

SEND Information Report

SCHOOL NAME	New Hartley First School		
TYPE OF SCHOOL	First		
LOCAL OFFER CONTRIBUTION	http://www.northumberland.gov.uk/SEND-Local-offer.aspx		
ACCESSIBILITY	Fully wheelchair accessible	Yes	
	Auditory/Visual enhancements	Yes	
	Other Adaptations	No	
SENCO	Mr Dey		
% SEND Pupils	11% SEND (Whole School) / 41% of SEND register have SpLD Needs		
CONTACTS	Head Teacher – Mrs Dowdney Chair of Governors – Mr G Love School Office - admin@newhartley.northumberland.sch.uk (please contact via the school on 0191 2371862 with any enquiries or if you wish to follow the complaints procedure)		
CORE OFFER	Are you currently able to deliver your core offer consistently over all areas of your school? Yes all teachers and teaching assistants have sufficient experience, training and expertise to identify children who may need additional support, and to offer initial support. Following referral, teaching staff work closely with support services to provide recommended interventions. Our SENCO ensures that staff training is appropriate to the specific needs of the children.		
OUR SCHOOL MISSION STATEMENT	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 never be afraid to try.		
POLICIES	Are the school’s policies available	SEN	Yes

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	on the website for:	Child Protection Policy and Procedures	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes
		ACCESSIBILITY	Yes
	Are you familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	Yes	

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

The school's special educational needs coordinator

Responsible for:

- 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 you 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 (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

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- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Your child's class teacher

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 targeted work, additional support) and letting the SENCO know as necessary.
- Learning plans.
- Quality First Teaching and adhering to the Graduated Approach.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Head Teacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor

The school's SEND governor is *Jane Foster*. The chair of governors Mrs G Love is a previous SENCO and Head Teacher.

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Ensuring the SENCO is held accountable through termly meetings.

What kinds of SEND are provided for?

A wide range of needs for learners come under the umbrella of SEND. The standard categories include:

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- ASD (Autistic Spectrum Disorder)
- SLCN (Speech, language and Communication Need)
- Learning difficulties
- SpLD (Specific Learning Difficulties)
- PD (Physical Difficulties)
- HI (Hearing Impairment)
- VI (Visual Impairment)
- SEMH (Social, Emotional and Mental Health)

Sometimes these are organised into the four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and Physical Needs

SEMH (Social, Emotional and mental health) was known under the 2001 Code of Practice as BESD (Behaviour, Emotional and Social Difficulties). The new code of practice in 2014 acknowledges that;

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

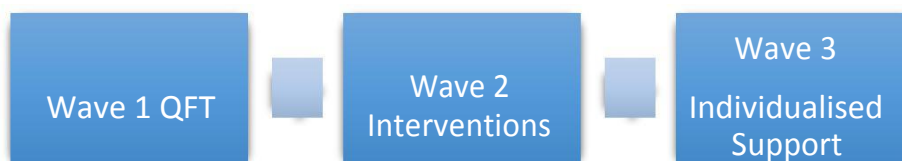
How do we identify children with SEN?

We do not simply put children on the SEND register if their academic attainment is low. We make sure that first and foremost, good quality teaching is in place. Following this, during meetings with staff, governors and parents the school decide if any children are still not making expected progress. Following this, if the teacher and SENCO agree that your child would benefit from additional support either within school (interventions) or from outside agency involvement, a referral will be made. Prior to this, parents will be consulted and a meeting will enable the referral to go ahead.

Here at New Hartley First School we follow the 'waves approach'. The initial focus 'wave 1' is placed on high quality teaching. Secondly, if pupils still struggle and are in need of additional input we move them on to 'wave 2' which involves structured

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interventions that are tracked and monitored. Thirdly, if pupils have longer term needs they are incorporated into 'wave 3' provision which involves having a learning plan along with long term intervention which is reviewed regularly.



We use data tracking primarily to allow us to understand a child's progress. Alongside looking at work in books and discussing with parents, we are then able to make a firm decision that a particular child does have additional needs.

When a need is not specifically academic based, we will invite parents into school for a SEND parental consultation. During this meeting we will allow you to ask any questions and have a confidential discussion regarding your child's progress. Progress in this instance does not simply refer to academic progress; rather social and emotional, physical and overall well-being.

What arrangements for including children in their SEND provision are in place?

At New Hartley First School we ensure that children's voices are heard. Through discussion in the classroom to completing class transition 'all about me' forms and pupil profiles. It is important that the children on the SEND register where possible are included in aspects of their review meetings and are able to voice concerns or opinions.

All children and young people in our school are treated with dignity and respect. There is a differentiated curriculum and individual pathways throughout their school career. Children and young people are involved in describing their views and what is important to them. Each year they will be invited to attend and participate in the termly review of their learning plans. At New Hartley First School we have a student council which encourages students to contribute and decide on aspects of school life relating to their needs.

How are adaptations made to the curriculum and the learning environment?

Through quality first teaching, class teachers ensure that the curriculum is differentiated appropriately for children with learning and cognition difficulties. This means that, children will use specific resources such as Numicon, have coloured overlays or perhaps the class teacher will personalise work or text to suit the

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individual needs of each SEND child in their classroom. Where a child has a social / emotional or mental health need the class teacher will liaise with the SENCO to ensure that provision is tailored specifically for that child. This means that each child is understood and appreciated as a team member. Furthermore, children with visual or hearing impairments are taken into consideration by the school working closely with outside agency involvement. Ideas, strategies and health care plans are put into practise within the learning environment. This could lead to a changing of seating position, or through to the use of specialist systems to help children with hearing impairments access instructions for example.

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 for 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 ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of Quality First Teaching.

Specific group work within a smaller group of children

Groups, often called 'intervention' groups provide a lower level of support ('Wave 2') and may be:

- Taught inside or outside of the classroom
- Taught by a teacher or a Teaching Assistant who has had training to run these groups.

For your child this would mean

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- 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.

The class teacher/SENCO/Head Teacher might identify the need for extra specialist support in school from an outside professional e.g. Local Authority SEND services, Visually Impaired Service and Hearing Services, outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/ SENCO/Head Teacher (or you may have raised your own concerns) as needing more specialists input instead of or in addition to quality first teaching and intervention groups
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- You may be asked to give your permission 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 better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - A group or individual work with an 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 is high level support ('Wave 3) and used to be called School Action, School Action Plus and SEN Statements.

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

Specified Individual support

Your child will receive more than 20 hours per week of individual support in school. This is usually provided via an Education Health and Care Plan (EHCP). *This used to be called an SEN statement.* This means your child will have been identified by the class teacher/ SENCO/Head Teacher 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.

Usually your child will also need specialist support from a professional outside the school. This may be from:

- Local Authority SEND services such as the Visually Impaired Service, Hearing Services and Educational Psychologists.
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) 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 of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they 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. If they do not think your child needs this, they will ask the school to continue with the support.
- 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 Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be

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used and what strategies must be put in place. It will also have long and short term goals for your child.

- The additional adult may be used to support your child with whole class learning, run individual programmes or small groups including your child.

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

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

How do you ensure that you evaluate the effectiveness of provision?

We make sure that we use SEND audits and action plans, including feedback from our school improvement partner. Using this, we focus on addressing any gaps in provision. These interventions are evaluated and feed into consultations in order to demonstrate a value of impact. This in turn, feeds into a parental consultation and Quality First Teaching, where next steps and future targets are decided.

We have a number of systems to enable us to make judgments about how well we are doing. Every term we measure the progress of pupils and observe teachers in lessons to assess the quality of teaching. All staff has a formal appraisal in which they are set targets for development. On a whole school basis we write a school evaluation in which we assess each area of the school. We are held to account by the governing body who challenge our judgments and scrutinise the evidence we present.

In terms of feedback from parents and carers concerning the effectiveness of provision the SENCO regularly contacts parents and uses feedback to implement, adjust or introduce new measures. Additionally, parents are made aware of our 'open' door policy and various events with set times and dates.

Who are the other people providing services to children with an SEN in this school?

Directly funded or provided by the school:

- ALL staff are involved.
- One HLTA (Higher level Teaching Assistant)

Paid for centrally by the Local Authority but delivered in school:

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- Social Services Provision
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- LA SEND services (literacy specialists, educational psychologists, ASD behaviour specialists, social and communication specialists)

Provided and paid for by the Health Service (Northumberland NHS Trust) but delivered in school:

- Occupational Therapy
- Physiotherapy
- School Health
- CYPS (Children and Young people's Services)
- CAMS (Children and Adolescent Mental Health Service)

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

- The SENCO'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

Does New Hartley First School support children in the development of social and emotional health and the prevention of bullying?

We are a very nurturing school, focused on the school wide implementation of British Values alongside our own school ethos and values. We provide support for improving emotional and social development through parental engagement, assemblies, workshops and class based teaching of social stories (PSHE). As a school our class teachers deliver lessons on anti-bullying agendas and engage all children in healthy debate and discussion. Anti-bullying week provides the children with additional input. Whilst behaviour and incident forms are completed by class teachers and staff if any incidents occur. However, through the use of social stories and quality discussion with children it is our aim to ensure all children behave well.

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

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher who is accountable to the Senior Leadership Team.
- His/her progress is reviewed formally every term and a National Curriculum descriptor given in reading, writing and mathematics.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'PIVATS'
- At the end of each key stage (i.e. at the end of year 2) all 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 receiving specialist support or personalised provision will have a learning plan which will be reviewed with your involvement, every term and the plan for the next term made. This will be shared as part of the transition process between classes and phases.
- 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.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- The Head Teacher will report regularly to governors on the 'closing the gap agenda'. i.e. ensuring SEND and other groups of pupils are making good progress comparatively with the rest of the school and against schools nationally.
- Data and progress of SEND pupils can be communicated through discussion with class teachers and/or the SENCO.

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

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- 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.
- Here at New Hartley we have an open door policy, appointments can also be made through the school office.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Learning plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school diary may be used to support communication with you, when this has been agreed to be useful for you and your child.

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

- The building is accessible to children with a physical disability
- We ensure that equipment used is accessible to all children regardless of their needs where necessary and safe.
- Extra-curricular activities are accessible for children with SEND providing appropriate support can be provided by the school if needed

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and 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 SENCO 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 in order to ensure a smooth transition process.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All relevant documents will be shared with the new teacher
 - All children have an opportunity to spend a session with their new class teacher for September at the end of the summer term

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- If your child would be helped by a book to support them understand moving on then it will be made for them. Visits to middle school help to ensure your child understands expectations and does not feel as worried. Further transition queries can be discussed with the class teacher or SENCO.
- In Year 4:
 - The SENCO will meet with the SENCO from the middle 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
 - A transition week at the end of the summer term involves 2 days of Year 5 staff visiting the first school and 3 days of first school children visiting the middle school.

What should you do if you wish to complain about SEND provision?

Concerns or complaints raised by parents are normally dealt with directly through telephone calls or consultations with the SENDCO or Head Teacher. Concerns that cannot be resolved in this way will follow a line of referral to the school's Governing Body.

When necessary, parents will be supported in taking concerns to the Local Education Authority.

Information regarding external support groups, such as Parent Partnership, will also be made available.

This SEND Information Report will be reviewed

June 2019

Possible Amendments Due