



# Special Educational Needs and Disabilities (SEND) Information Report

## September 2019

<b>SCHOOL NAME</b>	<b>New Hartley First School</b>	
<b>TYPE OF SCHOOL</b>	<b>Nursery and First School (age 3-9)</b>	
<b>STAFF RESPONSIBLE</b>	<b>Keri Dowdney (Head teacher) Julie Armstrong (Co-ordinator for SEND)</b>	
<b>ACCESSIBILITY</b>	<b>Fully wheelchair accessible</b>	<b>Yes</b>
	<b>Auditory/Visual enhancements</b>	<b>No</b>
	<b>Other Adaptations</b>	<b>No</b>

<b>CORE OFFER</b>	<p>We are a mainstream first school who promote an inclusive approach to all of our pupils, regardless of race, gender, physical or academic ability. We have a record of successfully integrating children with learning needs and behavioural difficulties. We work with parents to identify children's needs and intervene as early and effectively as possible.</p> <p>Our vision for teaching and learning is: 'for every child to experience high quality teaching and have access to engaging learning experiences. To foster a love of learning and develop enquiring minds. To enable children to see the value of mistake making and to never be afraid to try.'</p> <p>Where adaptations to our curriculum do not offer the best possible learning environment for an individual, we work with parents and other professionals to find the optimum placement for a pupil.</p>
<b>POLICIES</b>	<p>The school has the following policies which are available on request from the school office or can be viewed on the website at <a href="http://www.newhartley.northumberland.sch.uk">www.newhartley.northumberland.sch.uk</a></p> <p style="text-align: center;"> <b>SEND</b>  <b>(includes explanation of how children with Special Educational Needs and Disabilities are identified and assessed)</b>  <b>SAFEGUARDING</b>  <b>CHILD PROTECTION</b>  <b>BEHAVIOUR MANAGEMENT</b>  <b>EQUALITY &amp; DIVERSITY</b>  <b>ANTI-BULLYING</b>  <b>MEDICAL NEEDS</b> </p> <p>The school is aware of the requirements of the Disability Discrimination Act 1995, the Equality Act 2010 and the SEND Code of Practice 2014.</p>

At New Hartley we recognise the individuality of each child and strive to help our pupils to achieve their full potential, regardless of gender, race, culture or religious beliefs, and whatever their abilities or needs. The following report lays out our provision for children from all groups and backgrounds, including children eligible for Pupil Premium funding, children adopted from care, and children currently in the care of the local authority.

## ***Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?***

### **In the first instance you should direct all questions and concerns to the class teacher, who is responsible for...**

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need. This could be things like additional support in class from the teacher or other adults, differentiated work or special programmes to follow, or special equipment and resources
- Letting the SENDCo know of the need for your child to be added to the school's SEND register if appropriate, and writing and managing the delivery of an individual or group intervention plan for your child to follow (*The SENDCo is the member of staff responsible for co-ordinating work on Special Educational Needs and Disabilities throughout the school*)
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so your child can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources
- Working with the SENDCo to update intervention and support plans and set new targets
- Planning and individual timetable and programmes for children with Significant SEND needs
- Setting termly targets and reviewing these with parents
- Attending any review meetings concerning children in their class
- Updating a pupil profile for each individual, and SEND register for the class, each term to keep track of interventions and additional support
- Writing a report for meetings about your child (for example an annual report for a review of statement meeting, or completing questionnaires from outside agencies working with your child)
- Keeping parents informed and involved so that they know how their child is being helped and can support them at home

### **If you have been informed that your child is receiving additional support or “interventions” or if you feel these may be required, you should ask to speak to the school's special educational needs and disabilities co-ordinator, (SENDCo) Mrs Armstrong, who is responsible for...**

- Overseeing the provision for your child and ensuring that plans and progress are regularly reviewed and targets reset
- Supporting class teachers and support staff in meeting the needs of children in their care so that they make the best possible progress

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc
- Updating the school's SEND register termly, and making sure that there are excellent records of your child's needs, programmes followed, and progress made
- Supporting class teachers in writing Intervention Support Plans and sharing and reviewing these with parents at least once each term, then planning for the next term
- Supporting class teachers in writing reports for Review meetings as appropriate
- Supporting class teachers with behavioural issues

## **The Head Teacher, Mrs Dowdney, is responsible for**

- The day to day management of all aspects of the school; this includes the support for children with SEND
- She will delegate responsibility to the SENDCo and class teachers
- She will track the progress of children with SEND separately, as well as tracking the progress of all of the learners in the school
- She will talk to you about your child with SEND if class teachers and SENDCo escalate concerns about provision for your child or if you feel class teacher and SENDCo have not been able to meet your child's needs

## ***What are the different types of support available for children with SEND at New Hartley First School?***

### **Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching**

For your child this would mean:

- That the teacher has the highest possible expectations regarding behaviour for learning
- That the teacher has high aspirations for the academic progress of your child and all pupils in their class
- That all teaching is based on building on what your child already knows, can do and can understand

- Different methods of teaching and learning are in place so that your child is fully involved and motivated, and able to learn in their most effective styles eg practical or visual learning
- Your child is able to access individual or small group support from their class teacher on a regular basis, which will help the teacher to target specific learning goals and to have a good picture of the child's current understanding and next steps
- Teaching is inclusive wherever possible, with differentiated targets, resources or support in place to help children succeed
- Continuous assessment takes place, which informs planning and individual expectations

## Wave Two Strategies are available

This means:

- That your child is slightly behind expectations for the class but well placed to improve and catch up with differentiated work, additional teacher attention in class, regular individual or small group support, usually from a teaching assistant, for either a short or sustained period

## Wave Three Strategies are available

This means:

- That your child is unlikely to catch up in the short term and that work covered in class may be inappropriate
- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn
- Small steps of progress will be identified and shared with parents and pupils
- Your child will have an "intervention" plan which explains their targeted objectives, and the programme being followed to help your child reach their goals
- Your child's progress towards or achievement of short term goals will be reviewed at least once a term and new objectives and programmes will be set
- Your child will work individually or in a small group with an adult, usually a teaching assistant, several times a week, and may also have differentiated work to follow in class to develop their independence when reinforcing the skills they are learning

## SENCO involvement

Children on the SEND Register may receive additional support from the SENDCO (Mrs Armstrong) in school. This may involve:

- Observing the child in class and offering advice to the class teacher
- Working with children in small groups or providing individual 1:1 support to help assess their needs or train staff
- Working with teachers / teaching assistants in school to ensure interventions are targeted appropriately for particular children
- Planning work for each group with specific targets to address a child's needs
- Reviewing intervention sheets for each group and setting new targets with staff
- Conducting with assessments or liaising with outside professionals who will conduct assessments or observations

- Providing behaviour support strategies and plans to both class teachers and parents

## Specific group work

This work, which New Hartley and other schools call "Interventions," may be:

- Taught in the classroom or a designated work area elsewhere in school
- Taught by a teacher or more often a Teaching Support Assistant who has had training to run these groups, and follows a plan set and reviewed by a teacher

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

## Additional Support from an Outside Professional

If the class teacher's or parent's request for advice in providing for a child cannot be met from within the expertise of the school, the SENDCo or Head teacher may identify the need for extra specialist support in school from an outside professional e.g. Local Authority SEND Support Services, Visually Impaired Service and Hearing Services or outside agencies such as the Speech and Language therapy (SALT) Service and CYPS (Children and Young People's Service ie mental health) and voluntary organisations such as Barnardos.

For your child this would mean:

- Your child has been identified by school staff, or you may have raised your own concerns, as needing specialist input in addition to quality first teaching and intervention groups
- A visiting specialist professional will work with your child to observe their work and behaviour and to directly question them or ask them to complete assessment tasks if appropriate
- The specialist professional will discuss the staff's hopes for the outcome of the visit and look at records of the child's assessment and the targeted work to date
- The specialist professional may give immediate verbal feedback to staff and will prepare a written report which is shared with parents
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- You will be asked to give your consent for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better

- Support to set targets which will include following programmes in their specific area of expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual may work with the outside professional

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### ***What different types of needs are met amongst children with SEND at New Hartley First School?***

## **Speech and Language support**

If your child has been identified as requiring additional speech and language support and has been assessed by the SALT Service, (Speech and Language Therapy) there are trained and experienced teaching assistants within school to deliver programmes, following the recommendations of the SALT who also visits school to assess children on request. Your child is referred to this service via nursery or school as soon as a specific need is recognised. Children may also be referred by medical services and may have been referred to the Speech and Language Therapy Service before starting nursery, in which case, school can liaise with a professional from the Speech and Language Therapy Service to continue this support. Even if your child does not require specific SALT input, we run groups such as Talk Boost in early years classrooms or wherever a need is identified, to help pupils develop their vocabulary and grammar skills.

For your child this could mean:

- Working with a teaching assistant within school 1:1 or in a small group weekly
- A visit by the SALT to school within 6 months of the previous visit, to which you are invited, to review progress and set new targets
- Following up programmes within class where the SALT, class teacher and teaching assistant can plan together to address needs
- Bringing home visual materials to reinforce the speech sound or area of grammar addressed, so that you can practise together at home

## **Support for Fine and Gross motor skills**

Your child may have been identified within school and followed fine and/or gross motor interventions with teachers or teaching assistants. If problems persist your child could be referred to an Occupational Therapist or Physiotherapist and require a specific exercise program which needs to be carried out regularly at home and in school. Referrals may be done through school or through your family doctor.

If a programme is set by an external professional, we will allocate a specific member of staff to carry out recommended exercise programs, and class teachers will build in activities eg to improve manual dexterity, to whole class or targeted group work as necessary. Additional resources are sometimes required to follow programmes, which can be bought by the school or loaned by the therapy services.

For your child this could mean:



- Following a specific physiotherapy programme, checking specialist clothing for comfort, completing daily exercises and warm ups before PE lesson on a 1-1 basis
- Following gross motor physical programmes in a small group as an alternative to or in addition to the usual PE lessons
- Following fine motor programmes including hand writing and hand strengthening exercises in a small group
- Following other fine motor programmes which would be built into class lessons including art and technology and could also be completed by many or all of the classmates
- Using adapted materials such as training scissors

## Autistic Spectrum Disorder and High functioning Autism

We have experience of integrating children with social communication difficulties in New Hartley First School.

For your child this may mean:

- The support of outside agencies observing your child in the classroom and discussing their provision with New Hartley staff – possibly leading to a diagnosis and additional funding for adult support becoming available
- Working in a quieter corner of the classroom or a side room near to where other children are working for part of their day
- Using overt routines, rewards and consequences which are understood by your child
- Withdrawing to a quieter area when the child is not coping in the main class or for specific intervention such as a social skills group or individual social story
- Working through a set of tasks with minimal adult involvement to build up academic or motor skills alongside increasing independence
- Spending parts of the school day which are identified as difficult (sometimes playtimes or dinnertimes) in a separate activity with an adult or within a small supervised group
- Gradually adjusting all of the methods above so that your child can work towards tolerating activities that are more difficult for them and integrate more successfully with their peers

## ADD and ADHD (Attention Deficit /Hyperactive Disorder)

We will work with families and other professionals to ascertain the specific reason for your child's behavioural difficulties and help them to overcome them. This may mean using some of the strategies mentioned above to help your child understand reasons for our rules and routines, integrate successfully with their peers, and achieve their best.

For your child this could mean:

- Attending individual or group appointments at CYPS and being observed by CYPS staff in school
- Using methods such as a work station or rewards and sanctions
- If diagnosed, receiving medication which could be administered at school if required



## Physical or medical needs

We have a Medical Needs policy which details the regular administration of drugs if these are necessary during the school day. If children face sensory or ambulatory challenges we invite other professionals to assess our building and provision and help us identify necessary changes. We have a wheelchair accessible building.

Where medication is prescribed on an occasional basis we have a consent form to be completed by parents, and routines to follow which ensure that medicines are kept safely and administered correctly. We also have established good working relationships with other support services such as Service to Visually Impaired children and SEND SUPPORT SERVICES.

## Children who need support for their overall wellbeing

At New Hartley First School we value children's personal, social and health education highly, and curriculum time, assemblies and themed days are devoted to lessons and events which promote wellbeing, such as peer support and role models, and transition between classes. We identify different groups of children in our teaching and provision, to ensure that needs are met and no group is disadvantaged. This is monitored by data collection and analysis four times a year. Group memberships include different areas of need or difference, in response to the cohorts of children attending New Hartley First School and can include children with social, emotional or health needs, personal difficulties which may be short or long term, and homes where a language other than English is spoken.

Nurturing provision for all of our pupils is a strength of the school. Some children are identified as needing extra pastoral care. A programme of Pupil Premium mentoring is in place. The school acts immediately to deal with bullying for example with additional supervision, involvement of parents and help for all children to understand the effects of their actions and to develop resilience.

## Children who are or have been in the care of the Local Authority

We have a small number of children who are adopted from care, some of our families are also supported by Children's Services or Adult Social Services. The headteacher Miss Dowdney as Designated Safeguarding Lead, attend all relevant training to ensure that the school is compliant with county and national guidance, and is able to provide for the needs of these groups of children. Safeguarding and LAC (looked after children) information is disseminated to all staff on a regular basis to meet national requirements, and further training or support is given to staff should the need arise. The school works with ESLAC (Education Support for Looked After Children) inclusion support workers to complete a PEP (Personal Education Plan) which addresses learning targets as well as any needs which are particular to children who are in care.

## Children with attendance and punctuality needs

We hold regular events to promote attendance and punctuality, including rewarding children for full attendance, and discouraging absence due to family holidays being taken in term time. Support is offered for example where children are reluctant to separate from parents or parents have their own mobility issues.

## Children with English as an additional language

We identify children where a language other than English is spoken by at least one parent. Mrs Armstrong attends training on providing for children with English as an additional language and knows where to find support such as training for support assistants and translations of standard letters home, should the need arise.

We regard children with English as an additional language as having a gift or advantage, not a special need, but we acknowledge that some children may also have a learning need which is related to or independent from their stage of language development in English.

## Pupil Premium

Pupil Premium funding is an additional payment made to the school for every child currently eligible for Free School meals, or who has been eligible during the last six years. This payment is in recognition of the attainment gap that is likely to exist in outcomes for disadvantaged children compared to the national average. Funding is also given for children whose parents are employed in the armed forces, and children who have been adopted from care or are currently looked after by the local authority. The government scrutinise the allocation of this funding within school, which is used to support children in a variety of ways, eg providing or subsidising enrichment activities, outings or providing additional staffing to allow relevant interventions and nurture groups to take place.

## EHA (Early Help Assessment)

Where two or more external agencies are involved with a child (but where no EHCP or social work involvement is in place) school and parents may have agreed to fill in an Early Help Assessment.

This will mean

- Regular (usually termly but more frequently if there is a need) meetings of school staff, family and other involved professionals
- Children may be involved in individual or group interventions in school or accessing support from other agencies
- An action plan will be agreed and different professionals will have a role in helping the family to achieve improved outcomes for their child which may range from attendance and punctuality issues, health or housing concerns, to academic progress

## Specified Individual support

If your child is identified as having additional and complex special educational needs or disabilities which cannot be met within the normal provision for pupils, your child will receive more than 20 hours per week of additional adult support in school which can be used to support them individually or within a group or whole class. This is usually provided via extra funding given to school or an Education, Health and Care Plan (EHCP.) This means your child will have been identified by the school as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school. This needs to be investigated by other professionals including an Educational Psychologist, and agreed by a panel of independent professionals representing the Local Authority. The school will support your child with individual programs and 1-1 support if at all possible during the application

process. If your child has specific medical conditions which will require a high level of therapies or could limit potential in academic or social areas, this may well have been recognised at an early age and an EHCP will be in place before your child starts school.

If your child receives an EHC Plan during their time at New Hartley First School this process may involve:

- Support from other agencies, eg Local Authority central services such as the LIST team (Local Inclusion Support Team), Visually Impaired Service and Hearing Services
- Support from medical agencies such as the Speech and Language therapy (SALT) Service or CYPS
- If the school requires support for a child with more complex special needs they (or parents) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount and nature of support that will be provided for your child.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a draft EHC Plan.
- The draft EHC Plan will be formalised after a period of consultation. It will outline the long and short term goals for your child and is a legally binding document.

### **Additional funding for your child may be used to:**

- provide individual or small group teaching from a teacher or other staff member
- provide an adult to support your child when learning within the whole class and/or managing social situations such as playtime and lunchtime
- run individual programmes or small groups which include your child eg for social skills or therapies
- pay for support from outside agencies
- provide resources not available from within the school budget

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong, and / or
- Need more than 20 hours of support in school

### **Who are the other people providing services to children with SEND in this school?**

Currently at New Hartley First School we have:

- One full time Head teacher, a designated deputy, a part-time SENDCo and 5 full time equivalent teaching posts, 3 part time teachers
- 2 full time Early Years teaching assistants and two full time teaching assistants who together have a wealth of experience in working with other agencies and children with a variety of difficulties
- Some of our associate staff time is directly organised to running speech interventions and nurture groups, the rest of the time addresses these needs as well as providing support for learning across the curriculum, particularly in Maths and English, depending on the needs of the cohort

We liaise closely with the following services:

- Children's Services (Social workers and family support workers)
- Sensory Services for children with visual or hearing needs
- Speech and Language
- School Health
- SEND SUPPORT professionals
- Occupational Therapy
- Physiotherapy
- CYPS (Children and Young Peoples Services regarding mental health)

### ***How are the teachers in school helped to work with children with SEND and what training do they have?***

- All teaching staff have SEND training as part of their initial teacher training, and receive updated training on school procedures each year. In addition staff may attend external courses which directly or indirectly offer advice in how to help and best educate children with additional needs.
- The SENDCo will be attending training on the EHCP and EHA including changes to application forms and accompanying advice, plus regular meetings to share good practice with partnership SENDCos
- The Head teacher and SENDCO attend other related training eg on how to best support a child and family dealing with a long term condition and attending hospital school
- The SENDCo's job is to support the class teacher in planning for children with SEND
- The school responds to and seeks out training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school and individual training on SEND issues such as ASD (autistic spectrum disorder), behaviour, nurture and speech and language difficulties
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the LIST team

### ***How will the teaching be adapted for my child with SEND?***

- Objectives for curriculum work are always differentiated according to the needs of the members of the class

- Specially trained support staff can adapt the teachers' planning to support the needs of your child where necessary
- If the main class focus is not appropriate to your child's needs, alternative objectives will be identified and shared with parents and carers
- The learning environment can be adapted, eg working in a quiet area or "workstation"
- Specific resources and strategies will be used to support your child individually and in groups
- Planning, teaching and resources will be adapted on a daily basis if needed to meet your child's learning needs
- Please speak to the class teacher or SENCo for specific details regarding adapted teaching and curriculum for your child

### ***How will the school measure the progress of my child?***

## **Assessment and recording for all children in school, including your child with SEND**

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed formally in our termly interventions, SENDCo monitoring observations for children with significant SEND, and data collection and analysis each term
- All children in school are assessed regularly according to Year group expectations as appropriate. We can use a variety of additional formal and informal tests including standardised tests which may be administered by a member of school staff or a visiting professional. We use assessment materials or observations and records of behaviour/outcomes that can show smaller but significant steps of progress.
- At the end of Key Stage One (i.e. at the end of year 2) the children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally
- Children with SEND will access some or all of the SATs as appropriate – perhaps with adapted materials or additional reading support
- The progress of all pupils is tracked and monitored throughout the year and assessment data is updated three times a year
- As part of the drive to raise standards the progress of groups of pupils is measured; SEND is one designated group

## **Assessment and recording of SEND provision**

- Each class teacher keeps a file with the SEND register, and intervention programmes relating to individual children or small groups and the SENDCo keeps a copy too

- Children with significant needs who have many agencies involved in their provision will need their own file with reports, programmes and tracking information
- Children with an Intervention and Support Plan will have their plan reviewed at least every term and the plan for the next term made
- There will be an informal assessment at the beginning and end of the intervention period to help determine starting points and measure progress
- Information relating to specific targets and achievements is regularly recorded so that appropriate objectives and programmes can be selected and progress can be measured
- Termly assessment data is collected and analysed to track the progress of all pupils and compare this to the progress and attainment of children with SEND
- Termly collection of SEND registers and individual education targets takes place with in-depth scrutiny of teaching and learning, to ensure provision for children with SEND is appropriate
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education, in addition to the provision above
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in often
- Scrutinies of SEND provision take place termly – looking at lessons, intervention plans, progress shown in results of tests etc – to evaluate the overall effectiveness of the school's overall provision as well as the individual experience for each child with SEND

### ***What support do we have for you as a parent of a child with an SEND?***

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used
- The SENDCo is available to meet you to discuss your child's progress or any concerns/worries you may have
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report
- Homework will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child
- You will be given a copy of updated intervention and Support Plans each term, if your child requires one, which the class teacher or SENDCo can discuss with you if necessary
- Any information we receive about courses or support groups directed at parents of children with a SEND will be shared with you

### ***How is New Hartley First School accessible to children with SEND?***

- The building is accessible to children with a physical disability
- We aim to provide any additional resources/equipment your child may need, which may mean liaising with appropriate agencies who will lend us the equipment



- We ensure that equipment used is accessible to all children regardless of their needs
- Extra-curricular activities are accessible for children with SEND providing appropriate support can be provided by the school if needed
- We apply advice given to us by outside agencies who are specialist in difficulties met by your child (eg Visual impairment)

### ***How will New Hartley First School support my child at key transition points - when they are leaving this school or moving on to another class?***

We recognise that transitions can be difficult for many children, and particularly for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

### **If your child is moving to another school:**

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child
- We will make sure that all records about your child are passed on as soon as possible
- We are happy to accompany parents/carers on exploratory visits when choosing a new school or discussing transition arrangements
- We welcome staff from the receiving school to visit us and see your child "in situ" as well as discussing how transition can be smooth for them

### **When starting in Nursery or Reception classes:**

- Children who are about to begin in Nursery or Reception are encouraged to visit the building for other purposes, such as school fairs and open days
- Parent information meetings are held during the school day and the evening, and information packs are sent home
- Additional meetings for parents of children with a recognised SEND will be arranged and necessary adaptations to the learning programmes or environment will be in place
- Home visits are available for children entering Nursery

### **When transferring from another school:**

- If your child has a documented need we will receive records and seek a discussion with the existing class teacher and / or SENCO
- We will visit the existing setting to meet the child and talk to staff / parents if this is applicable
- You and your child will be welcome to visit New Hartley First School during the school day or after school for an orientation visit and to meet staff / classmates
- We will conduct our own assessments and observations as necessary to ensure appropriate targets are set and provision is made
- We will invite you to discuss new programmes after a short settling in period, and will make sure you have access to all information which may have been given out earlier in the academic year

### **When moving classes in school:**



- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher
- All Intervention and Support Plans will be shared with the new teacher and a SEND file for the year group / individual file for a child with significant needs will be passed on to the new teacher
- The existing teacher will write the targets and individual education plan for the start of the new school year ensuring continuity of provision for children receiving interventions
- Additional visits and opportunities to meet the new class teacher will be organised for a child with SEND
- If your child would be helped by a book to support them to understand moving on, then it will be made for them

## • **At the end of Year Four:**

- There is an extended programme for all children moving on at the end of Year Four.
- If your child is moving to another school, we will facilitate all visits and transfer of information, and deal sensitively with any “inclusion” issues regarding separation from peers
- The SENDCo will meet with the SENDCo and the Head of Year 5 from the receiving school to discuss the specific needs of your child
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead
- Your child will complete some work in the last three weeks of term which will be transferred to the next school
- There are personalised transfer arrangements for any children with SEND or other vulnerable children who may need to orientate themselves in a new building or be well known to staff before their arrival
- Year Four class teachers will contact staff at other destination schools after the first few weeks in September to check that children have settled and all relevant information has been received and understood

We prepare our children for adult life, as far as is applicable to children of this age:

- Our school ethos is to involve children in regular visits out of school and to invite visitors to broaden horizons including telling us about the world of work
- We encourage children with SEND to have aspirations and ambitions and support them in making steps towards achieving them

## **What do I do if I have a concern?**

- If there are any concerns in relation to the SEND provision we provide, the recommended approach would be to speak first to the class teacher
- If concerns persist the next point of contact would be the SENDCo (Mrs Armstrong)
- Further discussion can be arranged to include the Head Teacher (Mrs Dowdney) only after this pathway has been followed
- The chair of New Hartley Governors is Mrs Gill Love

- If the matter can still not be resolved then our SEND Officer at Northumberland County Council is Mrs Sarah Jordan who can be contacted through the switch board at County Hall
- Parent Partner Support and Mediation services are also available – contact County Hall for details
- There is a complaints procedure available - ask at the office or see the school website for further information

*Review due September 2020*