



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)	
STAFF RESPONSIBLE	Keri Dowdney (Head teacher and Acting SENDCO)	
GOVERNOR	Mrs Jane Foster – SEND Governor Ms Kim Ashby – Chair of Governors	
ACCESSIBILITY	Fully wheelchair accessible	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
POLICIES	<p>The following policies which are available on request from the school office or can be viewed on the website at www.newhartley.northumberland.sch.uk</p> <p style="text-align: center;">SEND POLICY CHILD PROTECTION and SAFEGAURDING POLICY BEHAVIOUR POLICY EQUALITY POLICY SUPPORTING PUPILS WITH MEDICAL CONDITIONS</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>	

This document is intended to provide you with information regarding the ways in which we ensure we support all our pupils. It may not list every skill, resource and technique we employ to achieve this as these are continually developed and used to modify our provision to meet the changing requirements of our pupils.

The types of SEND we provide for

Speech and Language support

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.

If your child has been identified as requiring additional speech and language support they will be assessed by the SALT Service (Speech and Language Therapy). Within school there is a trained and experienced teaching assistant to deliver the specific programmes.

Support for Fine and Gross motor skills

From early years there are planned opportunities for children to develop their fine and gross motor skills.

If a problem was identified, specific interventions would be put in place and delivered by school. If problems persist your child could be referred to an Occupational Therapist or Physiotherapist by school.

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

Autism Spectrum Disorder

We integrate children with ASD difficulties at New Hartley First School. The adaptations for these children vary according to specific need.

They may include:

- Working in a quieter corner of the classroom
- Using overt routines, rewards and consequences which are understood by your child
- Withdrawing to a quieter area
- Working through a set of tasks with minimal adult involvement to build up academic or motor skills alongside increasing independence
- Social skills intervention groups
- The support of outside agencies

The main aim of all methods is to enable your child to work towards tolerating activities that are more difficult for them and integrating 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. 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:

- Involvement of CYPS (Children and Young Persons Service)
- Using methods such as a work station or rewards and sanctions

- If a diagnosis is given, medication may be prescribed and school can help with the administration of this if necessary.

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 utilise SEND support services for children who are visually or hearing impaired. We have a support assistant trained to support the learning of hearing-impaired children.

How we identify, assess and teach pupils with SEND

At New Hartley First School all our teachers closely monitor the progress made by all students and ask advice from the SENDCO as soon as they have concerns about a pupil. They follow the graduated approach to the identification of children with SEND.

If we think that your child has a special educational need (SEN) we will invite you into school to discuss how we can all work together to support them. This may be in line with parents evening or an additional meeting. Your child will then be placed on the SEND register and a pupil passport/SEND support plan with a graduated level of provision established.

If you, as a parent or carer are concerned about your child and think they may have a special educational need, you should arrange to speak to your child's class teacher in the first instance, to let them know what you think your child's need(s) may be.

Special needs are identified in several ways including the following:

- ongoing classroom assessment;
- teacher observations;
- information from parents and carers;
- information from the assessments of outside agencies and medical professionals

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 SENDCO 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 SENDCO 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. At this stage advice from outside agencies may be requested.

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.

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, 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. However, for a small number of children, this may not prove enough and 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).

Admission arrangements for disabled pupils

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 consult parents and involve them in the education of their child

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

If your child has a SEN Support Plan, you will be invited to meet with class teachers a minimum of three times each year to review your child's plan.

Whilst the class teacher is the first point of contact, the SENDCO has a more specialised knowledge and is available to support children and their families. An appointment with the SENDCO can be arranged via the school office.

How we assess and review pupil progress towards outcomes

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.

Children with a SEN Support Plan or EHCP are reviewed termly to assess progress towards their targets.

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

How 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

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

How we evaluate the effectiveness of our provision for pupils with SEND

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. 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 Headteacher. 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 SENDCO 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 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

What facilities we provide to help pupils with a disability access the school

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 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](#).

The training and expertise our staff have to support pupils with SEND and how we secure specialist expertise

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

Our SENDCO attends local and national network meetings

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

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 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

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.

How we involve other bodies to meet the needs of pupils with SEND and to support their family

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)

How we enable pupils with SEND to engage in activities with pupils who don't have SEND

We ensure that children with SEND can participate in all activities. Children are able to participate in all class trips, whole school events and after school clubs e.g. multiskills.

When planning trips, staff will take into account the needs of all their children and ensure that the activities/venues are suitable for all. Risk assessments for the activity will take into account any additional measures needed to ensure that your child's needs are met and outside venues will be advised in advance of any adjustments they need to make.

Arrangements for residential visits can be modified to enable children with SEND to attend.

How we will secure equipment and facilities to support pupils with SEND

Some children with SEND require additional or specialised equipment or resources and the school allocates a specific budget for this purpose. If more specialised equipment is required, the school will seek support from outside agencies and the Local Authority.

What support we offer pupils with SEND for their emotional, mental and social development

Nurturing provision for all of our pupils is a strength of the school. We are extremely supportive of children's wellbeing and strive to improve their emotional resilience.

Through a holistic PSHCE and RSE curriculum, class teachers use a range of activities to increase self-esteem, build self-confidence and strengthen communication skills. In addition to this through our policy for behaviour management we encourage children to develop the following character virtues; respect, empathy, honesty, determination and positivity.

The anti-bullying measure we have in place

We monitor pupils' behaviour and participate in anti-bullying week and it is a theme within our PSHE curriculum. [Anti-bullying policy](#).

How parents can complain and how complaints are dealt with

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.

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.