



New Hartley First School

Special Educational Needs Policy

Vision Statement

At New Hartley First School, our vision is for every child to feel safe, secure, and fully included in all aspects of school life. We strive to provide high-quality teaching and learning that inspires a lifelong love of learning and curiosity. We want our children to understand the value of making mistakes, to embrace challenges with confidence, and to never be afraid to try.

Aims / Objectives

At New Hartley we aim to:

- Ensure early identification of children with SEND.
- Provide high-quality teaching and targeted support.
- To ensure pupils with SEND are fully included in school life.
- To work in partnership with parents, pupils and external agencies.
- To view the child holistically, to celebrate their achievements and encourage them to reach their potential.
- To nurture independence and resilience.

Compliance

This SEND Policy has been developed in line with the statutory requirements of the **Children and Families Act 2014**, the **Equality Act 2010**, and the **Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 years (2015)**. It sets out New Hartley First School's approach to identifying, assessing, and supporting pupils with SEND, ensuring that all children have access to high-quality teaching and inclusive learning opportunities. The policy reflects the school's commitment to fulfilling its statutory duties, promoting equality of opportunity, and working collaboratively with parents, pupils, staff, and external agencies to meet the needs of all learners.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(SEND Code of Practice, 2015).

The Local Offer

Our local authorities offer can be found here:

<https://www.northumberlandsend.co.uk/support-for-children-in-schools>

Identification and assessment

At New Hartley First School, we recognise the importance of early identification in supporting pupils with Special Educational Needs and Disabilities (SEND). Early recognition allows us to provide timely, targeted support that helps each child reach their full potential. Identification of SEND children uses the definition given in the code of practice 2015 which includes the four broad areas of needs.

- Cognition and learning
- Communication and interaction
- Social emotional and mental health difficulties
- Sensory, physical and medical needs.

A child's needs may be identified through classroom observations, assessment data, parental concerns, or information shared by previous settings. Once a need is recognised, the school follows a graduated approach in line with the SEND Code of Practice (2015):

- **Assess** – understanding the child's needs.
- **Plan** – agreeing outcomes and support strategies.
- **Do** – implementing the planned support.
- **Review** – evaluating the impact and adjusting provision as necessary.

Provision and Support

At New Hartley First School, we recognise that every child is unique, and we aim to meet the diverse needs of all our learners through a graduated approach to SEND support. Our provision is flexible, responsive, and designed to ensure that every child can access a broad and balanced curriculum alongside their peers.

Quality First Teaching

The foundation of our SEND provision is high-quality, inclusive teaching. Class teachers are responsible for adapting lessons to meet the needs of all learners. This includes:

- Adapting and differentiating tasks and resources to match individuals and abilities.
- Providing clear explanations and visual supports.
- Using a range of strategies such as small-group teaching, targeted questioning, and scaffolded learning.
- Ensuring the classroom environment is supportive, structured, and accessible to all pupils.

Additional Support and Interventions

Where pupils require extra help beyond Quality First Teaching, targeted interventions are put in place. These may include:

- Small group or one-to-one sessions.
- Small group teaching of specific programmes (e.g. phonics or reading comprehension interventions).
- Adapted or simplified learning materials to aid understanding and independence.

Social, Emotional, and Mental Health Support

We understand that some children may need additional support with their emotional wellbeing or social interactions. We offer:

- Nurture groups and emotional literacy sessions.
- Zones of regulation is used across school.
- Safe spaces for children who need time to regulate or reflect.
- Close collaboration with families to ensure consistent approaches at home and school.
- Individual, bespoke approaches
- Movement Breaks
- Sensory Circuits

Working with Specialists

When a child's needs require expertise beyond what the school can provide, we work closely with a range of external professionals, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Specialist teachers for hearing or visual impairments
- School Health and other Local Authority support services (HINT).
- School nurse
- Primary mental health and Well Being team
- CYPs
- Early help team

These professionals support staff in planning and implementing effective strategies and, where appropriate, provide direct support for the child.

Children with SEND are encouraged and supported to take part in all aspects of school life, including clubs, trips, performances, and leadership roles. Reasonable adjustments are made to ensure full participation and equality of opportunity.

Monitoring and evaluation of SEND provision

At New Hartley First School, we are committed to maintaining high standards of provision for all pupils with Special Educational Needs and Disabilities (SEND). The monitoring and evaluation of SEND provision is an ongoing part of our school improvement process, ensuring that support is effective, inclusive, and responsive to individual needs.

The **SENDCo**, in collaboration with class teachers and senior leaders, regularly monitors the quality and impact of SEND provision through a range of methods, including:

- Analysis of pupil progress data and assessment outcomes.
- Observation of classroom practice and intervention sessions.
- Review of Pupil Passports and support plans.
- Pupil voice activities to gather feedback on how well support is meeting individual needs.

Findings from monitoring activities are used to inform future planning, adapt interventions, and enhance staff training and development. The SENDCo provides reports to the Headteacher and Governing Body, highlighting strengths, areas for development, and the impact of interventions on pupil progress and wellbeing.

The overall effectiveness of SEND provision is evaluated annually as part of the school's self-evaluation and improvement planning process. This ensures that the school continues to develop inclusive practices and deliver high-quality support that enables every child to thrive.

Pupil Passports and SEN support plans

All pupils receiving targeted SEND support at New Hartley First School have either a **Pupil Passport** or a **SEND Support Plan**, depending on the level of need. These documents outline each child's specific areas of difficulty, their individual targets, and the provision or strategies in place to support them. Plans are reviewed at least termly in collaboration with teachers, parents, and pupils to evaluate progress and adjust support as required.

Pupil Passports are designed for children receiving targeted support within school. They summarise the child's needs and include up to three clearly defined targets. Progress towards these targets is reviewed termly using a simple colour-coded system:

- **Red** – target not yet achieved
- **Yellow** – working towards the target
- **Green** – target achieved

SEND Support Plans are used for pupils who require more intensive or sustained support, or who may be considered for an **Education, Health and Care Plan (EHCP)**. These plans provide a detailed overview of the child's needs, what strategies and approaches work best for them, and their specific, measurable targets. Each target is reviewed termly by the class teacher, with progress recorded using both colour coding and written commentary to evidence development over time.

This structured approach ensures that every child's progress is closely monitored and that teaching and support strategies remain effective, consistent, and responsive to their changing needs.

Review dates

The pupil passports and SEN support plans are reviewed three times in an academic year. The plans are sent out to parents by Mrs. McAthey (SEND CO).

Autumn 2 – November: following on with Plan 1 (written in Summer 2 by previous class teacher will be shared with parents). This plan then runs until March.

Spring 1 – March: reviewed targets from Plan 1 and a new plan (Plan 2) written – both shared with parents.

Summer 2 - June: reviewed targets from Plan 2 and a new plan (Plan 3) written – both shared with parents.

NB - These are working documents, if targets are met before the deadline then new targets must be written and implemented.

Education, Health and care Plans (EHCP)

For a small number of pupils, the level of support required may go beyond what the school can provide through its own resources. In these cases, the school, in consultation with parents and external professionals, may request an **Education, Health and Care Needs Assessment** from the Local Authority. If agreed, this assessment may lead to an **Education, Health and Care Plan (EHCP)**.

An EHCP is a legally binding document that sets out a child's specific needs, the provision required to meet those needs, and the outcomes to be achieved. It brings together information from education, health, and social care professionals to ensure a coordinated approach to supporting the child. The EHCP is reviewed annually, with the school, parents, and relevant professionals working together to evaluate progress and update the plan as necessary.

At New Hartley First School, we continue to provide high-quality teaching and support for all pupils with EHCPs, ensuring they are fully included in school life and able to make progress towards their individual goals.

In order to ensure the most effective SEND provision, the SENDCO has the following procedures in place;

- Termly meeting with the Governor responsible for SEND to discuss the current picture of SEND.
- Half termly meetings with all Class Teachers to discuss children on the SEND register and their provision, as well as further meetings and discussion as required.
- There are opportunities for staff to meet with the SENDCO.
- Pupil progress meetings between Head teacher and Class teacher are fed back to the SENDCO.
- SENDCO ensures time is allocated so that children can be visited and observed in class and teaching staff can be given appropriate support and advice without delay.

Staff Development

The school is committed to providing CPD and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff understanding of strategies to identify and support pupils with SEND.

Accessibility and Complaints

The school's Accessibility Plan outlines how we improve access for pupils with disabilities. Any concerns regarding SEND provision should be raised initially with the class teacher, SENDCo or Headteacher.

Related policies

This policy should be read in conjunction with other school policies, particularly;

- Admission Policy (Nursery only)
- Behaviour Policy
- Health and Safety Policy
- Supporting Children with Medical Needs Policy

Key Contacts

SENCO – Mrs. McAthey

SEND Governor – Mrs A Williams

Head teacher - Mrs Dowdney

Policy Review

This policy will be reviewed annually and updated in line with changes to legislation or guidance.

Updated	September 2025
Review date	September 2026
Head Teacher	Mrs. Keri Dowdney
Chair of Governors	Ms. Kim Ashby