# Hareside Primary School: SEND Information Report

2026 - 2027

## Key Contacts

- **Headteacher:** Ms. Mowat
- **SENDCo:** Mrs. Wong
- **SEND Governor:** Suzanne Wilce

# 1. The Kinds of SEND We Provide For

At Hareside we pride ourselves on helping every child to participate and succeed in school life. We embrace neurodiversity and celebrate the unique strengths, talents, and differences of every individual. In line with our policy, we adapt our provision to meet needs across the **four broad statutory areas** defined by the DfE:

- **Communication and Interaction:** Including Speech, Language, and Communication Needs (SLCN) and Autistic Spectrum Conditions (ASC).
- **Cognition and Learning:** Including Moderate and Severe Learning Difficulties (MLD/SLD), and Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, and Dyspraxia.
- **Social, Emotional and Mental Health (SEMH):** Including Attention Deficit Hyperactivity Disorder (ADHD), attachment difficulties, anxiety, and emotional dysregulation.
- **Sensory and/or Physical Needs:** Including Visual Impairments (VI), Hearing Impairments (HI), multi-sensory impairments, and physical disabilities.

# 2. Our Core Statistics (Current SEND Profile)

We track our pupil numbers closely to ensure staffing and resources match our current cohort's needs:

- The proportion of pupils on our SEND Register (**SEND Support**) is currently 8.1%
- The proportion of pupils holding an Education, Health and Care Plan **(EHCP)** is currently 1.9%

# 3. How We Identify and Assess Pupils with SEND

Every pupil at Hareside is regularly assessed using standard internal monitoring systems. If a child is not making expected progress, we use a structured system to investigate and provide support:

- **Early Detection:** We combine robust internal data tracking with daily classroom observations to catch learning or sensory barriers early.
- **The Assess-Plan-Do-Review (APDR) Cycle:** If a teacher has persistent concerns despite standard classroom adaptations, we initiate a 6 to 12-week trial cycle:
    - **Assess:** Gathering data from the class teacher, SENDCO, parents, and the pupil.
    - **Plan:** Creating an individual Learning Plan with clear, measurable targets.
    - **Do:** Putting the agreed strategies into practice within the daily classroom routine.
    - **Review:** Evaluating the impact of the strategies against the agreed targets.
- **Moving to the SEND Register:** If multiple APDR cycles show that a child requires support that is *"additional to or significantly different from"* ordinarily available provision, we formally consult parents and place the child on the SEND Register at the **SEND Support** stage.

**Exceptions for Immediate Placement on the SEND Register**

There are specific circumstances where a child will be placed on the SEND Register straight away without undergoing initial school-based APDR cycles. **In all cases, this is done only with parental permission.** These circumstances include:

- **Involvement of Outside Agencies:** If external specialist services (such as Speech and Language Therapy, Occupational Therapy, or Educational Psychology) are already actively involved with the child from the start, they are added to the register immediately to reflect this ongoing specialist support.

- **Accepted CYPS Referrals:** If parents request a Children and Young People's Service (CYPS) referral for a formal assessment (such as for potential ASD or ADHD) and that referral is formally accepted, the child is placed on the register. This ensures we immediately support children whose needs may not have been previously apparent through standard school tracking systems.

# 4. Consulting Parents and Pupils: Our Partnership Approach

We operate a unified community approach where the voices of families and children are central:

- **Pupil Passports:** Every child at the SEND Support stage or with an EHCP has a personalised Pupil Passport or Support Plan outlining their targets, progress measures, and accommodations.
- **Accessibility Support:** Upon advance request, the school provides administrative support, including language translators and accessible meeting formats, to ensure all parents can fully participate.

# 5. Our Tiered Response to Teaching and Curriculum Adaptations

We operate on the guiding principle that what is essential for learners with SEND is beneficial for all learners. Our support is scaled across three distinct waves:

## Wave 1: Universal High-Quality Teaching

This is the baseline instruction provided by class teachers, who hold statutory accountability for the progress and daily inclusion of every pupil.

- Practices used at Hareside: Visual timetables, structured working walls, low-stimulus spaces, chunked instructions, scaffolding and technology-assisted learning. Classrooms are configured to reduce cognitive load and support diverse sensory profiles.

## Wave 2: Targeted Support and Group Interventions

Time-limited, evidence-based interventions designed to accelerate progress and close attainment gaps without narrowing access to a broad curriculum.

- Practices used at Hareside: Small-group phonics catch-up, targeted precision teaching, localised numeracy intervention, and structured social skills groups.

## Wave 3: Specialist and Highly Personalised Intervention

Intensive, individualized support for children with persistent barriers to learning, documented formally within their Pupil Passport.

- Practices used at Hareside: Bespoke Speech and Language protocols, individual sensory diets and highly tailored learning targets. We also use our Hop-In to support select children with a range of learning needs.

# 6. Staff Expertise, Training, and Resource Deployment

We treat ongoing staff development as a non-negotiable priority to sustain a highly skilled workforce:

- **The SENDCo** holds Qualified Teacher Status (QTS) and is undergoing advanced qualifications (NPQSEND).
- **Class Teachers** are continuously trained in current educational research, adaptive teaching pedagogy, sensory regulation models, and statutory safeguarding updates.
- **Strategic HLTA & TA Deployment:** Higher Level Teaching Assistant (HLTAs) are deployed to run targeted interventions.
- **Specialist Communications Support:** We work with a specialist Speech and Language HLTA who works under the direct guidance of external therapists to deliver intensive speech and language support to targeted children.
- **SEMH Support:** We employ a fully qualified school counsellor who works closely with SLT to identify children and deliver bespoke support for children with complex SEMH needs across all year groups.

# 7. Working with External Specialist Services

When internal interventions are not enough, the SENDCo maintains proactive operational links with external multi-agency services to secure timely diagnostic and therapeutic input:

- Speech and Language Therapy (SALT) Services
- Occupational Therapy (OT) and Physiotherapy Teams
- Educational Psychology Services
- Children and Young People's Service (CYPS)
- Northumberland Inclusion Service / High Incidence Needs Team (HINT)
- The Early Help and Family Support Teams
- The 0-19 Health Visitor and School Nursing Service
- Early Years Local Authority Teams and Portage Specialists

# 8. Access to the Environment, Curriculum, and Enrichment

We are fully committed to ensuring total curriculum accessibility and preventing less favourable treatment of disabled pupils:

- **The Physical Environment:** The Hareside school site is fully accessible, equipped with a lift, hygiene room and designated accessible toilets to support pupils with physical or mobility difficulties.
- **Inclusive Curriculum & Social Development:** Subject and senior leaders continuously review our curriculum to ensure it is adaptively scaffolded. We proudly use evidence-based social development frameworks. No child with SEND is excluded from any curricular, social, or enrichment activity.

## 9. Transitioning Between Phases and Schools

We recognise that early identification and targeted intervention shape highly effective support tracks, especially during transitions:

- **Internal Handovers:** Phase Leaders (EYFS, KS1, LKS2, UKS2) ensure consistency across year-group phases. Structured handovers between class teachers ensure individual Pupil Passports and Support Plans and accommodations are embedded from day one of the new school year.
- **Secondary Transition:** For pupils moving beyond Hareside, the SENDCo and Upper Key Stage 2 Lead manage comprehensive data sharing and transition plans with local secondary schools to secure a smooth journey.
- **Mid-**Year Transition: If a child joins or leaves Hareside mid-year the SENDCo works closely with the new/previous school to ensure plans are transferred and needs are met upon arrival.

## 10. Requesting an Education, Health and Care Plan (EHCP)

Where a pupil's needs remain highly complex and severe, and multiple APDR cycles show requirements exceed mainstream school resources, we will look to secure an EHCP. The SENDCo will compile a comprehensive evidence dossier to submit to **Northumberland County Council's Consideration of Statutory Assessment (COSA)** process. This includes Pupil Passports or Support Plans, specialist reports, longitudinal progress data, and the direct views of the parents and child.

## 11. What to Do If You Have a Concern or Complaint

If you have a concern or complaint regarding the SEND provision, welfare, or care directed to your child during their time at Hareside, please follow these steps:

1. **First Step:** Schedule an initial resolution meeting with your child's class teacher and Phase Leader.

2. **Escalation:** If the matter requires formal escalation, parents can book an appointment with the Deputy Headteacher or Headteacher.
3. **Formal Complaints:** If a resolution cannot be reached, complaints are managed systematically in accordance with the school's statutory **Complaints Policy**, which can be accessed via our school website.

# 12. The Local Offer

To help families find wider local authority services and support networks across the county, you can access the **Northumberland County Council Local Offer** directly here:

- Northumberland Local Offer

### Linked Compliance Documents

To get a complete picture of our school frameworks, this report should be read alongside our:

- School SEND Accessibility Plan
- Behaviour Policy