



**St. Hild's Church of England School**  
**SEN Information Report - Academic Year 2025-2026**

The SENCO is Miss C Hornsby  
Telephone: 01429 273041  
Email: [C.hornsby@neatat.org.uk](mailto:C.hornsby@neatat.org.uk)

“I have come that they may have life in all its fullness (John 10:10)”

**Types of SEN that are provided for**

St. Hild's Church of England School is a setting where every child is valued and respected. We are committed to the inclusion, progress and independence of all pupils, including those with SEND.

Pupils on the SEN register are under the four areas of the Code of Practice (CoP);

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

Pupils may be identified under more than one area of the Code of Practice

**Identifying pupils with SEN and assessing their needs**

On entry all pupils take the NGRT reading tests, and CAT assessments. These results, alongside Key Stage 2 data, provide a baseline of assessment information to help with identification of pupils with Cognition and Learning needs.

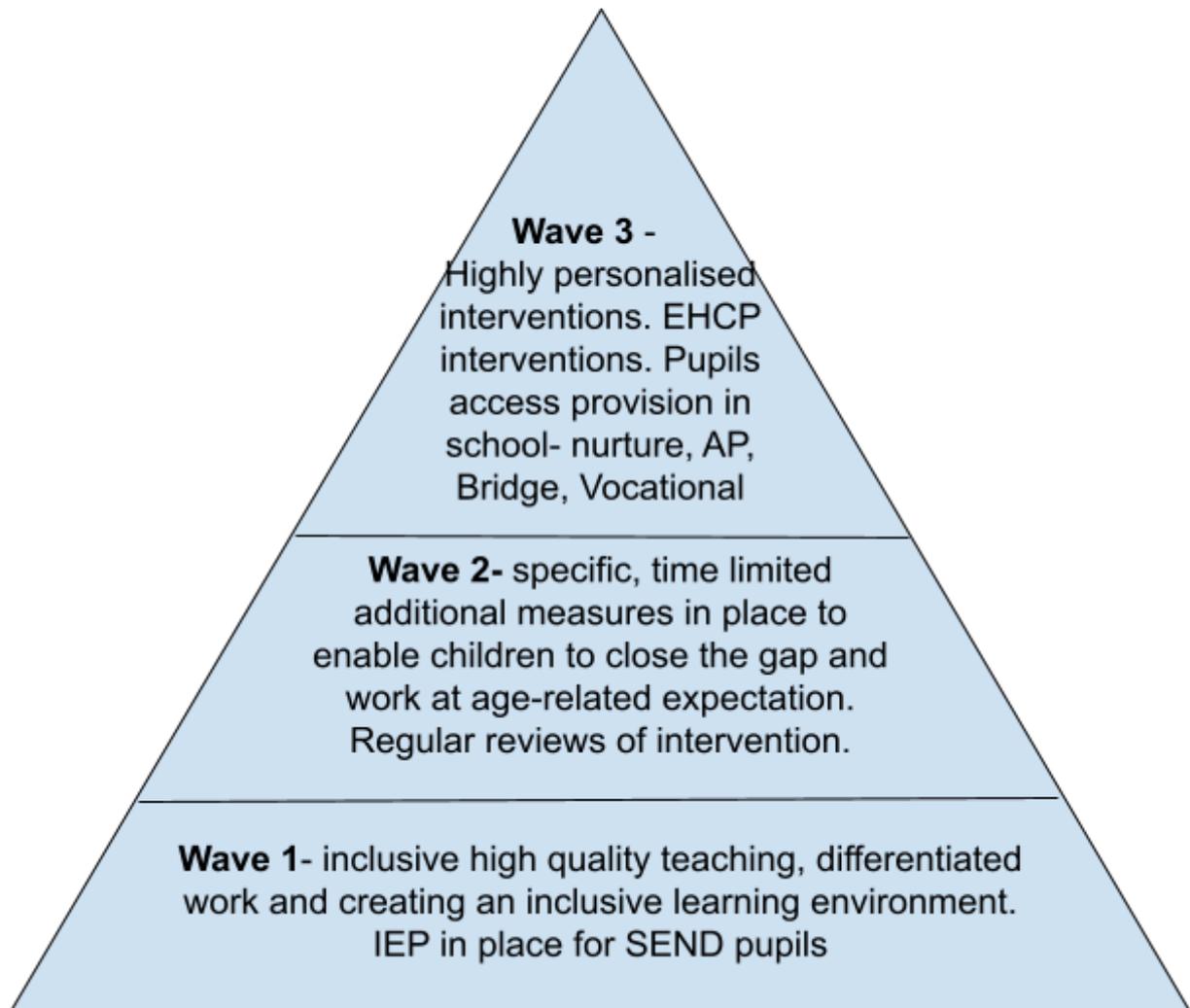
For Social, emotional mental health internal data is analysed and pupils are assessed using the strength and difficulties questionnaires as well as from observations. Reports from professionals such as CAMHS and Alliance may also be used, or assessment may lead to referrals being made to outside agencies such as the neurodevelopmental pathway, CAMHS or Alliance for some pupils.

Communication and Interaction is identified through observations and a toolkit developed by ASK EP service. Reports from professionals such as SALT or Autism assessment may also be used, or in school assessments may lead to referrals being made to these outside agencies.

School works closely with both the hearing and visual impairment teams. From observations in school referrals may be made to Occupational Health

All feeder primary schools are contacted regarding pupils already on the SEND register, and files are transferred to St. Hild's Church of England School at the end of Year 6.

When pupils are placed onto the register they are identified by wave.



### **Screening and Diagnostic Assessment for the Intervention of SEND.**

The school liaises closely with parents, other schools and agencies to identify issues for support through communication. We also identify concerns through pupil voice and teacher comments. The data on internal school systems, parental reviews and review meetings are also used.

Identification can also be via regular screening as follows:

All pupils:

- Departmental assessments
- NGRT test yearly
- CAT testing

If screening or liaison reveals concerns then a range of diagnostic tests are utilised at the school in addition to outside agency tests via referral.

Diagnostic tests include:

- Boxall Profile
- Strengths and Difficulties Questionnaire
- CTOPP
- DASH
- WIATT
- WRITT
- TOMAL
- IDL
- Basic Number Screening
- Dyscalculia Screening Test

It is essential that a full picture of the pupils is acquired so that the best support can be put into place.

Pupils on the SEND register are reviewed throughout the year, sometimes with Year Leaders, SLSA's, key members of staff working with the pupils or the SENCo. Pupils with EHCP also have an annual review, which all professionals working with the child and Hartlepool Local Authority are invited to attend.

Pupils may be added onto the register or have their SEND stage changed at any time during the year as the need arises.

The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them.

### **Resources**

In Year 7 pupils are taught in mixed ability classes at the beginning of the year all other year groups are set on ability. St Hild's have a range of internally resources provisions for SEND pupils.

**Nurture group-** provision for Year 7 for a small group of pupils who benefit from contact with a reduced number of teaching staff and a highly scaffolded curriculum. The majority of the pupils in this class are working at low cognitive ability significantly below their peers. The pupils still follow the same curriculum as their peers and this group is identified through

transition meetings with primary schools.

**Arch-** provision for Year 7 to 9 for pupils struggling to access learning, this is often due to high suspension and/or low attendance to school. The provision has a full time AP teacher and SLSA to support. This is a short term provision (initially 1 term) which provides academic catch up and social and emotional interventions to support the pupils back into their main lessons. Pupils are identified by SENCO and AP lead

**Gateway** - provision for Year 11 pupils who access the provision for the full academic year. Pupils study a reduced range of subjects and access additional carers and preparation for post-16 provision. Pupils also access Hartlepool College 1 day a fortnight.

**Bridge provision-** provision for pupils in Year 7-11 who are returning to school after prolonged absence or medical reason. Most pupils are on a hybrid timetable between Bridge and lessons which is reviewed frequently. Identified pupils also use the provision for regulation as part of their individualised plan

**Vocational Pathway-** identified in Year 10, this cohort of pupils has one of their options to complete the Vocational qualification. This cohort is identified as part of the options process led by the AP lead and SENCo.

### **Expertise and training of staff**

The SEND Department is staffed by one full-time SENCo who holds the National SENCo award and Postgraduate certificate in SpLD, one trainee teacher, one primary trained Nurture Teacher, 7 SLSAs, and SEND Admin support. All SEND staff have a range of SEND training and some SLSAs are trained ELSAs.

Two members of staff hold the qualification to assess for Access arrangements.

Staff training is identified according to staff and pupil need, for example if new concerns arise training is accessed i.e. Tourette's.

All staff are encouraged to undertake training to develop provision to respond to the strengths and needs of all pupils.

In the last academic year, staff have been trained in adaptive teaching to support SEND pupils and the four areas of the Code of Practice and specific diagnosis within this (dyslexia, Autism etc.). Staff have also received ACEs and PACE training.

### **Education, Health and Care Plans**

Where a pupil with SEN is failing to make progress, despite high quality teaching and support through their SEN support, an application to Hartlepool Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and any outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority Website

<https://www.hartlepoolfamilyhubs.co.uk/send-local-offer/>

### **Parents/ carers and pupil's involvement in discussion, planning and supporting education.**

Reporting to parents on pupil progress is completed regularly. There is also a yearly Parents Evening which parents/ carers can discuss the report and pupil's progress.

For pupils on the SEND register, parents and appropriate professionals are invited to review

SEN IEP plans throughout the year. Pupil voice is also important, and where possible reviews will include the child as well. IEP plans are updated in these meetings using the access-plan do-review cycle. It is important to the school that both pupils and parent/carer voices are evidence in all decisions made about the child.

### **Arrangements for assessing and reviewing pupils' progress towards outcomes**

The school will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher, subject teachers and SLSA's will work with the SENCO to carry out a clear analysis of pupils' needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment, and behaviour
- Other teachers' assessment, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external services, if relevant

Assessments will be regularly reviewed. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. In Key Stage 4, some pupils will be assessed for exam arrangements, which can include a small room, extra time, prompt, reader and use of a laptop.

### **Supporting pupils moving between phases and preparing for adulthood**

#### Joining St. Hild's Church of England School

The Transition Team at St Hild's Church of England School is led by Deputy Head Mrs L Hannah, and includes the Senior Lead of Inclusion and Additional Needs, Miss C Hornsby, a Year Leader, Year 7 Academic Leader, Specialist Learning Support Assistant (SLSA), Key Stage 3 Attendance Officer and Year 7 Tutor Team. Transition is carefully planned from Year 6 onwards to meet the needs of all pupils, this can include PCP meetings, additional visits to the school and small group work.

#### Post 16 Provision

The school will share information with college or any other setting the pupil is moving onto. We will agree with parents and pupils which information will be shared as part of this. Transition meetings and visits are arranged where required.

## **Approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

As a school we will also provide the following interventions:

- IDL numeracy
- IDL literacy
- Read, Write, Inc Fresh Start
- ELSA
- Reader pens
- Social skills
- Boxall Profiling
- Handwriting
- Anger Gremlin
- Anxiety
- Zones of Regulation
- Self esteem
- Peer Reading
- Resilience
- Where required bespoke plans

## **Adaptations to the curriculum and learning environment and additional support**

The school make the following adaptations to ensure all pupils' needs are met:

- Differentiating and scaffolding our curriculum to ensure all pupils are able to access, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting of resources
- Nurture provision in Year 7 with primary specialist teacher, with reduce movement and around the building and staffing
- Using recommended aids such as laptops, coloured overlays, Roger pens, larger font, reader pens etc
- Differentiating teaching, for example, giving longer processing time, preaching key vocabulary, reading instructions aloud etc.
- Vocational group at Key Stage 4 which supports practical curriculum including Level 1 Vocational studies
- Bridge provision to help anxious children with low attendance reintegrate back into full time education.
- Alternative Provision – Gateway and Arch to support identified key stage 3 and 4 pupils.

**Additional support for learning that is available for pupils with SEN and working with other agencies**

The following is a list of key staff and their responsibilities at the school

<b>Key Role</b>	<b>Name</b>	<b>Role/ Responsibility</b>	<b>Qualifications for SEND</b>
Senior lead of Inclusion and Additional Needs (SENCO)	Miss C Hornsby	Whole school responsibility for the organisation and management of SEND	National SENCo award. Postgraduate Certificate in SpLD Mental Health First Aid Range of SEND courses
Nurture teacher	Mrs N Porritt	Year 7 nurture  Lead Exam arrangements	Postgraduate Certificate in SpLD
Deputy Headteacher	Mrs N Johnson	Whole school responsibility for attendance and behaviour	
Assistant Headteacher	Mr G McLintock	Attendance and Behaviour	

Alternative provision lead/ Designated Safeguarding lead / Designated Teacher	Mr D Richardson	Alternative provision Safeguarding & Attendance	
Vulnerable learner lead	Mrs K Phelps	Vulnerable learners	Deputy Designated Safeguarding lead

SLSA	Miss R Bertram	SLSA	Phonics, Range of SEND courses
SLSA	Miss W Goodier	SLSA	ELSA, Resilience for young people, ADHD awareness, Social stories, Reciprocal reading

SLSA	Mrs S Moore	SLSA	ELSA
SLSA	Mrs C Parkinson	SLSA	Range of SEND courses
SLSA	Mrs J Wilson	SLSA, Autism	ELSA, IDL Literacy, Numeracy and Numeracy screening for Dyscalculia Read, Write Inc. Reciprocal reading ASD Sensory Processing, Social Stories, Bereavement
SLSA	Mr S Winwood	SLSA	ELSA
SLSA	Mrs S Wooldridge	SLSA, Hearing Impairment Year 6/7 transition	ELSA, Deaf Champion, Sensory Processing Difficulties, IDL Literacy, Numeracy and Numeracy Screening
SLSA	Miss K Potter	SLSA, librarian	
AP teacher	Mrs R Davies	Teacher of KS3 AP	

Year Leaders	Ms Sotheran  Mr J Gibbon-Hayes Mr L Stephenson Mr L Morgan	Year lead: 7 Year lead: 8 Year lead: 9 Year lead: 10 Year lead: 11	Deputy Designated Safeguarding Lead
SEND Admin	Miss A Irvine	SEND admin Health Care Plans	

When thought beneficial, and within communication with parents and pupil, the school may refer to external agencies to provide further support for pupils with SEN.

The range of external support services that work in partnership with St. Hild's Church of England School

- Hartlepool Children and Adult Services Department
- ASK Psychology
- Tees, Esk and Wear Valley CAHMS- Child and Adolescent Mental Health Service •
- Middlesbrough Hearing Impaired/ Visually Impaired Service
- Hartlepool Speech and Language Service
- Hartlepool School Nurse Service
- Family Support Hub- first contact for pupil and family support services
- Hartlepool Child in Care Services
- Hartlepool Occupational Therapy Service
- Hartlepool Physiotherapy Service
- Alliance
- Hart Gables
- Early Help
- Changing Futures

## **Evaluating the effectiveness of SEN provision**

The school evaluates the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCo
- Holding annual reviews for pupils with EHC plans

## **Enabling pupils with SEN to engage in activities available to those in the Academy who do not have SEN**

St. Hild's Church of England School is fully inclusive and prides itself on every child having the opportunity to achieve his or her personal best.

All of our extra-curricular activities and visits are available to all our pupils, including before and after school activities. All pupils are encouraged to take part in Sporting Activities, School trips and Performances.

No pupils are ever excluded from taking part in these activities because of their SEN need or disability.

## **Support for improving emotional and social development**

The school provide support for pupils to improve their emotional and social development in the following ways:

- SLSA's are trained ELSA's
- Educational Psychology involvement
- Alliance
- Referrals to outside agencies e.g. CAMHS
- Pupil voice
- PSHE curriculum
- Well-being mentoring
- Attendance mentoring
- Year Leader attached to each year group
- Attendance officer
- Tutor Mentoring
- Bridge Provision
- Gateway / Arch

## Arrangements for handling complaints

Any complaints regarding SEN needs in the school can be made directly to Miss C Hornsby, SENCo or Mr P Martin, Headteacher. The Trust's Complaints Policy and Procedure can be accessed on the school website

## The Local Authority Offer

The local offer can be accessed which publishes information regarding provisions available in the local area for children and young people ages 0 to 25, who have special educational needs and disabilities. It can be found at

<https://www.hartlepoolfamilyhubs.co.uk/send-local-offer/>

<b>Revision Date</b>	<b>Review Date</b>	<b>Status</b>
June 2023	June 2024	Approved at LGC Meeting 10/07/2023
July 2024	July 2025	Approved at LGC Meeting 08 07 2024
July 2025	July 2026	Approved at LGC meeting 07.07.25