



1. Introduction

Special Educational Needs and Disability is also called SEN or SEND

Our fundamental aim is to provide a secure, healthy, happy and hardworking environment in which children of all abilities can learn with confidence. St. Andrew's has high expectations of pupils and staff alike and all children, 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 firmly believe that it is the entitlement of all children to have the opportunity to achieve their full potential. We are proud that SENDCos across our Pele Trust partnership work together to share good practice, to plan and to discuss current research on a regular basis to ensure that our children are always receiving the best provision available.

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'*

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.

Head of School Mr. A. Wheatley

Heddon St. Andrews CE Primary School, Trajan Walk, Heddon-on-the-Wall,
Newcastle upon Tyne, NE15 0BJ.

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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:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
pages 97-98

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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 always be discussed with the child's parents/carers first.

If parents/carers have any concerns about their child they should contact their class teacher in the first instance, face-to-face, by telephone (01661 853350) or via the class home learning email address. Alternatively, they may make a telephone or face-to-face appointment with Mrs. F.O'Reilly who is the SENDCO) or Mr. A. Wheatley (who is the Headteacher and Deputy SENDCO).

SENDCO: Mrs. F. O'Reilly (Tel: 01661 853350)
(admin@heddon-school.co.uk)

Deputy SENDCO: Mr. A. Wheatley (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 (EHC) 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-25>
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:

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- Invite all parents/carers to meet with their child's class teachers at three formal parent's evenings during the year where progress and attainment is discussed;
- Opportunity for all parents of children with SEND to have an appointment with the SENDCO;
- 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. Parents wishing to speak to staff can arrange a telephone or face-to-face appointment by calling the School Office on 01661 853350 or by emailing their child's home learning email address;
- Have at least annual reviews for children with an EHC Plan;
- For pupils on the SEND Register, Class Teachers will invite the child (if appropriate) and their parents to write and collaboratively review their child's Pupil Passports at least once per term.

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 EHC Plans 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 for 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.

When your child starts Nursery we will assess your child using the Developmental Age Bands from the Development Matters document.

When your child starts Reception, they will complete the Reception Baseline Assessment at the beginning of the year. Following this we will assess your child using the Developmental Age Bands and at the end of Reception they will be assessed against the Early Learning Goals and this is reported to the Government.

If your child is in Year 1 and above, they will be assessed against the National Curriculum objectives. 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.

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At the end of Key Stage 2 (i.e. at 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 a Pupil Passport which is reviewed every term and the plan for the next term made. The Pupil Passport 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.

Progress in personal development is continually monitored by his/her class teacher and for some pupils this will be supported by input from our Thrive Practitioner, Mrs Walker.

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;
- Jigsaw Therapies 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 Pupil Passport 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.

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- The SENDCO and the Year 6 Class Teacher will meet with the SENDCO, Pastoral Lead for Year 7 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;
- Prior to transition visits a trained Curriculum Support (Transition) Teaching Assistant, currently Mr. Allman, will spend one morning per week for six weeks working with the children in Year 6. This is so that he can get to know them prior to their transition and to provide someone that the children already know well when they go to secondary school;
- Mr. Allman also works closely with the class teacher to understand the needs and support required by those children with SEND or who have other vulnerabilities;
- Your child will visit their new school on several occasions throughout the year and there may be additional transition visits for more vulnerable children prior to the end of Year 6;
- For children with EHC plans staff from the secondary school will be invited to the annual review meeting in Year 6.
- ASK Psychology (our Educational Psychologists) and Jigsaw Therapies 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:

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;
- Jigsaw Therapies work with the Partnership Secondary school 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 CE Primary School provides three levels of support:

Level 1:

Ordinarily Available Provision (OAP) **formerly Quality First Teaching (QFT)*

Children receive inclusive Ordinarily Available Provision (OAP) 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 practical learning and using more concrete resources;
- specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn;
- a relational approach is adopted in all classrooms;
- the classroom environment is suitable for neuro-diverse learners.

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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.

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;
- Delivered by a Class Teacher, External Specialist or a Teaching Assistant.

Level 3:

High Needs

Where a child continues to make less than expected progress, despite interventions they will 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:

- An Educational Psychologist;
- Speech and Language support from Jigsaw Therapies;
- Occupational Therapy 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, Community Nursing, Portage, Occupational Therapy and Physiotherapy Services;

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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, Ordinarily Available Provision and intervention groups;
- You will be asked to attend 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 e.g.: 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.

Please also see the [School Accessibility Plan](#) which sets out adaptations we make to the school environment to remove barriers to learning.

You can find out more at:

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

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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 a hydraulic changing table for pupils with a physical disability;
- Use of appropriate tonal contrast on interactive whiteboards to support children with visual processing difficulties;
- Use of PECS or Makaton to support communication;
- Use of sensory circuits to support regulation if required.

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 car park closer to main entrance of building;

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- 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](#), which sets out adaptations we make to the school environment to remove barriers to learning.

OFSTED (June 2023) stated:

‘All pupils access the full curriculum, including pupils with special educational needs and/or disabilities (SEND). Teachers use different strategies to adapt learning in each subject. These include breaking down learning into very small steps for pupils with SEND. Teachers use clear and concise language to aid pupils’ understanding. Pupils with SEND learn important vocabulary before a new unit of work. Adults provide additional help, including assistive technology or physical support such as reading rulers, coloured screens or ‘therapy putty’.

Leaders are determined that pupils with SEND will thrive.’

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

Pre-school Children

Type of need	What we offer. What other services and expertise we access
Speech, language and communication needs (SLCN) Fewer than 20 children with therapy plans from Speech and Language Therapy (SALT)	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.
Autistic Spectrum Disorder, including Autism and what was previously known as Asperger’s Syndrome. Fewer than 10 children	Staff are trained in dealing with Autism (Level 4). Training in different approaches to teaching children with ASD has also been completed via training from Autism Support Services. 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.
Learning Difficulties (MLD, SLD, PMLD)	Northumberland schools also have access to specialist teachers and teaching assistants through the Portage service (pre-school) and professional advice from ASK Psychology (Educational Psychologists) (all ages).

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	We can also seek support for pre-school children from a health visitor.
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, including Fresh Start, and other specific programmes such as Lexia, Sound Linkage 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 ASK Psychology (Educational Psychologists) (all ages). We can also seek support for pre-school children from a health visitor.
Social, emotional and mental health difficulties (SEMH) Fewer than 15 children	We have a trained Thrive Practitioner in school who works closely with our SENDCo and parents to deliver 1-2-1 support sessions. Staff complete a THRIVE profile and the support sessions focus on identified target areas. Staff have received training on attachment theory, trauma and disassociation and dealing with bereavement. Staff have also received training on adopting a relational approach, attachment, 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 ASK Psychology (Educational Psychologists) (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'.
Vision Impairment (VI) Fewer than 5 children	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.
Hearing Impairment (HI) Fewer than 5 children	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) Fewer than 5 children	Staff have qualifications in dealing with Multi-Sensory Impairment. Staff are trained in peg feeding. Staff are trained in the use and maintenance of hearing aids for children. We access support from the Multi-Sensory Impairment 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) Fewer than 5 children	We offer a school building that is accessible to children with mobility issues.

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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
<p>Speech, language and communication needs (SLCN)</p> <p>Fewer than 20 children with therapy plans from Speech and Language Therapy</p>	<p>Staff have attended training on how to support children with speech, language and communication needs. This has included: support with elective mutism, developmental language delay and Early Talkboost (Early Years staff). Support staff received additional training from observing Speech and Language Therapist working in school.</p> <p>School has access to a Speech and Language Therapist from Jigsaw Therapies who comes into school each week. They work with children 1:1, assess and review pupils, create therapy plans and meet with support staff to discuss how the plans might best be delivered.</p> <p>School has access to a Speech and Language Therapist from the NHS who comes into school termly. They assess and review pupils, create therapy plans and meet with support staff to discuss how the plans might best be delivered.</p>
<p>ASD, including Autism and what was formerly known as Asperger's Syndrome</p> <p>Fewer than 10 children</p>	<p>Staff are trained in dealing with Autism (Level 4). We also have access via the Percy Hedley Foundation to specialist advice.</p> <p>Staff have had training via the Autism Support Service.</p>
<p>Learning Difficulties (MLD, SLD, PMLD)</p>	<p>Staff receive CPD as required eg: attending Dyslexia workshops and training from the High Incidence Needs Team (HINT) on developing working memory.</p> <p>Staff are trained to deliver the Read, Write Inc programme, including Fresh Start.</p> <p>We also have access to specialist support from Jigsaw Therapies and ASK Psychology (Educational Psychologists).</p>
<p>Specific learning difficulties (SpLD)</p>	<p>Staff are trained to deliver the Read, Write Inc programme, including Fresh Start and other specific programmes such as Lexia, Sound Linkage and Toe-by-Toe.</p> <p>We have resources available in school to help identify children with specific learning difficulties.</p> <p>We also have access to professional advice from ASK Psychology (Educational Psychologists).</p>

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<p>Social, emotional and mental health difficulties (SEMH) Fewer than 10 children</p>	<p>We have access to professional advice from ASK Psychology (Educational Psychologists) and from Mr. Lee Hill, Behaviour Support Worker from the Emotional Wellbeing and Behaviour Service in Northumberland.</p> <p>We have access to weekly sessions with a Psychotherapist who can work with children who require this support – currently they also provide a lunchtime forest school club to support children; Staff have received training on attachment theory, trauma, disassociation, Zones of Regulation, the THRIVE approach, sensory circuits and regulation, and relational approaches in the classroom.</p> <p>Staff have received training on Behaviour Management and on dealing with bereavement. We can refer children to the Behaviour Support Service, primary mental health team, the School Nurse, primary mental health and the CYPS team for advice and support.</p> <p>We have a trained Thrive Practitioner in school who works closely with our SENDCo and parents to deliver 1-2-1 Thrive Support sessions.</p>
<p>Vision Impairment (VI)</p>	<p>We access support from the Sensory Support service at a level deemed appropriate by them.</p>
<p>Hearing Impairment (HI)</p>	<p>We access support from the Sensory Support service at a level deemed appropriate by them.</p>
<p>Multi-Sensory Impairment (MSI)</p>	<p>We access support from the Sensory Support service at a level deemed appropriate by them.</p>
<p>Physical Disability (PD)</p>	<p>We offer a school building that is accessible to children with mobility issues.</p> <p>Teaching Assistants and Teachers have worked with CYPS and Occupational Therapy looking at how to deliver bespoke programmes for children in school.</p> <p>We can also request support from Occupational Therapy, Physiotherapy or a School Nurse.</p>

Staffing

Directly funded or provided by the school:

1 x HLTAs (Higher level Teaching Assistant);

1 x Thrive Practitioner

13 x Teaching Assistants providing 320.5 hours of support per week;

We also have good working relationships with Children's Services. Social Services will provide support via the Virtual School 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 integral part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with SEND. Current staff specialisms include:

- Effectively supporting children with ASD and Autism;

Head of School Mr. A. Wheatley

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- Whole-School Read Write Inc Phonics Training including Fresh Start;
- Using the Lexia Reading Programme;
- THRIVE approach;
- Sensory circuits;
- Elective Mutism;
- Developmental Language Delay;
- Relational approaches;
- Dyslexia training;
- Ordinarily Available Provision (OAP) training;
- Zones of Regulation Training;
- Peg and Assisted Feeding;
- Using Hearing Impairment Technology;
- Multi-Sensory Impairment;
- Talkboost;
- Early Talkboost;
- Team Teach (Positive Handling);
- Mental Health First Aid;
- Supporting children with Speech, Language and Communication Needs;
- Child Protection – including Child on Child Abuse;
- Safeguarding (including PREVENT);
- E-Safety;
- First Aid (including Paediatric First Aid);
- Using a Defibrillator;
- Anaphylaxis and Epi-pen Training;
- Managing Epileptic Seizures, including use of rectal medication, training through Newcastle Hospital Trust Epilepsy Nurses.

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

Level 1:

Ordinarily Available Provision (OAP)

Teachers continually 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.

We always endeavour to use interventions that are evidence-based or are provided 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.

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?

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Please look at our [website](#) and [Friday Flyers](#) 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

At Heddon-on-the-Wall St. Andrew's, we pride ourselves in knowing our children and families really well. Every member of staff treats our pupils equally. 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 with our Thrive Practitioner, Mrs. Walker.

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, such as CYPS or School Health.

Please also see section 12 (SEMH)

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 Information, Advice and Support Service can provide advice and support to any family or child, or give information about other support services you may find helpful. The contact details are:

Tel: 01670 623555 or 01670 620350

Website: <https://northumberlandiass.org.uk/>

E-mail: iass@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.

[\(admin@heddon-school.co.uk\)](mailto:admin@heddon-school.co.uk)

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If you are not satisfied with the outcome of that consultation then contact our SEND Academy Committee Member, Mrs. L. Henderson.

(Please address concerns in writing to 'Mrs .L. Henderson, SEND Academy Committee Member, 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 Academy Committee, Local Authority or other organisations. We will seek support from the Local Authority to provide this advice to you.

SENDCO: Mrs. F. O'Reilly

SEND Academy Committee: Member: Mrs.L. Henderson

Chair of Academy Committee: Mrs. M. Robson

Completed September 2024

Review Date September 2025

Head of School Mr. A. Wheatley

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