

**St Peter's Elwick Church of England
Primary School**

SEND Information Report

2025 – 2026

Report completed regarding 2024 - 2025

SENDCo: Sara McLaren

Head of School: Vikki Wilson

SEND Governor: Colin Reid

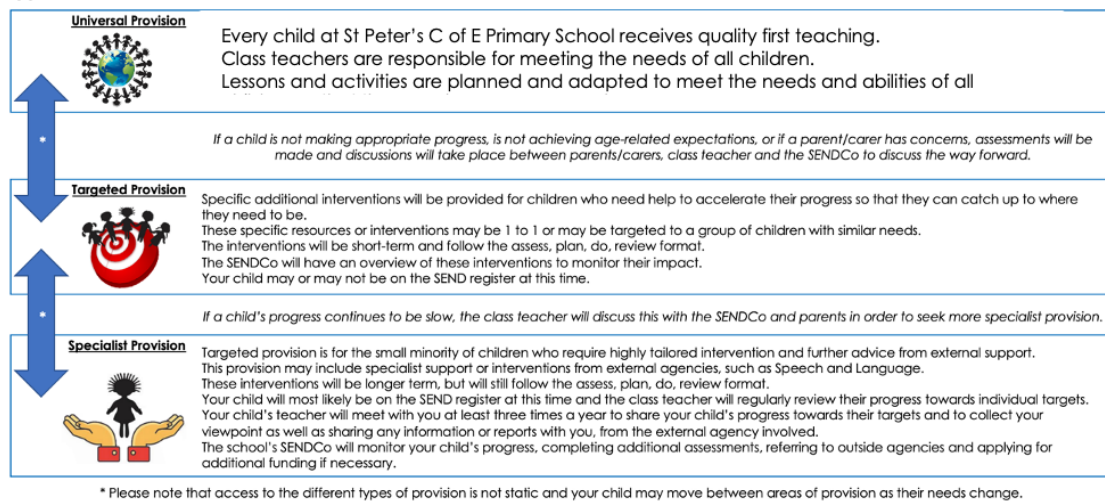
Contact: 01429 274904

Local Offer Contribution: https://www.hartlepoolnow.co.uk/local_offer

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child/young person in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make a point to discuss aspirations with ALL our learners.

Types of Provision in school



Once a support plan has been created after having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

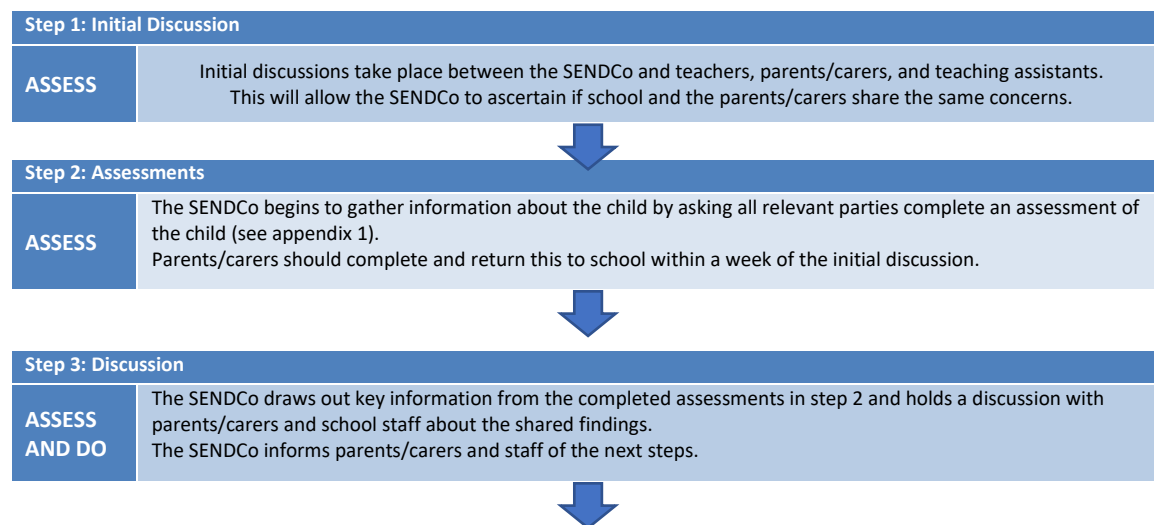
Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care; including those with special educational needs.

When identifying children who need to be added to the SEND register, we take the graduated response of Assess, Plan, Do, Review:

The following steps will be taken to identify children who need to be added to the SEND register:



Step 4: Observation

ASSESS AND DO

The SENDCo carries out observations of the child in both their classroom environment and during lunch and breaktimes.
The SENDCo draws out key findings from observations to form part of their feedback.



Step 5: Feedback

REVIEW

A meeting is held between the teacher, teaching assistant and parents and carers - facilitated by the SENDCo. SENDCo feeds back on key findings from the observation and provides no more than 3 next steps. The SENDCo will arrange to observe again after a period of 3 weeks in order to review the actions that were set.



Step 6: Observation

REVIEW

The SENDCo will observe the child again, looking for progress made against the next steps that were previously set. From this observation, the SENDCo decides on what needs to happen next.



Step 7: Feedback

REVIEW

A meeting takes place between the SENDCo, parents/carers, teacher and teaching assistant. The SENDCo feeds back on key findings from the 2nd observation and the next steps of action. If SEND registration is required, the area of need will be discussed. Any agreed provision will be shared with the parents: universal, targeted or specialist, and the graduated response of: Assess, Plan, Do, Review will be explained.



Step 8: Initiate.

PLAN AND DO

If required, the child is added to the SEND register.
A support plan is written. At St Peter's Elwick CofE Primary, these take the form of a 'My Book'..
Where appropriate, referrals will be made to other professionals (Speech & Language, Occupational Therapy etc)
If required, co-ordinated care plans or EHC plans will be started.
In class support will be provided (resources, outreach, intervention etc)
Support will be offered for parents/carers.

SEND Needs:

As of July 25, we had 14 children/young people receiving some form of SEND Support.

Children and young people's SEND are generally thought of in the following four broad areas of need and support: **communication and interaction, cognition and learning, social, emotional and mental health, and Sensory and/or physical needs.**

Some of the strategies used by school to support pupils over the course of this academic year have included:

Communication and interaction

- Visual timetables
- Thought given to the environment for specific individuals – limiting distractions
- Pre- teaching of topic vocabulary and providing opportunities to re-visit understanding and use of words
- Personal work stations

- Support throughout the day to develop understanding of safety
- Ensure pupils are seated in the best place to reduce distraction and provide additional equipment to support concentration, for example wobble cushions, ear defenders etc.
- Equipment and resources
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Support at unstructured times of the day
- Small group work focusing on personalised targets
- Use of visual supports to define areas and structure the day, for example, visual timetable or 'Now and Next' boards.
- Personalised, differentiated curriculum and resources
- Scaffolding learning and breaking learning into small steps
- Appropriate language used to suit the needs of individuals
- ICT to support learning
- Each pupil's special interests are incorporated to focus attention and increase motivation.
- Encouragement of children working in pairs and small groups – guided by an adult where needed
- Model language
- Early Talk Boost intervention
- Little Wandle SEND Phonics
- Restorative chats
- Sensory diets
- Personalised behaviour plans
- Busy / sensory boxes / activity breaks
- Safe spaces
- Pets as Therapy
- Attention Autism
- Personalised speech and language interventions
- Behaviour support plans in place where needed
- Change of the adult supporting the child
- Ensuring all adults are aware of children's needs and provision
- Enhanced transition
- Education Psychologist support
- THRIVE

Cognition and learning

- Nessy Dyslexia Screening
- Coloured overlays to support reading

- Personalised, adaptations to curriculum delivery and resources
- Embedded use of metacognition strategies to support children's learning and inform teachers' assessment of pupils
- Regularly monitor pupil's understanding by asking the pupil to show or explain the instructions in their own words
- Provide scaffolding and resources to support children accessing their learning task or adapting the task if necessary.
- Use of same-day catch up interventions when required and the use of specific targeted interventions,
- Provide additional processing time to respond to questions and tasks
- Provide opportunities for repetition and reinforcement
- Give information in small steps in clear, concise language
- Relate the work to the pupil's direct experience whenever possible and avoid the use of ambiguities.
- Strategies to promote / develop skills in English and Maths
- Targeted intervention programmes delivered to small groups of pupils to improve skills in a variety of areas
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Pre- teach including key vocabulary
- Personalised homework / spellings
- Dual coding using words and images
- Personalised homework / spellings
- Pre- teach including key vocabulary
- Clear and simple instructions, breaking down longer instructions and giving one at a time.
- Visual timetables
- Give time to process information before a response is needed
- Make explicit links to prior learning
- Enhanced transition

Social, emotional and mental health

- Behaviour management systems encouraged pupils to make positive decisions about behavioural choices.
- Risk assessments are made with action taken to increase the safety and inclusion of all pupils in all activities.
- Resources are made available for children for example fiddle toys, sensory boxes, personal workstations.
- Personalised behaviour plans where needed.
- Support throughout the day to develop understanding of safety.
- Support at unstructured times of the day.
- Small group work focusing on personalised targets.

- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Referrals to outside agencies such as the neurodevelopment pathway.
- Adopt key principles of Thrive approach, including use of PACE and targeted interventions when appropriate.
- Metacognitive targets to promote independence
- Enhancing planning for trips / visits / residentials
- Explicit teaching of social skills
- Have a knowledge of the pupil and possible triggers and help to strengthen the pupil's self-confidence and help them to develop and implement coping strategies.
- Mentors
- Sensory resources and diets
- Thrive resources and diets
- Enhanced transitions
- Working with external agencies
- Personalised home / school communication plans
- Pets as Therapy
- Personalised sessions delivered by school nurse
- Counselling
- Play therapy
- Enhanced transitions
- Behaviour management systems encouraged pupils to make positive decisions about behavioural choices.
- Risk assessments are made with action taken to increase the safety and inclusion of all pupils in all activities.
- Resources are made available for children for example fiddle toys, sensory boxes, personal workstations.
- Support throughout the day to develop understanding of safety.
- Support at unstructured times of the day.
- Small group work focusing on personalised targets.
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Referrals to outside agencies such as the neurodevelopment pathway.
- Adopt key principles of Thrive approach, including use of PACE and targeted interventions when appropriate.
- 'Proud of Me' book and adult time to share and discuss.
- Positives Book
- Have a knowledge of the pupil and possible triggers and help to strengthen the pupil's self-confidence and help them to develop and implement coping strategies.
- Anticipate impending sensory overload in order to intervene at an early stage or allow the pupil to remove themselves from the situation.
- Have discussions with pupil and parents/carers about how support for emotional and mental health needs is managed.
- Prepare the pupil for new or unusual experiences.
- Supported and scaffolded leadership opportunities

Sensory and/or physical needs

- Classroom adapted to reduce visual or auditory distraction.
- Sensory circuits
- There are opportunities for alternative forms of recording e.g. use of technology
- Staff use agreed verbal and visual cues if and when necessary.
- Clear expectations of activities are established with visual cues.
- Teaching areas are kept tidy and uncluttered to support pupils' access to the environment.
- Working with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to.
- Resources are purchased and made available for children for example wobble cushion, pencil grips, theraputty, weighted blankets, chew buddies, peanut balls, movement boards.
- Sensory diets
- Support with personal care if and when needed – intimate care plans
- Access to programmes to support Occupational Therapy / Physiotherapy
- Personalised routine and timetable adaptations
- Intervention based on OT recommendations
- Personalised progressive Thera putty intervention
- Sloped desk topper
- Ensure anyone speaking is facing the child
- Ensuring correct learning environment e.g. small quiet space for teaching of 1:1 phonics

Wider curriculum engagement

We have ensured that all children have access to wider curriculum opportunities across school. All children have been invited to take part in all school trips including residentials, after school and breakfast provision and supported by additional adults where necessary.

Improving the emotional and social development of children with SEND

In our school, our Christian vision shapes all we do "To give all the opportunity to be who God created them to be and have fullness of life."

This is theologically rooted in Genesis 1 verse 26 and John 10:10 and Psalm 139

In a warm, caring, Christian environment, we will achieve our vision by providing everyone with:

- A wide range of experiences, opportunities and knowledge which ignite inspiration and motivate all to succeed through a bespoke, aspirational broad curriculum.
- A place to be happy, confident and safe so that their uniqueness shines through.
- By developing the confidence to be courageous advocates who make informed decisions for the good of all in an ever changing modern, diverse society.

In addition, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE and RHE curriculum.

The specific content of lessons is carefully mapped and can be adapted to meet the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We provide a curriculum in which PSHE and citizenship are embedded. Our subject provision includes opportunities to develop pupils' spiritual, moral and social cultural development, whilst strongly upholding and promoting our school vision and British Values. This in turn enables all children to develop an understanding of the ever - changing world in which we live, develop the skills necessary to take an active role in their community and manage their lives safely and effectively.

We aim to promote an 'everybody active' attitude amongst the children, where all pupils develop a keen interest in sport and are willing to partake in sporting activities. We aim to provide a variety of engaging lessons delivered by school staff and external bodies; deploy a wide range of teaching strategies and enter a good selection of competitions for the children across year groups. By doing this, the pupils further develop their confidence and self-esteem when they are accessing P.E. lessons and when they are representing the school in sporting competitions. The pupils also continue to develop their knowledge and understanding of a wide range of sports, equipping them with the skills they need to access sporting activities.

We are a 'THRIVE' school. Over the course of this academic year, key staff have begun training in the Thrive approach. The THRIVE Approach draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development, in order to help us to understand the needs being signalled by children's behaviour. Working with parents and class teachers, our THRIVE practitioners carry out assessments of identified children's social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies and activities to help children re-engage with learning and life. The strength of

communication and relationships between school and parents' this year has been notes. As a school, we are very grateful for generous donations of funds and time from parents which have enabled us to create a special space that pupils can access to reflect, access Thrive interventions and access external support.

We are delighted to have achieved Gold Status School Mental Health Award from the Carnegie Centre of Excellence for Mental Health in Schools in recognition of our support for staff and pupil wellbeing and to have mental health first aiders in school.

Evaluation of the effectiveness and impact of provision

We have internal processes for monitoring quality of provision and assessment of need. These have included:

Termly meetings and reviews with parents and children to ensure their voices are heard.

Termly support plans 'My Book targets' have been written in collaboration with parents and children to ensure children have **Specific, Measurable, Achievable, Realistic and Time bound** targets whilst also being personal to the child. The quality and effectiveness of these has been monitored by the SENDCo and Head Teacher.

An annual review led by the Northern Lights Learning Trust to evaluate the school's current SEND provision and identify potential next steps for development.

Half Termly feedback to the Local Governing Body on SEND.

SEND is also a thread that runs through all lesson visits and work moderations conducted by the Senior Leadership Team and external partners.

In March 2023 OFSTED and in March 2022 SIAMS inspected the school.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach. We achieve this through termly meetings with parents/ carers as part of the review and target setting process for children's individual support plans (My book targets and reviews). The voice of the child is key in this process. In addition to this formalised process, class teachers and the SENDCo will also regularly seek contact parents/ carers with any updates or relevant information regarding their child's learning journey, personal development, and well-being. Annual reviews are held for children with Educational Health Care Plans. More frequent meetings are held where needed.

Looked After Children who also have SEND

Children who are looked after and also have SEND have been closely monitored to ensure that their progress is not negatively impacted by their previous experiences. Any issues that have arose have been dealt with as needed in collaboration with parents/ carers and the necessary professionals involved in the care of the child.

Staff development

Staff have been selected for training linked to the children they have been working with this year and the future needs of the school.

We are committed to developing the on-going expertise of our staff.

Role	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
All staff	School SEND context and pupil specific need	Awareness
Teaching staff	My Book protocol, targets and strategies	
Teaching staff All staff All staff	Adaptive Teaching Training Transcription Training Paediatric first aid	
HLTA	Instructional Coaching	
Senior Leader/ SENDCO x2	NPQSENDCO	Enhanced
Senior Leader and TA x1	Thrive training	
SLT x1	Team Teach	
SENDCO	Ambition Adaptive Teaching	
Teaching Assistant x1	NPQBC	
Head Teacher	Senior Mental Health Lead Training	
Head Teacher	Diocesan Inclusion and Justice Conference	
TA x1	Physio Training	
TA x2	Demand Avoidance and Autism	Specialist
NA	NA	

This year, we have continued to put in additional training into developing our approach to target setting for pupils with SEND using the SMART approach, as well as training for adaptive teaching and strengthening curriculum provision to support quality first teaching for all pupils.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are timetabled to ensure that children receive the support they need, this could be one a one-to-one basis to deliver bespoke intervention or small group support to fulfil individual targets outlined on children's support plans (My Book targets) and are regularly reviewed by both the SENDCo and the SLT.

This year we have had a head teacher, SENDCO/ AHT, 3 full time teachers and 1 part time teacher, 1 part time sports coach, 4 full time TAS (2 1:1 funded and 1 group funding), 2 part time TAs and 1 HLTA.

Arrangements for pupils with a disability

- The arrangements for admission of disabled persons as pupils at the school (see admissions policy, accessibility plan and equality objectives statement);
- The steps taken to prevent disabled pupils from being treated less favourably than other pupils;
- The facilities provided to assist access to the school by disabled pupils; including a ramp and changing facilities (see admissions policy, accessibility plan and equality objectives statement)
- The plan prepared by the governing body under paragraph 3 of Schedule 10 of the Equality Act 2010 (accessibility plan).

School Partnerships and Transitions

Our academic assessment for children with special educational needs is moderated through our cluster of schools and Trust partners.

This year, we supported 3 SEND children with significant transitions between schools. To support a successful transition, school liaised with the SENDCo, SEN Team of the destination school and parents to discuss the provision in place for the child and also ensured all relevant records were securely passed on. Additional support from the Educational Psychologist was sought and a steps plan was implemented. Where additional transition sessions were needed as agreed by all involved with the child they were arranged and took place effectively. Parents and carers were included in these discussions. Where needed, personalised safety plans were put in place.

We closely monitor children and young people's destination data.

School works with external agencies for most up to date strategies and support to ensure any barriers to success are fully identified and responded to. For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by Hartlepool Borough Council, which are described on the Local Offer website available [here](#).

Over the past academic year, we have utilised other outside agencies when specific support has been required including:

- Children's wellbeing practitioner
- Paediatrics services
- NHS Physio
- School Nursing Team
- Social services
- Sunflower Sensory Services
- OT
- Speech and Language
- Specialist Speech and Language
- Neurodevelopment Pathway
- Small Steps
- Educational Psychologist
- Autism Education Trust
- STARS Sensory Teaching Advisory resource services
- Tree Tops Occupational Therapy
- ABC Counselling
- Pets for Therapy
- Dietitian and Constipation Clinic
- Specialist Uniform Consultants

Further development

- Continue to focus on professional development to enhance staff understanding of specific barriers to learning and strategies to overcome these across the curriculum and wider school life.
- Continue to strengthen quality first teaching by evaluating and refining curriculum design to embed adaptive teaching approaches, improving outcomes for all pupils, including those with SEND.

Complaints:

Our complaints procedure is available to view here: [Northern Lights Learning Trust](#)

Relevant school policies underpinning this SEN Information Report include:

- Accessibility Plan
- Child on Child Abuse Policy
- SEND policy
- Behaviour Policy
- Child Protection Policy
- Early Years Foundation Stage Policy
- Intimate Care Policy
- Relationships and Health Policy
- Equality information and objectives statements

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body:

Appendix 1 (SCHOOL)

Name of pupil				
Year Group				
Registered as SEND	YES		NO	
If registered identify broad area of need	Communication and interaction.	Cognition and learning.	Social, emotional and mental health difficulties.	Sensory and/or physical needs.
If not registered if possible identify what you believe is area of need	Communication and interaction.	Cognition and learning.	Social, emotional and mental health difficulties.	Sensory and/or physical needs.

As part of the graduated response to need please can you complete the form below with brief notes. This will form part of the wider discussion when addressing need or potential early identification and registration of need. Thus, enabling learners needs to be met.

(This 2 x 2 Assess grid should be completed ideally with all adults whom are involved with the identified pupil i.e. Teacher, TA, PSA etc.)

What are the barriers to learning that the pupil is experiencing and in which subjects?	What are their strengths, interests and aspirations?
What support do they need to access the curriculum?	What do you think would help to improve provision in order for the identified pupil to learn?

(PARENT/CARER)

Name of pupil		Year group	
Parent/Carer Name			

As part of _____ graduated response to need please can you complete the form below with brief notes. This will form part of wider discussions and gathering of evidence to ensure effective communication and partnership working in order to meet the needs of your child.

What concerns or barriers do you feel or have observed your child experiencing?	Please identify if there is a particular time of the day or if you feel their barrier or your concern links to a particular aspect i.e. in public spaces, homework, bedtime, following instructions etc.
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What are your child's strengths, interests and aspirations?	What support do you feel would help them both within school and at home?
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Please provide any other information that you think is important for us to know

OBSERVATION FORM

Name of pupil				
Year Group				
Registered as SEND	YES		NO	
If registered identify broad area of need	Communication and interaction.	Cognition and learning.	Social, emotional and mental health difficulties.	Sensory and/or physical needs.
If not registered if possible identify what you believe is area of need	Communication and interaction.	Cognition and learning.	Social, emotional and mental health difficulties.	Sensory and/or physical needs.

Key findings from 2x2 School grid	
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Key findings from 2x2 parent/carer grid	

Name of observer	
Date	
Time	
Lesson	
Additional adult resource	
Additional resources provided	

BEHAVIOUR

How does the pupil enter the classroom?

How long does the pupil take to settle down to work?

How does the pupil manage distraction throughout the lesson?

How does the pupil engage with other pupils?

How does the pupil leave the classroom?

Do the adults have to intervene to settle pupil?

Does the pupil have any additional resources to aid in settling/behavior/need?

(Fidget toys, chew toys, timer, spot on carpet etc.)

Is positive praise used?

Are consequences needed or used?

How does pupil react to the above?

LEARNING

Is the pupil engaged in the lesson?

What strategies are used to engage the pupil?

Is the pupil able to follow instructions?

Does the pupil need adult support for this?

Does the pupil stay on-task independently?

Does additional support enable independence?

Is there evidence of 'adaptive' teaching to support and meet need?

How does the pupil react to getting something wrong?

What feedback is given to move learning forward?

**Is there evidence of progress?
What evidence?**

**Did the pupil achieve the learning outcome/intention?
How does the pupil use classroom resources?**

KEY FINDINGS

Any other information observed