



SEND Information Report

**Date Report Agreed by the Full
Governing Body:**

Monday 6th October 2025

Date of Next Review:

October 2026

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Our school's approach to supporting pupils with SEND

At Throston Primary School we strive to support all children to enable them to achieve at school. We adopt a holistic approach to supporting all children whilst promoting a fully inclusive curriculum. We believe that children with special educational needs and/or disabilities (SEND) have the right to access a broad and balanced curriculum (DfE Code of Practice 2015). In order to do this, many steps are taken to support them through their learning journey. For some children there are occasions when further additional support may be needed to help them to make the best possible progress in school. We encourage parents and carers to be fully involved in their child's education and see effective partnerships as a key driver to a child's success. We adopt a graduated approach of support for children, with a 'review, 'assess', 'plan' and 'do' approach.

Catering for different kinds of SEND

Special Educational Needs as outlined in the Code of Practice (2015), is defined as 'A child who has a learning difficulty or disability which calls for special provision to be made for him or her'. This means that the child has needs which are over and above those which can be met through quality classroom teaching.

The four broad 'areas of need' are categorised as:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and Physical Needs.

The support that a child needs may be short term or throughout the child's education. Our aim is to identify a child's needs early and then begin a support plan whilst taking into consideration their needs and experiences. The needs of children with special educational needs are the responsibility of all staff within school. Staff will liaise with the SENDCo to ensure the needs of the individual child are met.

We currently have 86 children on the SEND register.

There are 30 children on the register classed with Communication and Interaction needs , 34 children with Cognition and Learning Needs, 20 children with Social, Emotional and Mental Health Needs and 2 children with Sensory and/or Physical Needs.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Dawn Tate	SENCo	BEd Hons and NANSENCO qualification
Diane Bell	Early Years SEN Support	Teacher

The SENCO

Name of SENCO	Email address	Phone number
Dawn Tate	dtate@throstonschool.org.uk	01429 288291

Securing and deploying expertise

The school buys into external support from an Educational Psychologist and liaises with Speech and Language Therapists. These professionals liaise closely with the SENDCo supporting children that have been identified as requiring some additional support or intervention. The school also works with Occupational Therapy, Child and Adult Mental Health Services (CAMHS), Alliance and Young Carers as and when a need is identified. School will also seek guidance and advice from the school nurse, social services, hearing impaired, visually impaired, Daisy Chain, Small Steps (autism outreach team) when additional support or guidance is required. School will also seek advice (when appropriate) from services outside of the local authority such as Therapeutic services, or Dyslexia assessments by Gayle Longmire.

Throston is in a very fortunate position to be positioned in close proximity to Springwell Special School (approximately a two minute walk) and staff from Throston will often seek advice and guidance from specialists within their school.

Some children from Throston may also access the facilities at Springwell such as the sensory room and garden where appropriate.

Throston has a bespoke classroom, called The Phoenix Room, to support children in KS1 who find their main classroom overwhelming and struggle to access learning in their mainstream class. In the Phoenix Room children can have individualized timetables, to support their wellbeing and progress towards engaging back in their main classrooms. In Key Stage Two we have a Quiet Library Learning Space where children can learn if the classroom is overwhelming.

Staff are supported by Hartlepool Inclusion Team and the PINS project this year (The Partnership for Inclusion of Neurodiversity in Schools Programme).

Equipment and facilities

In Early Years we have a Calming room and a Sensory Room. In Key Stage One we have a bespoke room for children with ASD/communication difficulties called the Phoenix Room, with access to a garden. In Key Stage Two we use the Library as a quiet calming space for regulation and quiet learning. We have a Safe Space tent which can be used for pupils to regulate. We have disabled toilets and changing facilities as well as a lift in KS2.

Identifying and assessing pupils with SEND

Throston will identify children who may need extra help and support if they are not making as much progress as is expected. Staff may also notice that a child's behaviour changes. Parents can also inform school if they have particular concerns. Throston works closely with a range of professionals such as Speech and Language Therapists, Educational Psychologists, the school nurse and Occupational Therapists. Any of these professionals may also raise concerns about a child. Class teachers meet regularly with the deputy head teacher and head teacher to discuss the progress of each child and will discuss during this meeting if there are children who may need to be placed on the SEND register. This will be passed on to Mrs Tate.

Consulting with pupils and parents

Parents

<p>What should I do if I think my child has special educational needs?</p>	<p>Initially speak to the class teacher regarding concerns or questions you may have about your child. Following on from this meeting, the class teacher will liaise with the SENDCo to discuss concerns. The SENDCo may then make an appointment with the parent/carer to discuss whether the child should be placed on the SEND register or whether they will continue be monitored for half a term. Progress will then be reviewed after half a term before a decision is made to place the child on the SEND register.</p>
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When a child is placed on the SEND register, an initial consent form will be completed detailing strengths and areas that the child may be finding difficult. A pupil profile will be completed by the class teacher, parent/carer and the child. This gives an overview of strengths, what the child finds difficult and strategies that will be put in place to support the child. An Individual Education Plan (IEP) is written termly by the class teacher. This will consist of two or three manageable targets for the child. These are reviewed by the class teacher with the parents present so there is a shared ownership of the targets. The targets and IEP's are monitored by the SENDCo.

This academic year IEP's will be replaced with more detailed Pupil Profiles to be reviewed termly.

Children may also have a Co-ordinated Support Plan which is written in conjunction with the SENDCo, parents and other external professionals who may be supporting the child. This is reviewed annually with the parents. Teachers also have regular Pupil Progress Meetings with the head teacher and deputy head teacher to review every child's progress and discuss interventions that can be put in place to support any child who may not be making expected progress. The SENDCo will be given information from these progress meetings about children who may need SEN support. Children on the SEND register feature within these discussions and their interventions are identified and tracked on a provision map. Parents also have three parental consultations a year to discuss their child's progress and receive three report cards a year detailing their child's progress.

Pupils

The child will be asked about their views and if appropriate they will be present at the review.

Involving key stakeholders

The school buys into external support from an Educational Psychologist and liaises with Speech and Language Therapists. These professionals liaise closely with the SENDCo supporting children that have been identified as requiring some additional support or intervention. The school also works with Occupational Therapy, Child and Adult Mental Health Services (CAMHS), Alliance and Young Carers as and when a need is identified. School will also seek guidance and advice from the school nurse, social services, hearing impaired, visually impaired, Daisy Chain, Small Steps (autism outreach team) when additional support or guidance is required. School will also seek advice (when appropriate) from services outside of the local authority such as Therapeutic services, or Dyslexia assessments by Gayle Longmire. We are supported by Hartlepool Inclusion Team and the PINS project this year (The Partnership for Inclusion of Neurodiversity in Schools Programme).

Through the PINS program and school parental questionnaires parental views are gathered.

Governors are involved with SEN policies and procedures. They have had input into the PINS questionnaire.

Progressing towards outcomes

First and foremost the class teacher is responsible for ensuring that all children receive excellent teaching. Staff will have high expectations of all children regardless of their prior attainment. At Throston we provide exciting learning opportunities which enthuse and motivate the children, inspiring them to learn. The class teacher when planning and teaching, will focus on differentiation so that the learning is accessible by all children. This may be through different teaching strategies, different work provided, resources to support, adaptations of the environment, or by the amount of support given. With support from the SENDCo, the class teacher will ensure that appropriate learning strategies are in place to meet the needs of the learner.

Transition support

When children start our nursery they attend a 'meet the key worker' session whereby parents and their child visit the nursery and spend time with the key workers getting to know all staff and the environment. Should a parent request, children may also visit during the day to get to know the environment. Each child is individual, school recognises this and will support parents and children in making the initial transition into a school nursery. School values effective transition and all year group teachers work closely together during the summer term to ensure a smooth handover takes place. Within the last week of the summer term (depending on secondary school transition arrangements) the children have 'early transition' whereby children from nursery to year 6 move to their new year group. School has found this has helped to alleviate some worries that may take place over the summer holidays about moving a class, key stage or even new school. Some children will benefit from a transition booklet of photos to take home over the summer.

When year 6 children are getting ready for secondary school the SENDCo meets with the secondary SENDCo's to discuss individual children who are on the SEND register. This meeting happens early spring so that an early transition programme can be put in place for identified children whereby they may visit the secondary school more often in the summer term. For children who may be transferring to Throston from another school, the SENDCo will liaise with the SENDCo from the previous school to gather as much information about the child prior to their start date.

Teaching approach

At Throston we want to deliver quality first teaching, with ordinarily available offer of adaptations to make the curriculum accessible to pupils. Individual differentiation and supportive interventions where needed.

Adaptations to the curriculum and learning environment

We use the Ordinarily Available Inclusive Mainstream Practice document from Hartlepool Borough Council.

As a school we are always happy to discuss individual requirements that either your child or you may have. School has two separate disabled toilets, a shower and changing bed. There are wide doors and ramps around school allowing easy access. School also has a lift allowing access to the second floor. School meets the requirements of the Disability Discrimination Act (DDA) 1995 and Equalities Act (2010). We follow health, safety and safeguarding procedures to

ensure all children and adults are safe in school. School reviews specific needs on an individual case by case basis to ensure adjustments can be made to accommodate a child's needs.

Inclusivity in activities

Throston is a fully inclusive school striving to ensure that no child is excluded from out of school activities or educational visits due to their disability or special educational need. Safeguarding and health and safety are of paramount importance for all staff and children. School will review specific needs on an individual basis to accommodate a child's

needs after reasonable adjustments have been made. Children are supported on a needs basis. This could be additional support from a teaching assistant or teacher, a specific intervention programme, small group work or bespoke resources.

Supporting emotional and social development

All staff within school are responsible for the well-being of the children and have undertaken Child Protection training which is updated annually. Teachers will discuss feelings and emotions during circle time, Relationships Education and Health Education based activities and well-being is often a focus of whole school assemblies. We actively encourage children to talk about their feelings. Children who may benefit from additional emotional interventions are discussed and prioritised within regular Pupil Progress meetings.

The Deputy Head and SENDCo discuss children who may benefit from external support with Alliance. This will be supported by the Family Support Officers.

Evaluating effectiveness

SLT meet regularly with teachers to monitor progress of all children. We follow a plan, do, review cycle for interventions. The SDP and curriculum plans evaluate the effectiveness of the curriculum for all. Assessments identify children who need additional support to make expected progress.

Handling complaints

See school website for complaints procedure.

Spending the budget

The school allocates money from its own budget to buy many resources for children with identified special education needs such as visual overlays, aids to support writing or sitting and equipment to aid development of gross motor skills. School also priorities the purchase of resources to support children's emotional wellbeing. Throston will use staff within school to support identified children to ensure that they can access the school environment. This may be for a specific intervention, a set number of hours per day or over the course of a week. The SENDCo will use her knowledge of the child and the skill set of the staff available to decide who will be best to support the child. The child may receive support/interventions from different members of staff over the course of the week dependent on their individual needs. Should school feel it to be beneficial, the SENDCo may apply for additional funding from the local authority to further support the child within school. An application is made to the Independent Funding panel whereby a team of professionals will view each individual case and make a decision whether additional funding should be made available to the school to support the child.

Local Offer

Hartlepool SEND Local Offer : hartlepoolfamilyhubs.co.uk

[Home - Family Hubs in Hartlepool](#)

Named contacts

Name of individual	Email address	Phone number
Mrs D Tate (SENDCo)	dtate@throstonschool.org.uk	Telephone 01429 288291
Mr A Millward (Chair of Governors)	THAMillward@throstonschool.org.uk	
Mr Pout (SEND link governor)	mpout@throstonschool.org.uk	

Additional support

Additional advice or support may be sought from the SEN cluster schools, through monthly SEN cluster meetings.