

Information Report for Children with SEN

Hexham First School

2025



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Written by: EB
Approved by: Head Teacher, Governors
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The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction: For example, autistic spectrum disorder, speech and language difficulties.
- Cognition and Learning: For example, dyslexia, dyscalculia, attention deficit hyperactivity disorder (ADHD).
- Social, Emotional, and Mental Health Difficulties: For example, ADHD.
- Sensory and/or Physical Needs: For example, visual impairments, hearing impairments, processing difficulties, epilepsy, dyspraxia.
- Moderate, Severe, Profound, and Multiple Learning Difficulties.

Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and Key Stages where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment do not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we start with the desired outcomes, including expected progress and attainment, and the views and wishes of the pupil and their parents. This helps determine the support needed and whether it can be provided by adapting our core offer or if something different or additional is required.

Consulting and involving pupils and parents

We hold early discussions with the pupil and their parents when identifying whether special educational provision is needed. These conversations ensure that:

- Everyone develops a good understanding of the pupil's strengths and difficulties.
- Parents' concerns are taken into account.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on the next steps.

Notes of these discussions are added to the pupil's record and shared with parents. Parents are formally notified when a pupil is identified for SEN support.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher works with the SENCO to carry out a clear analysis of the pupil's needs, drawing on:

- The teacher's assessment and experience of the pupil.
- Previous progress, attainment, and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development compared to peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

Assessments are reviewed termly. All staff working with the pupil are informed about their needs, outcomes sought, support provided, and any required teaching strategies. The effectiveness of support and interventions is regularly reviewed to monitor impact on progress.

Supporting pupils moving between phases

We share information with the receiving school or setting, agreeing with parents and pupils what will be shared. All pupils have induction sessions at Middle School, with additional visits arranged if needed to support transition. For children with an EHCP, transition planning begins in the summer term of Year 3 with an early EHCP review.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all pupils in their class. High-quality teaching, differentiated for individual pupils, is our first response to SEN. Additional interventions include:

- Speech and Language Interventions using plans from Speech and Language Therapists.
- 1:1 reading with teaching assistants, class teachers, or literacy volunteers.
- Lego Therapy.
- Sensory Circuits Groups.
- Maths Catch-up sessions and targeted maths support such as pre-teaching.
- Accelerated Reader and phonics support for KS2.
- RWI small group phonics support.
- Draw and Talk Therapy.
- Precision Teaching.
- Sensory room access.
- TalkAbout sessions following Alex Kelly's programme.
- Therapeutic Classrooms.

Adaptations to the curriculum and learning environment

We adapt our curriculum and environment to meet all pupils' needs by:

- Differentiating curriculum content, teaching style, grouping, and 1:1 work.
- Adapting resources and staffing.
- Using recommended aids such as iPads, visual timetables, larger fonts, and communication in print.
- Differentiating teaching by allowing longer processing times, pre-teaching key vocabulary, reading instructions aloud, etc.

Additional support for learning

Teaching assistants provide 1:1 support when pupils require:

- Speech and language plan implementation.
- Constant monitoring of medical conditions.
- Personalised support to access the curriculum.
- Help to regulate behaviour and emotions.

They also support small groups needing extra input or challenge during independent work.

We collaborate with the following agencies:

- Speech and Language Support
- Educational Psychologists
- Social Services
- HINT
- School Health
- Early Mental Health Practitioners
- CYPS
- Acorns
- Family Hub
- Early Years Inclusion
- Occupational Therapy
- Young Carers

For your child this would mean:

- Identification by the class teacher/SENCO or parent concerns.
- Possible referral to a specialist professional with parental permission.
- Specialist assessment and recommendations, which may include changes to classroom support, target setting, group or individual work.
- Communication with parents about support strategies.

Specified Individual Support (Education, Health and Care Plan - EHCP)

This is for children needing more than 20 hours a week of individualised or small group teaching, beyond what the school budget can provide, often involving specialist support from outside professionals.

The process involves:

- Requesting a statutory assessment from the Local Authority.
- Gathering reports from parents, professionals, and the school.
- Local Authority decision on whether an EHCP is needed.
- If approved, an EHCP is issued outlining support, strategies, and goals.
- Extra support is allocated according to the EHCP, including additional adult support and specialist interventions.

This support is for children with severe, complex, and lifelong needs.

Expertise and training of staff

Our SENCO, appointed January 2022, completed the SENCo Award at Edge Hill in February 2024. She attends Hexham Partnership SENCo meetings and is allocated one day per week to manage SEN provision. The SEN Governor is Jen Wickham.

We have five teaching assistants, including two Higher Level Teaching Assistants (HLTAs) supporting SEN provision. Recent staff training includes:

- Friends Resilience
- Zones of Regulation
- PACE training
- RWI training
- Forest School
- Commando Jo's
- Precision Teaching
- Executive Functioning
- Self-Esteem, Self-Harming, and Self-Injurious Behaviour
- Younger Carers
- Autism
- Trauma-Informed Relational Practice
- Emotion Coaching

Staff regularly access the HINT training programme.

Enabling pupils with SEN to engage in activities available to those without SEN

All extracurricular activities and school visits, including before- and after-school clubs, are available to all pupils. All pupils are encouraged to participate in residential trips, sports day, school plays, and special workshops. No pupil is excluded due to SEN or disability.

Hexham First School is wheelchair accessible. Our Accessibility Plan is available on the school website and updated annually.

Support for improving emotional and social development

We support pupils' emotional and social development by:

- Encouraging pupils with SEN to participate in the school council.
- Promoting involvement in clubs and after-school activities to build confidence and friendships.
- Running targeted transition groups for moving from lunchtime play to afternoon learning.
- Maintaining a zero-tolerance approach to bullying.
- Consistent use of Zones of Regulation across the school.
- Peer mentoring programmes.
- Targeted sensory room breaks to support transitions.
- Developing therapeutic classrooms.
- Implementing trauma-informed, relational-based practice.

Working with other agencies

If a child's needs cannot be met through Quality First Teaching and in-school interventions, we discuss concerns with parents and may seek permission to refer to external agencies. These agencies observe and assess the child and provide feedback and written reports. The Class Teacher and SENCO plan how to implement recommendations, which are included in the child's Pupil Passport, SEN Support Plan, or EHCP and reviewed at least termly.

Complaints about SEN provision

Complaints should be made to the Class Teacher or SENCO in the first instance and then referred to the school's complaints policy. Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe discrimination has occurred regarding:

- Exclusions
- Provision of education and associated services
- Reasonable adjustments, including auxiliary aids and services

Contact details of support services for parents of pupils with SEN

If you have concerns about your child, please speak with their class teacher or arrange to meet Miss Barton (SENCO).

Useful local services include:

- Tanga Hexham: Support for children with SEND and families, including groups for those facing educational barriers. <https://tangafamily.network/>
- Family Hub: Offers Autism Family drop-ins, family play sessions, and learning opportunities. Tel: 01434 601698 <https://www.familyhubsnorthumberland.co.uk/west-locality>
- Parents For Inclusion: Charity supporting parents of disabled children and those with SEN. www.parentsforinclusion.org
- Parent Carer Forum: Support group for parents and carers to share views. <https://www.northumberlandsend.co.uk/parent-carer-forum>
- SEND Information, Advice and Support Service: Free, confidential support for families. <https://northumberlandiass.org.uk/>
- Northumberland Local Offer: <https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-localoffer.aspx>
- I Can: Charity supporting speech, language, and communication difficulties. <https://www.icancharity.org.uk/>
- Emotional and Well-being Support: <https://padlet.com/nies1/emotional-wellbeing-behaviour-support-gebse2h89qvxy6x>
- Autism Support: <https://padlet.com/nies1/hint-padlets-y2dnzvd7hncruivd>