends school on a weekly basis to work with children needing more specialist support.

Our enrichment and extra-curricular offer develops children's interests and talents but also offers opportunities to promote having good physical and mental health.

Our junior leadership team consists of children who are trained playtime assistants that dedicate some of their playtimes hosting active games for children of all ages and needs to join in. We use external coaches to run active games on some of our lunchtime breaks and in afterschool clubs. These opportunities allow children to learn social skills within fun, active games, some of which are competitive.

Our lunchtime arrangement provides our children the opportunity to socialise with others outside of their year group. Children are grouped in families which encompasses children from all year groups.

Some of our teaching assistants lead targeted social skills groups to support those children who have difficulties in this area such as Lego therapy.

Our enrichment and extra curricular offer focuses on developing children's social development and provides them the opportunity to interact with children outside of their year groups. Our sporting clubs teach and emphasise our school values but particularly concentrate on teamwork and fairness.