

# HARTBURN PRIMARY SCHOOL



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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 development of the pupils in their class
- Provide high-quality teaching, differentiated for individual pupils

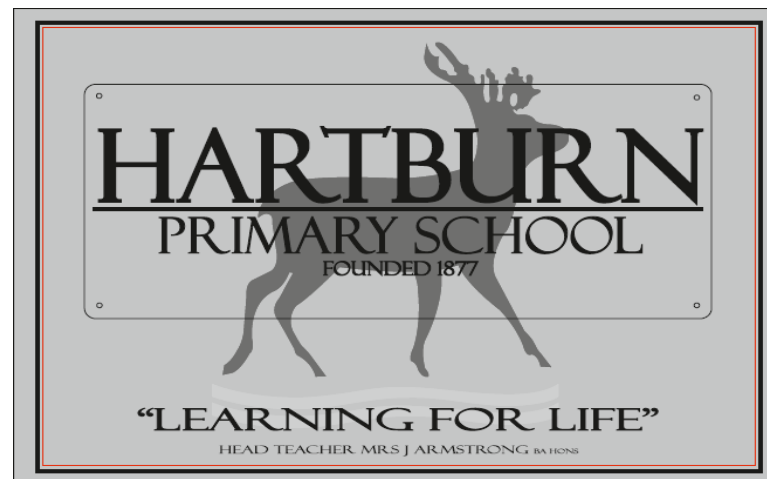
# STAFF AND CONTACTS

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

Phone: 01642 646001

Email: [enquires@hartburn.org.uk](mailto:enquires@hartburn.org.uk)

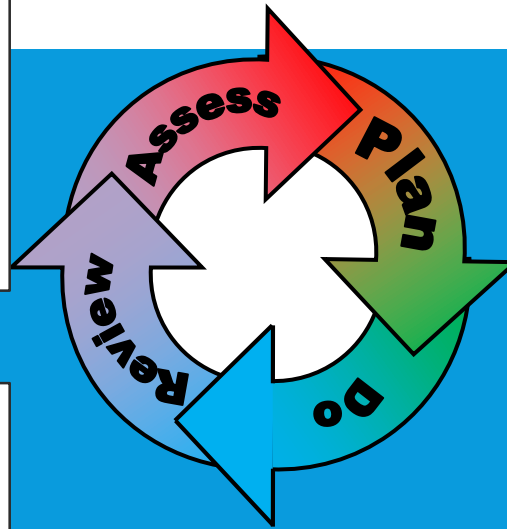
Prince Regent Street Trust website:  
[www.princeregenttrust.co.uk](http://www.princeregenttrust.co.uk)



# 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 class based teaching assistant, to work with your child as part of normal working practice.
  - Differentiated 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 'intervention groups' by schools, may be: run in the classroom or outside in a work area, run by a teacher or a teaching assistant who has had training to run these groups.
  - If needed, pupils have access to the support available from outside agencies e.g. Speech and Language Therapy (SALT), CAMHS, Occupational Therapy, Educational Psychology Services or other Local Authority support.
  - The SEN Code of Practice (0-25) promotes the use of a graduated approach Assess, Plan, Do, Review.

- Teachers plan, deliver then assess. If concerns continue then differentiated or scaffolded activities will be prepared. The SENDCo will be informed and a cause for concern may be completed.
- Parents can contact the SENDCo, Mrs Goodwin, before/after the school day. 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.
- Parents can contact the class teacher before/after school or make an appointment to have an in depth conversation.
- Pupils are fully involved in their learning, being made aware of objectives and what they need to do to make progress.



- SEND pupils will be included in all classroom activities. 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 SEN Support Plan 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 SEN Support plans.
- 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.

- Keeping in touch with the parent/carer is vital.
- You will be invited to SEN support 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 and portal.

**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. Differentiated/scaffolded activities will allow all pupils to make progress.

The services we use to provide for and support our children include Specialist Teachers, Speech and Language Therapists, Occupational Therapy, CAMHS and the Educational Psychologist Service.

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  
([www.gov.uk](http://www.gov.uk))

## Local Authority's Local Offer

- Special Educational Needs and Disabilities 0-25 | Stockton  
Information Directory

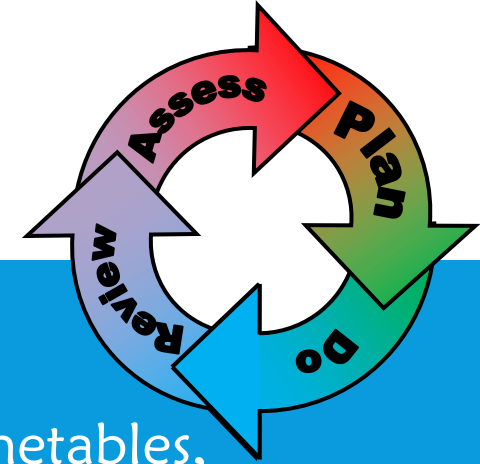
## Support and advice:

- SENDIASS
- Tel: 01642 527158
- email: [SENDIASS@stockton.gov.uk](mailto:SENDIASS@stockton.gov.uk)

# SEND PROVISION

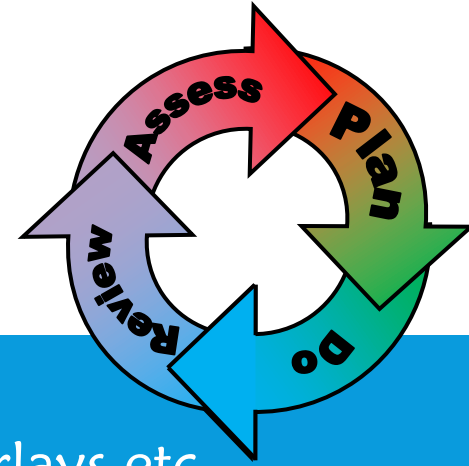
- Class teachers, supported by the senior leadership team (SLT), make regular assessments of progress for all pupils. Where pupils are falling behind or not making expected progress given their age and starting point, extra support will be given.
- **Special Educational Provision is education that is consistently additional to or different from that of others of the same age**, i.e. provision that goes beyond the differentiated 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. The following slides show what we offer at Hartburn for each need.

# COMMUNICATION & INTERACTION



- Access to small group and/or individualised interventions
- Modifications to lunch and break times.
- Enhanced access to additional aids, such as sensory boxes, visual timetables, ear defenders and work stations
- Access to technology-Laptops, iPads and software
- Social and emotional stories, feelings cards
- Careful planning of transitions
- Access to Speech and Language Therapist (SALT)
- Access to Educational Psychology Services (EPS)
- Access to Sunflower Sensory service (NHS)
- Access to communication aids, such as books and communication strips
- Access to experienced staff who are familiar with ASD strategies
- Regular Continued Professional Development (CPD) for staff around Communication & Interaction difficulties

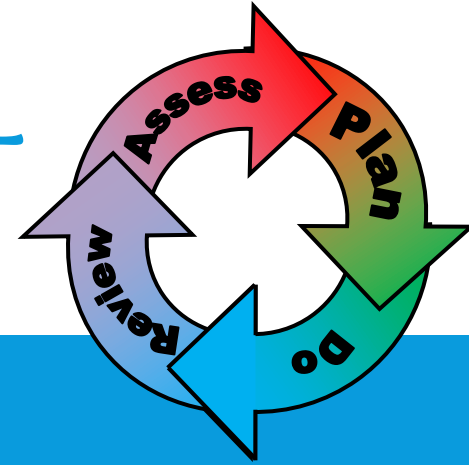
# COGNITION & LEARNING



- 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 to enable access e.g. readers, scribe, additional time
- Curriculum will be adapted to meet the learning needs of the child
- Differentiation or Scaffolding
- Pre- and post-teaching of vocabulary and new concepts
- Frequent repetition and reinforcement. This is sometimes referred to as 'overlearning'.

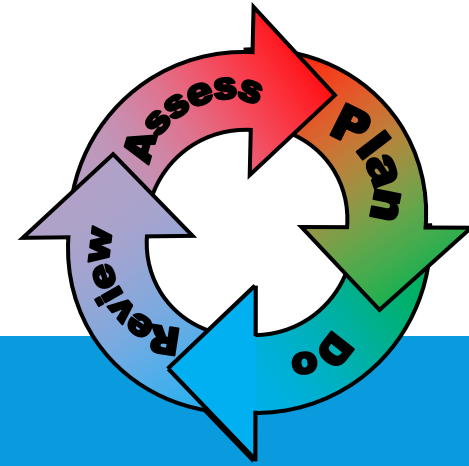


# SOCIAL, EMOTIONAL & MENTAL HEALTH



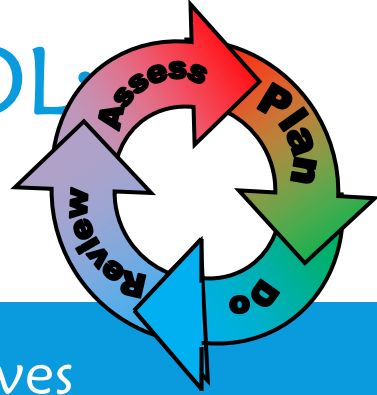
- Emotion coaching principles
- Increased access to additional adults in the classroom
- Alternative curriculum opportunities
- Visual timetables
- Incredible 5 point scale
- Social & emotional stories
- Transition programmes
- Access to CAMHS and Educational Psychologist Services
- Outreach to support SEMH needs
- Access to Children's Hub

# SENSORY & PHYSICAL



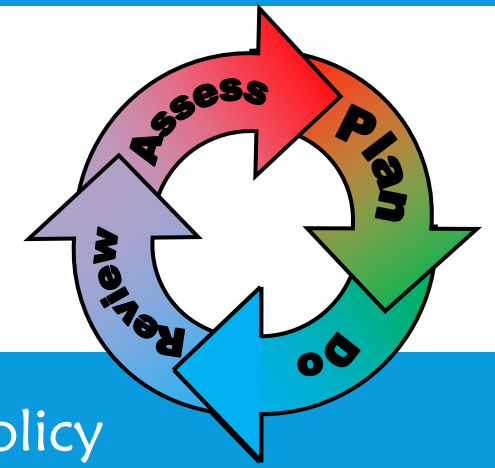
- Radio Aids
- Staff trained in epilepsy and diabetes
- PECs/Communication boards
- Access to Speech and Language
- Access to outreach from SEN nurse
- Access to a specialist teacher/LSA for the hearing/visually impaired
- Concrete apparatus available to support learning
- Access to ear defender, chew buddies etc.
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists etc.
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum

# ALL STAFF AT HARTBURN PRIMARY SCHOOL



- Ensure that the necessary provision is made for any individual who receives SEN support
- Are responsible and accountable for all pupils in their class wherever or with whoever 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 Kay Steven & 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 ASD) - [Daisy Chain Project | Helping children and families affected by autism](#)
- Educational Psychology Service - [Educational Psychology Service \(EPS\) | Stockton Information Directory](#)
- CAMHS - [Stockton community team - CAMHs - Tees Esk and Wear Valleys NHS Foundation Trust \(tewv.nhs.uk\)](#)
- Stockton Parent Carer Forum - [Stockton Parent Carer Forum |](#)