



Harbottle C of E (Aided) First School

Special Educational Needs and Disabilities (SEND) Information Report

**Summer 2023
(next review Summer 2024)**

At Harbottle First School we strive to support all of the children in our care to enable them to achieve at the highest levels possible. We understand that quality teaching is vital if children are to learn effectively and successfully. However, there are some occasions for some children when further support is necessary to help them achieve their targets. If this happens we will provide additional help and support for each child as they develop through their learning journey at Harbottle. We will discuss this with parents and devise a Personal Education Plan (PEP) or a Personal Behaviour Plan (PBP) for the child. These are reviewed with parents/carers and children three times a year or as and when necessary. The process for meeting children's Special Educational Needs must be flexible so that all needs can be recognised and met. Depending on the category of Special Educational Need, other professionals such as those from the Health Service may be involved in supporting the child. Harbottle First School employs the services of specialist teachers from Northumberland Education Inclusion Service [LIST] to offer support and advice for those children's needs which is met through additional funding.

Mrs Nikki Buckley-Feiven is the school's Special Educational Needs Coordinator [SENCo]. She is responsible for the implementation of the SEND Policy and coordination of specific provision made to support individual children with SEND. Mrs Buckley-Feiven liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

We regularly have contact with a wide range of external agencies that are able to give more specialised advice when appropriate.

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states: 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.

The definition of disability in the Equality Act (2010) states:

Children with '...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes children with sensory impairments as well as long term health conditions such as asthma, diabetes, epilepsy and cancer. It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Disabilities

Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long term health conditions such as diabetes, epilepsy or severe asthma.

Defining Areas of Need

There are four broad areas of need that are set out in the SEND Code of Practice that can be found below. Most children and young people with SEND do not fall into a specific category and can have needs that cut across all of these areas and their needs may change over time.

The following types of SEND are set out in the SEND Code of Practice:

Communication and Interaction Speech, Language and Communication Needs (SLCN) – a learner may have difficulty in communicating with others – such as what they want to say, understanding what is being said to them, or not understanding or using social rules of communication.

Autism Spectrum Disorder (ASD) – learners may have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for these learning difficulties may be required when learners learn at a slower pace than their peers, even with appropriate differentiation. Difficulties may include specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Health Difficulties

Learners may experience a wide range of social and emotional difficulties. These may include disorders such as attention deficit disorder or attachment disorder, the display of challenging or disruptive behaviours, anxiety or self-harming.

Sensory or Physical Needs

Some learners require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Such difficulties can be age related and fluctuate over time. These may include a vision impairment or physical disability.

The Northumberland Local Offer

The Local Offer was first introduced in The Green Paper [March 2011] as a local offer of all services available to support disabled children and children with SEN and their families.

A Local Offer gives children and young people with special educational needs or disabilities and their families' information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see.

The new law says that every local authority must talk with children and young people with special educational needs or disabilities and their families to find out what sort of support and services they need. There will be many different types of services that children and young people may need, including support services in school and specialist health services.

Further information regarding Northumberland County Council's provision for SEND can be found at:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

Identification of SEND

How does Harbottle First School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child;
- limited progress is being made;
- there is a change in the pupil's behaviour or progress.

What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns.
- If you have concerns, then contact Mrs Buckley-Feiven who is the SENDCO.

How will I know how Harbottle First School supports my child?

- Each pupil's education programme will be planned by the class teacher and SENDCO. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- These interventions will be recorded on the school provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENDCO.
- Pupil Progress Meetings are held each term. This is a meeting where the class teachers meet with the Headteacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Speech Therapist, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- Mrs Nikki Buckley-Feiven monitors Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Academy Council ensures that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE. The named Safeguarding Academy Councillor is Mrs Lynda Hunter.

Graduated levels of SEND support

What are the different types of support available at Harbottle CofE First School?

Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

Wave 1 – Quality First Teaching

All children receive quality first teaching which includes differentiated class work, individual or small group support, a range of teaching and learning methods available and quality feedback following informal and formal assessments. All staff have high expectations of behaviour for learning, which creates a calm and purposeful environment.

Wave 2 – Additional School Intervention

This means that a child is slightly behind expectations for their year group and additional interventions through small group teaching, additional teacher attention in class and differentiated work will help them catch up.

Wave 3 – SEND Support

Where a child continues to make less than expected progress, despite interventions, personalised provision will be put into place and specialist outside agencies may be involved in supporting the child.

EHCP – Education and Health Care Plan

Where a child receives support of Special Educational Needs which are not within the normal school provision. An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment.

Early Help Assessment (EHA)

Where outside support is sought and provided. The purpose of EHA is a **whole family assessment** which helps determine the needs of all family members and therefore, what is required to help the family meet those needs. The EHA is not about form filling; it is about having a meaningful conversation with a family about their strengths and challenges, working out what they need and pulling in the right people to provide support – a team around the family (TAF). At this stage Top Up Funding can be applied for via the LEA. To support these extra needs if necessary. There are 10 bands from 0 extra funding to 10k plus

SENDCO/Parent meetings

If your child is receiving SEND support, you will be given copies of updated support plans, if your child requires one, and you will be invited to a termly meeting with the SENDCO to discuss your child's progress and their individual targets.

Current SEN Updates:

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years [Known as 'Ever 6 FSM'] Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals [FSM] and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers.
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract Pupil Premium.

Children and Families Bill 2013/COP 2014

The Children and Families Bill/COP 2014 takes forward the Governments' commitment to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill/COP reforms the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs [SEND], including those who are disabled, so that services consistently support the best outcomes for them. The Bill extends the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: progress and next steps by:

- Replacing statements and learning difficulty assessments with a new birth to 25 Education Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;

- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring Local Authorities to involve children, young adults and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support;

What is the SEND Information Report?

The SEND Information Report, formerly the Local Offer, was first introduced in The Green Paper [March 2011] as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information sets out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for a child.

What does it do?

The SEND Information Report helps to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it lets parents/ carers and young people know how schools and colleges will support them, and what they can expect across the local settings.

How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, then a Personal Education Plan (PEP) will be developed with the child and their family. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCo three times per year, or as and when necessary. PEPs will be discussed with parents at Parents' Evenings and a copy given to them.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- Systematic phonics are taught throughout the school from Reception to year 4, using ReadWriteInc.
- Visual maths/literacy aids are displayed in both class rooms and across the school e.g. phonic blends, 100 square, times tables, numbers, number lines etc.
- Our Teaching Assistants are highly skilled and are used in both classes to support the learning of different children.
- We provide individual feedback to children on how to improve their work or go over any areas needing further support and provide opportunities for them to put it into practice.
- We have a nurturing, family ethos which ensures all children feel safe and secure.
- I-pads and laptops are available to support learning

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings. Or as and when needed
- Your child's class teacher will be available if you wish to raise a concern. Appointments can be made to speak to the class teacher or SENCo by visiting the school office.

How will you help me to support my child's learning?

- The class teacher may suggest ways in which you can support your child.
- Mrs Buckley-Feiven may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

What support will there be for my child's overall well-being?

Harbottle First School offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

Members of staff such as the class teacher, teaching assistants and SENDCO are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.

Pupils with medical needs (also see Medical Needs Policy- on website)

- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff can, and have, received epipen training. Training is developed regarding administration of medicines via the school nurse.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member. [see medical policy]
- All staff have basic first aid training including paediatrics

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Autism Outreach Team.
- Child Protection Advisors.
- Educational Psychologist.
- SEND Services – Northumberland County Council.
- EWO (Educational Welfare Officers).
- PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment.
- Social Services.
- Children's Therapy Team (Speech & Language/Occupational Therapy).
- Wansbeck General (Paediatricians).
- School Nurse.

An Educational Psychologist is assigned to specific areas via SEND services. Morpeth is in the 'Central' area. An application to SEND services can be made

directly with pupils whose needs are felt to be quite considerable or/and they have not responded well to the interventions previously put in place for them. A member of the SEND Services team will assign the correct specialist to the school.

What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND. These have included sessions on:

- Developing resilience.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- Language and Phonological Awareness.
- Talk Boost for speech and language difficulties.
- Child Protection level 1.
- Child Protection Designated Person training.
- Managing children with diabetes.
- SEND in EYFS.

How will my child be included in activities outside the classroom including school trips?

- Children with disabilities are included on all school visits and residential visits. Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.
- Lessons are as inclusive as possible, with adjustments made depending on need.
- Children are only withdrawn from lessons for interventions when it is felt this is most beneficial to the individual child.

How accessible is the school environment?

(Please see the [Accessibility Plan](#) available on the school website)

Harbottle is built on a hill. We do our very best to ensure all areas are accessible. We are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the building accessible to all.
- 1 adult toilet, adapted for disabled users.
- wide entry, exit and internal doors in most parts of the building.

How will the school prepare and support my child when joining Harbottle First School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.

- All pupils attend several structured transition sessions where they spend some time with their new class teacher and new peer group.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Mrs Buckley-Feiven and staff are always willing to meet parents/carers prior to their child joining the school.
- Middle school staff visit pupils prior to them joining their new school.
- Mrs Buckley-Feiven and staff liaise with the SENDCo's from the middle schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Buckley-Feiven, staff and the middle school SENDCo, the parents/carers and where appropriate the pupil.

How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the class teacher and Head teacher. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher.
- during parents evenings.
- during discussions with Mrs Buckley-Feiven or other professionals.
- parents are encouraged to comment on their child's PEP with possible suggestions that could be incorporated. These are sent home.
- We hold regular school 'Celebration' assemblies, where parents are invited into school.
- We operate an open door policy for parents to discuss needs and provide ongoing communication with parents of SEND children as appropriate.
- We signpost toward other services, e.g. parent support groups.

What else is important about Harbottle First School and SEND?

Children with additional needs make very good progress from their starting points, because intervention and support is identified early and PEPs are put in place outlining needs, actions and success criterion. Where necessary we assess children using P-scales to measure small steps of progress.

We use the following intervention strategies / programmes

- Small group phonics sessions are taught daily.
- Individual one-to-one interventions.
- Small group interventions.
- White Rose maths small steps.
- Talk Boost.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the SENDCo/Head teacher.

I hope that we have answered any queries or concerns you may have about SEN and your child. If you still have any queries, please do not hesitate to contact the school.

Please also see our Admissions Policy for details of priorities for over-subscription.

What provision is in place by the Governors for dealing with any concerns or complaints from the parents of students with SEND concerning the provision made by the school?

What do I do if I have a concern? If you have a concern then contact your child's class teacher in the first instance. If concerns persist, then contact the SENDCo Mrs Nikki Buckley-Feiven.

Please provide details of your concerns and who you have discussed these concerns with and what the outcomes were.

What do I do if I am still concerned that the issues have not been addressed appropriately?

Please contact the Headteacher: Mrs Nikki Buckley-Feiven or our AC SEND Representative - p.carvin@cheviotlt.co.uk

Alternatively contact - Angela Davies the Three Rivers Learning Trust SEND Lead - a.davies@kevi.cheviotlt.co.uk

Glossary of SEND terms

There are many SEND terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEND terms as defined by the COP 2014

EWO	Education Welfare Officer
ASD	Autistic Spectrum Disorder
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
PEP	Personal Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD /SLD/PMLD	Moderate or severe or profound / multiple Learning Difficulty
MSI	Multi-sensory impairment e.g. deaf/blind
NC	National Curriculum
OT	Occupational Therapist
PD	Physical disability
SEMH	Social emotional mental health needs
SLCN	Speech, Language and Communication needs
SEN	Special Educational Needs

SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SPLD	Specific Learning Difficulty e.g. dyslexia
VI	Visual Impairment

Non Statutory Terms Complex needs Reliant on medical technologies	A combination of factors listed in the above list requires specialist health equipment to breathe, drink, toilet or other needs.
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