

Information Report for Children with SEN

Hexham First School



Date: April 2022
Written by: EB
Approved by: Head Teacher, Governors
Review date: September 2022; September 2025, September 2026,

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 will 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 will 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 will not automatically mean a pupil is recorded as having SEN.

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

Consulting and involving pupils and parents.

We hold early discussion 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 areas of strength and difficulty
- Parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be 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
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their 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:

- 1:1 reading with TAs, Class teacher or Literacy Volunteers
- Speech and language interventions using plans from speech and language therapist
- Lego Therapy
- Sensory Circuits Groups
- Maths Catch up sessions/Targeted Maths Support such as Pre Teaching
- Accelerated Reader - Phonics support for KS2
- RWI small group phonics support
- Draw and Talking Therapy
- Precision Teaching
- Sensory room
- TalkAbout Session following Alex Kelly's programme
- Therapeutic classrooms

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

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

Additional support for learning

Teaching assistants will support pupils when they 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 Therapist
- Young carers

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input **instead of or in addition** to quality first teaching and intervention groups.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. the Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - Group or individual work with an outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Specified Individual support - above ordinarily available provision and notional budget

This is usually provided via an Education, Health and Care Plan (EHCP).

This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individualised support, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as HINT or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Health or Physiotherapy services.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child within an **Education and Health Care Plan (EHC Plan)**.
- After the school have sent in the request to the Local Authority (with various information about your child, including some from you and from your child), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additionally funded support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the additional support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- This will usually mean your child will have extra support from an additional adult to help them with whole class learning, run individual programmes or run small groups including your child. This support is allocated based on particular need and the strategies/provision outline within the EHC plan.

This type of support is available for children whose learning needs are:

- **Severe, complex and lifelong**

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 in the school who do not have SEN.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip to Robin Wood. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Hexham First School is suitable for wheelchair use. Our school's Accessibility Plan is included on the School Website.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and Eco council
- Pupils with SEN are also encouraged to join clubs and after school activities to promote confidence and strengthen friendships.
- Targeted children attend a transition group for moving from lunchtime play to afternoon learning.
- We have a zero tolerance approach to bullying.
- Consistent use of Zones of Regulation throughout the school
- Peer mentoring programme
- Sensory room breaks
- Therapeutic classrooms
- Implementing trauma-informed, relational-based practice

Working with other agencies

If we feel that we are unable to meet a child's needs with Quality First Teaching and in school interventions then we would discuss our concerns with parents/carers. We may request parental permission to refer them to an external agency. Generally the child would then be observed in school and assessment would be made. The representative of the external agency would feedback verbally to the Class teacher and to parents/carers. A written report would also be sent. The Class teacher and SENCO would work together to plan how to implement recommendations from any report. These targets would also be included on a child's Pupil Passport, SEN Support Plan or EHC plan. They would be shared with parents and the child and monitored on a (at least) termly basis.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Class Teacher or SENCO in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Useful local services are:

- 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-gebse2h89qvxby6x> • Autism Support: <https://padlet.com/nies1/hint-padlets-y2dnzvd7hncruivd>