

Hedworthfield Primary School

Special Educational Needs Information Report

About this report

The Children and Families Act 2014 says that all schools and academies must publish a Special Educational Needs and Disabilities (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be published on the school website and as part of South Tyneside Council's 'local offer'. In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities, including those in our nursery. This report complements the school's Special Educational Needs and Inclusion Policy. We will keep this report up to date. The school's Local Governing Body will also review this report every year, and will involve pupils and parents/carers. If you want to give us feedback about the report, please contact the school office.

1. Who do I contact about my child's special educational needs?

Your first point of contact at Hedworthfield Primary School is the child's class teacher. The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school.

The key contacts at our school are:

Executive Headteacher	Mrs G Jeynes
Head of School	Mrs E Riches
Chair of Governors	Mr J Watson
SEND Governor	Mr M Hamilton
SENCO /Assistant Headteacher	Mrs H Richardson
LA SEND Officer	Mr Steven Wright

Contact details: Hedworthfield Primary, Jarrow Tyne and Wear, NE32 4QF

Tel: 0191 5373373

School email: info@hedworthfieldprimary.com

SENCO email: hrichardson@hedworthfieldprimary.com

2. Which children does the school provide for?

We are a primary school and we admit pupils aged 3 to 11 years. We are an inclusive school. This means we provide for children with all types of special educational needs.

Within our mainstream school, we have two specialist provisions.

Language Unit: This is a specialist Unit that provides specialist provision for children across South Tyneside. The unit can only be accessed following a graduated approach and agreement from an Outreach panel.

THRIVE: This is a specialist resource base to support Early Years children with a primary SEND need of Communication and Interaction. Children accessing this provision will have an EHCP and their placement will be agreed by the Local Authority SEND panel in consultation with the school.

The areas of need that are described in the SEND Code of Practice are listed below with strategies and support available in our school.

School entitlement offer to pupils with additional needs	
Type of SEN for which provision is made at the school	Type of support
Communication and interaction – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.	• Use of child friendly pupil profiles and needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources • Visual timetables • Areas of low distraction • Support/supervision at unstructured times of the day. • Social skills programme/support including strategies to enhance self-esteem. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. • ICT is used to reduce barriers to learning where possible. • Strategies/programmes to support speech and language development. • Strategies and sensory resources to reduce anxiety/promote emotional wellbeing. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social & emotional support.

	- Fully qualified/trained SENCO who can provide advice and guidance to staff. - All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. Various practitioners are specifically trained in identifying and supporting children with ASD, Attachment Disorder and Speech and Language difficulties. - Practitioners are trained to specifically support children with speech, language and communication difficulties (2 practitioners have level 3 ELKLAN training). - Support is offered to families from school Inclusion Manager (outreach service is available to support children and families) and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
Cognition and learning – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.	- Use of child friendly pupil profiles and needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents. - Differentiated curriculum and resources. - Strategies to promote/develop literacy and numeracy/memory. - Provision to support access to the curriculum and to develop independent learning. - Small group targeted intervention programmes and 1:1 intensive interventions are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. - ICT is used to reduce barriers to learning where possible. - Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. - Planning, assessment and review. - Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. - Teaching resources are routinely evaluated to ensure they are accessible to all pupils. - All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. - Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social and emotional support. - Fully qualified/trained SENCO who can provide advice and guidance to staff. - All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. - Behaviour and anti-bullying policies are evaluated on a regular basis. - Support is offered to families from school Inclusion Manager (outreach service is available to support children and families) and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
Behavioural, Social, emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention	- The school ethos values all pupils. - Positive behaviour strategies are used within the classroom and as part of the whole school behaviour Policy - The schools behaviour policy identifies where reasonable adjustments/changes can be made to ensure the need for exclusion is kept to a minimum. - Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. - The school provides effective pastoral care for all pupils. - Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. - Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.

deficit hyperactive disorder or attachment disorder.	• Small group and or 1:1 targeted programmes are delivered to pupils to improve social skills and emotional resilience. • Outdoor learning is used to offer a different approach to the curriculum, which supports children with social, emotional and behavioural needs. • Access to information and support is available within school for behavioural, emotional and social needs. • Support is offered to families from school Inclusion Manager (outreach service is available to support children and families) and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • Outreach support is also available during school holidays to support the child/family at home. • Good links with local services; CYPS, Parent Partnerships and the emotional resilience team.
Sensory and/or physical needs – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).	• Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed. • ICT is used to increase access to the curriculum. • Provision to support access to the curriculum and to develop independent learning. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social and emotional support. • Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs. • Access to Medical Interventions and health care plans, devised by school nurse in conjunction with other medical professionals and parents. • Access to strategies/programmes to support Occupational Therapy/Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • All entrances to the school have ramps fitted to allow wheelchair access. • The school has disabled toilets/facilities.

Children and young people with any of these needs can be included with our school community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. Prior to

starting school, parents or carers of children with an EHC or pending EHC will be invited to discuss the provision that can be made to meet their identified needs.

3. How does the school identify children's special educational needs?

We aim to identify and assess children who may have special educational needs at a very early stage. This way we can inform and involve the parents so that we can work together, in partnership to support our children. We can then provide for the child with support, suitable interventions, and resources where appropriate. School can then seek advice from outside agencies when appropriate and if necessary liaise closely to ensure the child's needs are being met.

Referrals and requests can be made to a range of services within the borough via the local offer including but not limited to; Portage and Preschool Support, Sensory Services, the Educational Psychology Team, the Specific Learning Disabilities Teams, the Emotional Resilience Team, Child and Young People's Services, Lifecycles, the School Nursing Team etc. At our school, we also employ professionals such as Educational Psychologists and Speech and Language Therapists in order to carry out assessments, support our staff and offer therapy to children at the earliest point possible.

Children are identified as having SEN when their progress has slowed or stopped and the interventions; resources etc, put in place have not demonstrated improvement. Once this occurs, we use very specific need-based plans and pupil profiles which help support their development and speed up progress. Children with SEN at Hedworthfield make outstanding progress and often above national averages.

4. How does the school teach, support and adapt the environment for children with SEND?

The curriculum is adapted to match tasks to individual ability, supported through Personalised Progress Plans (PPP's). Learning support assistants and qualified teachers support individual children and small groups on very specific intervention targets and programmes; using a variety of teaching approaches catering for different learning styles. Maintaining high and realistic expectations for every individual is at the heart of our ethos and practice.

We offer alternative means of accessing the delivery of the curriculum. Learning and recording with the use of specialist equipment and through ICT are regularly planned in response to review outcomes; where the school and family feel a child would benefit from a curriculum adjustment, personalised timetable or specialist resource, the school strives to provide this. Half termly tracking ensures the success of such adaptations are clearly evidenced and reviewed.

Utilising staff expertise, school resources and our environment, we are able to provide a range of levels of support and ensure that children are learning in an environment which is suitable for them as an individual. By means of 1:1 support, specific small group support and

teaching , interventions and focus groups, children are able to follow an individual or differentiated timetable and curriculum where appropriate. At all times inclusion rather than exclusion is our aim and focus. We strive to ensure that all children feel happy and safe in our school and continue to make progress.

Please see point 3 for further information about specific support given.

5. How are parents and carers involved in reviewing children's progress and planning support?

Learners with SEND (Class Action):

Children who are identified as needing targeted support at Class Action level will meet with their child's class teacher termly, at parents evening, to discuss their child's progress and receive new targets via their child's Personal Progress Plan (PPP). Often learners with this level of need may need extra support and interventions in specific areas of their learning. Family Learning opportunities, additional homework or ideas for supporting at home and boosters or clubs delivered by school staff may be offered to children through discussions with parents.

If at any point, parents would like to receive more support and guidance regarding their child's needs or escalate the level of support their child receives, they can make an appointment to speak with the SENCO by contacting the school office.

Learners with High Needs (Additional Needs):

For children identified as having additional or complex needs, SEN Reviews are held each term in order for parents/ carers to discuss their child's progress and next steps. These meetings include parents/ carers, class teachers, the SENCO and other professionals or senior management where appropriate. In these meetings, the termly review document will be shared, discussed and adapted by anyone contributing. Within this process the child's views are considered and where appropriate children will directly provide information about their achievements, level of happiness in school and how they prefer to be supported.

Children with an EHC Plan:

Children with a diagnosis, exceptional or profound needs may have an Education, Health and Care Plan and will follow the same termly review process as a child with additional and complex needs (see above). In addition, an EHC Review will be held annually in order to discuss and update the plan and decide on next steps or outcomes to work towards the following year. The EHC document is a legal document overseen by the local authority.

In some cases, where progress halts or the needs of the learner change, an early Annual Review will be held to ensure that the child's needs are being well met and support/resources are appropriate to support the progress of the learner.

As part of the review process, the SENCO and school colleagues, in consultation with the parents and carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to move a child into the next category of SEND and consider provision or placement further. In a small number of cases school and/or parents may request the Local Authority and SEND panel to consider a specialist school placement for the learner in order to meet any profound needs.

More information can be found at:

<https://sendlocaloffer.southtyneside.gov.uk/article/6348/Overview>

6. What training do school staff have?

The SENCO attends regular local authority network meetings to update and revise developments in Special Needs Education and Inclusion. Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged to match these targets. In-house additional needs and inclusion training is provided through staff meetings by members of the SMT and SENCO as well as other professionals such as therapists, lecturers and professors of education and educational psychologists. All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

7. How does the school measure how well it teaches and supports children with SEND?

Monitoring of teaching and learning of children with SEND will be carried out on a termly basis by the SENCO and SMT. The SENCO will look at the monitoring information on a termly basis and make adjustments to the provision for the individuals or groups of children, if appropriate. Inviting other professionals to share their expertise and assess or support children within school, develops opportunities for school staff to be advised and challenged on the provision we offer to children.

Personalised Progress Plans will be reviewed at least twice a year, although some pupils may need more frequent reviews. The SENCO will take the lead in the review process. Parents and carers will be invited to contribute and will be consulted about any further action. Analysing how effective the current provision for the child is will be a key focus of this meeting and adaptations, recommendations or requests for alternative resources and strategies may be made at this time by anyone attending the meeting.

8. How accessible is the school and how does the school arrange equipment or facilities for children?

Hedworthfield Primary School is a multi site school, with a separate EY, Key Stage 1 and Key Stage 2 buildings. The school also houses a specialist unit for speech and language. In the Key Stage 1 building, all classrooms are accessed from the corridors and are fitted with doors that access the outside area; children can enter through these doors. In the Key Stage 2 building there are 2 entrance points with ramp access. Corridors can be accessed from the main hall. The EY building is accessed via a ramp to the building.

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

9. How will my child be included in activities with other children, including school trips?

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity. We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND have equal opportunities.

10. How will the school ensure good links with other schools and suitable transfer arrangements?

Reception class staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting and implement a transition plan between settings and with parents.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND need the SENCO will telephone to further discuss the child's needs. Children transferring from Hedworthfield Primary School to new schools will have details of their particular needs and additional provision passed-on to the SENDCo of the new setting. The SENCO will discuss these children with other schools on request and attend relevant meetings where possible for a suitable period of time.

11. What support will there be for my child's overall well-being and their emotional, mental and social development?

At Hedworthfield Primary we support the emotional, mental and social development of

children and young people with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We have the following provision for ensuring a high standard of emotional and social development which is coordinated by our Senior Mental Health Lead and SENCO;

Mental Health Champions
Social Groups (including after school clubs)
Therapy Sessions: FRIENDS, Healthy Minds
Emotional Resilience Team: Emotions, bereavement, transition
Counselling Services: Escape, SAFE hands, RESTART
E-Safety Training
PSHE/RSHE Curriculum
Wellbeing curriculum
Family Groups
Lego Therapy
Pet Therapy
Links with Emotional Resilience Team, Educational Psychologists and other professionals.
OT support (sensory circuits/sensory diets)
Inclusion Team Advice/Support
Healthy Minds: Whole School Approach
Healthy Minds: small groups/1:1 (as appropriate)
Soft Landings/Exits
Zones of Regulation

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled by our home/school mentor in consultation with parents/carers. These are discussed with all staff involved

with the pupil.

- A high number of our staff receive basic First Aid training, in addition to those that have full paediatric first aid training.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medication agreement (in line with the medication policy) is in place to ensure the safety of both child and staff member.

12. What specialist services does the school use to support children and their families?

The Educational Psychologist should visit the school regularly, following a planning session with the SENCO as to the purpose of each visit.

The Local Authority's Special Needs Services visit when required to provide specific information, share resources and provide guidance and advice.

Teachers from the Sensory Impairment Team work in school to support children, both with and without EHCPs, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a statement.

The SENCO Liaises frequently with a number of other outside agencies, for example:

- Social Services
- Education Welfare Service
- School Nurse
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- CYPS
- Lifecycles
- Emotional Resilience Team
- Family Hubs

Parents and carers are informed if any outside agency is involved.

13. Where can I get advice information, advice and support?

Special Educational Needs and Disability - Information, Advice and Support service (SENDIASS)

Primrose Childrens Centre

Primrose Village

Lambton Tce

Jarrow

NE32 5QY

Email: sendiass@southtyneside.gov.uk

Telephone: 0191 424 6345

14. What do I do if I am not happy or if I want to make a complaint?

- 1) If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with their child's class teacher or the SENCO, who will try to resolve the situation.
- 2) If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
- 3) Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

15. Other relevant policies

Please read this report alongside the following policies;

- Accessibility Plan
- Equality Plan
- SEND and Inclusion Policy
- SEND Admissions Guidance