



HARTBURN PRIMARY SCHOOL

We are an inclusive school and all teachers at Hartburn School:

- Are doing everything they can to meet pupils' special educational needs
- Ensure that pupils with SEND engage in activities alongside their peers
- Are responsible and accountable for the progress and support for the pupils in their class
- Provide high-quality teaching, adapted for individual pupils, including reasonable adjustments

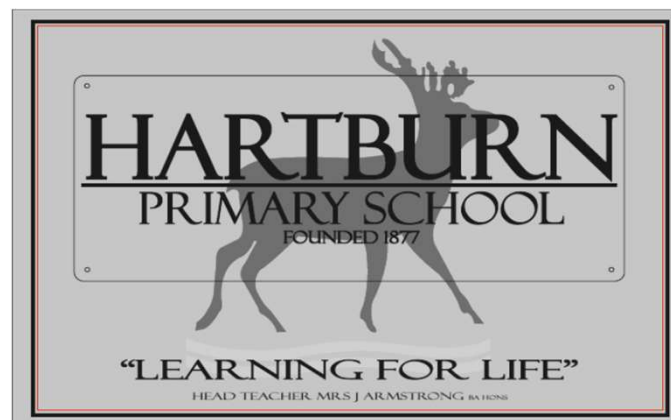
STAFF AND CONTACTS

- ❑ Headteacher: Mrs C Park
- ❑ SENDCo: Mrs L Goodwin
- ❑ SEND Governor: Mrs J Ellison & Mrs J Beadle

Phone: 01642 646001

Email: enquires@hartburn.org.uk

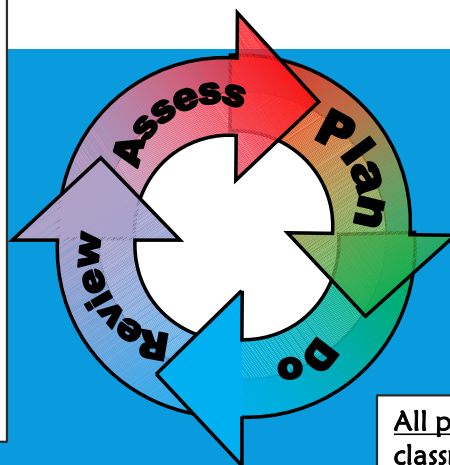
Prince Regent Street Trust website:
www.princeregenttrust.co.uk



OUR CORE OFFER

- All pupils are taught by their class teacher via excellent targeted classroom teaching also known as Quality First Teaching
- For your child this would mean:
- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building upon what your child already knows, can do and can understand.
- At times, the teacher may direct a teaching assistant to work with your child as part of normal working practice.
- Adapted or scaffolded activities and different ways of presenting information are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support children.
- Your child's teacher will have carefully checked on your child's progress and may decide that gaps in their understanding/learning requires some extra support to help them make the best possible progress. All children in school may access this as part of excellent classroom practice.
- Precision teaching for a smaller group of children may be used. This group, often called an 'intervention groups' by schools, may be delivered in the classroom or outside in a work area, led by a teacher or a teaching assistant who has had training.
- If needed, pupils have access to the support available from outside agencies e.g. Speech and Language Therapy (SALT), CAMHS, Occupational Therapy (OT), our Trust Educational Psychologist or other Local Authority support – sometimes called Higher Needs Funding.
- The SEN Code of Practice (0-25) promotes the use of a graduated approach Assess, Plan, Do, Review – Individual Support Plans (ISPs) are reviewed three times per academic year.

- Teachers plan, deliver, then assess. Teachers implement quality first teaching strategies for all children, including appropriate adaptations to activities. Through discussions with the SENDCo, a period of closer monitoring will take place – at this time specific strategies will be trialled to support your child – these will be monitored for impact.
- Parents can contact the class teacher before/after school or make an appointment to have an in-depth conversation – parents are encouraged to contact your child's class teacher in the first instance.
- Parents can contact the SENDCo, Mrs Goodwin, via the school office. An appointment can be made to have an in-depth conversation.
- We offer a variety of teaching styles, programs and strategies to enable pupils to achieve their full potential, This is our CORE offer available to all pupils.
- Pupils are fully involved in their learning, being made aware of objectives and what they need to do to make progress.



- Keeping in touch with the parent/carer is vital.
- You will be invited to ISP meetings at least three times a year. If concerns arise or needs change, then a meeting can be organised as appropriate.
- We monitor progress via half-termly tracking. Decisions will be made as to how best to move a child forward. Interventions are reviewed to monitor their effectiveness. We also observe teaching to ensure the needs of all pupils are catered for.
- Parents/carers find additional information in our SEND policy and also on the Stockton Local Offer.

- SEND pupils will be included in classroom activities, adapted to meet their needs as appropriate. Their tasks will be prepared and marked by the class teacher or TA. They will be taught directly by the teacher wherever possible.
- We are fortunate to have a number of experienced teachers and teaching assistants on our staff and we share our expertise. Teachers may also seek advice from external agencies.
- We ensure that information about a child's ISP or EHC plan is shared and understood by teachers and all relevant staff who work with that child.
- We will include parents and the child in writing Individual Support Plans (ISPs).
- Our school and staff aim to do everything to meet pupils' special educational needs.
- All SEND children have the same right to facilities and extra curricular activities.
- We carefully plan for transition for children with SEND, for both in year transition and transitions to secondary school.

All pupils will receive class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class. Adaptive teaching and resourcing will allow all pupils to make progress.
- The services we use to provide for and support our children include Specialist Teachers (Local Authority), Speech and Language Therapists (NHS), Occupational Therapy (NHS), CAMHS (NHS) and our Trust Educational Psychologist.
- Parents will be asked for permission before any agency becomes involved and they will kept informed of engagement in additional provision, receiving reports and updates.
- We encourage parents to become involved in the additional provision. Often meetings can be arranged with the relevant specialists.

POLICIES AND SUPPORT

Policies relevant to SEND:

- SEND and Inclusion Policy
- Equality Policy
- Admissions Policy
- Complaints Policy

SEN Code of Practice

- [SEND code of practice: 0 to 25 years - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/616722/SEND_Code_of_Practice_0_to_25_years.pdf)
(www.gov.uk)

Local Authority's Local Offer

- [Special Educational Needs and Disabilities 0-25 | Stockton Information Directory](#)

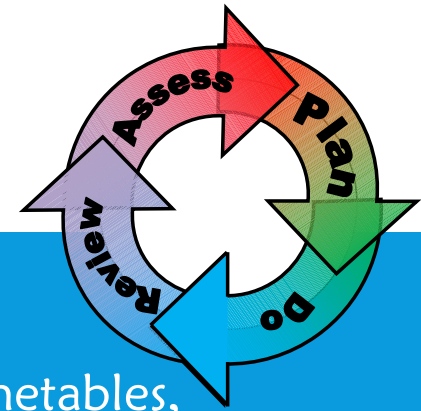
Support and advice:

- SENDIASS
- Tel: 01642 527158
- email: SENDIASS@stockton.gov.uk

SEND PROVISION

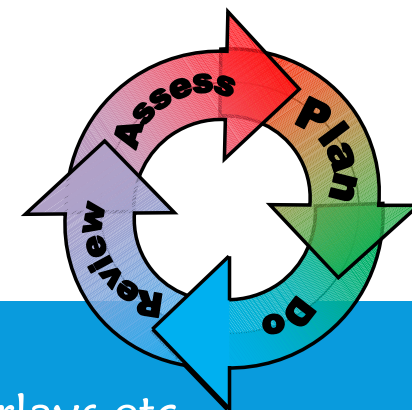
- Class teachers, supported by the senior leadership team (SLT), make regular assessments of progress for all pupils. Where pupils are falling behind or not making expected progress given their age and starting points, extra support will be given.
- **Special Educational Provision is education that is consistently additional to or different from that of others of the same age**, i.e. provision that goes beyond the adaptive approaches and learning arrangements normally provided as part of high-quality, personalised teaching.
- Once a potential SEND need has been identified, school takes action to remove barriers to learning and put effective special educational provision in place. This is 'SEN Support' which takes the form of a four-part cycle – Assess, Plan, Do, Review. This is known as the graduated approach.
- There are 4 broad areas of SEND need – Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health and Physical/Sensory needs. The following pages detail what we offer at Hartburn for each area of need.

COMMUNICATION & INTERACTION



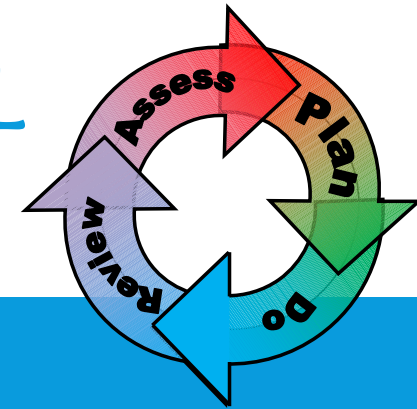
- Access to small group and/or individualised interventions
- Adaptations to lunch and break times.
- Enhanced access to additional aids, such as sensory boxes, visual timetables, ear defenders and workstations
- Access to technology-Laptops, iPads and software to support learning
- Social and emotional stories, feelings cards
- Careful planning of transitions
- Referral to Speech and Language Therapist (SALT) – this is an NHS service
- Access to our Trust Educational Psychologist
- Referral to Sunflower Sensory service (NHS)
- Access to communication aids, such as books and communication strips – with support from our SALT colleagues
- Access to experienced staff who are familiar with ASC support strategies
- Regular Continued Professional Development (CPD) for staff around Communication & Interaction difficulties

COGNITION & LEARNING



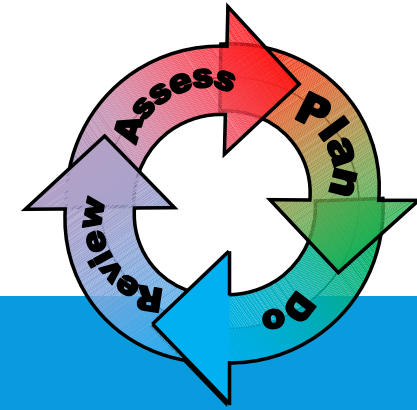
- Small group or individual intervention
- Practical aids for learning, working memory boards, task cards, overlays etc.
- Increased adult support if needed
- Rest breaks/brain breaks/movement breaks
- Phonic/reading development programmes e.g. Nesy, Reading Plus, Spelling Shed, as well as the school's embedded phonics programme
- Maths programmes - Times table Rockstars, My Maths and Numicon.
- Increased access to ICT/software - e.g. iPads
- Adaptations to assessments (sometimes called Access Arrangements) to enable access e.g. readers, scribe, additional time
- Curriculum is adapted to meet the learning needs of the child
- Adaptation of activities
- Pre- and post-teaching of vocabulary and new concepts
- Frequent repetition and reinforcement. This is sometimes referred to as 'overlearning'.

SOCIAL, EMOTIONAL & MENTAL HEALTH



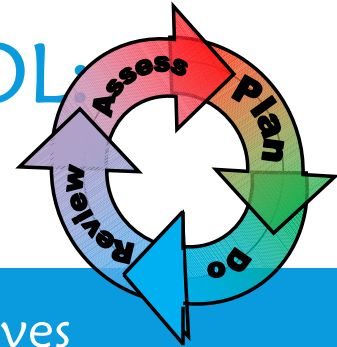
- Emotion coaching principles are used throughout school to support
- Increased access to additional adults in the classroom
- Alternative curriculum opportunities
- Visual timetables
- The Incredible 5-point scale
- Social & emotional stories
- Transition programmes
- Access to CAMHS and our Trust Educational Psychologist
- Outreach to support SEMH needs – Local Authority Specialist Teachers
- Access to Children's Hub

SENSORY & PHYSICAL



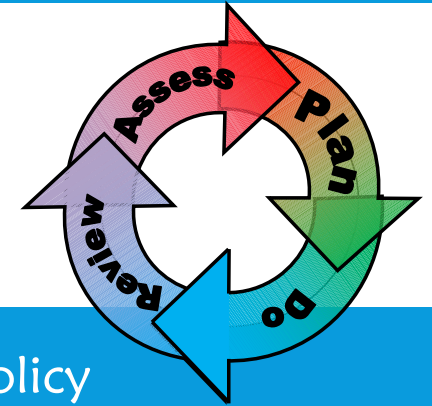
- Radio Aids
- Staff trained in epilepsy and diabetes
- PECs/Communication boards with support from SALT colleagues
- Speech and Language Therapy (SALT) – this is an NHS service
- Access to outreach from school nurse
- Access to a specialist teacher/LSA for the hearing/visually impaired
- Support from STARS – hearing and visual support
- Concrete apparatus available to support learning
- Access to ear defender, chew buddies etc.
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists (OT), Physiotherapists etc.
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum, specialist equipment as recommended by a professional in their field

ALL STAFF AT HARTBURN PRIMARY SCHOOL



- Ensure that the necessary provision is made for any individual who receives SEND support
- Are responsible and accountable for all pupils in their class, wherever or with whomever the pupils are working
- Include a number of experienced teaching assistants who have training in a range of SEND needs/interventions
- Regularly receive CPD to improve outcomes for SEND pupils
- Are responsible for delivering specific intervention programmes, including precision teaching, numicon, phonics, fine & gross motor skills interventions. This can be delivered by teaching assistants and/or class teachers.
- Ensure that all trips/visits are risk assessed, taking SEND needs into account
- Ensure that after school and enrichment activities are fully inclusive for all children
- Recognise that all teachers are teachers of SEND

REVIEW OF SEND



- Reviews of SEND pupils take place in line with our Assessment Policy
- Parents/carers are involved in the setting of clear outcomes for their child and the review of provision and progress. This occurs at least 3 times a year and more frequently as required. Your child's class teacher will contact you to arrange these meetings.
- We hold Parent Consultation Evenings in the Autumn and Spring terms
- Parents receive a full written report in the Summer term

TRANSITION

Transition within classes/key stages:

Class teachers meet with each other to hand over all information regarding SEND pupils before the start of the academic year so that they are fully prepared for the child coming into their class. Where needed, SEND children will be given the opportunity for **enhanced transition**. A familiar adult may accompany them for a short period to ensure transition goes smoothly.

Transition to Secondary settings:

The majority of pupils who attend Hartburn Primary School transfer to Ian Ramsey School. We will communicate effectively with the receiving school(s), to ensure a smooth transition.

Transition with an EHC Plan in place:

The Annual Review recommendations, parents' views and the response to consultation by the LA with the schools concerned will be in place before the transfer. The SENDCo of the receiving school will be invited to attend the review meeting. During the term prior to transfer, liaison will take place between the pupil's Y6 class teacher and both SENDCos to enable a smooth transfer to the Secondary School to take place.

CONTACT

- As parents, you will be kept informed by your child's class teacher or SENCo of what is happening at school to support your child. This could happen in the following ways:
 - Face-to-face conversations
 - Phone calls
 - Emails
 - Meetings to review and share ISPs
 - Parents' Evenings/Reports
 - If your child is in receipt of an EHCP, a review will be held each year, known as the Annual Review
- If you would like to arrange a meeting, please contact the school office to make an appointment with your child's class teacher or the SENCo, Mrs Goodwin.

COMPLAINTS

- Should you feel that your child's SEN needs are not being dealt with in a way you deem appropriate, after speaking to Mrs Goodwin and Mrs Park, you have every right to make a complaint.
- These concerns can be sent to the Chair of Governors, Mrs Claire Berry, via the school address.
- Stockton Local Authority have an independent service, which can offer advice and support. Their contact details are -
 - [Special Educational Needs and Disability Information Advice and Support Service | Stockton Information Directory](#)

USEFUL LINKS

- Stockton's Local Offer - [Special Educational Needs and Disabilities 0-25 | Stockton Information Directory](#)
- Daisy Chain (support for children and families with Autism) - [Daisy Chain Project | Helping children and families affected by autism](#)
- CAMHS - [Stockton community team - CAMHs - Tees Esk and Wear Valleys NHS Foundation Trust \(tewv.nhs.uk\)](#)
- Stockton Parent Carer Forum - [Stockton Parent Carer Forum |](#)
- SENDIAS - SENDIASS@stockton.gov.uk

LG November 2024