Northern Lights Learning Trust

Hart Primary School



SEND and Medical Conditions Policy

Prepared by: S.McLaren

Discussed with: Governing Body

Agreed on: Autumn 2026

To be reviewed on: Autumn 2026

Governance: C.Reid

Introduction and Shared Values

Hart Community Primary School is an inclusive school within Northern Lights Learning Trust. We respect and care for l members of our community, nurturing talents and creating opportunities for all. We enable children to experience success, grow in confidence and develop personal, social, emotional, spiritual and academic skills.

Our values:

- Friendship and Trust
- Compassion
- Thankfulness
- Always our Best

We believe:

- Every teacher is a teacher of SEND.
- Every leader is a leader of SEND.
- Pastoral care underpins all aspects of school life.

This policy sets out how Hart Primary School meets its statutory duties for pupils with SEND and pupils with medical conditions, ensuring compliance with Trust expectations and Ofsted's 2024/25 inspection framework.

Statutory Framework and Compliance

This policy is written in accordance with:

- Children and Families Act (2014)
- SEND Code of Practice 0–25 (2015)
- Equality Act 2010 – DfE Guidance (2023)
- SEND & AP Improvement Plan (DfE, 2023–2026)
- Working Together to Safeguard Children (2023)
- KCSIE (2024)

- Behaviour in Schools Guidance (2023)
- Suspension & Exclusion Guidance (2023)
- Statutory Guidance on Supporting Pupils with Medical Conditions (2017, updated 2024)
- National Curriculum in England KS1 & KS2 (2014)
- Early Years Framework
- Accessibility Plan
- Northern Lights Learning Trust SEND Governance Requirements (2026)

Definitions

Throughout this policy the definitions that we adhere to are taken from the 'Special Educational Needs and Disability Code of practice: 0-25 Years (2015)' and the following terms will be used:

Special Educational Needs (SEND)

- According to the SEND Code of Practice (2015), a pupil has SEND when their learning difficulty or disability requires provision that is additional to or different from that normally available to pupils of the same age.

Learning Difficulty

- The SEND Code of Practice (2015) states that a child has a learning difficulty if they have significantly greater difficulty in learning than the majority of others of the same age, or if a disability prevents or hinders them from accessing educational facilities provided for their peers.

Disability

- Under the Equality Act (2010), a disability is a long-term physical or mental impairment that has a substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Special educational provision means:

- for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools in the area [Education Act 1996, Section 312]

  Ordinarily Available Provision – support expected in all mainstream schools as part of universal SEND practice (DfE SEND Review).

  Targeted Support – structured intervention beyond universal provision but below specialist involvement.

  Alternative Provision (AP) – education provided outside mainstream settings as part of statutory SEND/AP reforms.

Aims

Hart Primary School aims to:

- Fully include all pupils, including those with SEND and medical needs.
- Enable every pupil to experience success.
- Promote confidence and positive attitudes.
- Provide access to a broad, balanced, differentiated curriculum.
- Ensure all learners make the best possible progress.
- Provide effective intervention and support.
- Ensure equal opportunities for participation.
- Ensure pupils with SEND have a voice.

Key Objectives

- Deliver high-quality teaching for all pupils.
- Identify SEND early and accurately.
- Ensure access to curriculum at appropriate levels.

- Provide appropriate intervention and monitor effectiveness.
- Deploy resources effectively.
- Maintain realistic but high expectations.
- Keep detailed records of progress.
- Provide ongoing staff training.
- Work effectively with external agencies.
- Ensure strong communication with parents.
- Ensure pupil voice is central to decision-making.

Roles and Responsibilities

Head Teacher

- Oversees SEND and medical needs provision.
- Reports SEND issues to governors.
- Works closely with SENDCo.

Governing Body

- Ensures SEND provision is integral to school improvement.
- Monitors quality of SEND provision.
- Ensures compliance with statutory duties.

SENDCo (Mrs Sara McLaren)

The SENDCo:

Leadership, Statutory Duties and Compliance

- Holds the statutory NASENCO and NPQ for SEND qualification.
- Leads the day-to-day operation of the school's SEND Policy, ensuring full compliance with the SEND Code of Practice (2015), Equality Act (2010), KCSIE 2024, and Supporting Pupils with Medical Conditions guidance.

- Ensures statutory processes are followed, including APDR cycles, graduated response documentation and timely referrals to external agencies.
- Maintains the SEND Register, Monitoring Register and all SEND records, ensuring accuracy, confidentiality and alignment with Trust and LA expectations.
- Ensures compliance with Healthcare Plans and oversees medical needs processes in line with statutory guidance.

Provision, Assessment and Intervention

- Coordinates provision and interventions for pupils with SEND, ensuring they are evidence-based, monitored and reviewed for impact.
- Conducts assessments, observations and screening for pupils on the Monitoring or SEND Register, informing APDR cycles and provision mapping.
- Supports class teachers in identifying SEND, implementing strategies, adapting teaching and developing Individual Provision Maps (My Books) with clear, measurable targets.
- Ensures pupils with SEND access a broad, ambitious curriculum, working with curriculum and assessment leads to remove barriers and secure progress.
- Oversees Alternative Provision (AP) pathways, ensuring quality assurance, safeguarding compliance, monitoring of attendance and evaluation of impact.

Collaboration with Staff

- Works closely with the Head Teacher and Senior Leadership Team to ensure SEND is central to school improvement and strategic planning.
- Supports teaching and support staff (including TAs) in delivering high-quality provision, modelling strategies, and ensuring consistent practice across the school.
- Leads and contributes to staff training on SEND, inclusion, medical needs and statutory responsibilities.

- Ensures a consistent whole-school approach alongside SLT, to SEND, inclusion, behaviour and pastoral support.

Partnerships with Parents, Agencies and Trust

- Works closely with parents/carers, ensuring co-production, clear communication and involvement in APDR cycles and decision-making.
- Liaises with external agencies, including specialist teachers, health professionals, MHST, CAMHS and the LA SEND team, to secure additional support and guidance.
- Works with the School Nurse and designated medical needs staff to ensure accurate medical information and safe practice.
- Liaises with SENDCos in feeder and receiving schools to ensure smooth transitions and continuity of provision.
- Works with the Trust SEND Lead to ensure alignment with Trust-wide SEND strategy, reporting, quality assurance and governance.

Monitoring, Evaluation and School Improvement

- Monitors the effectiveness of SEND provision, analysing data, evaluating interventions and reporting to SLT, governors, and Trust SEND leadership.
- Ensures SEND is accurately represented in SEF, SIP, and Trust reporting, contributing to whole-school evaluation and improvement planning.
- Seeks to ensure an agreed, consistent approach to SEND and inclusion across the school, informed by current research, statutory guidance, and best practice.

Teaching & Support Staff

- Deliver high-quality inclusive teaching that meets the needs of all pupils including those with SEND
- Differentiate learning and adapt teaching in line with the Teacher Standards and the SEND Code of Practice

- Monitor and record pupil progress identifying emerging needs and contributing to APDR cycles
- Implement APDR cycles by contributing to assessments planning provision delivering interventions and reviewing impact
- Be fully aware of the school's procedures for identifying assessing and making provision for pupils with SEND
- Take responsibility for meeting individual pupils' SEND working closely with the SENDCo and following the school's SEND policy
- Consider the type and extent of each pupil's difficulty when planning curriculum access assessment and classroom organisation
- Provide access to learning for pupils with SEND and disabilities including through adapted resources multisensory approaches and targeted support
- Support pupils with communication language literacy behaviour and emotional needs using agreed strategies and interventions
- Work collaboratively with external agencies involved with pupils following professional advice and integrating recommended strategies
- Ensure pupils can participate fully in learning physical activities practical tasks and wider school life
- Help pupils manage their behaviour safely and effectively enabling them to engage positively in learning
- Support pupils to manage their emotions including trauma stress and anxiety using appropriate pastoral and therapeutic approaches

SEND Support Staff Responsibilities

- Provide individual or targeted support for pupils with ISF or IPS funding or those identified as needing more focused intervention
- Deliver support that is differentiated to meet individual need and evaluated through the graduated response to SEND Support

- Work under the direction of the SENDCo and class teacher to implement agreed strategies interventions and provision
- Liaise regularly with the SENDCo to ensure effective communication about pupil progress support strategies and emerging needs
- Contribute to the assessment planning and reviewing stages of the graduated response including feedback for APDR cycles
- Support pupils in accessing learning safely and effectively and help remove barriers to participation
- Follow professional advice from external agencies and integrate recommended strategies into daily practice
- Maintain accurate records of support delivered and pupil responses to provision

Admission Arrangements

The admission arrangements for all pupils follow national legislation including the Equality Act 2010. This applies to children with any level of SEND including those with an Education Health and Care Plan and those without.

All SEND paperwork should be shared with the SEND team by the previous school or setting or by parents as soon as possible. When a pupil transfers from another school a transition meeting may be arranged between the feeder school and the receiving school's SENDCo to support a smooth transition and to discuss provision and any important information relating to the pupil's needs. Where face to face meetings are not possible contact will be made by telephone to ensure a clear understanding of the provision required.

Hart Primary School will make necessary preparations prior to the pupil starting school where possible. The pupil will be closely monitored (mobile pupil tracker) from the start of the school year to ensure that appropriate provision is in place.

Identifying Special Educational Needs

Hart Primary School believes that early identification is essential in supporting pupils effectively. Identification is an ongoing process throughout the school year. Class teachers have regular opportunities to review individual pupils through Pupil Progress meetings with Senior Leaders and the SENDCo. This process identifies pupils who are making less than expected progress given their age and individual circumstances.

Section 6.25 to 6.32 of the SEND Code of Practice identifies four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social emotional and mental health**
- **Sensory and or physical needs**

These categories help identify the primary area of need for pupils. However, Hart Primary School identifies needs by considering the whole child and not only their special educational needs. Additional factors considered include:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a parent in the Armed Forces
- Behaviour that is not related to SEMH

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

Step 1: Initial Discussion	
ASSESS	Initial discussions take place between the SENDCo and teachers, parents/carers, the child (where appropriate) and teaching assistants. This will allow the SENDCo to ascertain if school and the parents/carers share the same concerns.
	
Step 2: Assessments	
ASSESS	The SENDCo begins to gather information about the child by asking all relevant parties to complete an assessment of the child (see appendix 1). Parents/carers should complete and return this to school within a week of the initial discussion.
	
Step 3: Discussion	
ASSESS AND DO	The SENDCo draws out key information from the completed assessments in step 2 and holds a discussion with parents/carers and school staff about the shared findings. The SENDCo informs parents/carers and staff of the next steps.
	
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 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 in collaboration with parents, 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 Hart 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.

Whole School Approach

At Hart Primary School class teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from a teaching assistant or specialist staff. Teachers provide tailored learning opportunities through high-quality teaching which enables pupils to make progress and helps teachers understand the provision and teaching approaches required. This is referred to as Universal provision.

Pupils who fall significantly below expected academic and non-academic achievement are monitored by the class teacher and may access additional interventions to accelerate progress. These interventions are often targeted at groups of pupils with similar needs usually pupils on the SEND Register but not limited to them. This is referred to as Targeted provision.

If it is felt that a pupil may have special educational needs rather than requiring short term targeted support a Support Plan is created. The plan outlines provision and how it will be coordinated. The class teacher works with the SENDCo and consults with parents or carers to agree the plan.

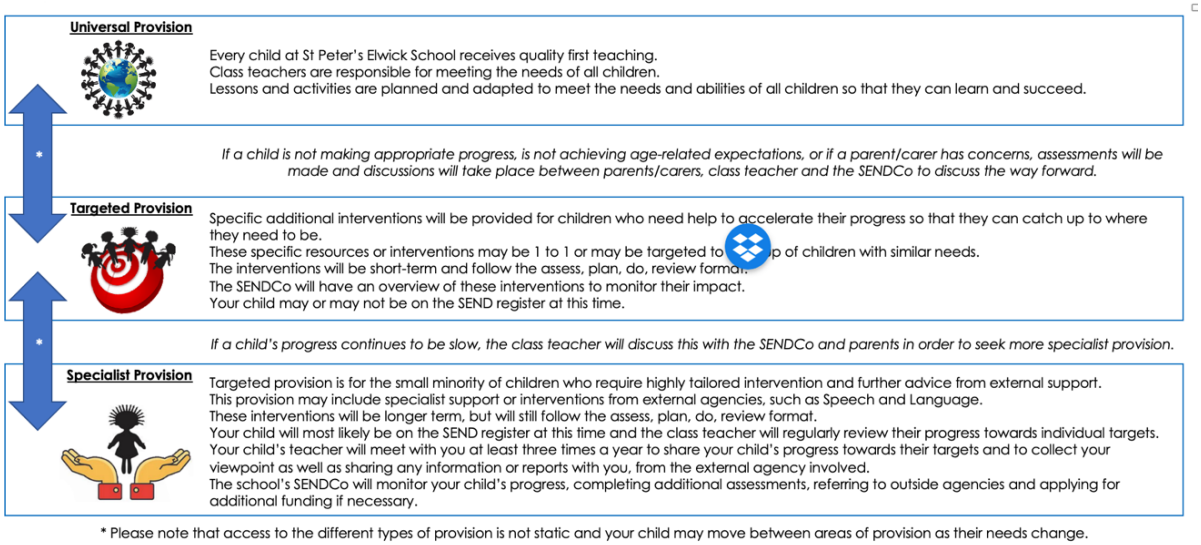
When a pupil has been identified as having SEND and targeted support has not resulted in expected progress further assessment is carried out to identify

specific areas of need. After discussion with parents or carers external professionals may be asked to assess the pupil and provide advice to support extended provision continued assessment and revised actions. This is referred to as Specialist provision. External input may include specialist teaching or therapy. The school coordinates these actions and works with external professionals to monitor review and evaluate the effectiveness of interventions.

If a pupil has lifelong or significant difficulties an Education Health and Care Needs Assessment may be requested. This is usually initiated by the school but can be requested by a parent. The Local Authority receives information about the pupil's progress over time and documentation relating to their special educational needs. An assessment is carried out when the Local Authority believes that the school has taken all reasonable steps to support the pupil but cannot provide the level of support required without additional statutory provision.

High quality first teaching through Universal provision and additional interventions through Targeted and Specialist provision form the foundation of our whole school approach and support the needs of all learners.

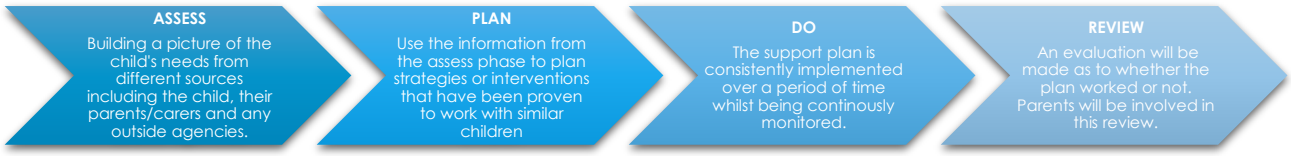
Types of Provision in school



* Please note that access to the different types of provision is not static and your child may move between areas of provision as their needs change.

Once a Support Plan has been created after consultation with the pupil and their parents all additional provision whether internal or external is based on an agreed outcomes approach. The plan sets out the pupil's needs the intended outcomes and the provision required to support progress.

Underpinning all provision in school is the graduated response which ensures that identification and support follow a structured process. Teachers remain responsible for every pupil in their class including those with special educational needs and work with the SENDCo to ensure provision is appropriate.



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

High-quality first teaching through Universal provision and additional interventions through Targeted and Specialist provision form the foundation of our whole school approach and support the needs of all learners.

All class teachers and the SENDCo carry out an ongoing process of assessment planning and reviewing that recognises each pupil's strengths as well as areas for improvement. A rigorous tracking system is in place to identify pupils who are not making the required level of progress. This continuous cycle ensures that emerging needs are recognised early and that appropriate support is considered as part of the school's graduated response.

High-Quality Teaching Expectations

To ensure that all pupils can access and make progress across the curriculum expectations are in place and strategies are developed used and reviewed to enable access for all children to the National Curriculum. These

expectations support our commitment that all children have the opportunity to flourish and achieve fullness of life.

- Provision for SEND including additional needs and disadvantaged groups is well led and managed
- Leaders are ambitious for pupils with additional needs and this ambition is shared by staff
- The curriculum is adapted successfully to be ambitious and meet the needs of all pupils so that skills knowledge and abilities develop with increasing fluency and independence
- Staff are aware of pupils with SEND pupils from groups with protected characteristics pupils from minority ethnic backgrounds and pupils from disadvantaged groups and understand the nature and impact of these needs
- Staff adapt learning approaches to provide suitable learning challenges and cater for different learning needs and styles with individual or small group planning where appropriate
- Every practitioner is a teacher of SEND
- Staff ensure that pupils have opportunities to work in different ways including independently in small groups and in pairs
- Staff provide regular opportunities for collaborative learning and peer support
- A regular cycle of **Assess Plan Do Review** is used to ensure that all pupils achieve the best outcomes
- Staff ensure that formative assessment and feedback are part of daily practice and reflected in marking and the school's assessment policy
- Hart Primary works in co production with pupils and their parents or carers in decision making

- Expectations from school and parents or carers are realistic and support the pupil's learning development and outcomes
- Pupils are enabled to participate in their assessment and review processes
- Staff recognise and respond to the social and emotional support needs of pupils with additional needs
- Staff take into account individual social and emotional needs and contextual circumstances such as family breakdown family illness moving home bereavement and other significant challenges
- Hart Primary ensures that pupils feel safe and valued and know they can approach staff and that their opinions and concerns are respected
- The physical environment is adapted to meet the needs of pupils
- Staff are aware of sensory needs and issues that may impact pupils
- Resources are available in every classroom or learning environment for pupils to access when appropriate
- The quality and impact of support is scrutinised
- All staff including teaching assistants make a positive contribution to pupil progress
- There is an ongoing plan for Continuing Professional Development in relation to pupil needs
- All staff understand the process for gaining further advice and guidance when required
- Staff collaborate and maintain effective links with relevant agencies and specialists
- All transitions throughout the day are planned and well managed and provide opportunities for pupils to develop skills to manage change

Areas of Need

Children with SEND are generally identified within four broad areas of need and support. Some pupils may fall into more than one category at one time and movement between categories is fluid and regularly reviewed. Strategies used by Hart Primary School to support pupils include the following.

Communication and Interaction

- Visual timetables and prompts
- Adults positioned at the pupil's level
- Adapted environments to limit distraction
- Modelling language by reflecting correct speech
- Following recommendations from Speech and Language Therapists
- Personal workstations
- Pre teaching topic vocabulary and revisiting understanding
- Introducing language through rhymes and songs
- Language interventions such as Wellcom and Early Talk Boost
- Support throughout the day to develop understanding of safety
- Seating pupils to reduce distraction and providing equipment such as wobble cushions or ear defenders
- Access to appropriate equipment and resources
- Working with external agencies for up-to-date strategies
- Support at unstructured times of the day
- Small group work focusing on personalised targets
- Visual supports such as visual timetables or Now and Next boards
- Personalised and adapted curriculum and resources
- Scaffolding learning and breaking tasks into small steps
- Using appropriate language and instructions

- ICT to support learning
- Incorporating pupils' special interests to increase motivation
- Little Wandle SEND Phonics
- Restorative chats
- Alternative communication methods such as communication books or ICT communication boards
- Sensory diets
- Personalised behaviour plans
- Busy or sensory boxes and activity breaks
- Safe spaces
- Pets as Therapy
- Attention Autism
- Personalised speech and language interventions
- Strong parent and school communication links
- Breaking tasks into smaller chunks
- Individual timetables where needed

Cognition and Learning

- Nessy Dyslexia Screening
- Little Wandle Letters and Sounds KS2 phonics readers
- Coloured overlays to support reading
- Personalised adaptations to curriculum delivery and resources
- Embedded metacognition strategies
- Regular monitoring of understanding through pupil explanation
- Scaffolding and resources to support access to learning
- Same day catch up interventions and targeted programmes

- Additional processing time
- Opportunities for repetition and reinforcement
- Clear concise language delivered in small steps
- Relating work to direct experience
- Strategies to develop English and Maths skills
- Targeted small group intervention programmes
- Working with external agencies for up to date strategies
- Pre teaching including key vocabulary
- Personalised homework and spellings
- Dual coding using words and images
- Instructions broken into smaller steps
- Sharing next steps with pupils
- Pre teaching sessions
- Adult support for interventions or pre and post teaching
- Using pupil strengths to support areas of difficulty
- Teaching metacognition strategies
- Memory aids such as phonics mats number squares post its and key word lists
- Teaching memory skills and using planning tools such as mind maps
- Access to appropriate learning resources such as pencil grips spelling aids and ICT
- Access to concrete resources

Social Emotional and Mental Health

- Personalised behaviour plans
- Considering what behaviour may be communicating
- Strong parent and school communication links

- Metacognitive targets to promote independence
- Enhanced planning for trips visits and residentials
- Explicit teaching of social skills
- Mentors
- Sensory resources and diets
- Thrive resources and diets
- Enhanced transitions
- Working with external agencies
- Personalised home and school communication plans
- Pets as Therapy
- Personalised sessions delivered by the school nurse
- Counselling
- Play therapy
- Behaviour management systems that encourage positive choices
- Risk assessments with actions to increase safety and inclusion
- Access to resources such as fiddle toys sensory boxes and 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
- Referrals to external agencies such as the neurodevelopment pathway
- Use of Thrive principles including PACE
- Proud of Me books and adult discussion time
- Knowledge of triggers and support to develop coping strategies
- Anticipating sensory overload and intervening early

- Discussions with pupils and parents about emotional and mental health support
- Preparing pupils for new or unusual experiences
- Supported and scaffolded leadership opportunities
- Modelling pro social behaviours
- Explicit teaching of behaviour expectations
- Establishing pupil interests
- Offering a get out with dignity choice
- Using choices to give pupils control with the same end result
- Planning for transitions between year groups and schools
- Mindfulness activities such as colouring games and dance
- Liaising with the school nurse
- Clear structure to the day
- Consistent seating plans
- Seating pupils away from distractions
- Clear expectations for behaviour and consistent responses
- Awareness of difficult times of day
- Opportunities for movement or short concentration periods

Sensory and or Physical Needs

- Adapted classrooms to reduce visual or auditory distraction
- Sensory circuits
- Opportunities for alternative recording methods including technology
- Use of agreed verbal and visual cues
- Clear expectations supported by visual cues
- Teaching areas kept tidy and uncluttered

- Working with external agencies for up to date strategies
- Access to resources such as wobble cushions pencil grips theraputty weighted blankets chew buddies peanut balls and movement boards
- Sensory diets
- Support with personal care when needed
- Access to Occupational Therapy and Physiotherapy programmes
- Personalised routines and timetable adaptations
- Interventions based on OT and STARS recommendations
- Personalised progressive theraputty intervention
- Consultation with parents and carers to identify trigger times
- Referrals to Occupational Therapy
- Identifying activities that help pupils regulate and using them at appropriate times
- Individual workstations
- Access to resources such as timers and wobble cushions
- Ensuring correct seating position
- Environmental adaptations advised by external services
- Identifying sensory aversions and adapting curriculum and environment

Wider Curriculum Engagement

Hart Primary School ensures that all pupils have access to wider curriculum opportunities across school. All pupils are invited to take part in school trips including residentials after school provision and breakfast provision. Additional adults support pupils where needed to ensure full participation and inclusion.

Improving the Emotional and Social Development of Pupils with SEND

Hart Primary School is committed to giving all pupils the opportunity to be the best they can be and to have fullness of life. We aim to achieve this by providing:

- A wide range of experiences opportunities and knowledge that inspire and motivate pupils through a bespoke aspirational broad curriculum
- A place where pupils feel happy confident and safe so that their uniqueness shines
- Opportunities to develop the confidence to be courageous advocates who make informed decisions for the good of all in a modern diverse society

The skills knowledge and understanding needed to keep pupils physically and mentally healthy and safe are taught through our developmental **PSHE** and **RHE** curriculum. Lesson content is carefully mapped and adapted to meet the needs of each cohort. There is a strong emphasis on enabling pupils to develop the skills language and confidence to seek help for themselves or others.

PSHE and citizenship are embedded across the curriculum. Pupils develop their spiritual moral social and cultural understanding while upholding our school vision and British Values. This supports pupils to understand the changing world around them take an active role in their community and manage their lives safely and effectively.

Hart Primary promotes an everybody active attitude. Pupils develop interest in sport and take part in a variety of engaging lessons delivered by school staff and external providers. A wide range of teaching strategies are used and pupils participate in competitions across year groups. This builds confidence and self esteem and develops knowledge and skills needed to access sporting activities.

Hart Primary is a **THRIVE** school. Key staff are trained in the Thrive approach which draws on current neuroscience attachment research effective

learning models and child development. Working with parents and class teachers our Thrive practitioner assesses identified pupils' social emotional and behavioural needs and creates targeted Action Plans to help pupils re engage with learning and life.

Hart Primary has achieved Gold Status in the School Mental Health Award from the Carnegie Centre of Excellence for Mental Health in Schools in recognition of our commitment to staff and pupil wellbeing. The school has trained mental health first aiders who support pupils and staff across the school.

Environmental Access

Hart Primary School ensures access for pupil's parents carers staff and visitors with disabilities and provides an inclusive learning environment. In line with the 2002 SENDA the 2006 DDA and the school's Accessibility Plan the site is designed to support safe and independent access. The school is on a level site with easy access to all areas both inside and outside for pupils with mobility or visual difficulties. There are toilets with disabled access and changing facilities.

Curriculum Access

All class teachers and the **SENDCo** carry out an ongoing process of assessment planning and reviewing that recognises each pupil's strengths as well as areas for improvement. A rigorous tracking system identifies pupils who are not making the required level of progress.

To ensure that all pupils can access and make progress across the curriculum strategies are developed used and reviewed. These include:

Differentiation of the curriculum to match tasks to ability

Well matched differentiated planning and effective support structures

Use of multisensory teaching styles

Use of teaching assistants to provide additional support

Small group support

Discrete phonics sessions

Access to specialist resources for sensory physical or communication needs

Alternative means of accessing the curriculum through ICT and specialist equipment

Peer support including mixed ability grouping

Positive behaviour modification strategies

Professional development for staff on SEND

Ongoing evaluation of curriculum effectiveness by Senior Leadership Team and subject leaders

Training and Resources

Hart Primary School ensures staff have access to high-quality professional development tailored to pupil needs. Training needs are identified through SEND meetings pupil progress meetings book scrutiny observations and staff feedback. The SENDCo identifies appropriate training which may include Local Authority courses outreach support in house training or services purchased such as Educational Psychology.

Pupils with additional needs may require specialist resources or teaching assistant support. This is reviewed individually through the graduated response. Where necessary the SENDCo may apply for additional funding through the Individual Pupil Support Funding Panel or the SEMH panel.

Hart Primary is committed to becoming a THRIVE school and staff are trained in bereavement support. The Designated Safeguarding Lead receives training to understand risks faced by pupils with SEND including online risks.

Access to the Life of the School

In line with the SEND and Disability Act 2001 and the Accessibility Plan Hart Primary ensures that all pupils are involved in the full life of the school.

Inclusion opportunities include enrichment activities. class, year group and whole school assemblies; school plays and productions; school trips, after school clubs e.g. sport, cooking and young thespians clubs.

Access to Outside Agencies

Hart Primary works with external agencies to ensure barriers to success are identified and addressed. The school accesses specialist services through Hartlepool Borough Council's Local Offer. External agencies include:

- Early Help Team
- Paediatrics
- School Nursing Team
- Social Services
- Sunflower Sensory Services
- Occupational Health
- Speech and Language Therapy
- Neurodevelopment Pathway
- Small Steps
- Educational Psychology
- Autism Education Trust

Referrals are made by the SENDCo and Head Teacher with parental consent.

Speech and Language Support

Speech and Language Therapists meet with the SENDCo to discuss caseloads and feedback outcomes. Parents must opt in within two weeks of an offered assessment. Under new guidelines pupils are discharged if parents do not attend review meetings. Hart Primary receives assessments direct therapy and indirect therapy delivered by school staff under therapist guidance.

Educational Psychology

The school uses the Local Authority Educational Psychologist. Referrals are made through the SENDCo and caseloads are reviewed regularly. Support includes assessments teaching programmes parental support and training. Other services such as counselling therapy physiotherapy occupational therapy and hydrotherapy are accessed as needed.

Safeguarding

In line with *Keeping Children Safe in Education* (2024) Hart Primary recognises additional safeguarding challenges for pupils with SEND. The child protection policy reflects barriers such as assumptions about behaviour communication difficulties increased isolation and disproportionate impact of bullying. Extra pastoral support is considered for pupils with SEND.

Medical Register

Staff accredited with administering medication ensure medical information is accurate and up to date. Information is stored on the Arbour system and updated immediately. Updated copies are shared with staff and displayed on the staff notice board. The SENDCo works with parents staff and administrators to create and update Individual Health Care Plans. Medication is checked half termly by the medical leads.

Evaluation of Effectiveness and Impact of Provision

Monitoring processes include:

- Termly meetings and reviews with parents and pupils
- Termly Support Plans (My Book targets) written collaboratively
- Monitoring of Support Plans by the SENDCo and Head Teacher
- Annual review by Northern Lights Learning Trust
- Half termly SEND updates to the Local Governing Body
- SEND as a thread through lesson visits and work moderation

Consulting with Children and Parents

Parents and pupils are central to the review and target setting process. Termly meetings are held for Support Plans and regular informal contact is maintained. Annual reviews are held for pupils with EHCPs with more frequent meetings where needed.

Looked After Children with SEND

Looked After Children with SEND are closely monitored to ensure progress is not negatively affected by previous experiences. Issues are addressed collaboratively with carers and professionals. The designated teacher is Marie Leonard.

Storing and Managing Information

All information is treated confidentially and stored in line with the school's data protection policy.

Dealing with Complaints

Parents or carers with concerns can arrange a meeting with the SENDCo or Head Teacher. The school's Complaints Procedure is available on the website.

Reviewing the Policy

This policy is reviewed annually by the SENDCo and Governors. The next review will take place one year from the date of approval.