



New Hartley First School

SEND Information Report

New Hartley First School is a mainstream school which promotes an inclusive approach to all pupils, regardless of race, gender, physical or academic ability.

We strive to ensure that all children achieve their potential personally, emotionally and academically in all areas of the curriculum, ensuring that all reasonable adjustments are made for children with SEND to enable them to engage in all activities. We work with parents to identify children's needs and intervene as early and effectively as possible.

Our vision for teaching and learning is for every child to:

Experience high quality teaching and have access to engaging learning experiences;

Foster a love of learning and develop enquiring minds;

Enable children to see the value of mistake making and to never be afraid to try.

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.

SCHOOL NAME	New Hartley First School	
TYPE OF SCHOOL	Nursery and First School (age 3-9)	
% pupils with SEND on school roll	24.2%	
ACCESSIBILITY	Fully wheelchair accessible: Ramps to access the building	Yes
	Auditory/Visual enhancements Staff trained in the support of pupils who require hearing aids and communication aids	Yes
	Other Adaptations Inclusive for pupils with medical needs. Support staff first aid trained and some trained in specialist work relating to supporting children with medical needs	Yes
CORE OFFER	Are you able to deliver your core offer consistently over all areas of school? Yes. All children are educated on one site. Staffing is flexible based on the needs of all the children. Learning Support Assistants (LSA's) are Read, Write Inc. trained. Various members of staff have completed training in: Speech and Language, DLD training, Behaviour Management, Attachment, Autistic Spectrum Disorder training, Dyslexia training, Dyscalculia, Attention Deficit, Sensory Circuits and Talk Boost. The SENCO is a non-teaching member of staff, enabling dedicated time to lead and coordinate the school's SEND provision. The SENCO works closely with class teachers, teaching assistants, pupils, parents and external professionals to ensure that children with SEND receive appropriate support and that their needs are identified, assessed and reviewed effectively. Staff work closely with parents and carers to identify children's	

strengths, needs and any barriers to learning. Where concerns arise, appropriate support and adaptations are put in place at the earliest opportunity. We recognise that parents and carers have valuable knowledge and understanding of their child and work in partnership with families throughout this process.

All children at New Hartley First School receive high-quality, inclusive teaching. Class teachers are responsible for adapting their teaching to meet the diverse needs of learners and for ensuring that all children are supported to make progress from their individual starting points.

A range of strategies and approaches may be used to remove barriers to learning and support children to access the curriculum. These may include:

- **Systematic phonics teaching** – phonics is taught consistently across the school using Read, Write Inc.
- **Maths interventions and targeted support** – children who require additional support in mathematics may access targeted intervention, additional practice and carefully selected resources to develop their understanding and confidence.
- **Visual and practical maths resources** – classrooms provide access to resources such as number lines, hundred squares, multiplication grids, Numicon and other visual or practical equipment. Individual resources are provided where these help a child to access learning independently.
- **Pre-teaching** – key vocabulary, concepts and knowledge may be introduced before a lesson to help children develop confidence and participate more successfully in whole-class learning.
- **Visual supports and scaffolding** – children may be supported through visual timetables, now-and-next boards, task boards, symbols, modelling, worked examples, sentence stems and other scaffolds to help them understand expectations and work as independently as possible.

- **Social, emotional and wellbeing support** – where appropriate, children may receive targeted support to develop emotional regulation, resilience, relationships and confidence. This may include nurture-based approaches, sensory activities and programmes such as Zones of Regulation or other approaches matched to individual need.
- **Targeted adult support** – Learning Support Assistants work across classes to support groups of children and individuals where appropriate. Adult support is carefully planned to promote independence and access to learning rather than creating dependence.
- **Speech, language and communication support** – staff work closely with children, families and relevant professionals to support communication and language development. Where appropriate, staff use recommended strategies and programmes to support children with speech, language and communication needs.
- **Adaptations to the learning environment** – we consider the sensory, communication and emotional needs of individual children and make reasonable adjustments to help them feel safe, secure and ready to learn.
- **Targeted interventions** – where high-quality classroom teaching and adaptations are not sufficient, children may receive additional, targeted intervention. The impact of interventions is monitored and reviewed regularly.

At New Hartley First School, we pride ourselves on our nurturing environment. We aim to create an place where every child feels safe, secure, valued and included. We recognise that children learn best when they feel understood, supported and confident to make mistakes and try again.

We work closely with parents and carers to promote good attendance and understand that regular attendance is important in supporting children's learning, wellbeing and progress. Where attendance is a concern, we work with families and relevant

	professionals to identify and address any barriers. Mental Health: The school SENCO works alongside teachers and families to help in the referral of any children in need. The SENCO will then work with the families and teachers to implement any work that is recommended.
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POLICIES	Does the school publish the following policies on their website?	SEND	Yes
		Safeguarding (child protection)	Yes
		Behaviour	Yes
		Equality and diversity	Yes
		Is the school aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	Yes

This SEND Report complies with:

- section 69 of the Children and Families Act 2014
- paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan)
- regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014 where appropriate
- section 6 of the Special educational needs and disability code of practice: 0 to 25 years

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 Schools special education needs coordinator (SENCO) is Mrs Laura McAthey. She is responsible for:

The SENCO's responsibilities include:

- Coordinating the identification of children who may have SEND and ensuring that their needs are appropriately assessed.
- Supporting class teachers to identify and remove barriers to learning.
- Coordinating the school's **graduated approach of Assess, Plan, Do and Review**.
- Working with teachers to ensure that appropriate adaptations, interventions and support are put in place.
- Overseeing **Pupil Passports and SEN Support Plans**, where appropriate, and monitoring their effectiveness.
- Maintaining and monitoring the school's SEND register.
- Monitoring the progress and provision of children with SEND and ensuring that support is reviewed regularly.
- Working closely with parents and carers, ensuring that their views and concerns are listened to and considered.
- Listening to children's views and ensuring that children are involved in decisions about their support where appropriate.
- Working with external agencies and professionals to seek advice and specialist support when required.
- Coordinating support for children with an **Education, Health and Care Plan (EHCP)** and ensuring that the provision outlined in the plan is implemented.
- Supporting staff through advice, training and guidance to develop their understanding of SEND.
- Working with the Headteacher and school governors to develop and evaluate the school's SEND provision.
- Keeping up to date with SEND legislation, guidance and good practice.

- Supporting effective transition for children with SEND when they move between classes, schools or other settings.

Class teachers are responsible for:

- Knowing their pupils well and identifying any emerging or ongoing difficulties with learning, communication, behaviour, social and emotional development or other areas of need.
- Providing high-quality, inclusive teaching that is appropriately adapted to meet the individual needs of all learners.
- Making reasonable adjustments to teaching, resources, the classroom environment and approaches to support children with SEND to access learning.
- Implementing agreed SEND provision, including strategies, interventions and recommendations from the child's Pupil Passport, SEN Support Plan or EHCP.
- Setting appropriate targets for pupils with SEND and monitoring their progress towards these targets.
- Assessing and reviewing progress regularly and using this information to inform future teaching and provision.
- Working in partnership with parents/carers, sharing information about their child's progress, strengths, needs and support.
- Working closely with the SENCO and teaching assistants to ensure that support is appropriate, consistent and focused on developing the child's independence.
- Seeking advice and support from the SENCO when a child is experiencing difficulties or when additional provision may be required.
- Contributing to the Assess, Plan, Do, Review process and providing evidence of the impact of support and interventions.
- Contributing to meetings and reports with parents/carers and external professionals where appropriate.
- Ensuring that children with SEND are fully included in the life of the school and have opportunities to participate in learning, social activities, trips and wider school experiences.

Head Teacher, Mrs. Dowdney, responsible for:

The Head teacher is responsible for:

- Ensuring that SEND is given appropriate priority within the school's development planning and overall provision.
- Working closely with the SENCO, staff, governors, parents/carers and external professionals to ensure that children with SEND receive appropriate support.
- Ensuring that the school meets its legal and statutory responsibilities in relation to SEND, including the SEND Code of Practice and Equality Act.
- Ensuring that appropriate resources and staffing are available to meet the needs of pupils with SEND, within the school's available resources.
- Supporting the SENCO and staff to ensure that high-quality, inclusive teaching and reasonable adjustments are provided.
- Ensuring that the progress, attainment and wider outcomes of pupils with SEND are monitored and evaluated.
- Ensuring that appropriate policies, procedures and systems are in place to identify and support pupils with SEND.
- Supporting effective partnerships with parents/carers and ensuring that their views are considered when decisions are made about SEND provision.
- Ensuring that pupils with SEND are fully included in the life of the school and have equal opportunities to participate in school activities and experiences.
- Working with the SENCO to identify and address any barriers to learning and inclusion.
- Ensuring that the school works effectively with external agencies and the Local Authority where additional support or specialist advice is required.
- Reporting to the Governing Body on SEND provision, as appropriate, and ensuring that governors are kept informed about the school's SEND provision and priorities

Does the school have a policy regarding provision for pupils with Special Educational Needs?

The school has a SEND policy that is agreed for children with SEND. The policy is reviewed annually and monitored by the governor responsible for SEND.

Does the school have a policy regarding admission for pupils with Special Educational Needs?

The school follows Northumberland County Council admission policy which states:

Where there are more applications than places available the following oversubscription criteria will be applied, strictly in order of priority:

1. Children looked after and all who were previously looked after, i.e. in public care
2. Children living within the catchment area of the school and those on whose behalf firm evidence is presented that they will be living in the catchment area by the appropriate admission date.
3. Children with an exceptional social or medical reason that means that they can only attend that specific school (for example, where the child or one or both parents has a disability that means that the child can only go to one school).

Strong supporting evidence must be provided from a professional body involved with the family or the child. The professional must be independent of both the family and the school. The evidence must relate specifically to the school for which the application is being made and must demonstrate clearly why it is the only school that can meet the child's needs. No assumptions should be made that the submission of the relevant evidence will, in itself be sufficient to allocate a place.

How we aim to prevent pupils with a disability from being treated less favourably than other pupils

Details can be found in the New Hartley First School [Equality Policy](#).

What are the different types of support available for children with SEND?

What is the graduated approach?

The graduated approach to SEND is:

Quality First Teaching

Children receive inclusive QFT which may include the provision of adapted classwork. Communications with the SENCO may aid with classroom adaptations. If classwork adaptations are increasing in need and/or behaviours in school are consistently challenging after at least a six-week period, an Initial Concerns form will then be needed.

Initial Concerns

First concerns must be shared with the school SENDCo. Pupil needs/progress is monitored by the class teacher and if continued intervention is needed then the child will progress to a Pupil Passport.

Pupil Passport

Continued or increased need for adaptations may lead to children receiving additional, time limited and targeted interventions. These interventions may involve group or one to one teaching. The SENCO and class teachers will work closely with associate staff to plan and assess the impact of support and interventions and to link them to classroom teaching.

SEN Support

For many learners, the on-going use of a passport will be sufficient to meet their needs. For others, this may not prove enough and a more structured approach through a SEND support plan will be required. At this stage advice from outside agencies may be required.

The plan will be produced with the child and parent/carer and will incorporate the cycle of assess, plan, do and review. Within the cycles consideration may be given to focussed small group or 1:1 interventions, external advice around meeting need, or the early help process.

This cycle of assess, plan, do, review using an ongoing SEN support plan will be sufficient to meet the needs of the majority of learner.

EHCP

For a small number of children, the previous levels of support may not prove enough and their learning needs are severe, more complex and long- term or require support which costs in excess of £6000 from the school's budget, a more structured, holistic assessment may be required. This is known as a COSA (consideration of statutory assessment). Where needed this may result in an EHCP (Education Health Care Plan). This is not awarded by the school and information is given to an external panel at the local authority to determine if a child should be given an EHCP.

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

The school seeks advice from a range of outside agencies and professionals in education, health and social care.

- Social Services Provision
- School Health (including school Nursing team)
- NIES (Northumberland Inclusive Education Service at Northumberland County Council) which are comprised of:
 - Emotional Wellbeing and Behaviour Support Service
 - Autism Support Service
 - Speech & Language & Communication Service
 - Literacy Support Service
 - English as an Additional Language
 - Sensory Support Service (for children with visual or hearing needs)
 - Portage Service
 - Psychological Services
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy

- Primary Mental Health
- CYPS (Children and Young People's Services)
- Be you team (mental health)

What specialist, knowledge, skills and/or training do relevant members of staff have?

Our staff have a variety of experience in teaching and supporting children with SEND.

Our SENDCO attends local and regional network meetings.

As a school we work closely with a wide range of agencies and professionals in education, health and social care.

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 relevant staff to improve the teaching and learning of children including those with SEND.

Staff have training in supporting children who have difficulties in the following areas: Dyslexia, Autistic Spectrum Disorder, Sensory pathways, Visual and Hearing impairment, DLD training, selective mutism.

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 NIES team.

As a school all staff have been trained in zones of regulation and relational behaviour practise.

How are the teachers in school helped to work with children with a 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.
- The SENCO is fully qualified for the role (NPQ SENCO).
- Teachers have training in supporting children who have difficulties.

How will we adapt the curriculum and learning environment for pupils with SEND?

It is every class teacher's responsibility to 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.

The learning environment can be adapted in a variety of ways to meet the needs of individual children e.g. 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.

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

Your child's progress is continually monitored by his/her class teacher. Some children with SEND can follow their age appropriate curriculum and are assessed using the same assessments as their peers.

If your child is in the EYFS they will be monitored using the Development Matters Bands/Age Ranges, The EYFS Early Learning Goals, and the Northumberland County Council School Passport SEND Checker.

If your child is in Year 1 and above, but is not yet working within the National Curriculum, more sensitive assessment tools (PIVATS) are used which demonstrate their attainment in more detail and will also show smaller but significant steps of progress. 'PIVATS'. PIVATS breakdown the year group expectations of subjects such as reading, writing, maths and speaking and listening. The expectations are broken down into smaller more succinct targets which all adults supporting a child can help the child achieve.

In addition children with Education and Healthcare Plans have annual reviews to discuss their progress and ensure their plans are up to date.

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

The school has an open door policy and the class teacher is available by appointment to discuss your child's progress or any concerns you may have.

Whilst the class teacher is the first point of contact, the SENCO has a more specialised knowledge and is available to support children and their families. An appointment with the SENDCO after an initial discussion with your child's class teacher can be arranged via the school office.

What is the achievement of pupils with SEND who attend New Hartley First School?

The SENDCO and SLT will assess and review the progress of all SEND children throughout the year and at key data points in the year and celebrate the small steps of progress. This includes academic progress, attendance and behaviour.

All children, including those with SEND, are assessed in reading, writing and maths every term. These assessments are followed by Pupil Progress Meetings between the teacher and the Head teacher. At these meetings they will discuss what impact the additional support is having on your child's progress

The link governor for SEND meets the SENCO at least twice a year to discuss and evaluate SEND provision across school.

Through Pupil Voice, children have the opportunity to present their views about school and their learning.

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

New Hartley First School building is all on ground level and 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 can support us with equipment needs.

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 utilise advice given to us by specialist outside agencies to address specific difficulties e.g. visual impairment.

How do we support pupils to transition between phases of education?

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.

We ensure this through the following:

Liaison with class teachers;

Liaison with SENDCO;

Transfer/passing on of paperwork;

Additional visits to middle school;

Conversations about the transition process

Any child in year 3 with an EHCP will have an annual review with a transition focus.

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

How can I make a complaint if I am unhappy with any aspect of provision for SEND?

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.

Further discussion can be arranged to include the Head Teacher (Mrs Dowdney).

There is a complaints procedure available - ask at the office or see the [school website](#) for further information.