



Hamsterley Primary School SEND Information Report

Article 3

The best interests of the child must be a top priority in all things that affect children.



Learning Knows No Bounds

SEND Information Report

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND).

*This is known as the **Local Offer**.*

Welcome to our **SEND Information Report** which is part of Durham County Council's Local Offer for children and young people with Special Educational Needs. Durham County has provided a wealth of information for families on SEN. The Local Offer outlines what Durham County can offer families/carers in order to support children with SEN. This can be found on the Local Offer Website.

We, as a Rights Respecting School, are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Here at Hamsterley Primary School we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their full potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

At Hamsterley Primary School the Headteacher, Mrs. Cowans is the Designated Teacher for Looked after Children and the SENCO. She ensures that all teachers in school understand the implications for those children who are looked after and have SEN. We strive to ensure that all pupils, regardless of their specific needs make the best possible progress.

Our SEN Governor is **Mrs Bee Nightingale**.

Designated Teacher for Looked after Children is **Mrs Lynn Cowans**

SENCO is **Mrs Lynn Cowans**

At Hamsterley Primary School we aim:-

- to create an environment that meets the needs of all children;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

There are four broad areas of SEND:

- **Communication and Interaction**
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Key Policies

Many of our school policies can be found on the website but the most important ones for parents of children with SEND are listed below:

SEND Policy

Equality Policy, Statement and Objectives

Accessibility Plan

Anti-Bullying Policy (Friendship)

Behaviour Policy

Medical Needs policy

School admissions

Hamsterley Primary School has an admission limit of between 6 and 7 pupils per year group, from Reception to Year 6. The school is organised into two classes. Class 1 has Reception and KS1 children (years 1-2). Class 2 has KS2 children (years 3-6).

The school follows the Durham County Council policy for admissions: please visit the Durham County Council website for information regarding the school admission process and primary school admissions. To appeal against an admission decision, visit: [School admissions](#)

Hamsterley Primary School prides itself on being inclusive for pupils of all abilities. For pupils with Special Educational Needs, consideration is given by Durham County Council to parental choice. Full details are available in the Durham County Council information (follow the link above). If you need any further information or advice, we will endeavour to help you wherever we can – [please contact the school](#).

Transition

At Hamsterley Primary School we recognise how important a successful transition is to our pupils with additional needs. We work in partnership with our feeder secondary schools to provide an enhanced level of transition for those who we feel would benefit from this. This may take the form of:

- close liaison between staff here with secondary staff so they are fully aware of the needs of the pupils moving into their school
- additional support from transition workers
- additional visits for pupils and parents
- one to one / small group working with secondary school staff

The period of transition depends on the individual needs of the pupil. If it is felt appropriate secondary school colleagues will attend Annual Reviews to meet the current class teacher, parents and most importantly the pupil. We are particularly keen to involve parents/carers as much as possible in their child's transition to secondary school. School staff will take opportunities to work alongside parents/carers to visit secondary schools in advance of secondary placement applications being submitted to the Local Authority, if you feel this is necessary.

This ensures parents/carers can make the most informed placement decision for their child. When a secondary school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process.

As a small school with a family atmosphere transition within school, from each class, is supported as the children know their new teachers and are familiar with the new classroom environment and organisation before moving on. Teachers meet before the start of a new academic year to discuss any relevant information.

New starters for Reception children are provided with the following opportunities:

- Parent Open Information Event
- Children's visits to Reception class in the Summer Term
- Pupils invited for School Lunch
- Social events early on in Reception year so parents feel familiar with the learning environment

If a child arrives at school midyear the same opportunity for visiting and discussion prior to starting is offered to parents to ensure as smooth a move as possible for each pupil. At Hamsterley Primary School we have a flexible approach and additional visit opportunities or multi-agency meetings can be organised if required. If you have any questions about our SEND Local Offer please [contact the school](#) and we will try our best to help you.

Statement of Intent for Promoting Equality

At Hamsterley Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of our school

Hamsterley Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Develop the pupils' skills and learning behaviours that they need to gain in confidence, improve their self-esteem and become effective independent learners at all ages and ability levels.
- To give every child the entitlement to a sense of achievement.
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To regularly review the policy and practice in order to achieve best practice.

Accessibility

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about dis-ability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Accessibility Action Plans relating to these key aspects of accessibility are available to view in school. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

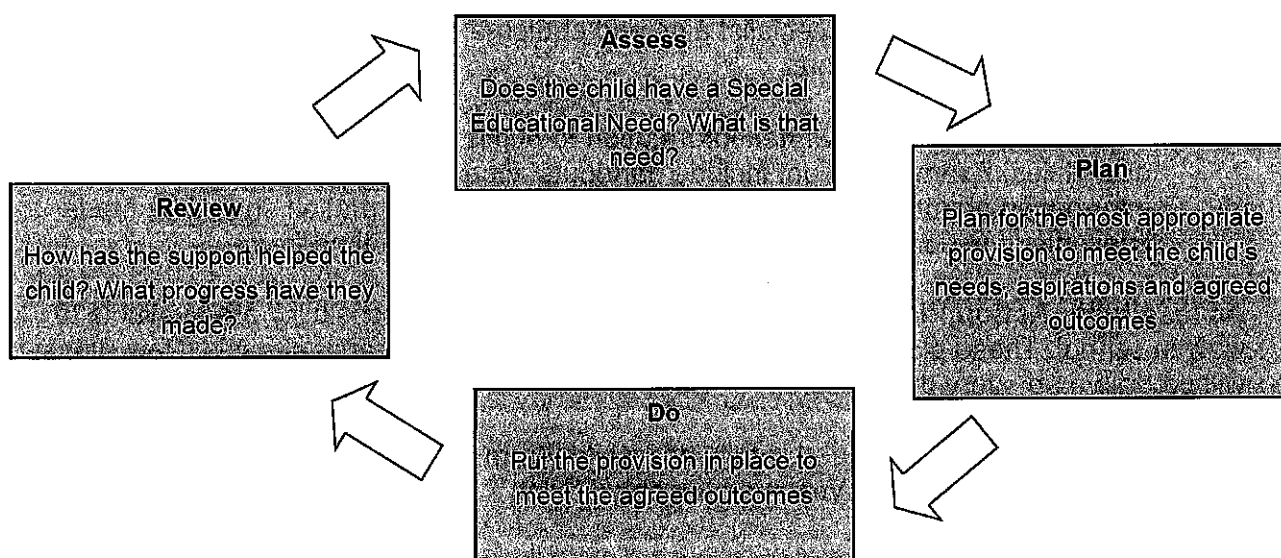
Our school is all on one level and is fully accessible from the front of the building. There is one disabled parking space. We have a disabled toilet.

Identification

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children at Hamsterley Primary are identified as having a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have 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.

Children have very individual learning needs. Most of these needs are met in school through a high standard of Quality First Teaching (QFT). Where there is a concern that a child might have Special Educational Needs then we follow a graduated approach to support which follows a



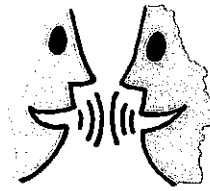
Assess—What are the areas of need?

School will carry out regular assessments both formally and informally to determine progress. It may become evident that a child is having particular difficulties. Children can experience difficulties varying greatly in their nature and severity. The SEN Code of Practice (2015) uses four broad areas as an overview to types of need.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty:

- saying what they want to
- understanding what is being said to them
- or they do not understand or use social rules of communication.

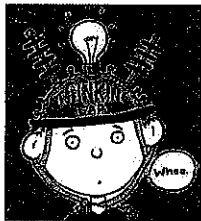


The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Disorder including Asperger's Syndrome and Autism, are likely to 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 learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties



cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD)

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range social and emotional difficulties which manifest themselves many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect

underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyper-active disorder or attachment disorder

Schools has a clear process to support children and young people, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils following advice from the Department for Education.

SOCIAL EMOTIONAL

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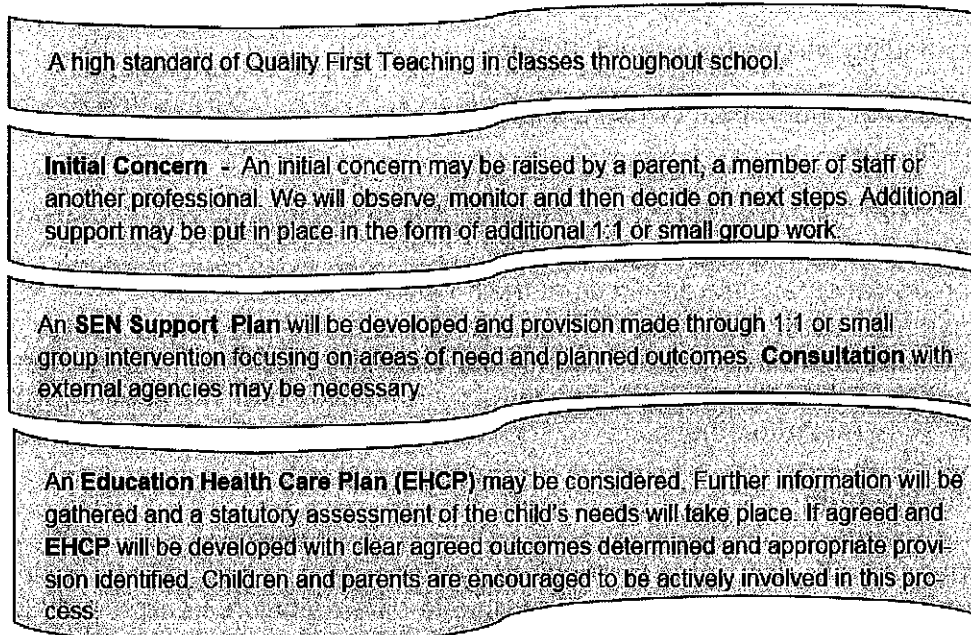
Sensory and/or physical needs



Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Plan—How do we plan for support and make provision?

Support is planned for and provision is made using a graduated approach.



The school SENCO, Mrs Cowans, will support staff and parents throughout this process and seek advice from other professionals such as health professionals, specialist teachers and/ or educational psychologists if necessary.

A small number of children may experience significant learning difficulties and have a range of professionals working with them to help them to meet their agreed outcomes. In some cases, further assessments may be necessary which will lead to an **Education and Health Care Plan (EHCP)**. Children who have SEN Support Plans or EHC Plans will have their progress monitored carefully and new agreed outcomes set termly by their class teacher and/ or SENCO and an Annual Review will take place each year involving the pupil, parents, school staff and any external agencies working with them. This is an opportunity to identify any changes in needs and set new agreed desired outcomes.

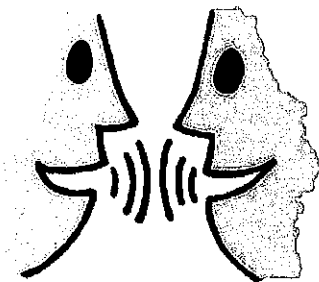
Do - What interventions/provision do we offer?

Interventions are very much tailored to the individual needs of the child and it would be impossible to list every intervention used in our school. Should pupils require it, we aim to provide:

- Additional teacher support (in class or withdrawn)
- Additional teaching Assistant Support (in class or withdrawn)
- Peer mentoring
- Booster group activities
- Access to specific resources to support learning

We also run some intervention that are more specifically tailored to the four main areas of need.

Communication and Interaction



- Personalised speech and language therapy programmes
- Language enrichment groups
- Social Stories
- Support of community of learning Speech and Language Therapist

Cognition and Learning

- Maths and English intervention groups
- Working memory interventions
- Phonics and spelling groups
- 1-1 intervention programs e.g. read, write inc, power of 2, plus 1
- Gross and fine motor programmes



Social, Emotional and mental health

- Social Stories
- Getting Along intervention groups
- Drawing and Talking Therapy
- Confidence building groups (developing self-esteem)
- Developing emotional intelligence
- Organised playground games (with adult and peer leaders)

SOCIAL EMOTIONAL



Sensory and/or physical needs



- Accessible school, classrooms and outdoor areas
(ramps to raised areas at the front of school)
- Fully equipped and accessible toilet and changing space
- Staff trained in the use of specialist equipment as and when required depending on individual needs

Review - How do we review provision and progress?

Staff at Hamsterley Primary School review provision and progress both informally and formally. On an informal basis provision and progress is reviewed immediately in lessons and planned support sessions and changes made if necessary. This is all part of the high importance that we place on Quality First Teaching. Class teachers, teaching assistants, the school SENCO and leadership team are all an integral part of the process.

More formal assessments take place on a half term or termly basis. Outcomes are evaluated and decisions made regarding the nature and frequency of support required and these inform the next stage in the planning process. For interventions that are in place for social, emotional, behavioural difficulties, outcomes and decisions are made based upon observations and discussions by staff, parents and pupils.

Initial Concern - An initial concern may be raised by a parent, a member of staff or another professional. We will observe, monitor and then decide on next steps. Additional support may be put in place in the form of additional 1:1 or small group work. **'Short Notes'** are reviewed by staff, parents and pupils towards the end of a term culminating in a meeting to decide next steps.

An **SEN Support Plan** will be developed and provision made through 1:1 or small group intervention focusing on areas of need and planned outcomes. **Consultation** with external agencies may be necessary. **SEN Support Plans** are reviewed and new desired outcomes agreed in a meeting with parents towards the end of a term. The class teacher leads a meeting involving the child, parents and any other significant staff. This meeting may also be attended by the school SENCO to offer advice and support.

Education, Health Care Plans (EHCP's) are reviewed annually from the time that the EHCP was initially put in place. The school SENCO leads a more formal meeting involving the child, parents, any other significant staff working with the child and any other professionals contributing to the plan. If professionals from external agencies are unable to attend a meeting, they provide a written report for their views and target to be included in the plan.

Families are encouraged to be actively involved throughout the process.

Working with Families

Mrs Cowans is our school SENCO and is responsible for liaising with and supporting families of children in school with additional needs. Please contact her if you have a concern that you would like to discuss. She will offer support and guidance and also be able to liaise with any external agencies who are better placed to help. You may also wish to consider contacting the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) The leaflet for this service is available to download on the school website in the SEND section.

We are committed to **working with parents and carers** to identify their child's needs and support. Parents and carers will be involved throughout the process. There is a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through a review of a child's SEN Support Plan or the Annual Review of their Statement of SEN or EHC Plan.

Teachers/SENCO and Support Staff will **work with children and young people** to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role in discussing and setting their targets.

External Agencies

External agencies are available to effectively support staff in meeting the needs of children with SEND. These include involving support from:



- Local Authority Special Educational Needs Inclusion Team
- Durham Educational Psychology Service
- Bishop Auckland One Point Hub
- Health Agencies, particularly School Nurse Service and Health Visitors
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapists
- Behaviour Support Services / Crisis Response.
- Durham Movement Difficulties Service
- Tree Tops Occupational Therapy Service for Children
- Educational Social Workers, if required
- Looked After Children Team
- Learning Difficulties and Disability Support Service (LDDIS)
- Autism specialists
- Specialist therapists - Occupational Therapy and Physiotherapy
- Other specialist health services as required, e.g. hearing, speech, vision, diabetes
- Medical Practitioners – GPs, Paediatricians, Clinical Psychologists
- School Nurse
- Educational welfare service
- Family workers and One Point Children Centre staff
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) (formerly Parent partnership)

We are part of Community of Learning (CoL) 15 which enables us to liaise and work with other schools within our CoL, sharing good practise, access to other professionals and resources.

Our Curriculum

'The teaching in the school is outstanding, because the work given to pupils is well-planned to allow all pupils in the two mixed-age classes to progress exceptionally well whatever their ability.'
OFSTED 2012

The curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development. The aim of our curriculum is to encourage pupils to become competent, self-reliant learners, with the necessary knowledge and skills of the world about them. The curriculum is matched to the needs of all pupils and differentiated according to need and ability. In order to achieve this, the school places great value on the traditional skills of Literacy and Numeracy as well as expertise in the fields of Science, ICT, Humanities, Arts and Physical Education. The school curriculum includes all the elements of National Curriculum and statutory Religious Education, but also includes environmental education, citizenship and other cross-curricular themes. The curriculum underpins the developments of children spiritually, morally, socially and culturally (known as SMSC).

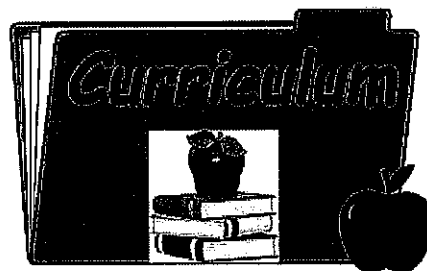
Reception class

In the Early Years Foundation Stage learning is delivered through structured play. There is a balance between child-initiated learning and adult-led tasks based on the Early Years Curriculum, covering the **prime areas of learning**;

- Personal, Social and Emotional Development
- Physical development
- Communication and Language

as well as the **specific areas**;

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design



Areas of learning are set up in class 1 along with an outdoor space. Staff rotate, interacting with the children, as well as leading specific tasks. The curriculum is developed around themes initiated by both the class teacher and following the interests of the children.

Year 1 – 6

In Key Stage 1 and 2 the curriculum is designed to cover and develop a range of skills, knowledge and understanding in all subjects. Within each term there are opportunities for meaningful links between curriculum areas. In addition, some subject areas may be taught discreetly. All areas of the National Curriculum are covered comprehensively in a broad and balanced way, giving pupils the chance to develop key skills as well as in depth subject knowledge. The National Curriculum is made up of the Core Subjects and the Foundation Subjects. Additional subject - PHSCE (Learning for Life)

Core Subjects

Literacy
Numeracy
Science
Religious Education

Foundation subjects

Art and Design
Design Technology
Geography
History
Computing
Music
Physical Education
MFL - French (Reception, KS1, KS2)

Our curriculum—Special Educational Needs and Disabilities (SEND)



All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupils needs. At times and when it is felt appropriate, modifications to the curriculum may be implemented. To successfully match pupil ability to the curriculum Hamsterley Primary School remains committed to:

- A range of teaching and learning styles, included within the quality first teaching children receive in their class.
- Providing differentiated learning materials and activities
- Providing access to ICT and Technology.
- Providing additional support in class
- Providing additional out of class support, including interventions
- Flexible groupings – including small group support work.
- An innovative and supportive curriculum.
- The appropriate use of rewards and sanctions.
- Assessment procedures that emphasise pupils' strengths and achievements, and targets that are personalised for pupils with SEND
- Applications during national testing at Key Stage 1, Key Stage 2 and Year 1 phonics testing to obtain access arrangements and additional time as appropriate.
- Access to specialist advice and guidance through referral process, which can include specialist provision
- Inclusion in many enrichment and enjoyment activities e.g. Visitor workshops, trips etc.

Staff Training

Staff are regularly trained in aspects of SEN. The SENCo undertakes a wide variety of training and attends termly network meetings.

Monitoring and Review

The SENCO, along with other staff, monitor the progress of children on our School Special Educational Needs Register in school. The SENCO and school staff meet to discuss the impact of the provision on the children's progress across the school through ½ termly and termly data analysis, narrative and anecdotal comments from parents/carers of special needs pupils.

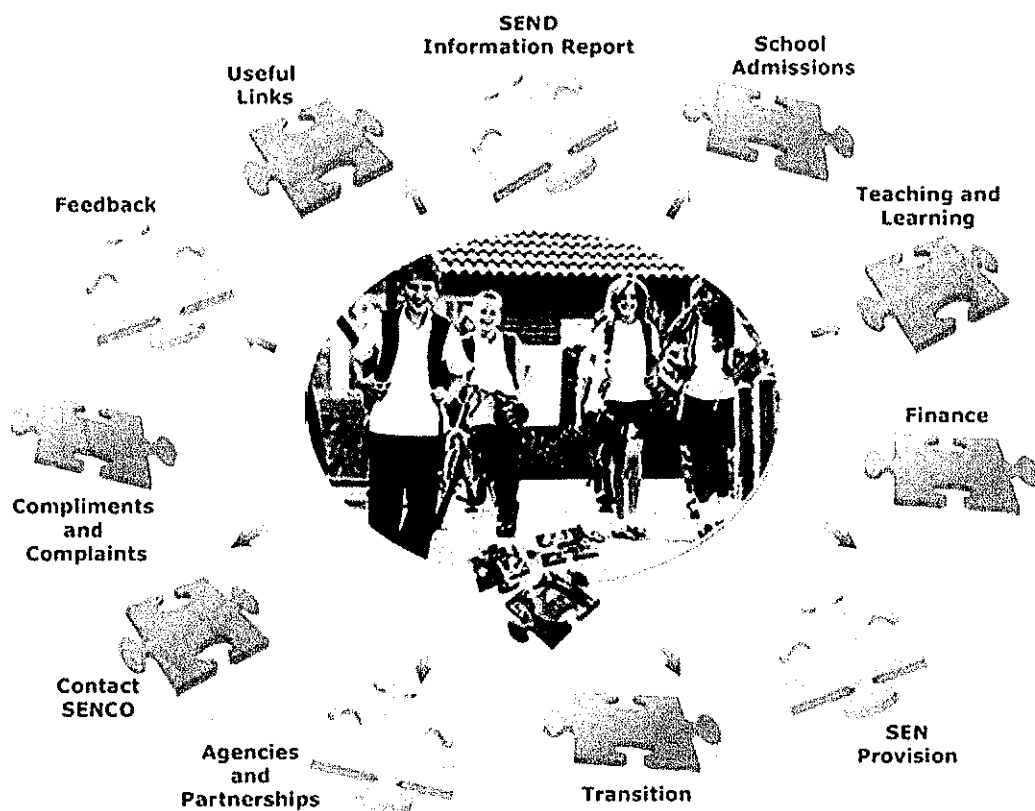
The SENCO is involved in supporting teachers involved in drawing up SEN Support Plans for children. The SENCO and the Deputy Head Teacher hold regular meetings to review the work of the school in this area. The SENCO keeps Bee Nightingale the named governor with responsibility for special needs up to date with current issues.

The governing body reviews the SEND policy annually and considers any amendments in the light of the annual review of 'Special Educational Needs and Disability' provision across the school. The SENCO reports current issues to the full governing body.

If you would like any further information about SEND in our school or any other queries then please do not hesitate to contact the school office.

Kevin Pitt (Chair of Governors)

L Coward



The information that must be included in our **SEND Information Report** can be found under the image headings or from the SEND menu. We will continue to add information on the website and welcome your feedback by using the on-line form.

