



# **Harlow Green Community Primary School** **SEND Information Report**



## **About Our School**

Harlow Green Community Primary School is a maintained mainstream school for students from the ages of 3 to 11.

Harlow Green Community Primary School aims for all children to be included regardless of whether they have special educational needs or not. We will provide equal opportunities for all children which will allow them to experience success and achievement and to reach their full potential. We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims we offer a broad and balanced curriculum with high quality teaching.

Our school caters for students with additional support at school if the child has an identified Special Educational Need and/or Disability. The term Special Educational Need and Disability (SEND) describes the needs of children who have a difficulty or disability which makes learning harder for them than other children of the same age.

We provide effective support for children with special educational needs and disabilities, starting from our first contact with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals, e.g. from Health, to make sure that all children receive the support they need to do well at school.

The Special Educational Needs Co-ordinator (SENCo) is Mrs K Hamilton who can be contacted by phone on 0191 487 6703 or by email at [kirstyhamilton@gateshead.gov.uk](mailto:kirstyhamilton@gateshead.gov.uk)

## **SEND Provision**

Children have Special Educational Needs if they have a learning and/or physical difficulty. This means that the child will need educational support, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. We ensure that we adapt our curriculum to meet the needs of every child and use different teaching styles to cater for the different ways in which children learn.

Children may have needs that fall within one area or have needs that fall across two or more areas and these will be recorded on the school's SEND register. The nature and level of the needs will impact upon the child's ability to function, learn and succeed. The identified areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## **Identifying Needs**

All pupils follow a broad balanced curriculum that is appropriate to their age and stage of development, which is personalised to take into account their needs and abilities. In order to identify a student's special educational needs, we use all of the information about the pupil's progress, including assessment grids and assessment from the school's Educational Psychologist.

We compare it with the progress of other students in the school and against national performance information, such as, Key Stage 1 and Key Stage 2 performance tables.

If a pupil is not making the progress that would be expected, the pupil and parent/carer will be involved as soon as possible. The school will discuss their concerns with the parent/carer and get the parent/carers views about:

- the pupil's strengths and areas of difficulty
- concerns that the parent/carer has
- agreed outcomes
- next steps

Following discussions with parents/carers we will then agree outcomes that the pupil will be working towards and the support or programmes of study that are needed to meet these outcomes. From the records of progress and discussions with parents/carers, the school will then decide the support or programmes of study that are needed to meet these outcomes.

Concerns are not always based on academic progress but could also be linked to the social and emotional development of the student. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENCo. In some instances, involvement from outside services may be necessary. These include Behaviour Support Services, Emotional Wellbeing, Assessment from an Educational Psychologist or referrals to Speech and Language Therapy, Occupational Therapy or sensory teams including Vision and Hearing teams.

### **Assessment, Monitoring and Review**

Each pupil's progress is continually monitored by their class teacher and the SENCo in a number of ways, including additional educational testing completed within school. The SENCo oversees any additional support a child may need and at the beginning of the new academic year, data is analysed and tracked to get a clear indication of which children need support with their academic work.

Progress is discussed regularly during staff meetings, tracked closely by staff and is reviewed formally every term. Progress is reviewed formally every term and monitored against Age Related Expectations (ARE) in reading, writing and numeracy. This information is shared with parent/carers through the school reporting system. If the pupil is in Year 2 and above, but is not yet working at ARE, a more sensitive assessment tool (PIVATS) is used which shows their level in more detail and will also show smaller but significant steps of progress. As well as ARE tests, other tests may be used to monitor progress, such as tests which give a reading and spelling age or a standardised score. These tests and levels will also be discussed in detail, along with staff comments within the review meeting.

These reviews will affect the level of support given to each pupil and depends on the additional needs of the child and any other factors that may improve or hinder their progress. When a pupil has been assessed as having SEN and is not making progress with the help that they have been given, school can refer pupils to a number of different services for more specialist assessment and advice.

Depending on the student's needs, referrals can be made to the Special Educational Needs Improvement Team (SENIT), the Educational Psychology Service or Behaviour Support Service within Gateshead Council, health services such as speech and language therapy, school nursing service or 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/carers agreement.

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

All children are required to be formally assessed at the end of each key stage (i.e. at the end of year 2 and year 6) using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

### **Involving Parents/Carers and Pupils**

Parents/carers can contact school if they have any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff at the start and end of the school day.

Parents and carers are also kept informed through home/school books/diaries and phone calls. Staff will contact parents or carers to discuss issues, concerns or progress of individual children.

The school holds regular parent evenings for all parents. If their child has special educational needs, parents and carers are involved with regular termly review meetings to discuss progress towards current outcomes, setting outcomes for the future and future ARE targets.

Annual Reviews are held for pupils with Single Plans or statements of special educational needs. These reviews focus on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the pupil and any other agencies involved.

Progress reports can be provided to parents/carers in alternative formats if required.

Pupils are encouraged to share their aspirations and views in review meetings and this will be done in a way that is appropriate to their age.

### **Staff**

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

The Head Teacher, Mr Malik, 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 but they will give this responsibility to the SENCo 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 Co-ordinator (SENCo), Mrs Hamilton, 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 excellent records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school, so they can help pupils with SEND in the school make the best possible progress.
- Support class teachers in writing Support Plans that specify your child's targets.
- Ensuring that all staff working with the pupil in school are helped to deliver the planned work/programme so the pupil 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 excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet your child's individual needs (this is called differentiation).
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENCo know if necessary. This could be things like targeted work, additional support.
- Writing Support Plans with SENCo. These will be shared and reviewed with parents at least once each term.
- Planning for the child's next term based on their progress.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Inclusion Team work with the SENCo to implement support plans and identify areas of support for pupils with SEND. They:

- Support pupils to access the curriculum.
- Help the implementation of differentiation and specialist support strategies in the classroom.
- Keep pupils focused on learning activities during lessons.
- Deliver specific learning programmes to individuals and groups of learners.
- Attend all training opportunities related to SEND and differentiation.
- Help pupils to develop effective ways of becoming independent learners.
- Provide social support during playtimes and lunchtimes.

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

- Support pupils to access the curriculum.
- Support the implementation of differentiation and specialist support strategies in the classroom.
- Keep pupils focused on learning activities during lesson.
- Attend all training opportunities related to SEND and differentiation.
- Are mainly classroom based, but may deliver specific SEND programmes outside of the classroom.
- Help pupils to develop effective ways of becoming independent learners.

The SEND Governor, Mr Ripley, 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.

The Family Support Worker, Jane Robinson, is responsible for:

- Liaising with parents to encourage and support improved attendance.
- Incentives and initiatives to support children in coming to school.
- Talking with children about any matter which causes them anxiety about school and resolving such issues where possible.
- Attending review meetings, where appropriate, to support parents of children with SEND.

## **Training**

School staff are trained on an ongoing basis in specific areas where there is a current need. The Head Teacher 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. The Head Teacher and Senior Leadership Team find appropriate specialist support training and enrol staff on courses. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of.

Teaching Assistants in school have attended training to deliver specific interventions to support children in areas of Literacy and Numeracy and areas of children's Social and Emotional development.

Staff within school have different levels of expertise in order to support pupils with special educational needs:

**Awareness** – this is basic awareness of a particular type of SEND. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENCo, SENIT, Educational Psychologist or other specialist service.

**Enhanced** – this level of training will be carried out by staff working with the pupil regularly, such as class and subject teachers, and will focus on how teaching and learning can be adapted to meet the pupil's needs. The training can be carried out by SENIT, Educational Psychologist, 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 pupils at an enhanced level. This could be a specialist SEND teacher or a SENCo if they had appropriate qualifications.

At Harlow Green Community Primary School, staff awareness training has focused on many areas including general learning difficulties, understanding barriers to learning for children with ASD and ADHD, behaviour management strategies and speech and language development. Harlow Green Community Primary School is proactive in seeking training when the need arises.

## **Transition**

Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

Transition week is organised at the end of the summer term to introduce children to their new class teacher and classroom. Children entering Reception (Early Years – EY) are also offered the opportunity to attend a 'Move Up!' session and members of the EY team visit the new starters in their home or current nursery setting so that they get to meet their new class teacher in a familiar and comfortable environment.

Children transferring into Harlow Green Community Primary School, either from another local school or from outside the authority are welcome to come and have a look around the school spending time with their new class and class teacher before officially becoming a pupil at the school.

For children who are transferring from Harlow Green Community Primary School to another school, we aim to transfer any data and paperwork within 7 days of the child leaving, taking holidays into account. If the child has a special education needs and/or disability, the SENCo will contact the child's new school and pass on any relevant paperwork and often visits the new school with the parent to support the move.

When children transfer from primary to secondary school, we strive to ensure that the transition runs smoothly. During the summer term, the SENCo will make contact with the SENCo at the receiving school and consult with him/her regarding the specific needs of the child they are receiving. Depending on the needs of the child, it may be agreed that an earlier and more individualised transfer process should occur.

Pupils with statements of special educational needs or Education, Health and Care Plan (Single Plans) will have a review in the Autumn term before they move to secondary school to discuss the transition. You will be told by 1st March of the year that they transfer which secondary school they will attend in September.

When moving classes in school, information will be passed on to the new class teacher in advance of the change. Transition Reviews take place for all children with SEND and support plans are created with the current and new class teacher as well as alongside parents. Children also have the opportunity to express their views around the transition. If your child would be helped by a book to support them understand moving on then it will be made for them.

## **Approaches to Teaching**

### **Academic Support**

All pupils receive excellent targeted classroom teaching known as **Quality First Teaching**.

This means:

- The teacher has the highest possible expectations for all pupils in their class.
- All teaching is based on building on what pupils already know, can do and can understand.
- Different ways of teaching are in place so that pupils are fully involved in learning in class. This could involve things like using more practical learning.
- Specific strategies are in place to support all pupils to learn and make good progress.
- If your child's teacher has assessed that there are gaps in their understanding/learning, they may receive some extra support to help them make the best possible progress.

All pupils in school should be getting this as a part of excellent classroom practice when needed but other types of support are available for pupils with SEN.

### **Specific work with a small group of pupils**

This type of support is available for any pupil who has specific gaps in their understanding of a subject/area of learning and will be put in place if the class teacher or SENCo think that they need extra support in school. The group, sometimes called Intervention Groups by schools, are:

- Run in the classroom or outside the class in a designated teaching space.
- Planned and overseen by a teacher but they are often run by a Teaching Assistant who has been trained to lead the intervention.
- Designed to have specific outcomes to help the pupil to make more progress.

### **Specialist groups run by outside agencies**

This type of support is available for pupils with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups and means they have been assessed as needing some extra specialist support in school. This may be from:

- Local Authority services such as the SENIT, an Educational Psychologist or Behaviour Support Service.
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Physiotherapy and Occupational Therapy.

For a specific pupil this would mean:

- They will have been identified by the class teacher as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups.
- Parents/carers are invited to come to a meeting to discuss progress and help plan possible ways forward.
- Parents/carers being asked for permission for the school to refer to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand the needs better and be able to support the pupil better in school.
- The specialist professional will work with pupils to understand their needs and make recommendations, which may include:
  1. Making changes to the way they are supported in class e.g. some individual support or changing some aspects of teaching to support them better.
  2. Support to set targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual to work with external professionals.
- The school may give your child's needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

### **Individual support**

This is usually provided through an Education, Health and Care Plan (known as a Single Plan in Gateshead). This means your child will have been identified by a specialist professional as needing a higher level of support than the school can provide from their SEN budget. This is a legal process, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child. School will discuss with you if they think that this is required.

## **Emotional and Social Support**

As well as providing academic support, school can also provide emotional and social support for pupils. This can include:

- Peer mentoring systems involving older pupils.
- Social skills/nurture group interventions – provided by both internal staff and external agencies.
- School counsellor/mentor.
- Self-esteem interventions – ranging from the use of sport/music/drama to speech and language interventions.
- A Pastoral system which allocates support.
- Anti-bullying policies and taught within PSRE curriculum and circle time activities.
- Provision provided before and after school for vulnerable pupils.
- Administration of medicines (link to policy).

## **Accessibility In School**

The school is fully accessible to students with physical difficulties.

The following facilities are available for pupils and their parents/carers with physical difficulties:

- Disabled parking bays
- Ramped access to buildings
- Lifts to all floors
- Accessible toilets
- Induction loop for hearing aid users
- Contrast edging on stairs and steps
- Accessible break areas
- Accessible dining area
- A private room for administration of medication
- A hygiene room

A risk assessment carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan.

We have an Accessibility Policy from Gateshead Council.

## **Outside of School**

The school has a number of after school clubs, including, tennis, gymnastics, energy club, golf, film club, art club run by school staff and outside coaches . All of the clubs are accessible to pupils with special educational needs and/or disabilities.

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 needs of the pupils. Risk Assessments are sent to the Local Authority for approval.

Staff to children ratios for school visits:

Nursery – 1:4

Reception – 1:5

Year 1, 2 and 3 – 1:6

Years 4 and 5 – 1:8

Year 6 – 1:8

These ratios are regarded as starting points for consideration and are determined by the context of each visit taking into account the relevant risks and the needs of the children involved.

### **Complaints**

Parent/carers should contact the SENCo, Mrs K Hamilton, with any complaints about the provision that the pupil is receiving at school. If the complaint is not resolved, the school has a complaints policy which can be found at [www](#).

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service (SENDIAS) which is run by Barnardos in Gateshead (tel 0191 4784667 or email [DAISS@barnardos.org.uk](mailto:DAISS@barnardos.org.uk)). 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 a Single Plan.

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](http://www.gateshead.gov.uk/localoffer)