

Belonging

Ambition

Resilience

Kindness

School Staff Expertise

- Relationship and behaviour policy build on regulation and restorative practice.
- Strong working relationships with external professionals.
- Psychological First Aid trained staff.
- Whole school Zones of Regulation approach.
- Emotional wellbeing at the heart of all provision.
- Dynamis trained staff.
- Strong links to professional development through the Trust

School Staff Training

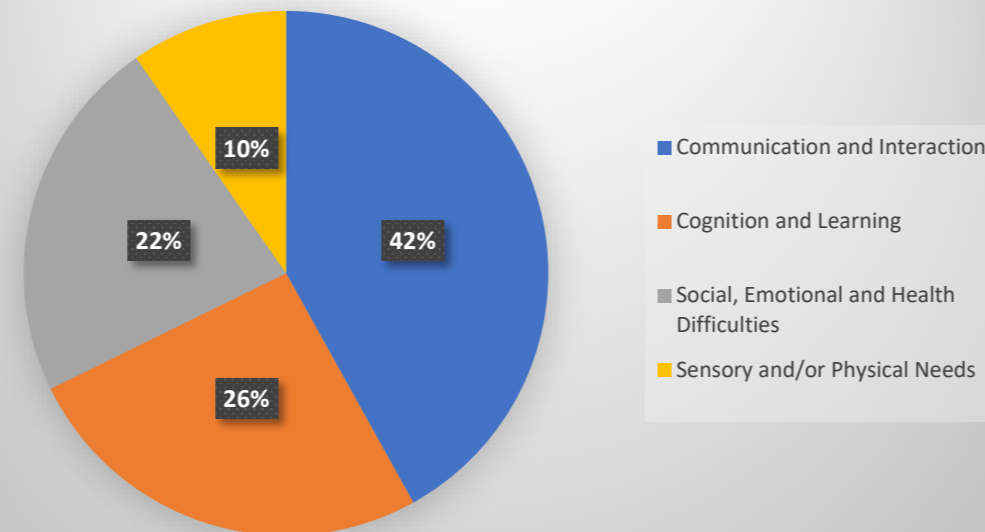
Recent training:

- Clickr
- Dynamis
- Boxall Profiling
- My Happy Mind

Upcoming training:

- Sensory profiling
- Conflict resolution updates

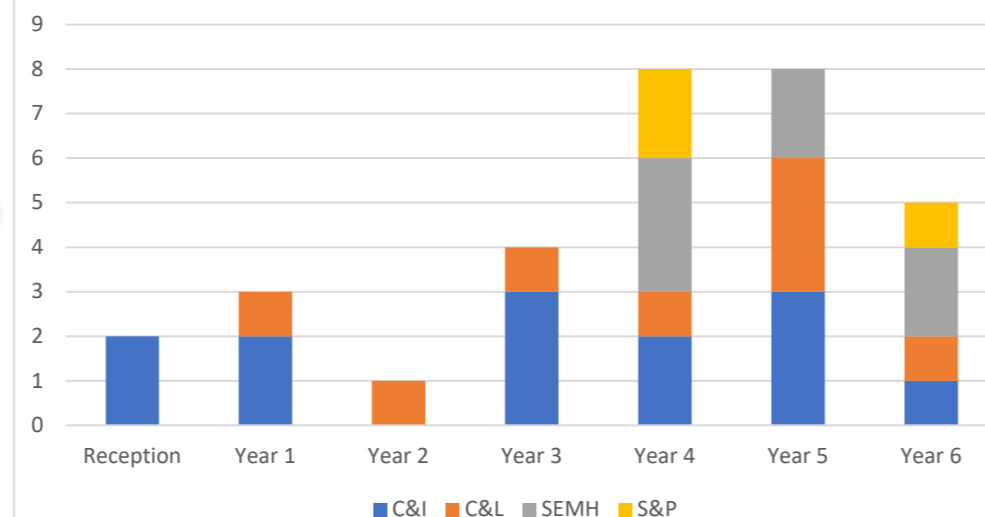
Harthill Primary - Primary Need



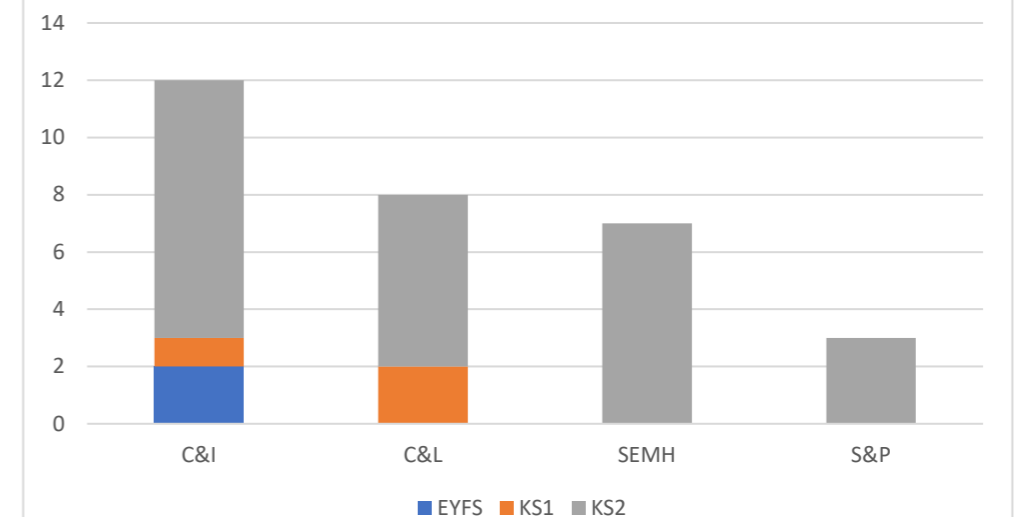
Professional partnerships:



Primary Need for each Year Group

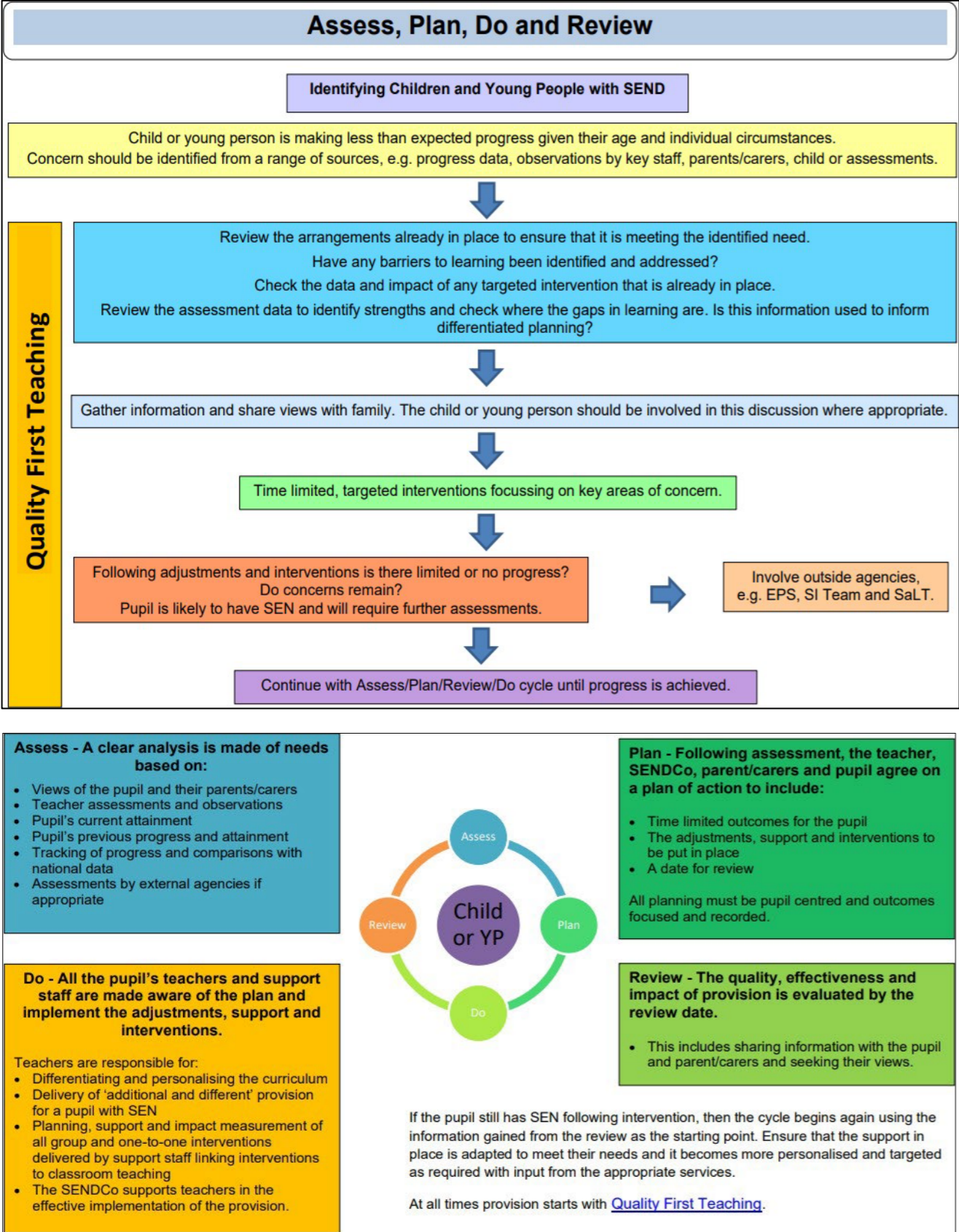


Primary Need for each Key Stage



Harthill Primary School has a higher level of SEND at 21.2% (compared to 19.5% nationally). We have 2 children with EHCPs in school (1.4%) which is lower than the national average (5.3%). Our attendance is 96%. Over the last 2 years we have seen a higher proportion of pupils on the SEND register with identified needs around communication & interaction and SEMH, which has led to us seeking more regular external specialist support. This helps us to manage provision for these needs well. We work together with the academy trust to seek additional training wherever there is an identified need and we liaise closely with schools in our locality to share expertise and resources.

Intent: Everyone at Harthill Primary School is committed to, and passionate about, providing the conditions and opportunities to enable every child, including those with additional needs, to be included fully, in all aspects of school life. We believe in the earliest possible intervention to support our children and families. We always start with Quality First Teaching, for all children. If support is required beyond this, a graduated response is at the heart of our whole school ‘steps to success’ practice. We continually assess, plan, implement and review our approach to teaching and learning collaboratively with parents. We have highly skilled and trained staff to support any additional needs and use expert support from outside agencies where needed.



Implementation: School Steps to Success				
Provision	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Universal	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention. Zones of Regulation	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation
Targeted	As above and also: Regular meetings with parents SALT programmes Teacher-devised specific interventions. Specific support for language and communication difficulties. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions. Published support programmes. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions Published support programmes (e.g. Lego therapy, Anger Gremlins, Emotional Scales) Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions OT devised programmes. Early Help if applicable.
Specialist	As above and also: Fusion LSS Autism SALT support EPS	As above and also: Fusion LSS EPS	As above and also: Behaviour Support e.g. Aspire Outreach EPS Bereavement support	As above and also: Occupational Therapy Hearing and Visual Impairment Team

Impact:

Parental feedback (Autumn 25 questionnaire):

- All teachers we have met have been super friendly and approachable, nothing is ever too much trouble and work well with the parents for the needs of each child.
- I'd like to thank staff for being amazing support for my child so far this term. My child has grown in Confidence and happiness. They have shown her skills to understand her emotions.

"My child has SEND and the school gives them the support they need to succeed."
100% either agree or strongly agree

"If I need an additional discussion about my child, staff are always happy to meet with me."
100% either agree or strongly agree