

Northumberland

County Council

HEDDON-ON-THE-WALL ST. ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL

Trajan Walk • Heddon-on-the Wall • Northumberland • NE15 0BJ

Telephone 01661 853350

www.heddon-school.co.uk twitter @HeddonSchool

Mr A Wheatley: Headteacher



November 2018

1. Introduction

Special Educational Needs and Disability is also called SEN or SEND.

Our school promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with SEND (including those with communication and interaction difficulties, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.) We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

2. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2014: advice for schools DfE Feb 2013;
- SEND Code of Practice 0-25 (July 2014) pages 95&96;
- Schools SEN Information Report Regulations (2014);
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014);
- Safeguarding Policy;
- Accessibility Plan;
- Teachers Standards 2012.

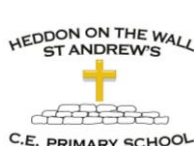
3. Definition of SEND

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

'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.'

'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'*



Whatever you do, work at it with all your heart.

Colossians 3:23



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.

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
pages 15-18

4. What kinds of SEND are provided for at our School

The SEND Code of Practice 2014 lists 4 main areas of SEND

You can find out more about how we give support in sections 10 and 12

Communication and interaction

This includes:

- Children and young people with speech, language and communication needs (SLCN);
- Children and young people with Autistic Spectrum Disorder (ASD), including Autism and what was previously known as Asperger’s Syndrome.

Cognition and learning

This includes:

- Moderate learning difficulties (MLD).

There are two additional types of learning difficulty:

- Severe learning difficulties (SLD);
- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Usually these learners attend specialist schools, but occasionally they attend a mainstream school.

Social, emotional and mental health difficulties

This includes a wide range of social and emotional difficulties which manifest themselves in many ways:

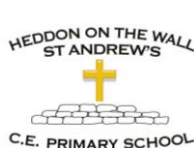
- Becoming withdrawn or isolated;
- Displaying challenging, disruptive or disturbing behaviour;
- Mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained;
- Attention deficit disorder(ADD), attention deficit hyperactive disorder(ADHD) or attachment disorder.

Sensory and physical needs

This includes:

- Visual impairment (VI);
- Hearing impairment (HI);
- Multi-sensory impairment (MSI) which will require specialist support and/or equipment to access learning, or habilitation support;
- Physical disability (PD).

You can find out more at:



Whatever you do, work at it with all your heart.

Colossians 3:23



5. What is our policy for identifying children and young people with SEND and assessing their needs? (including the name and contact details of the SENDCO)

Our policy is:

Some children arrive at our school with identified SEND, in which case the SENDCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers begin to have concerns about progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress.

Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made. Sometimes the school will call upon support from an outside service to help with assessment. That could include an Educational Psychologist, a specialist teacher or a health professional. This would be discussed with you first.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the Headteacher (who is also the SENDCO) or Mrs. F. O'Reilly (who is the Deputy SENDCO).

SENDCO: Mr. A. Wheatley (Tel: 01661 853350)

admin@heddon-school.co.uk

Deputy SENDCO: Mrs. F. O'Reilly (Tel: 01661 853350)

admin@heddon-school.co.uk

Sometimes a child needs SEND support for a short period of weeks or months. In those cases, once the support is successful the child may no longer need additional support. We would, however, continue to monitor your child's progress.

Some children will need long-term support. They may need a formal plan and the involvement of other services. In these cases we will ask the Local Authority to support us. That support could be a visiting professional or an Education Health & Care Plan, which may include High Needs Funding.

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25pages>

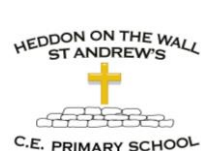
pages 94-97

6. What arrangements do we have for consulting parents of children with SEND and involving them in their child's education?

At Heddon-on-the-Wall St. Andrew's we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.

You will see in many sections of this SEND Information report how the school consults with families and involves them.

We also:



Whatever you do, work at it with all your heart.

Colossians 3:23



- Invite all parents/carers to meet with their child's class teachers at three formal parents evenings during the year where progress and attainment is discussed;
- Provide an annual written report;
- Have an open door policy where parents / carers are free to speak to staff at any point about their child's needs or progress;
- Have at least annual reviews for children with an EHC Plan.

7. What arrangements do we have for consulting young people with SEND and involving them in their education?

Children's views matter to us. We take a person-centred approach:

- All children are aware of their curricular targets and are encouraged to self-review against these as part of the learning process;
- As part of the review process, SEND pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive. Adult support is provided to those pupils who require it;
- For annual reviews children with EHCPs are asked more formally about their views on their learning (including their targets), their strengths, the areas in which they feel they would like to develop and future support they would like to receive. Adult support is provided to those pupils who require it their learning.

8. What arrangements do we have for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of this assessment and review?

Children with SEND may need to make one or two kinds of progress:

- Academic progress. This measures how well they are learning in their subjects.
- Personal development. This measures other things such as independence, self-managing behaviours, getting on well with others, communicating with other people.

This is how we assess academic progress:

Your child's progress is continually monitored by his/her class teacher

Their progress is reviewed formally in our Pupil Progress meetings each half term.

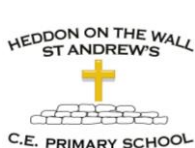
If your child is in Year 1 and above, but not yet working within the National Curriculum, they will be assessed against the Pre-Key Stage standards.

At the end of Key Stage 1 and 2 (i.e. at the end of Year 2 and the end of Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the Government requires all schools to do and the results are published nationally.

All children on the SEND register have an ISP (individual support plan) which is reviewed every term and the plan for the next term made. The ISP targets allow us to focus on non-academic progress measures as well as progress in maths and English. eg: attention, concentration, communication, social awareness.

The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.

This is how we assess personal development progress:



Whatever you do, work at it with all your heart.

Colossians 3:23



Your child's progress is continually monitored by his/her class teacher.

9. What arrangements do we have for supporting children and young people in moving between phases of education and in preparing for adulthood?

If your child is joining our Nursery from preschool or our Reception from a different Nursery setting:

- The School will contact the SENDCO to ensure we know about any special arrangements or support that your child may need;
- The School will make sure that all records about your child are passed on to us as soon as possible;
- If your child has additional needs and requires additional support the School may apply for Early Years Short Term Additional Resource (EY STAR) to provide additional funding;
- As part of this process the Area Inclusion Officer from Northumberland County Council will visit the School to discuss and assess the application.

If your child is moving to or from another school:

- The School will contact the prior school SENDCO and ensure both schools know about any special arrangements or support that need to be made for your child;
- The School will make sure that all records about your child are passed on as soon as possible;
- Dr. Black, Educational Psychologist, Jigsaw Therapies and the Percy Hedley Foundation work across all Partnership Primary schools so there is continuity and consistency of professional support provided.

When moving classes in school:

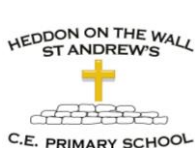
- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a transition meeting will take place where the targets for the new ISP will be discussed;
- All children have an opportunity to spend time with their new class teacher at the end of the summer term;
- If your child would be helped by a transition book to support them understand moving on then it will be made for/with them.

In Year 6:

As a primary school the natural transition point will be at the end of Year 6.

- The SENDCO will meet with the SENDCO and the Head of Year 7 from the secondary school to discuss the specific needs of your child;
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead;
- Your child will visit their new school on several occasions throughout the year and there may be additional transition visits prior to the end of Year 6;
- Dr. Black, Educational Psychologist, Jigsaw Therapies and the Percy Hedley Foundation work with the Partnership Secondary school so there is continuity and consistency of professional support provided.

Transfers to other schools prior to the end of Year 6:



Whatever you do, work at it with all your heart.

Colossians 3:23



The School is aware that some children may transfer to other schools prior to the end of Year 6.

- The SENDCO will contact the SENDCO from the receiving school to discuss the specific needs of your child;
- Records will be transferred as soon as possible once confirmation of admission from the receiving school is sent;
- Dr. Black, Educational Psychologist, Jigsaw Therapies and the Percy Hedley Foundation work across all Partnership Primary schools so there is continuity and consistency of professional support provided.

10. What are our approaches to teaching children and young people with SEND?

Heddon-on-the-Wall St. Andrew's Primary School provides three levels of support:

Level 1:

Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

For your child this would mean that:

- the teacher has the highest possible expectations for your child and all pupils in their class;
- all teaching is building on what your child already knows, can do and understands;
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning;
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding / learning and needs some extra support to help them make the best possible progress.

(In 2017 – 2018 this applied to all 181 children in School and the children in Nursery)

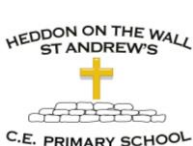
Level 2:

School Support

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. School support can often include specific group work or specified individual support. The SENDCO and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage input from other agencies may be sought.

For your child this would mean:

- They will engage in fixed term group sessions with specific targets to help them make more progress;
- This type of support is available for any child who has specific gaps in their understanding of a subject / area of learning and may be:
- Taught inside or outside the classroom;
- Taught by a teacher or a Teaching Assistant.



Whatever you do, work at it with all your heart.

Colossians 3:23



(In 2017 – 2018 this applied to 19 children in School and Nursery)

Level 3: High Needs

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, a specialist outside agency may support this. The SENDCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support your child's progress.

If this support is not impacting on progress and there is still significant concern, the school, after consultation with parents and other professionals, may request additional funding and / or an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

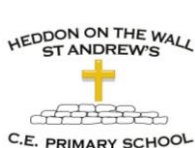
This means your child will have been identified by the class teacher or SENDCO as needing a particularly high level of individual or small group teaching which cannot be provided from resources normally available in school.

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

- Dr Emma Black, Educational Psychology, from Illuminate Psychology;
- Speech and Language support from Jigsaw Therapies;
- Local Authority central services such as the Behaviour Support Service, Visually Impaired Service and Hearing Services;
- NHS services for children such as the Speech and Language therapy (SALT) Service, Children and Young Peoples Services (CYPS – formerly Children and Adolescent Mental Health Services (CAMHS)), Community Paediatrics, Portage, Occupational Therapy and Physiotherapy Services;

For your child this would mean:

- Your child has been identified by the class teacher or SENDCO (or you may have raised your own concerns) as needing specialist input instead of, or in addition to, quality first teaching and intervention groups;
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward;
- You may be asked to give your permission for the school to refer your child to a specialist professional eg: a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively 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 eg: some individual support or changing some aspects of teaching to support them more effectively;
 - Support to set targets which will include their specific expertise;
 - A group run by school staff under the guidance of the 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.



Whatever you do, work at it with all your heart.

Colossians 3:23



Please also see the School Accessibility Plan, (<http://www.heddon-school.co.uk/wp-content/uploads/2015/06/Accessibility-Plan-2016-2019.pdf>), which sets out adaptations we make to the school environment to remove barriers to learning.
(In 2017 – 2018 this applied to 6 of the 181 children)

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
page 99

(In 2017 – 2018 this applied to 6 children in School and Nursery)

11. How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

We may make these adaptations to the curriculum:

- adapted use of ICT equipment for children with physical needs;
- adapted furniture for children with physical needs;
- adapted everyday equipment such as cutlery, pencils and pencil grips;
- alterations to the classroom layout for children with a Hearing Impairment or Visual Impairment;
- use of appropriate specialist equipment to enable access to the curriculum including sound field systems for hearing impairment and Zychem machine for visual impairment;
- Use of appropriate tonal contrast on interactive whiteboards to support children with visual processing difficulties;
- Use of PECS or Makaton to support communication.

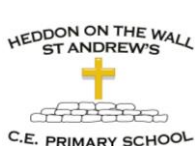
The following adaptations have been made to the building and surrounding environment:

- Installation of a platform lift within the main hall;
- Creation of level access point to the main building;
- Creation of new carpark closer to main entrance of building;
- Creation of additional accessible parking space in car park and additional restriction markings provided to ensure clear access at all times;
- Creation of DDA (Disability Discrimination Act) compliant ramp to enable easier accessible access to the building;
- Replacement programme for identified doors within the building to widen for ease of adult wheelchair use.

We are always happy to discuss any requests for adaptations to the curriculum, classroom environment or other aspects of school life eg: sports events, educational visits.

Please also see the School Accessibility Plan (<http://www.heddon-school.co.uk/wp-content/uploads/2015/06/Accessibility-Plan-2016-2019.pdf>), which sets out adaptations we make to the school environment to remove barriers to learning.

12. What expertise and training do our staff have to support children and young people with SEND, including how specialist expertise will be secured?



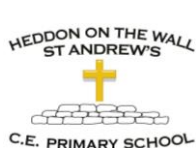
Whatever you do, work at it with all your heart.

Colossians 3:23



Pre-school Children

Type of need	What we offer. What other services and expertise we access
<p>Speech, language and communication needs (SLCN)</p> <p>Fewer than 5 children</p>	<p>Teaching staff and teaching assistants in Early Years are trained in Early TalkBoost early speech programme. School has access to both an NHS speech and language therapist and Jigsaw Therapies who can come into school each term to assess and review pupils, create therapy plans and meet with support staff to discuss how the plans might best be delivered. They are able to refer on to specialist pre-school therapists if appropriate.</p>
<p>Autistic Spectrum Disorder, including Autism and what was previously known as Asperger's Syndrome.</p> <p>Fewer than 5 children</p>	<p>Staff are trained in dealing with Autism (Level 4). Training in different approaches to teaching children with ASD has also been completed. Northumberland schools also have access to a specialist teachers and teaching assistants through the Portage service (pre-school) and support from the Percy Hedley Foundation (all ages). We can also seek support for pre-school children from a health visitor.</p>
<p>Learning Difficulties (MLD, SLD, PMLD)</p>	<p>Northumberland schools also have access to specialist teachers and teaching assistants through the Portage service (pre-school) and professional advice from Dr. Black, Educational Psychologist (all ages). We can also seek support for pre-school children from a health visitor.</p>
<p>Specific learning difficulties (SpLD)</p>	<p>We have resources available in school to help identify children with specific learning difficulties. Staff are trained to deliver the Read, Write Inc programme and other specific programmes such as SIDNEY and Toe-by-Toe (a specific dyslexia programme). Northumberland schools also have access to specialist teachers and teaching assistants through the Portage service (pre-school) and professional advice from Dr. Black, Educational Psychologist (all ages). We can also seek support for pre-school children from a health visitor.</p>
<p>Social, emotional and mental health difficulties (SEMH)</p> <p>Fewer than 5 children</p>	<p>Staff have received training on attachment theory, trauma and disassociation and dealing with bereavement. Staff have also received training on Behaviour Management and programmes to support children's emotional and mental health including 'Zones of Regulation' and 'Sunshine Circles'. Northumberland schools also have access to specialist teachers and teaching assistants through the Portage service (pre-school) and professional advice from Dr. Black, Educational Psychologist (all ages). We can also seek support for pre-school children from a health visitor and the NHS service for children's mental health, called 'CYPS'.</p>
<p>Vision Impairment (VI)</p>	<p>We access support from the Sensory Support service at a level deemed appropriate by them.</p>



Whatever you do, work at it with all your heart.

Colossians 3:23



	We can refer children to the Portage service and to a health visitor.
Hearing Impairment (HI)	We access support from the Sensory Support service at a level deemed appropriate by them. We can refer children to the Portage service and to a health visitor.
Multi-Sensory Impairment (MSI)	We access support from the Sensory Support service at a level deemed appropriate by them. We can refer children to the Portage service and to a health visitor.
Physical Disability (PD)	We offer a school building that is accessible to children with mobility issues. Teaching Assistants and Teachers have worked with CYPS and Occupational Therapy looking at how to deliver bespoke programmes for children in school. We can request support from NHS Occupational Therapy and Physiotherapy. We can refer children to the Portage service and to a health visitor.

School aged children

Type of need	What we offer. What other services and expertise we access
Speech, language and communication needs (SLCN) Fewer than 10 children with therapy plans from Speech and Language Therapy Fewer than 10 children with language and communication needs	Staff are trained to deliver TalkBoost, ELKLAN and have experience of working alongside Speech Therapists to deliver speech and language programmes. School has access to both an NHS speech and language therapist and Jigsaw Therapies who can come into school each term to assess and review pupils, create therapy plans and meet with support staff to discuss how the plans might best be delivered.
Autistic Spectrum Disorder, including Autism and what was previously known as Asperger's Syndrome. Fewer than 5 children	Staff are trained in dealing with Autism (Level 4). We also have access via the Percy Hedley Foundation to specialist advice.
Learning Difficulties (MLD, SLD, PMLD) Fewer than 5 children	Staff receive CPD as required eg: attending Dyslexia workshops and training from LIST on developing working memory. Staff are trained to deliver the Read, Write Inc programme. We also have access to specialist support from Jigsaw Therapies and Dr. Black, Educational Psychologist.
Specific learning difficulties (SpLD)	We have resources available in school to help identify children with specific learning difficulties. Staff are trained to deliver the Read, Write Inc programme and other specific programmes such as SIDNEY and Toe-by-Toe (a specific dyslexia programme). We also have access to professional advice from Dr. Black, Educational Psychologist.
Social, emotional and mental health difficulties (SEMH) Fewer than 5 children	Staff have received training on attachment theory, trauma and disassociation and dealing with bereavement. Staff have also received training on Behaviour

	Management and programmes to support children's emotional and mental health including 'Zones of Regulation' and 'Sunshine Circles'. We have access to professional advice from Dr. Black, Educational Psychologist. We can refer children to the Behaviour Support Service, Primary Mental Health team, School Health and the CYPS team for advice and support.
Vision Impairment (VI) Fewer than 5 children	We access support from the Sensory Support service at a level deemed appropriate by them.
Hearing Impairment (HI) Fewer than 5 children	We access support from the Sensory Support service at a level deemed appropriate by them.
Multi-Sensory Impairment (MSI)	We access support from the Sensory Support service at a level deemed appropriate by them.
Physical Disability (PD) Fewer than 5 children	We offer a school building that is accessible to children with mobility issues. Teaching Assistants and Teachers have worked with CYPS and Occupational Therapy looking at how to deliver bespoke programmes for children in school. We can also request support from Occupational Therapy, Physiotherapy or a School Nurse.

Staffing

Directly funded or provided by the school:

1 HLTA (Higher level Teaching Assistant);

12 Teaching Assistants providing 267 hours of support per week;

We also have good working relationships with Children's Service Care. Social services will provide support if a child is 'looked after' or may be involved if a child has an EHC plan.

Training

The school is committed to providing training and staff development in all areas and SEND is an important part of this. We monitor, review and develop all teachers and support staff understanding of strategies to identify and support pupils with SEND.

Recent training:

Date	Training Focus	Audience
30.10.2017	MIDAS Minibus Training	Selected Key Stage Staff
21.11.2017	EpiPen Training	Whole Staff
05.12.2017 & 06.12.2017	Read Write Inc Training	Early Years Staff
08.12.2017	Zones of Regulation Training	Key Stage 2 Staff
08.01.2018	ELKLAN Speech and Language Training	Teaching Assistants
07.02.2018	Keeping Children Safe in Education (Level 1) Training	Whole Staff
13.03.2018	Read Write Inc Training	Key Stage 1
08.05.2017 & 09.05.2018	SEND Placement to investigate practice in other Schools	Deputy SENDCO
22.05.2018	Partnership SENDCO Meeting	SENDCO & Deputy SENDCO
03.09.2018	Keeping Children Safe in Education (Level 1) Training	Whole Staff

20.09.2018	Partnership SENDCO Meeting	SENDCO & Deputy SENDCO
27.09.2018	Approaches to teaching children with Autistic Spectrum Disorder	SENDCO & Early Years staff
02.10.2018	Area Inclusion Co-ordinator meeting	SENDCO & Early Years staff

13. How do we evaluate the effectiveness of the provision made for children and young people with SEND?

Level 1:

Quality First Teaching (QFT)

Teachers constantly reflect on the progress that children in their class make and on how effective the provision has been for children with SEND. Termly review meetings between the class teacher and Senior Management Team allow an evaluation of the effectiveness of the strategies and resources used.

Level 2:

School Support

The SENDCO, class teacher and teaching assistant evaluate the effectiveness of the group interventions we run at the end of each cycle.

Wherever possible we use interventions that have a proven record or are based upon advice given by experts.

Level 3:

High Needs

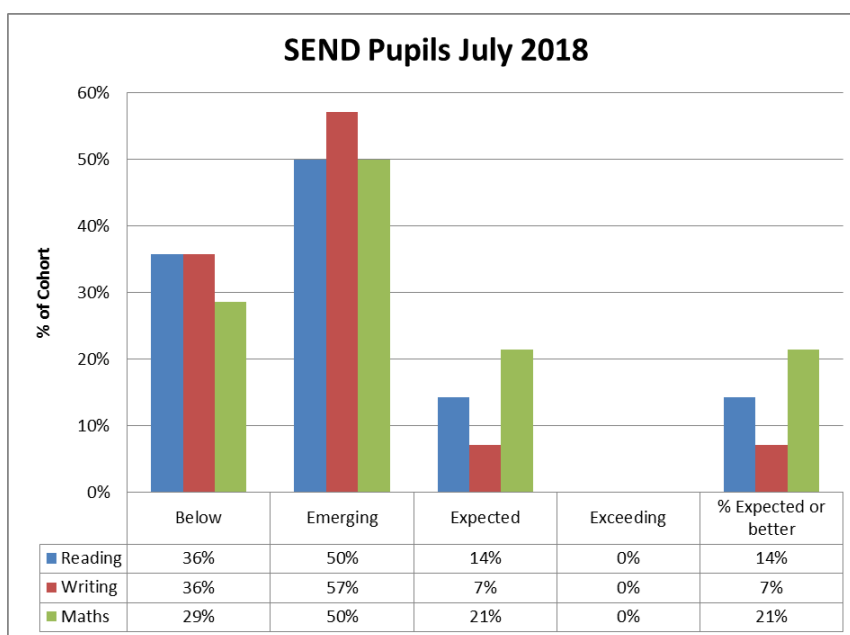
As well as the ways identified above the effectiveness of the provision for children with High Needs funding or EHC plans is monitored annually by the Local Authority.

Evaluation of 2017-18

9.8% of children in Nursery, Reception and Key Stage 1 were on the SEND register.

12.3% of KS2 children were on the SEND register.

The following graph shows attainment of SEND pupils across the whole school in Reading, Writing and Numeracy at the end of the last academic year.



14. How are children and young people with SEND enabled to engage in activities with children and young people in the school who do not have SEND?

Please look at our website and class blogs to see some of the wonderful activities available to all our children including those with SEND.

We welcome ideas and suggestions about how we can make our school even more inclusive.

Please also see SECTION 12 - Expertise and our [Accessibility Plan](#)

15. How do we provide support for improving emotional and social development? This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

Level 1

We know our children at Heddon-on-the-Wall St. Andrew's really well and every member of staff treats our children equally but differently. The class teacher is the first person to offer pastoral care.

Level 2

If a child needs something more we can offer support through nurture or friendship groups or 1:1 mentoring.

Level 3

If there is a greater concern we would work with the family to produce a formal support plan which may include advice from outside agencies.

Please also see section 12 (SEMH)

Heddon-on-the-Wall St. Andrew's has effective systems in place for preventing bullying and OFSTED, January 2017, reported *'Pupils say they feel safe and well looked after. Pupils do not feel that bullying is an issue' and 'Teachers know each pupil very well and adapt their teaching skilfully to meet pupils' individual needs. This is exemplified by the good work you do to support pupils who have special educational needs and/or disabilities.'*

The Statutory Inspection of Anglican Schools, June 2017, reported, *'Children are safe and feel safe in this deeply caring school.'* and *'Pupils achieve well in this caring school.'*

The school is also a part of a National Anti-Bullying project working closely with Stonewall.

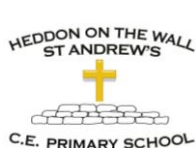
For further information please see our Promoting Positive Behaviour and Anti-Bullying policies.

16. How does the school involve other bodies, including health and social care bodies, Local Authority Support Services and Voluntary Sector Organisations, in meeting children and young people's SEND and supporting their families?

See SECTION 10 and SECTION 12 above.

Northumberland Parent Partnership Service can provide advice and support to any family or learner, or give information about other support services you may find helpful. The contact details are:

Northumberland Parent Partnership Service,
Children's Services Directorate,
County Hall,
Morpeth,



Whatever you do, work at it with all your heart.

Colossians 3:23



Northumberland.

NE61 2EF

Tel: 01670 623555

Website: www.northumberland.gov.uk (search for 'Parent Partnership')

E-mail: Alison.Bravey@northumberland.gov.uk

17. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

In the first instance please contact Mr. A. Wheatley (the Headteacher) providing details of your concerns and who you have already discussed these concerns with.

(admin@heddon-school.co.uk)

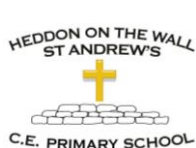
If you are not satisfied with the outcome of that consultation then contact our SEND Governor, Mrs. S. McFarlane.

(Please address concerns in writing to 'Mrs. S. McFarlane, SEND Governor, Care of the School')

Depending upon the nature of your concern, there are different ways the concern would be taken to a next level. This could involve the School Governing Body, Local Authority or other organisations. We will seek support from the Local Authority to provide this advice to you.

SENDCO:	Mr. A. Wheatley (Headteacher)
Deputy SENDCO:	Mrs. F. O'Reilly (Key Stage 2 Leader)
SEND Governor:	Mrs. S. McFarlane
Chair of Governors:	Mrs. M. Stromsoy

Completed October 2018
Review Date October 2019



Whatever you do, work at it with all your heart.

Colossians 3:23

