



Lobley Hill Primary School

Special Educational Needs and Disability Information

Report 2025



Lobley Hill Primary School - SEND Information Report 2025

About the school

Lobley Hill Primary School is a maintained mainstream school for children aged three to eleven. It also has an eight-place Additionally Resources Mainstream (ARMs) provision for children who have a diagnosis of autism (ASD) and require additional resources or opportunities to support their needs. Children who access the ARMs may be referred from other schools and will hold an Educational Health and Care Plan (EHCP).

We recognise that all children are entitled to a quality of provision that will enable them to achieve their full potential. We are passionate in ensuring that our curriculum is adapted for all of our learners. Our inclusive ideals are grounded in the following principles:

- Early and positive intervention;
- Clear and consistent communication with children and parents/carers;
- Removing and/or challenging barriers to learning;
- Raising expectations and levels of achievement;
- Creating ambitious, yet realistic, targets for all learners;
- Working with external agencies to provide an improved curriculum for children.

All staff at Lobley Hill Primary School ensure that all children, regardless of their specific needs/barriers to learning, make the best possible progress. We aspire for all our learners to be the best they can be.

Lobley Hill Primary caters for children throughout the mainstream school who have special educational needs which fall into the four broad areas of need;

- **Communication and Interaction** – children identified with Speech, Language and Communication Needs (SLCN) may display difficulties in communicating with others, saying what they want to do, understanding what is being said or being unable to interpret social rules of communication. Children identified with autism are likely to present specific difficulties with SLCN.
- **Cognition and Learning** – this area includes general learning difficulties and disabilities which impact on learning across the curriculum. This also includes specific learning difficulties (SpLD) with aspects of learning in literacy (Dyslexia), numeracy, (Dyscalculia) or motor coordination.
- **Social, Emotional and Mental Health Needs** – difficulties in this area can be wide ranging and present in different ways; children may become withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. Other needs that fall under this area of SEMH may include Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) and Attachment Disorder.
- **Sensory and/or Physical Needs** – children with a Hearing Impairment (HI), Visual Impairment (VI), or a Physical Disability (PD) may need additional ongoing support and equipment to access all of the opportunities available to their peers.

To ensure all staff are aware of the importance of creating a personalised curriculum for learners who have additional educational needs, Lobley Hill Primary School have a supporting SEN Team which includes the Special Educational Needs and Disability Co-ordinator (SENDCo), Lorna Wood-Williams and a Family Support Worker (FSW) and Thrive practitioner, Kathryn Jobling. **Our Teaching Assistants are trained in**



specific interventions such as Theraplay, Attention Autism and ELSA (Emotional Literacy Support Assistant). All staff have CPD opportunities linked to SEND and the School Improvement priorities.

The SENDCo/FSW can be contacted by telephone on [0191 4334080](tel:01914334080) or by email at: lobleyhillprimaryschool@gateshead.gov.uk

Identifying Needs

All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed through adaptations at the outset within the Quality First Teaching provided at all times within class (Wave 1).

Concerns will be raised if 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

This may include progress in areas other than attainment, for example, social needs. Should difficulties persist, class teachers will consult with the parent, SENDCo and relevant subject coordinators to initiate classroom intervention (Wave 2). Notice of these concerns will be logged on the school CPOMs.

If there is little or no progress following a fixed period of Wave 2 intervention, further assessments of the child will be carried out by the SENDCo and more detailed discussions with parents and teacher will be arranged, and an agreement made to place the child on the SEN Register. At this point, the Assess, Plan, Do, Review (APDR) process will be initiated and an individual targeted Plan implemented (Wave 3). This is now designated as SEN Support according to the 2014 Code of Practice.

Assessment, Monitoring and Review

Lobley Hill Primary School follows the graduated approach and the four-part cycle of Assess, Plan, Do, Review. The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs in relation to the four broad areas of need using the Gateshead SEND Thresholds (0-25 Years). This will also draw upon:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, 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 support services, if relevant

The assessment will be reviewed regularly. 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.



Depending on the pupil's needs, referrals can be made to the High Incidence Needs Team (HINT), the Low Incidence Needs team (LINT), the Educational Psychology Service within Gateshead Council, health services such as Speech and Language Therapy, school nursing service, Children and Young People's Service or social care teams such as the Family Intervention Service. School might suggest completing a Common Assessment Framework (CAF) form in order get a team of professionals (Team around the Family (TAF)) together to work with the pupil and their family. This needs to be done with the parent/carer's agreement.

If the pupil does not make progress with the support that has been suggested by specialist staff, school can make a referral to the Local Authority (LA) for a more detailed needs assessment which can lead to a child securing an Education, Health and Care Plan (EHCP). The application for an EHCP is a legal process, carried out by the Local Authority (LA) which, if awarded, sets out the amount of support that will be provided for your child.

All children are formally assessed at the beginning of Reception Year (Reception Baseline Assessment), in the summer of Year 1 for their Phonics (Phonics Screening Test), in Year 4 for their Times Tables (Multiplication Table Check) and at end of each Key Stage 2 using Standard Assessment Tests (SATs). This is something the government requires all schools to do. The results of these tests are published nationally. Some children are disapplied from this, in discussion with parents and the Headteacher, where their needs may not allow them to access testing in this form.

Involving Parents/Carers and Pupils

Lobley Hill Primary School will ensure there is an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parents'/carers' wishes and concerns are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be logged on CPOMs. We will formally notify parents/carers if it is decided that a pupil will receive SEN support. Parents/carers can contact school if they have any concerns about their child by telephoning and requesting a meeting with staff.

Parents/carers are invited to discuss their child's progress 3 times each year, with additional consultations being arranged when necessary.

Annual Reviews are held for pupils with Education, Health and Care Plans (EHCPs). These reviews focus on achievements, the progress made towards the proposed outcomes, the level of support and future plans. They are held with parents/carers, the student (if appropriate) and any other agencies involved.

Children are encouraged to share their aspirations and views in review meetings especially letting school know how they prefer to be supported. **They will have a 'One Page Profile' to outline their strengths, what they find challenging and how they best like to be supported.**

Staff



There are a number of people in school who are responsible for special educational needs:

The **Head Teacher** is responsible for:

- The day-to-day management of all aspects of the school, including support for children with SEND.
- Making sure that your child's needs are met by delegating the responsibility to the SENDCo and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The **Special Educational Needs and Disabilities Co-ordinator (SENDCo)** is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents/carers are involved in supporting their child's learning; kept informed about the support their child is getting; involved in reviewing how they are doing; involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning, for example, an Educational Psychologist.
- Making sure that there are accurate up-to-date records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school so they can help children with SEND in the school make the best possible progress.
- Supporting teachers to write Threshold profiles or Support Plans that specify the children's needs and targets, where appropriate.
- Ensuring that all staff working with the children in school are helped to deliver the planned work/programme so the children can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The **Class Teacher** is responsible for:

- Making sure that all children have access to high-quality classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet the child's individual needs (these are adaptations).
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting the SENDCo know, if necessary. This could be targeted work, interventions or additional support.
- Implementing and reviewing the Threshold Profiles and Support Plans with reference to Gateshead SEND Thresholds.
- Planning for the child's next outcome based on their progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND.

The **Teaching Assistants** work with the class teacher to identify areas of support for children with SEND. They:

- Support children to access the curriculum.
- Support the teacher to implement the adapted activities and specialist support strategies in the classroom or support adaptations so the children can access the same types of activities as their peers.
- Keep children focused on learning activities during lesson.
- Meet the children's individual health needs, such as changing, feeding and medication.
- Provide physical support to allow the children to access all areas of the classroom and school.
- Help children to develop effective ways of becoming independent learners.
- Attend all relevant training opportunities related to SEND.



- Are mainly classroom-based, however are able to deliver specific SEND programmes outside of the classroom. They may also provide support during social time and less structured/social parts of the day.
- Pass on any concerns regarding progress/emotional and social development to the SENDCo via CPOMs/class teacher.

The **SEND Governor** is responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school, who has SEND.

Training

School staff are trained in specific areas where there is a current SEND. The Headteacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training.

Training is also provided for staff when children are admitted to school with SEND that no-one in school has experience of.

Staff within school have different levels of expertise to support children with special educational needs:

Awareness – this is basic awareness of a particular type of SEND. All staff who come into contact with the children will have this level of training and it will be carried out by the SENDCo, HINT, Educational Psychologist or other specialist service. **Children's One Page Profiles are shared with the wider school staff to ensure needs can be met in circumstances such as Breakfast Club, CARE Kids wraparound care and during after-school clubs.**

Enhanced – this level of training will be carried out by staff working with the children regularly, such as class teachers, and will focus on how teaching and learning can be adapted to meet the children's needs. The training can be carried out by HINT, Educational Psychologist, Community Nurse Team, staff from special schools or other specialist services.

Specialist – this is in-depth training about a particular type of SEND for staff who will be advising staff who support children at an enhanced level. This could be a specialist SEND teacher or a SENDCo if they had appropriate qualifications.

At Lobley Hill Primary School, staff have had awareness training in supporting pupils with an autism diagnosis, supporting pupils with sensory seeking behaviours, specific medical needs for pupils (e.g., peg feeding) and Total Communication.

Approach to teaching children with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.



Additional reading sessions and small group or 1:1 sessions, based primarily on specific barriers to learning, are arranged for those falling significantly below or who have additional needs (SEND). In EYFS and KS1 this is delivered through Fast Track Tutoring (RWInc.). For all children, this is operated using a Traffic Light approach to target needs for reading intervention.

Provision Maps showing in-class support and interventions within classrooms across the school are reviewed on a termly basis following cohort meetings and pupil progress reviews to target support for children. External specialist support teachers and support staff can also help and guidance, activities, or resources.

All intervention is intended to be short-term and is evaluated for its impact. If the intervention is successful for a particular child, it may be continued. If not, a different approach may be taken. School uses Pupil Premium funding to employ additional staff to provide this 1:1 intervention or small group work.

The support takes a cyclical approach where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. Following the Assess, Plan, Do, Review structure, this will continue for at least 1 full term before referrals to outside agencies are initiated.

If difficulties continue to persist after additional assessments and advice from outside agents have been followed, further discussion with parents and professionals may lead to a Needs Assessment request being made to the Gateshead SEN panel for an Education, Health and Care Plan (EHCP) assessment.

To support such a request, all interventions and additional adult support allocated to a child at Wave 3 is costed according to the Gateshead's Costed Needs Provision Map tool for Additional Educational Needs. This provides a measure of the outgoings from the school's notional £6K budget that is allocated for meeting the additional needs of each individual. These costings are evidence that the school has provided an appropriate level of additional support prior to making the request for an EHCP.

Transitions

Transitions can be difficult for a child with SEND and at Lobley Hill Primary School, we take steps to ensure that any transition is as smooth as possible.

- Students with an Education, Health and Care Plan will have a review in the Autumn term before they move to secondary school to discuss the transition.
- Before a child moves to Lobley Hills's ARMs, staff will visit them in their current school, hold discussions with parents and develop a personal plan for each child that will ensure that their transition is a positive experience. **ARMs places are allocated following a consultation process initiated by Gateshead SEN team.**
- All children joining our Reception Class from an external nursery provider will have a visit to their current setting and a meeting with the setting staff to receive any SEND information. The children will have a Stay and Play session in school and any adaptations to our Reception Transition plans can be made.
- When moving classes within the mainstream school, information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All APDR information will be shared with the new teacher.
- If your child is moving to another school, we will contact the SENDCo at the new school and ensure they know about any special arrangements or support that needs to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Where possible



your child will visit their new school before they begin and in some cases staff from the new school will visit your child in this school.

- When your child moves to secondary school, staff from Lobley Hill Primary School will discuss the specific needs of your child with the SENDCo of their secondary school.
- Please note - if your child has an Education, Health and Care Plan they must have an annual review before they move.
- Gateshead have provided a 'Stepping-Up' resource to support parents in making informed decisions about primary and secondary schools. This can be found on our school website and through Gateshead council website.

Adaptations and Additional Support

Adaptations to the curriculum and learning environment

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

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, PECS boards, visual timetables, Now and Next approaches, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Ensuring children can hear instructions clearly without interference.
- Ensuring children have a clear view of the screen, incorporating Total Communication widgets into daily teaching and learning environments, reducing cognitive load through streamlined teaching resources and classrooms, etc.
- Provision of Regulation Toolkit bags and Class-based regulation zones for supporting sensory needs.
- Provision of a Regulation Hub for a calming sensory experience for those who struggle with anxiety and emotional stress.
- Provision of a sensory/movement break in our Sensory Corridor employing the three stages of a sensory circuit (alerting, organising and calming).
- Provision of an **alternative space** to support children who may find the large open outdoor space challenging at break or lunchtime, **the Orchard**.

Additional support for learning

Our EYFS team have been awarded 'Communication Friendly Setting' status following training in both 2022/23 and 2023/24 provided by the DfE and Elklan who deliver training to support children's language and learning.

We have teaching assistants who are trained to deliver interventions such as the Thrive, Attention Autism, **Theraplay**, **ELSA** and Lego Therapy.

Teaching assistants will also support pupils on a 1:1 basis and in small groups in accordance with interventions devised by the class teacher or recommended by outside agents.

We work with other appropriate agencies to provide support for pupils with SEND.



Lobley Hill Primary School is currently able to provide additional support for children's SEMH needs from reception to Year 6 with the support of RISE counsellors. Work is carried out for whole classes as well as targeted small group work and 1:1 work.

Accessibility

In School

The school is fully accessible to students with physical difficulties. A risk assessment is carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. Support will be sought via the LINT team for children with specific physical or medical difficulties. All staff working with the student will be made aware of the plan.

Outside of School

Pupils take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional, physical and medical needs of the pupils.

Complaints

Parents/carers should contact the SENDCo with any complaints about the provision that the pupil is receiving at school. If the complaint is not resolved satisfactorily, the school has a complaints policy. This is available on the school website [here](#).

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service (SENDIASS) which is run by Barnardos in Gateshead (tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an EHCP.

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at www.gateshead.gov.uk/localoffer