

Deaf Hill Primary School



SEND Information Report 2025 – 2026

Our School

Our School Vision

At Deaf Hill Primary the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

September 2025 Information

Deaf Hill Primary currently has around 150 children on role.

There are currently around 26% of pupils on our school SEND register with a range of needs.

Of the pupils on the SEND register around 70% of pupils have needs that can be accommodated through quality first teaching and individual adaptations in class (Band 3 SEN Support). Around 27% have needs that requires more personalised strategies, specific targeted interventions, Quality First Teaching and bespoke support planned by CT. (Band 4 – Higher Needs) Whilst around 3% of pupils on the SEND Register at Deaf Hill have significant or complex need that requires support significantly over and above in class provision. (Band 5 EHCP)



Meet our SENDCO

The named SENDCO is Mrs Edmond





If you would like to contact Mrs Edmond, please call school on 01429 880 358 or email Mrs Edmond on redmond@deafhill.adastraschools.org and she will aim to respond within 48 hours.



Special Educational Needs

At Deaf Hill Primary School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

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



Identifying and Assessing Need

A special educational need can be identified at any stage of a child's learning journey; however, research tells us that early identification is vital. Deaf Hill follow the 'Ad Astra Academy Trust Graduated Response' when identifying and supporting pupils who may have additional needs. We work collaboratively with a range of professionals and we actively encourage parents to speak to us about their child's needs.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having Special Educational Needs.

Concern (Band 1)	Monitoring (Band 2)	Registration at SEN Support Level (Band 3)	SEN Support & ongoing Higher Needs (Band 4)	EHCP (Band 5)
<p>At this stage there may be initial concerns raised by parents/carers or class teacher regarding progress in learning, development in other areas e.g. social/emotional, communication or physical. e.g. immature speech. Pupils needs will be met through adaptive teaching approaches and the Ordinarily Available Provision (OAP) for the school. Initial concerns are recorded on CPOMS and pupils are identified as a 1 on the graduated response tracker. This will be formally reviewed each half term by class teachers and the SENDCo.</p>	<p>At this stage there will be growing concerns around progress, gaps in learning and/or development from Parents/Carers, class teachers and/or other professionals such as Speech and Language. It is likely that initial concerns were raised at least 1 term previously and that adaptive strategies monitored over at least one term are not demonstrating impact. This stage is for targeted support and assessment, and it helps to build a picture of the needs of any pupil who may need to be registered at the SEN Support stage. Interventions are monitored for their impact. Pupil needs are met through adaptive teaching and adjustments in the classroom, alongside general interventions. Pupil progress and development are monitored through teacher assessment and dialogue with pupil/parents & carers. Pupils continue to be assessed on age related frameworks. Pupils are identified as a 2 on the graduated response tracker. This will be formally reviewed each half term by class teachers and the SENDCo.</p>	<p>If a pupil presents with needs which require provision that is 'additional to or different from' the majority of their peer group, in order make progress within their academic attainment and/or holistic development the pupil's name and primary/secondary needs would be formally added to the SEN Register. Parents are be informed and are asked to contribute to the development of a SEN Support Plan/Individual Learning Plan. Pupils at this stage are likely to be involved with external professionals, their advice may lead to more specific or bespoke support/intervention for the pupil, which is also included in their plan. Pupil needs, adaptations, adjustments and interventions will be clearly identified on a SEN Support Plan/Individual Learning Plan and the provision they receive will be additional to or different from what the majority of their peer group receive but is still what is 'ordinarily available' within the school notional SEND budget. Specific interventions within (and sometimes out of) class provide targeted support towards targets or outcomes. Pupils are identified as a Band 3 on the Graduated Response Tracker and as 'K' on the formal SEN Register on SIMS. Pupils in this band are monitored closely during team meeting and pupil progress meeting discussions. SEN Support Plans/Individual Learning Plans are working documents which are reviewed termly in conjunction with parents/carers. Pupils are assessed using 'stage not age' Teacher Assessment Frameworks where appropriate. After a period of intervention and support, some pupils may move off the SEN Register, back down to a Band 1 or 2. Depending on ongoing support needs some pupils may remain on Band 3 for their educational journey.</p>	<p>At this stage pupils are identified with higher levels of need, likely to be evident across more than one area of need from the SEN Code of Practice. Needs and provisions will be outlined in detailed SEN Support Plans/Co-ordinated Support Plans depending on the Local Authority requirements. Needs are likely to require significantly enhanced provision well beyond the descriptors for Ordinarily Available Provision (e.g. very regular small group/small class support, high levels of adult support for most activities) and which cannot be met from resources allocated as part of the mainstream schools' delegated budget share. It is likely the pupil will be involved with one or more external agencies such as Speech and Language Service, Educational Psychology, CAMHS, Early Help, Social Care or counselling services. Recommendations from external agencies are likely to be bespoke and delivered on a 1:1 or 1:2 basis. The school SENDCo is likely to apply for High Needs Funding (HNF) from the Local Authority in order to deliver the more personalised support. Pupils are identified as a Band 4 on the Graduated Response Tracker and as 'K' on the formal SEN Register on SIMS. Any HNF accessed is also recorded on SIMS. Pupils in this band are monitored very closely during team meeting and pupil progress meeting discussions. SEN Support Plans/Co-ordinated Support plans are working documents which are reviewed at least termly in conjunction with parents/carers and where appropriate, external professionals. Sometimes, with the support of HNF, pupils make accelerated progress and through assess, plan, do review cycle it maybe determined they no longer require the same level of support and they may move to a Band 3. It is likely that pupils identified as Band 4 will require a bespoke approach to assessment, which may include the use of a small-step approach such as PIVATS.</p>	<p>At this stage there is a growing picture of evidence in terms of bespoke support, assessments and multi-agency work. The impact and progress at SEN Support is likely to be deemed insufficient and/or there maybe evidence that the pupil requires more specialist and ongoing support. EHCP is often required to access Additionally Resourced or Unit Provisions and is always needed to if pupils require a placement within Special School Provision. In conjunction with parents/carers, the SENDCo will lead the referral and meetings required for the application of an Education, Health and Care Needs Assessment. This is considered by the relevant Local Authority SEND Team. For any EHCP, whether the school have been involved in the original application or they have inherited the EHCP from another setting, Section F outlines the provision that the pupil requires to support them in a school setting. It is up to the Local Authority to ensure that Section F is fulfilled, this is often through resource and funding allocations to the named school in Section I. For any new EHCP admission to the school, prior to the school being named, the LA must consult with the school to ascertain that they can meet the needs of the pupil and what resources may be required to be able to fulfil Section F - identified provision. Parents/carers have a right to request a mainstream education for their child. If an EHCP is granted, the long term outcomes will be broken down into small steps and monitored termly by class teachers. The school SEND Team/SENDCo will host an Annual Review Meeting each year to evaluate progress against outcomes and update any relevant sections of the EHCP on behalf of the Local Authority, who then have to agree the changes. If needs and provision change significantly (and not within the window of an annual review meeting), it may be that parents/carers or the school wish to hold an Interim Review Meeting. Through this the EHCP can be amended and requests to re-assess need or seek alternative provision to better meet need can be submitted to the Local Authority.</p>

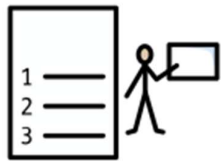


Our approach to teaching children with SEND

Some children will be monitored using PIVATS assessments, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary.



Curriculum adaptations

Explicit instruction	Metacognitive Strategies	Explicit teaching of emotional regulation
Flexible Grouping	Pre/Post Teaching	Scaffolding (supporting pupils to access the tasks)
Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour recognised

Interventions

		
<p>Sensory/adaptive Equipment</p>	<p>Timers</p>	<p>Movement breaks</p>
		
<p>Zones of Regulation</p>	<p>Counselling</p>	<p>TalkAbout</p>
		
<p>Sensory Circuits and/ or Individual Sensory Diet</p>	<p>Safe Space or Calming area</p>	<p>Curriculum Intervention Groups-Reading fluency/Maths/Phonics</p>
		
<p>Drawing and Talking</p>	<p>Relax Kids/Chill Kids</p>	<p>Individual Regulation Plans</p>

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

Some pupils access specific adaptations linked to their areas of need; these will be detailed in the provision on their SEN Support Plan. These may be based on the advice of outside agencies involved with a pupil or based on the teaching staff's knowledge and understanding of a pupil.

When appropriate, staff are deployed to give children additional support inside or outside of classrooms, as part of a small group or on an individual basis.



Parent Consultations

At Deaf Hill Primary School, we work with parents and carers and recognise that they have much to contribute to our support for children with SEND. We pride ourselves on an open-door policy, where parents can contact us at any time to discuss their children.

We host events in school regularly such as Maths and English Cafes where parents can attend and work with their children in school. We regularly share information about training courses, support groups and signpost to outside agencies where needed.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps on the SEN Support Plan. A copy of this will be sent home after the meetings.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



Evaluating Provision

The SEND provision is a regular discussion in SLT meetings and team meetings. This allows staff opportunities to reflect on what is working well and discussing next steps.

The SENDCo is allocated a staff meeting each half term to discuss and share ideas, training and to share up to date research and policies.

Class Teachers, in conjunction with parents, pupil and support staff will review pupil's individual progress towards their goals at regular intervals, as a minimum every term.

Class Teachers establish pupil's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Pupils are involved in evaluating their provision and are asked if they feel the adjustment or intervention is helpful and makes a difference.

The SENDCO and other leaders regularly monitor provision for SEND pupils linked to SEND Plans.

Class Teachers regularly use tracking tools to measure progress of all pupils and for some pupils who require even smaller steps – PIVATS is used to assess progress and identify next steps.

Class Teachers will hold termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

The SENDCo, in conjunction with wider staff and outside agencies, will hold annual reviews for children with Education Health Care Plans.



Staff Training










At Deaf Hill Primary, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support every child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The Senior Leadership Team (SLT) plan whole school training to ensure all staff understand the range of needs and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Child Development	De escalation & Positive Handling	Emotion Coaching & PACE	Drawing & Talking Therapy
			
Autism Awareness	Attachment and Trauma	RWI Phonics (boosting)	Sensory needs
			
Specific Learning Difficulties – Literacy, DCD, ADHD	Reading for those who struggle	Nurture support	Speech and Language



Transition Support

Into 2 year old provision/Nursery

We invite children to attend sessions to visit the provision to support transition into Nursery. Children get to know the routines, Nursery space and some of the staff who work within Nursery.

Parents can speak to the class teacher where they will discuss their views on their child's development. At this point, concerns regarding SEND needs or outside agency involvement would be shared and additional meetings or visits may be planned.

Nursery into Reception

Our Nursery and Reception are within the same unit so children are familiar with the staff and room. Parents of children already attending and new starters can meet with the class teacher and further meetings can be arranged with the SENCO if required.

In the Summer Term, Nursery pupils who will transition to Reception attend a stay and play lunch where they experience lunchtime routines, meet staff and enjoy a lunch with their peers. Additional sessions can be arranged for children who are anxious or require additional time to familiarise themselves with the surroundings or staff. They may attend in shorter sessions initially and build up the time spent in the setting for a smooth transition.

Transition into each successive year-group, is supported by teacher meetings, information hand over and a taster session in each new class.

End of Year transition

When children move up a year, we hold a 'meet the teacher' transition session during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers meet with each other during the summer term to discuss the needs of the children and share SEND Support Plans and any additional information.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. Information sharing begins after places are confirmed. All pupils access transition visits to their new schools in July. Some pupils access an enhanced transition package which includes additional visits to their secondary provision at different times, these are personalised, depending on the pupil's needs.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, the family will visit school to meet staff and share information about their child to allow us to gain a greater understanding on the support we need to put in place. The SENDCo will also speak to the pupil's previous setting to access information and SEND records that maybe held. An individual transition plan can be put into place if needed to allow for a smooth transition into school.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Speech and Language Therapy (SALT)
Visual and Hearing impairment team
Educational Psychology Service
Occupational Therapy Service (NHS)
Physiotherapy Service
CAMHS
Durham County Council SEND Team
Emotional Wellbeing and Effective Learning Team (EWEL)
Cognition and Learning Team
Early Help
Counsellors

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our visits, including residential.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

No child is ever excluded from taking part in these activities because of their SEN or disability. School visits may be adapted to meet the needs of the pupil and individual risk assessments may be necessary to ensure all pupils and staff are safe.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo, Mrs Edmond. If they are unable to solve your issue to your satisfaction, an appointment can be made to speak to the Headteacher, Mr Newton.

If you are not happy with the response from staff within school, then you may contact the governors through the school office.



Durham Local
Offer

The Durham Local Authority Local Offer can be found at
<https://www.durham.gov.uk/localoffer>