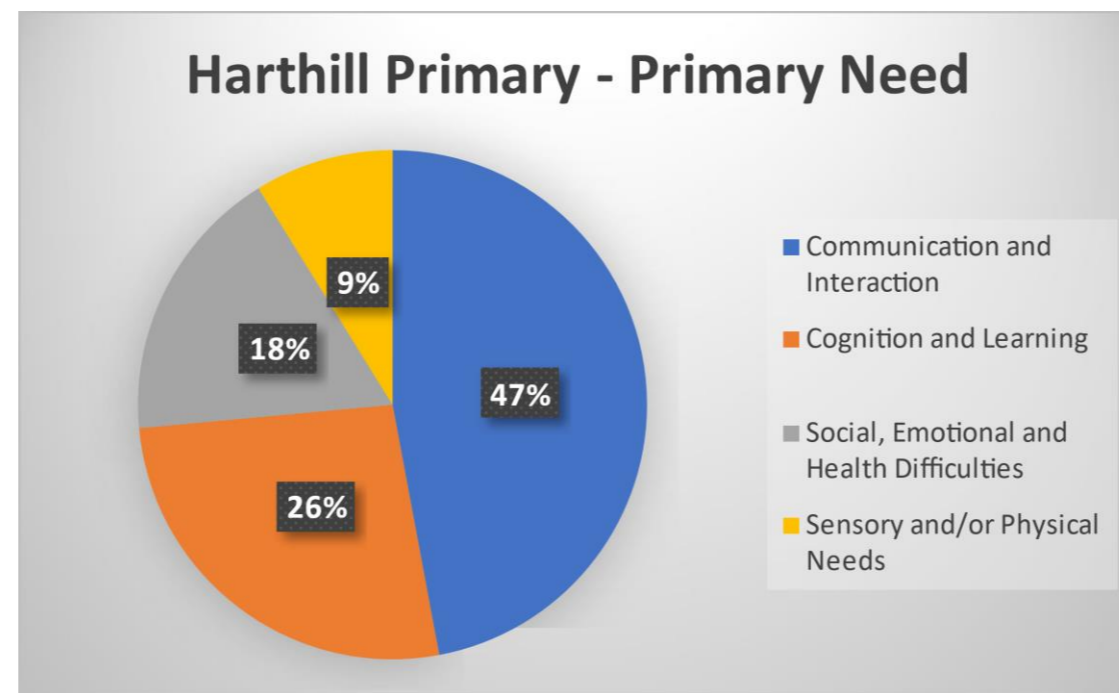


Belonging Ambition Resilience Kindness

School Staff Expertise

- Relationship and behaviour policy build on regulation and restorative practice.
- Trauma informed school and ACEs trained staff.
- 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.
- Team Teach trained staff.



Professional partnerships:



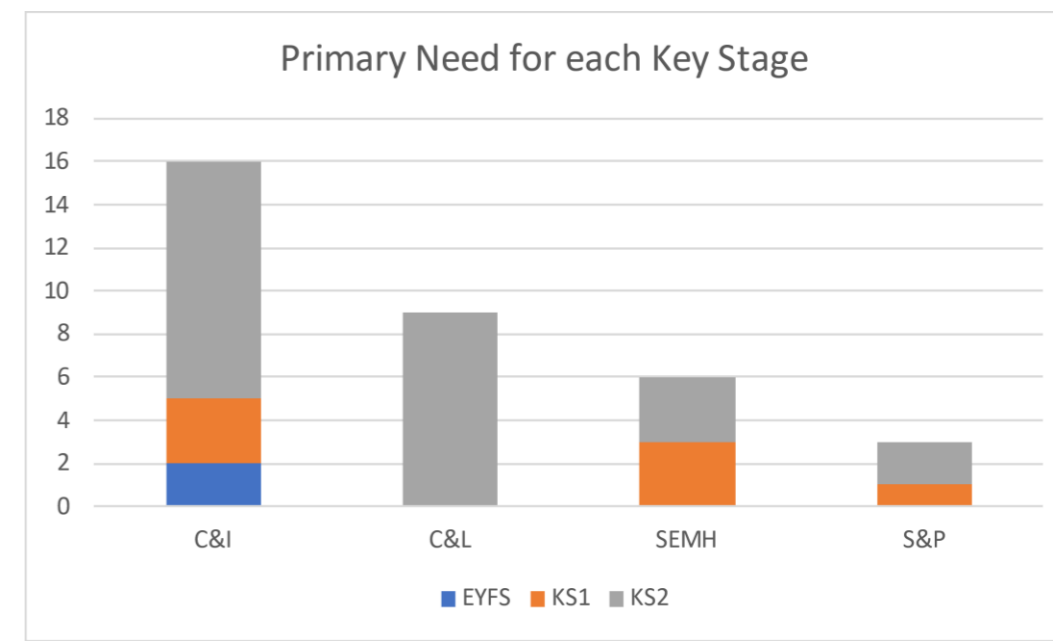
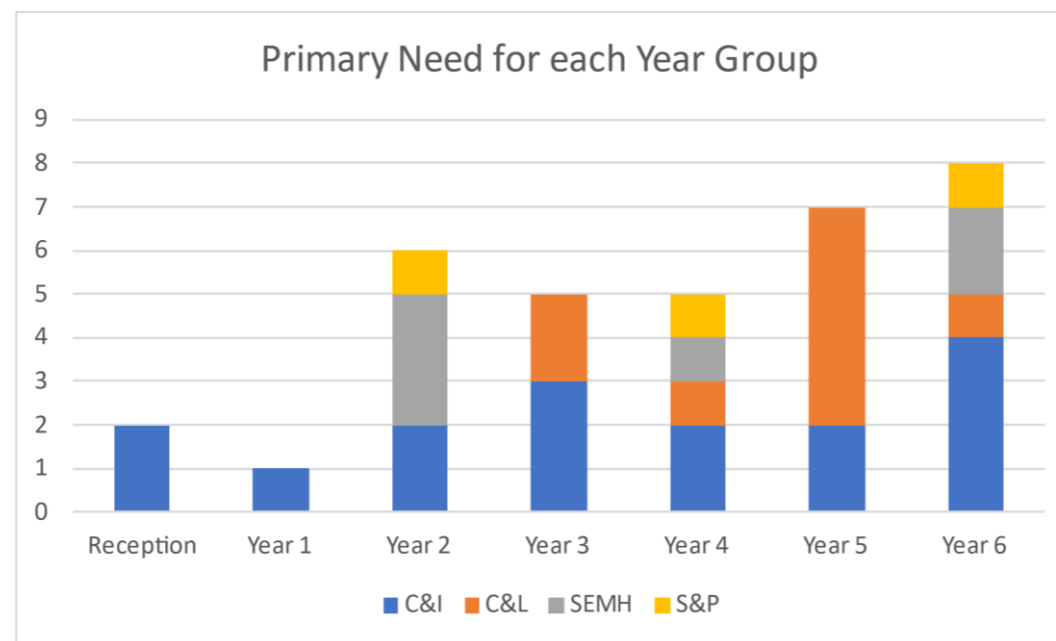
School Staff Training

Recent training:

- Team Teach
- Relationship and behaviour policy for SMSAs

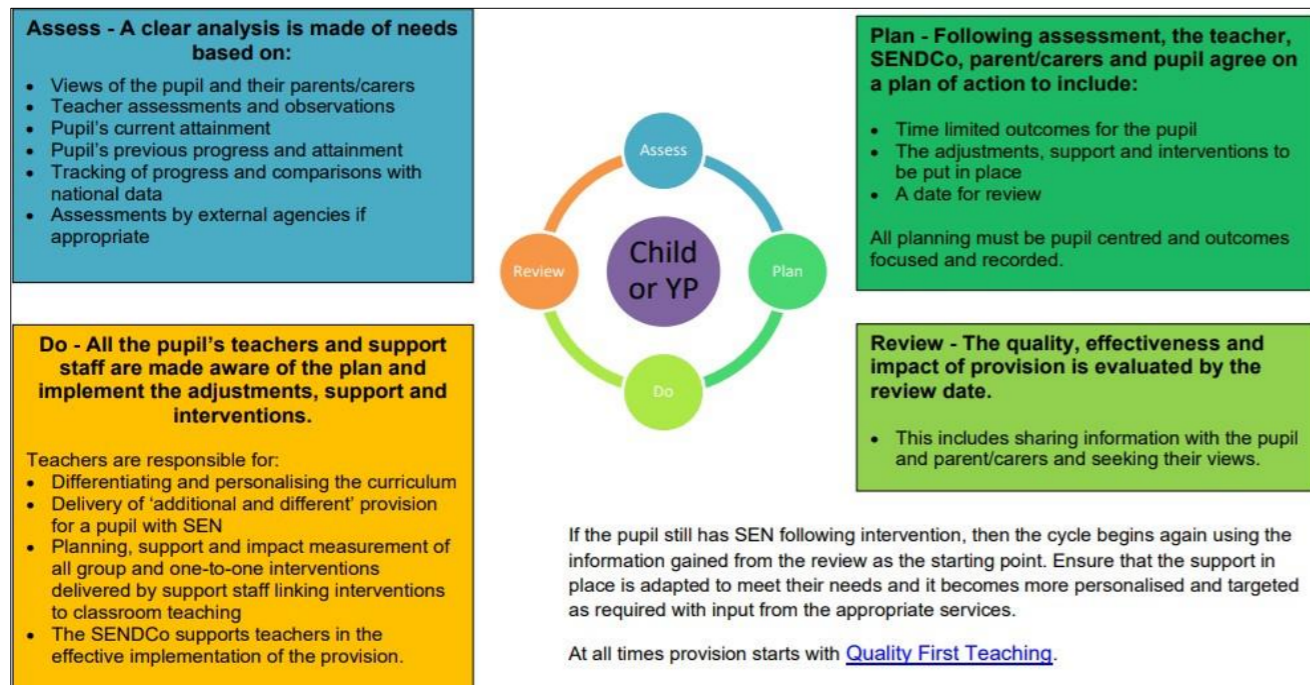
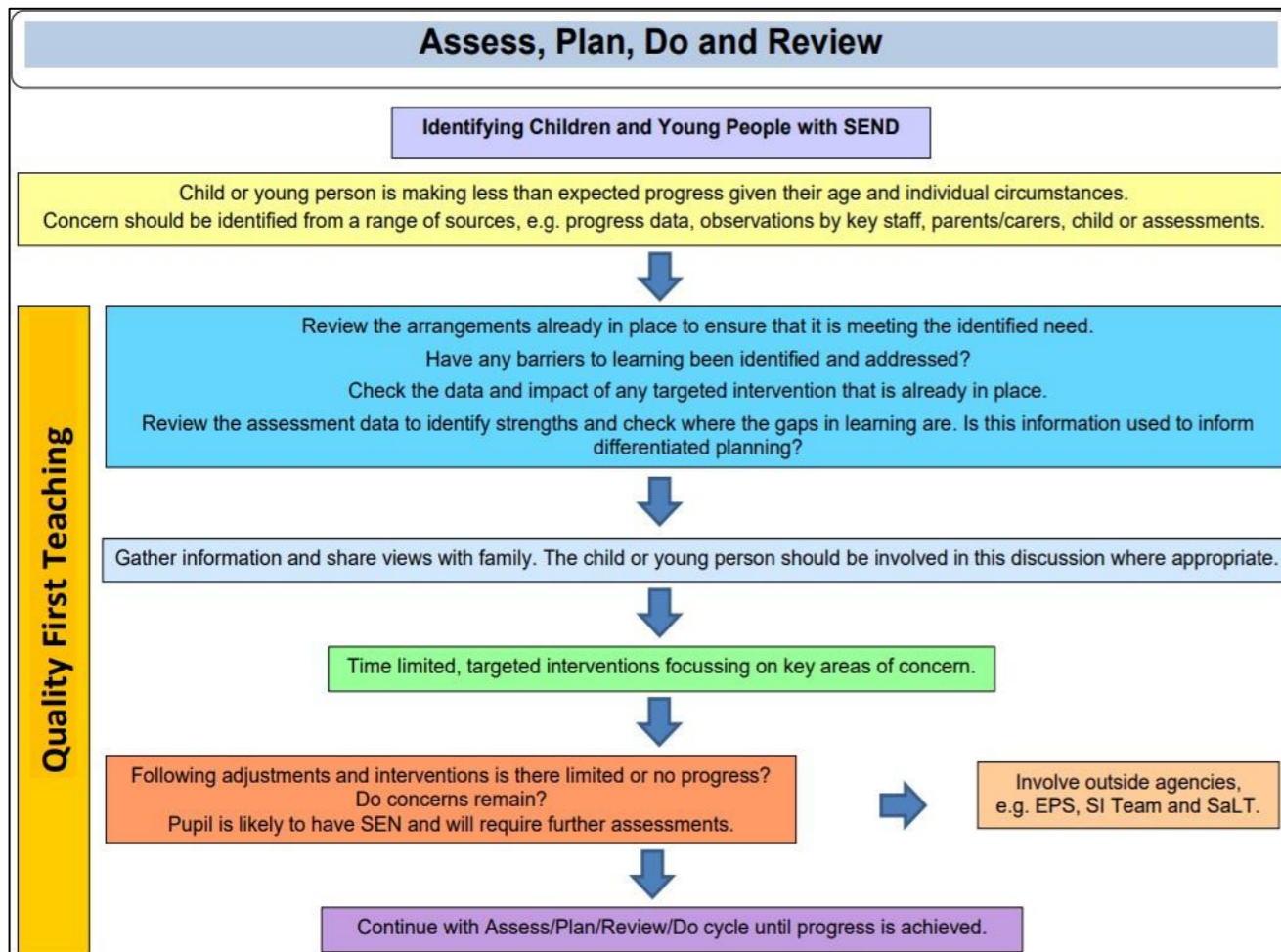
Upcoming training:

- Clickr
- Communicate in Print
- Boxall profiling



Harthill Primary School has a high level of SEND at 20.5% (compared to 17.3% nationally). We have 4 children with EHCPs in school and our attendance is 95%. 17% of our pupils are registered as Pupil Premium, compared to the national average of 26.7%. However, while there is a lot of affluence in the immediate area, there are also pockets of more deprived areas in the village. Our proportion of SEN is 19.8%, which is higher than national average (17.3%). Only 2.5% of our pupils have an EHCP which is lower than the national average (4.3%). 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.

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: As a result:

- Children feel happy, safe and respected.
- Behaviour is good and children understand the school values and rules.
- Children demonstrate high levels of engagement and there is a 'scaffold up' approach to learning which supports children with SEND.
- We have supportive and trained staff who plan appropriately for the children's individual needs.
- Children with SEND make good progress from their starting points due to Quality First Teaching and to the use of resources and bespoke small group intervention which meet the needs of the pupils.
- On leaving our school children, with SEND have developed good independence and life skills.
- Children are supported to make secure transitions between classes and educational providers e.g. EYFS or High School.