

School Information Report (SRI)

Date: September 2025

Review Date: September 2026

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Our school's approach to supporting pupils with SEND

Hartside Primary Academy is a warm, welcoming, and inclusive school where everyone works together as part of one supportive community. We aim to provide high-quality education for all children through a broad, creative, and stimulating curriculum delivered in a safe and engaging environment. Every child is treated as an individual, with recognition of their unique strengths and talents, and we strive to help each child reach their full potential.

We believe that every child can make progress and succeed, and we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), have access to the same opportunities to thrive. Our approach focuses on early intervention, removing barriers to learning, raising aspirations, and working in partnership with parents and external agencies to provide the best possible educational experience.

Our Values and Approach



Our school values are the foundation of everything we do. They underpin our curriculum and guide our commitment to inclusion, equality, and diversity.

We aim to:

- Provide a secure and accessible environment where all children can thrive and every contribution is valued.

- Create a safe, caring atmosphere where children enjoy learning, experience success, and develop confidence, self-belief, and resilience.
- Work in partnership with families, valuing their input and promoting equality and diversity.
- Provide pupils with accurate, inclusive information that reflects a range of gender roles, cultural backgrounds, and abilities. This approach should actively challenge stereotypes and promote respect, understanding, and empathy among all learners.
- Make inclusion a thread running through all aspects of school life, ensuring every child feels a sense of belonging.
- Encourage pupils to become independent and curious learners who approach challenges with perseverance and enthusiasm.

Our Commitment to SEND

Our commitment includes:

- Equal opportunities for every child – all pupils can take part in lessons and school activities.
- Helping each child to achieve their full potential, whatever their needs or abilities.
- Staff who understand and respond to individual needs, using flexible teaching and resources to help every child succeed.
- Our school values at the heart of everything we do, creating a caring and respectful environment for all.

Our vision—“Every child can make progress and succeed”—shapes all we do and reflects our belief that every child is entitled to high-quality provision that enables them to achieve their potential. This SEND Information Report should be read alongside our SEND Policy, Equalities Information and Objectives, and Accessibility Plan.

Catering for different kinds of SEND

At Hartside Primary Academy, our school life is guided by our vision: **“Helping every child progress and succeed.”** We are committed to ensuring that all pupils, regardless of their individual needs, achieve the best possible outcomes. We have experience in supporting children and young people with a wide range of Special Educational Needs and Disabilities (SEND), including:

Communication and Interaction

- *Speech, Language and Communication Needs (SLCN)*
- *Autism Spectrum Condition (ASC)*

Cognition and Learning

- *Specific Learning Difficulties (SpLD)*
- *Moderate Learning Difficulties (MLD)*
- *Severe Learning Difficulties (SLD)*
- *Profound and Multiple Learning Difficulties (PMLD).*

Social, Emotional and Mental Health Difficulties

- *Characteristics which impact on the ability to learn:*
 - *Anxieties*
 - *Quiet and withdrawn attitude*
 - *Disruptive and/or uncooperative behaviour*

Sensory and/or Physical Difficulties

- *Sensory processing difficulty – over-responsive/under-responsive processing*
- *Hearing impairment*
- *Visual impairment*
- *Multi-sensory impairment*
- *Physical difficulties – cerebral palsy, neuro-muscular dystrophies*

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Nicola Clarkson	SENCO/Designated teacher	NASENCO Qualification/BA Hons in Primary Education
Sarah Hall	Mental Health and Well-being Lead/Designated Class teacher	BA Hons in Primary Education Senior Mental Health Lead Mental Health First Aid
Ava Acaster	Elklan Children's Language and Learning EYFS	Level 3
Richard Pratt	Makaton	Level 4

The SENCO

Name of SENCO	Email address	Phone number
Nicola Clarkson	n.clarkson@hartside.org.uk	01388 766686

Funding and Support for SEND at Hartside Primary Academy

At Hartside Primary Academy, we receive a **notional SEN budget** from the Local Authority. This funding is used to support children and young people with Special Educational Needs and Disabilities (SEND) through a wide range of **intervention and enhancement programmes**, both within school and in partnership with external agencies and professionals. The allocation and impact of this funding are monitored by our **Governing Body**.

We maintain strong working relationships with a variety of services that support children with SEND and their families, including:

- **SENDIASS** (Special Educational Needs and Disabilities Information Advice and Support Service)
- **Durham County Council SEN Inclusion Team**
- **Educational Psychologists**
- **CAMHS** (Child and Adolescent Mental Health Services)
- **Speech and Language Therapy (SALT)**
- **ASC Team** (Autism Spectrum Condition)
- **Behaviour Support Team**
- **Occupational Therapy**
- **NHS Services** – Health Visitors, School Nursing Team, OT, SALT

Our **Additional Needs Budget** is used to:

- Provide extra staff to support pupils with a range of needs
- Deliver staff training to enable effective support for pupils
- Fund specialist services, e.g., ASC Team, EWEL Team, Behaviour Intervention Team, to assess pupils and advise staff on strategies
- Purchase SEN resources, such as sensory circuit equipment, educational apps, books, and sensory tools

External specialists may:

- Act in an advisory capacity
- Extend school staff expertise
- Provide additional assessment

- Support a child directly
- Suggest statutory assessment where appropriate
- Consult with all parties involved

If a child has complex special educational needs, we may also receive additional funding from the Local Authority to meet agreed outcomes.

Staff Key Roles & Responsibilities:

- EYFS: Ava Acaster (EYFS lead, PE) Nicola Clarkson (SENCO and PSHE), Sophie Simpson, Leanne Sudder, Emily Mustarde and Jess Mayman EYFS TA's
- Y1: Mia Welsch (Phonics and Art), Ashley Shevels (TA)
- Y2: Sarah Hall (Science, Computing, Well-being, KS1), Helen Herdman (HLTA, Safeguarding, Musical Events)
- Y3: Tamsyn Baird (History, School Council, RE)
- Y4: Zoe Elmer (Geography, Eco Warriors, DT)
- Y5: Fiona Tindale (Deputy Head, KS2, Music, Careers, Maths, ECT's), Carla Kay (TA, Safeguarding, Dojo Shop)
- Y6: Tim Pratt (Reading, Writing, GPS, Latin, Student Leadership), Richard Pratt (TA, Opal, Family-Style Lunches and Makaton)
- PPA: Charlotte Murphy and Rebeckah Oliver (HLTA, Peer Mentors)

Identifying and assessing pupils with SEND

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called Quality First Teaching. As a school we measure children's progress in learning against National expectations and age-related expectations. The class teacher continually assesses each child, using whole school assessment tools, and notes areas where they are improving and where further support is needed. Children who are not making expected progress are identified and a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. Depending upon their needs, other assessments may be needed. These could include:

- Speech Therapy Assessments (via SALT or Mable) – which may focus on sound production, language understanding, or other relevant assessments to your child's needs

- Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments

The outcomes of all assessments are shared with parents and carers at our termly Open Evenings and in your child's School Report. If other agencies are invited to work with your child, you will be invited to attend a meeting where the outcomes of these assessments and their next steps will be shared with you.

Your child's school achievements may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels (i.e. the steps before the National Curriculum) using the pre-key stage levels or the engagement model.

Consulting with pupils and parents

Parents

At **Hartside Primary Academy**, we are committed to working closely with parents and carers to identify their child's needs and provide the right support. We believe that a strong home-school partnership is essential for every child's success, and parents are involved throughout the entire process.

There are a variety of ways we maintain communication and collaboration, including:

- **Termly parents'/carers' evenings**
- **Ongoing discussions** with your child's class teacher and/or SENCO via face-to-face conversations, telephone calls, emails, and Class Dojo messages.
- **An open-door policy**, where parents and carers are welcome to come into school to discuss any concerns
- **Regular reviews** of your child's SEN Support Plan or Education, Health and Care (EHC) Plan

We also offer:

- **Appointments at your convenience** with the class teacher or SENCO to discuss your child's progress

- **Advice and practical strategies** to help support your child at home
- **Regular homework** to complement learning in school

We believe your child's education should be a **true partnership between parents and teachers**, so we aim to keep communication channels open at all times—especially if your child has complex needs.

In some cases, we use a **home-school link book**, which your child brings home regularly. This allows parents and teachers to share comments and updates, ensuring a constant line of communication and a collaborative approach to supporting your child.

Pupils

At **Hartside Primary Academy**, all pupils, including those with SEND, are actively encouraged to share their ideas, opinions, and concerns. We believe that every child's voice matters and plays an important role in shaping their learning experience.

Each class has **School Council representation**, and we also run **Peer Mentoring** to promote pupil leadership and support. Class teachers are the first point of contact for children, but pupils are also encouraged to speak with their peers, mentors, and trusted support staff whenever they need help or advice.

We gather pupil views in a variety of ways, including:

- **Annual pupil questionnaires** to capture thoughts and suggestions
- **Regular informal conversations** with trusted adults in school
- **Active involvement in SEND Support Plan reviews** and, where appropriate, **EHCP annual review meetings**

Safeguarding concerns or disclosures are always handled in line with our **whole-school safeguarding protocol** and recorded using **CPOMS**.

For pupils who need additional emotional support, we can access professional services such as:

- **Qualified counsellors**
- **Local mental health teams**

This approach ensures that every child feels listened to, supported, and involved in decisions about their education and wellbeing.

Involving key stakeholders

At **Hartside Primary Academy**, we recognise that strong partnerships with external agencies are essential to providing the highest level of support for pupils with SEND. Concerns about a pupil's needs can be raised by any member of staff or external professional and will always be brought to the attention of the SENCO and the child's parents/carers.

Our school enjoys excellent working relationships with a wide range of professionals and agencies, including:

- **Durham SEND Information, Advice and Support Service (SENDIASS)**
- **County Durham Local Offer** – www.durham.gov.uk/localoffer
- **Local Authority SEN Inclusion Team**
- **Educational Psychology Service**
- **Emotional Wellbeing Team (EWEL)**
- **Cognition and Learning Team**
- **Bishop Auckland One Point Hub**
- **Health Agencies** – School Nursing Service, Health Visitors
- **Child and Adolescent Mental Health Service (CAMHS)**
- **Speech and Language Therapists (SALT)**
- **Occupational Therapy and Physiotherapy**
- **Specialist health services** (e.g., hearing, vision, diabetes)
- **Medical practitioners** – GPs, Paediatricians, Clinical Psychologists
- **Family workers and One Point Children's Centre staff**

External specialists may:

- Act in an advisory capacity
- Extend the expertise of school staff
- Provide additional assessments
- Support a child directly
- Consult with all parties involved

- Recommend statutory assessment where appropriate

We also work collaboratively with other schools to ensure effective SEND provision. As part of **COL 15 (Community of Learning)**, which includes local nurseries, primary, and secondary schools, we share best practice and aim to raise achievement and extend opportunities for children with SEND. Additionally, through the **Advanced Learning Partnership**, we liaise regularly with other academies to continually develop outstanding SEND practice.

Where a pupil is not making expected progress and additional expertise is required, we will discuss this with parents and, if appropriate, refer to external agencies for further assessment, support, or advice.

When necessary, we work closely with services such as the **One Point Service** and attend **Team Around the Child/Family meetings** to ensure a coordinated approach. For pupils with SEND who are **Looked After**, we liaise regularly with social workers and the **Virtual School** to provide tailored support.

Progressing towards outcomes

At **Hartside Primary Academy**, we continuously review and refine our provision to ensure it has a positive impact on outcomes for all pupils, including those with SEND. This commitment is reflected in our rigorous monitoring and evaluation processes, which include:

- **Robust evaluation of policy and practice**
- **Book looks** to review pupil work
- **Monitoring by SENCO, Senior Leadership Team (SLT), and Governors**
- **Learning walks** across classrooms
- **Developmental drop-ins and coaching** for staff
- **Appraisal reviews**
- **Feedback from parents and carers**

All pupils follow the **National Curriculum** at a level and pace appropriate to their abilities. Our SEND philosophy places children at the heart of **personalised learning**, ensuring the curriculum is tailored to meet individual needs. Where necessary, we make **adaptations to the curriculum** to enable full access.

To successfully match pupil ability to the curriculum, we remain committed to:

- **Quality First Teaching**
- **Adapting learning materials**
- Access to **computing and technology**
- **Additional in-class and out-of-class support**
- **Flexible groupings**, including small group work for example pre-teach or interventions
- An **innovative and supportive curriculum**
- Appropriate use of **rewards and consequences**
- Having **high expectations** for all children with SEND
- A broad range of **extracurricular activities**, including one-to-one and small group booster sessions
- Applying for **access arrangements** during national testing at Key Stage 2 where appropriate

Transition support

At Hartside Primary Academy, we understand that smooth transitions are vital for helping children feel safe and confident in their learning environment. For children with SEND, transitions can be particularly challenging, so we take extra care to make these changes as positive and stress-free as possible.

How we will support children with SEND when they are moving on to another class or leaving this school:

Transition into Reception

Moving from Nursery to Reception is an important milestone for both children and their families. We support this process in several ways. Since January 2016, our on-site Nursery has allowed many children to transition gradually into Reception during the Summer Term. Mrs Clarkson, our Nursery teacher, ensures that children regularly visit the Reception classroom and meet staff through shared provision, Early Years trips, and special events throughout the year.

For children attending other nurseries or pre-school settings, our Reception teacher, Miss Acaster, visits them in their current setting. Parents are then invited to an induction event at school. Towards the end of the Summer Term, children attend weekly sessions at Hartside Primary Academy with their key worker, giving staff time to get to know them and plan appropriate provision for September. Parents also receive access to Class Dojo, which provides a direct line of communication with staff and helps reduce first-day anxieties.

Transition Between Classes

We treat every transition with care and consistency. Children take part in 'moving up days', spending time with their new teacher in their new classroom. During the Summer Term, staff meet to share key information about each child. For those who need additional support, we provide tailored arrangements such as extra visits to the new classroom, accompanied visits with their current support staff, early transition activities, or a personalised transition booklet with photos of staff and the classroom for discussion at home. These plans are always agreed upon with parents and carers to meet individual needs.

Transition into Key Stage 3

When secondary school places are confirmed, we work closely with feeder schools to provide enhanced transition for pupils who need it. This may include additional visits, one-to-one or small group sessions with secondary staff, or peer mentoring opportunities. Secondary colleagues may attend Annual Reviews to meet the pupil, parents, and current staff, which helps ease any concerns. We also encourage parents to visit secondary schools with us before placement applications, ensuring informed decisions. Once a school is allocated, parents remain fully involved throughout the process.

Joining Our School Mid-Year

If a child joins Hartside Primary Academy during the academic year, Ms Simpson (Head of School) provides a tour and introduces the child to their new classroom and teacher. If the child has SEND, our SENCO liaises with their previous school to gather essential information. We also encourage parents to share any relevant details during the visit to help us provide the best support.

Leaving Hartside Primary Academy

When a child moves on, our SENCO ensures all SEND information is passed to the new school so they are fully aware of the child's needs. If you would like to discuss SEND requirements in detail, please contact the school to arrange an appointment with our SENCO, **Mrs Nicola Clarkson**.

Teaching approach

At Hartside Primary Academy, our teaching approach is guided by seven core principles that underpin everything we do. These principles ensure that every child receives high-quality learning experiences that are inclusive, engaging, and ambitious.

We begin by creating a **positive and supportive learning environment** where children feel safe, valued, and motivated to learn. Building strong relationships is at the heart of this, as we believe that trust and respect between staff and pupils are essential for success.

Our teaching is **carefully planned and sequenced** to ensure that knowledge builds progressively over time. Lessons are structured to revisit prior learning, introduce new concepts clearly, and provide opportunities for children to apply their understanding in meaningful ways. We use **high-quality modelling and scaffolding** to make learning accessible for all, breaking down complex ideas and demonstrating strategies step by step.

We have high expectations for every child and promote **challenge and ambition** in all lessons. This means setting tasks that stretch thinking while providing the right level of support so that every learner can succeed. We encourage resilience and independence, helping children to develop the confidence to tackle new challenges.

Assessment is integral to our approach. We use **responsive teaching** to check understanding throughout lessons and adapt our plans accordingly. Feedback is timely and purposeful, enabling children to know what they have done well and what they need to do next to improve.

Our classrooms are inclusive spaces where **SEND provision is embedded within quality-first teaching**. We adapt plans effectively, use a range of strategies to meet individual needs, and work closely with parents and carers to ensure that every child can access the curriculum and thrive.

Finally, we believe that learning should be **engaging and relevant**. We connect lessons to real-life contexts, use practical experiences, and incorporate opportunities for collaboration and creativity. By doing so, we foster curiosity and a love of learning that extends beyond the classroom.

Adaptations to the curriculum and learning environment

All pupils follow the Early Years Foundation Stage Curriculum/National Curriculum at a level and a pace that is appropriate to their abilities. When it is appropriate to do so, we may adopt inclusive practices in order to meet the needs of individual pupils. Some of the actions we may take to achieve this are:

- Quality First Teaching
- A range of different teaching and learning styles
- A range of whole class, group and 1:1 teaching
- Scaffolded support or adapted teaching, materials and resources
- Additional support in class or out of class
- Access to technology
- Ensuring that teaching staff are aware of and sensitive to the needs of all pupils; teaching pupils in a way that is more appropriate to their needs.
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order for them to reach their full potential.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To work in partnership with parents/carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional).
- To regularly review the policy, procedures and practice in order to achieve best practice.

More details on how we adapt teaching and learning, our environment and curriculum can be found in the Accessibility Plan, which you can find in the School Policies section of our website.

[Policies and Procedures](#)

Inclusivity in activities

At Hartside Primary Academy, we believe that every child should have the opportunity to participate fully in all aspects of school life. By living out our school values—respect, kindness, empathy, grit, self-control, and integrity—we create an environment where all children, including those with SEND, can thrive. We do not view SEND as a barrier to accessing the full curriculum; instead, we work to ensure that every child is included and supported to achieve their very best.

To do this, we:

- Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement, for example; ensuring that children with language delay are supported with visual aids and prompts.
- Ensure that all pupils have access to the school curriculum and all school activities, for example; additional adult support to model and support learning.
- Ensure every child has the entitlement to a sense of achievement through celebrating progress with parents, for example: praise, class dojos, awards, messages or phone calls home, school newsletters, assemblies and reflection.
- When planning activities such as visits and trips, SEN children are considered to ensure they can fully participate, for example; staff will visit venues and complete the relevant risk assessments.
- We seek advice, change resources/equipment and access training.

Mention Makaton, SEN school trips, sports and games, awareness days, assemblies big questions – include representation of diversity, audio books, sensory room, quiet spaces such as reading den, support for school trips

Supporting emotional and social development

At Hartside Primary Academy, we are proud to be an inclusive school. We work closely with a wide range of external agencies and maintain strong partnerships to access the best professional advice, ensuring that the emotional and social development needs of children with SEND are fully met.

Guided by our school values—**respect, kindness, empathy, grit, self-control, and integrity**—our staff believe that high self-esteem is essential for every child. We aim to support and promote the emotional wellbeing of all pupils. On a daily basis, the class teacher is responsible for the pastoral and social care of every child in their class, making them the first point of contact for parents seeking advice or support. We prioritise the mental health and well-being of all our pupils. We embed emotional regulation strategies into daily practice through the Zones of Regulation framework and our core teaching principles, helping children to recognise and manage their feelings effectively. In addition, we have a designated Senior Mental Health Lead who oversees our whole-school approach, ensuring that staff are equipped to support pupils' emotional needs and that well-being remains central to our curriculum and school culture.

To provide the highest level of care, Hartside Primary Academy maintains close links with external partners such as the **Piece of Mind Team**, as well as Local Authority and private providers of additional services, including:

- **Occupational Therapy**
- **CAMHS (Child and Adolescent Mental Health Service)**
- **School Nursing Service**
- **Social Services**
- **Medical Professionals**

We regularly hold multi-professional meetings in school, creating a comfortable environment for parents and enabling children to join when appropriate.

As a school, we take a **positive and restorative approach to behaviour management**, ensuring that every child feels valued and supported. Our reward systems are designed to reinforce our school values—**respect, kindness, empathy, grit, self-control, and integrity**—and celebrate achievements both inside and outside the classroom.

Reward Systems

- **Class Dojo:** Pupils earn Dojo points for positive behaviour linked to our school values.
- **Dojo Dollars:** Awarded when pupils reach 100 Dojo points, encouraging sustained positive behaviour.
- **Weekly Certificates:** Recognising achievements for academic and non-academic reasons, often for going above and beyond expectations.
- **Star of the Week:** One pupil from each class is nominated for exceptional effort or contribution, reflecting our character traits.

- **Proud of you postcards** for special recognition for effort, progress, achievement or contribution to school life.

These systems are embedded across the school and are highly valued by pupils, who enjoy celebrating their successes.

We also promote positive relationships through our **trained peer mentors**, who support pupils experiencing friendship difficulties. If concerns arise, mediators refer them to **Miss Oliver and Miss Murphy**, our peer mediator lead, ensuring issues are resolved promptly and sensitively.

We monitor the attendance of every child **daily** to ensure they are accessing the full benefits of school life. Lateness and absence are recorded using our **electronic register and signing-in system**, and detailed reports are regularly reviewed by the senior leadership team. To promote excellent attendance, we operate an **incentive scheme** that encourages pupils to aim for at least 97% attendance. Children who achieve excellent attendance, or who make notable progress with attendance are acknowledged and celebrated with prizes as part of our celebration of commitment and effort.

Where attendance becomes a concern, we work **in partnership with parents** to identify and remove any barriers, ensuring that every child can attend school regularly and thrive.

Evaluating effectiveness

The effectiveness of Hartside Primary Academy's SEND provision is evaluated through:

- **Monitoring classroom practice** by the SENCO, subject leaders, and SLT.
- **Analysis of pupil progress** using tracking and assessment data for individuals and cohorts.
- **Policy and practice reviews** by the SEND Governor.
- **Feedback from parents, carers, and pupils** to inform continuous improvement.
- **External evaluations** by Durham Local Authority and OFSTED inspections.
- **Parental involvement**, particularly attendance at review meetings.
- **Self-evaluation processes**, using collated information to celebrate successes and identify areas for development and innovation.

Handling complaints

We are always seeking to improve the quality of education we provide for the children with SEN and are keen to hear from parents about their child's experience. Compliments are always greatly appreciated and can be passed on either directly to staff, the SENCO or the Headteacher. Compliments are formally recorded via our regular questionnaires to parents or in the form of a letter or email to the Headteacher. Positive comments might be published on our website. We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school **Complaints Policy** should be followed. Any complaints will be dealt with as quickly and efficiently as possible.

- In the first instance parents should speak to the class teacher
- Make an appointment with the school SENCO/Headteacher
- If matters are unresolved, please seek further advice from [SENDIASS](#). Durham SEND Information Advice and Support Service is a statutory service supporting parents/carers of children with special educational needs and disabilities (SEND) and children and young people with SEND.
- To make a formal complaint please follow the procedure in the Complaints Policy which can be found in our [Policies and Procedures](#) section.

These concerns are either sorted out informally, often as a result of discussions, or become formal complaints. The period of consideration will vary with the degree and complexity of the complaint and the urgency with which it needs to be settled.

If your concern is directly related to decisions around an EHC assessment or EHCP this will be managed directly by the Durham Statutory Casework Team.

If you would like to discuss your SEND requirements in detail, please contact the school to arrange an appointment. Further information can be found in the Complaints Policy in the [Policies and Procedures](#) section of our website or by visiting the [Durham County Council Local Offer](#) website.

Spending the budget

We receive an annual budget provided through Durham County Council. As part of this main school budget, we receive a notional amount of SEND funding. This money is used for individual learning support, where appropriate, for children with a statement and for those children who may require specific or general learning support. Targeted provision is made in the form of teaching assistant support at an individual or group level and in terms of resources that may be required to meet individual needs.

Finance for SEND provision is targeted across the school by the headteacher and leadership team with regular monitoring and updates being given to the Governing Body. Our school has a designated governor with responsibility for SEND. Each child is a unique individual and as such the type and amount of support that they may receive will be tailored to their requirements as the need arises. Children with SEND are supported in a variety of ways - through one-to-one support, group activities or whole class activities. Teachers and support staff continually review and revise how everyday activities and experiences within the curriculum can be adjusted and targeted to ensure that individual children are fully involved at an appropriate level.

Local Offer

Welcome to our SIR (**SEN Information Report**) which is part of [Durham County Council's Local Offer](#) for children and young people with Special Educational Needs. Our SEN Information Report will provide details about how we implement our policy and practice to deliver high quality SEN provision for children and young people with SEN.

[Hartside Primary Academy School's Local Offer](#)

The SEN Information Report was reviewed and updated in September 2023.

Named contacts

Name of individual	Email address	Phone number
Nicola Clarkson	n.clarkson@hartside.org .uk	01388 766686
Dawn Simpson (DSL)	d.simpson@hartside.org.uk	01388 766686
Durham Mediation service	sendinclusionadmin@durham.gov.uk	03000 267 800

Additional Support

At Hartside Primary Academy, we ensure that all pupils with medical needs are identified and supported effectively. At the start of each academic year, parents and carers are asked to complete and update their **Contact Details form**, declaring any medical conditions such as asthma, allergies, or vision needs that require monitoring or enhanced support in school.

Care Plans and Professional Support

Where necessary, a **Care Plan** is created in consultation with parents/carers, school staff, and relevant healthcare professionals. Our staff hold **paediatric first aid qualifications** and receive regular training to ensure they can meet the needs of all pupils, particularly those with medical conditions.

We work closely with specialist colleagues when required, including:

- **Asthma and allergy nurses**
- **Medical professionals for medication administration**

This collaborative approach ensures that every child's medical needs are managed safely and effectively.

Updating Medical Information

Any changes to a child's medical needs during the academic year must be reported promptly to the **school office, class teacher**, and/or **SENCO** so that support can be adjusted accordingly.