

Challenge, Equality & Opportunity

Parents/Carers' SEND Information Report for 2025-26

The SEN Information Report should be read in conjunction with the SEN policy, Accessibility Plan and Annual SEN Report. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities.

(Children and Families Act 2014, Part 3)

Rationale

Havannah First School is a fully inclusive school. We ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise, and value, the need for a full range of educational and pastoral support. In addition to a SENCO (Special Educational Needs Co-ordinator) and well experienced Teaching Assistants, we work very closely with various professionals from a wide range of outside agencies.

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service** for impartial information, advice and support in relation to their pupil's SEN and/or disability.

The Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service can be contacted on 0191 284 0480 or by email: sendiassadmin@newcastle.gov.uk

More information about our school

Havannah First School is situated in Gosforth, which is a residential area to the north of Newcastle upon Tyne and we are part of the Gosforth Pyramid Family of Schools and the Gosforth Schools' Trust. The Pyramid gives a smooth transition for our pupils across the 3

tier system of schools and establishing a trust means that there is even more natural progression in learning for our pupils. As a First School our pupils are between the ages of 4 and 9 (Reception to Year 4).

At Havannah First we are extremely proud of our school, its work and its outcomes. We work hard to create and sustain a warm, welcoming and caring atmosphere within which staff, pupils, their families and visitors to the school feel accepted and secure. The very positive and inclusive ethos is characterised by excellent relationships within school and between the school and each child's home. We want everyone who works in or visits our school to enjoy the experience and to feel the satisfaction of making a positive and valued contribution.

Our most recent Ofsted report said that...

"Pupils describe Havannah as like a 'ginormous family'. Leaders ensure that the curriculum is for everyone. This includes pupils with special educational needs and/or disabilities (SEND). Additional needs are spotted early. The special educational needs coordinator ensures that the needs of all pupils are met. External agencies are used effectively when available. Adaptations in teaching are many and varied according to pupils' needs." (Ofsted, July 2023).

In April 2022, we relocated to a brand new building on Newcastle Great Park changed our school name from Broadway East First School to Havannah First School. Our new school is a 3 form entry first school and we will be increasing our school numbers over time so that we have 90 children in each year group. We are incredibly excited about all the new learning opportunities that our new school has to offer. We have a fantastic learning environment which supports learning.

Our Aims

Through our ambitious and engaging curriculum:

We are resilient

We understand ourselves and each other

We are creative

We can build knowledge and skills



- We strive for all of our children to have competency in the basic skills of reading, writing, maths and communication to underpin their learning, give them access to the broader curriculum and build their confidence as learners.
- We want our children to know more, remember more and be able to do more as a result of every learning experience across the curriculum.
- We want our children to be creative in their thinking so that they use their knowledge and skills to solve problems and create new knowledge, skills, thoughts and objects which give them enjoyment and inspire them to take their learning further.
- We need our children to develop independence and resilience so that they are able to grow as thinkers and learners.
- We aim for our children to develop empathy, awareness, respect and tolerance in-keeping with the school's No Outsiders values.
- We also want all of our children to understand themselves and be ready for the next steps in their education and the wider world.

All the staff work together as a team to help every child achieve their full potential and this includes a range of education and pastoral support. There is a dedicated SENCO (Special Education Needs Coordinator) who is a qualified teacher and responsible for leading on SEN provision throughout the whole school. There is also a team of skilled and dedicated Teaching Assistants, who work alongside the teachers to provide effective support, tailored to the needs of individual children with additional needs.

Outlined on the next page are the types of things we do to support all of our children with additional needs as well as targeted types of support that we are able to provide in relation specific areas of SEN.

For all pupils with SEND:

- We value and recognise the role families play in their children's lives and work closely in partnership with them.
- We use pupil friendly Support Plans which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We involve the pupil, parents or carers and key staff members in the writing, implementing and reviewing of Support Plans.
- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENCO.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND.
- We use strategies to reduce anxiety and promote emotional well-being.
- We ensure that our school activities and trips are accessible to all our SEND pupils.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- Support is offered to families, and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We offer support to all pupils and parents during all periods of transition
- We liaise closely with other schools at transition times to ensure that SEN pupil information is clearly communicated so that the move to the next school is as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.

Types of SEN	Support/provision/ staff expertise
Communication and Interaction This may include; • Autism • Speech, Language and Communication Needs (SLCN)	• Visual timetables are used to support children in understanding what will happen and when. • Where appropriate, areas of classroom are clearly defined and labelled. • Support is offered during times of stress or anxiety. Classrooms have 'calm corner' areas where children can go if they are feeling dysregulated. • Areas of low distraction / individual workstations can be set up in classrooms where this benefits individual children. • Social skills support is offered through small group intervention and use of 'Social Stories' to help individual children develop their understanding of expected behaviour in the playground or in the school building. • Computing resources (e.g. iPad) are used where appropriate to reduce barriers to learning. • Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate. • Zones of Regulation curriculum is used to support self-regulation. • Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts. • Small group or one-to-one support for developing pupils' speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists. • Resources and strategies to reduce anxiety and promote emotional wellbeing e.g. therapy buddies, stress ball, Zones of Regulation. • Use of individualised reward systems to promote learning and enhance self-esteem. • Lego® based therapy sessions can be run to support and develop communication and interaction skills.
Social, Emotional and Mental Health Difficulties This may include; • Social difficulties • Mental health conditions • Emotional difficulties	• Our Behaviour Management policy provides support for all children in school to develop the skills and awareness needed to recognise the need to behave appropriately in different situations. • If required, a behaviour plan can be written for individual children to support their development of this awareness. • Risk assessments are carried out to ensure the safety and inclusion of pupils in activities • Older children in school take on roles as Play Leaders to support the development of social interaction skills in others as well as themselves. • According to the needs of the individual and the task involved, we offer one to one or group (up to 6 children) sessions to help develop or improve social interaction skills and emotional resilience. • An emotional story telling group can be run to develop emotional literacy and coping strategies for situations which a child may find challenging. • Tailored support can be made available for individual children should they have a special emotional need e.g. bereavement. • We make referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS, SEMH team) • The Zones of Regulation are used to support children to talk about their emotions and to recognise their feelings. Children are given strategies to help them to regulate their emotions. • The role of 'Playground Leaders' as well as the promotion of the 'Golden Rules' across the school help to promote and improve emotional and social development, as well as to minimise the potential for bullying. • Support from mental health practitioners through the government RISE programme to support mental health in schools.

Cognition and Learning Needs

This may include:

- Learning Difficulties (Moderate – MLD)
- Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

- Strategies to promote and develop literacy and mathematical skills with increasing independence including use of word banks, dictionaries etc.
- Additional small group support is provided in class from the class teacher and teaching assistants.
- Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths e.g. IDL Dyslexia intervention programme and Every Child Counts.
- Catch-up phonics sessions across the school, for those children working at a level below the expected standard.
- 'Write from the Start' is available to improve fine motor skills with groups or individual children.
- The 'Memory Magic' programme can be used to improve short term memory skills in children identified as having a weakness in this area.
- Additional individual programmes to develop skills relating to reading, spelling and short-term memory offered by SEND Outreach or other outside agencies can also be delivered by our experienced Teaching Assistants.
- Support to access the curriculum and develop skills for independent learning are also given, for by example through changes to the classroom environment, the use of ICT and the role of support staff.
- Computing resources are used where appropriate to reduce barriers to learning e.g. IDL.
- Use of support materials and resources e.g. Numicon
- Provision of tabletop resources to promote independence and ensure that learning is multi-sensory and practical.
- Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words, coloured paper and workbooks.
- Alternative approaches to recording promoted.
- Opportunities for repetition of key learning.
- Additional processing/thinking time for responding to questions, completing tasks, sharing ideas.
- Strategies to reduce anxiety e.g. Zones of Regulation
- Multi-agency involvement with the family as required
- Advice and support from outside agencies.
- Support for homework through homework club.
- Differentiated and, where applicable, individually personalised homework.

Sensory and/or Physical Needs This may include: • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Needs	• Staff work with specialists such as ‘The Hearing Impairment Service’ or a member of the ‘Visually Impaired team’ to seek advice and guidance on meeting the needs of individual pupils. • Staff work with specialists from outside the school during relevant training and professional development to support pupils with significant medical needs • Strategies and programmes of work from the Occupational Therapy Service are followed for pupils with physical difficulties to support the development of gross and fine motor skills in the classroom and around school. Support programmes can be delivered by an experienced Teaching Assistant. • Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty, writing slopes. • We provide support with personal and intimate care, if and when needed, in consultation with parents. • We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramp into main entrance. (See Accessibility Plan) • Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See First Aid and Medication in School and on Visits Policy) • There is a team of first aiders who work across the school providing first aid cover throughout the school day and on school visits. • We have a medical room in school which can provide a private space if necessary (e.g. for administration of some medicines). • All first aiders and some other key staff are trained in supporting children with diabetes and haemophilia, and they have received Epipen/Jext administration training. • They are also trained to support the children in using their asthma inhalers correctly. • Additional handwriting support through targeted intervention programmes e.g. Write from the start. • One-to-one support for gross and fine motor skills in the classroom as and when required. • Movement breaks for pupils with motor coordination difficulties as and when required. • Alternative ways of recording ideas/writing/investigation.
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If you have any concerns about your child’s SEND progress or provision, we would urge you to come into school and discuss matters further with your child’s class teacher, the SENCO or the Head teacher. Although we would always hope to resolve any issues or concerns informally by working in partnership with parents, school complaints procedures are in place.

If you would like further information about the support that Havannah First School can offer, then please contact Sue Ward (SENCO/Assistant Head teacher) or Helen McKenna (Head teacher) on 0191 2855141.

How do we evaluate the effectiveness of provision made for children and young people with SEN?

At the termly review meetings, the progress made by individual pupils with SEND is discussed and explained to their parents, and the views of parents on how successful the provision has been in enabling them to attain their outcomes is sought. This feeds into the targets set for the child on their next Support Plan.

The progress and attainment of those children with SEND is measured termly by the SENCO, and discussed with the Senior Leadership Team during pupil progress meetings. This enables the provision for each child to be evaluated. We aim for all children, including those with SEND, to make at least expected progress throughout each school year and we expect them to meet the targets they have been set. If the termly data suggests that the progress made keeps them on track for meeting their targets, we know their provision is successful; if the progress made suggests they may not meet their targets, we know provision needs to be changed in order to ensure they do.

The SENCO compiles an annual report about the attainment of children with SEND data and this is shared with the Senior Leadership Team and the Governing Body. It is also available for any required external moderation, e.g. Ofsted, and it is shared with parents on the school website.

Other useful information/contacts

Northeast Special Needs Network (supports families with disabled children/young people from birth to 25 years).

Contact details:

Northeast Special Needs

Network Northern Counties Site

Tankerville Terrace

Jesmond

Newcastle upon

Tyne NE2 3BB

Telephone:

Admin: 0191 281 2485

Family Advice Workers: 0191 281

2255 Email: admin@nsnn.org.uk

Parents can contact their local **SEND Information, Advice and Support Service** for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service

The Dene Centre

Castle Farm

Road Gosforth

Newcastle upon Tyne

Tyne and Wear

NE3 1PH

Telephone: 0191 2116255

E-mail: sendiassadmin@newcastle.gov.uk

The National Autistic Society

Web: www.autism.org.uk

Email: <mailto:nas@nas.org.uk>

Autism Helpline

Tel: 0808 800 4104

(open 10.00am-4.00pm, Monday-Friday)

Text: 07903 200 200

Newcastle Families Information Service

<http://www.newcastlefis.org.uk/kb5/newcastle/fsd/home.pag>

Glossary of Terms

Term	Explanation
ARP/ARC	Additionally Resourced Provision / Additionally Resourced Centre
CYPS	Children's and Young Peoples Service (Previously known as CAMHS)
EAL	English as an Additional Language
Early Years	Pupils in nurse's and Reception (aged 3-4yrs)
Key Stage 2	Pupils in years 3 to 6 (aged 7-11yrs)
Key Stage 1	Pupils in years 1 to 2 (aged 5-7yrs)
MLD	Moderate Learning Difficulties
PSA	Parent Support Advisor
SEAL	SEAL stands for Social and Emotional Aspects of Learning.
SEND	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SENTASS	The Special Educational Needs Teaching and Support Service (SENTASS)
SCLN	Speech Language Communication Needs
SPLD	Specific Learning Difficulties E.g. Dyslexia, Dyscalculia

Reviewed and updated: July 2025

Next review: July 2026