SEND Policy

2026-2027

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Growing happy, healthy and successful, together.

Harlow Green Community Primary School

SEND Policy

This policy links to articles: 1, 2, 3, 12, 23, 28 & 31.

Introduction

At Harlow Green Community Primary School, we believe that every child has the right to belong, participate, achieve and thrive. As an explicitly inclusive community school, we are committed to ensuring that all pupils, regardless of need, background or circumstance, experience success both academically and personally, making progress from their individual starting points.

The School's Context

Harlow Green Community Primary School is a larger than average primary school serving a catchment area of average social and economic disadvantage. The school has a relatively low transient population. Pupils have a broadening range of special educational needs including autism, ADHD, speech and language difficulties, dyslexia, social, emotional and mental health needs and physical disabilities.

National Context

This SEND policy is a response to the SEND Code of Practice, 2014, and resulting statutory requirements for schools:

Equality Act Sept 2010
Sections 36 – 50 of the Children and Families Act 2014
Care Act 2014

The Ofsted Evaluation Schedule 2010 expects schools to evaluate their effectiveness in promoting equal opportunity and tackling discrimination. This is a limiting judgement under leadership and management. This judgement is linked to the quality of learning for pupils with special educational needs and/or disabilities and their progress.

Equality and Inclusion

We have a duty under the Equality Act 2010 towards individual disabled children. We will make reasonable adjustments, including the provision of auxiliary aids and services to prevent them being disadvantaged and within a new, purpose-built school we are able to offer an entire site which is accessible to all. We have a duty to prevent discrimination and we promote equality of opportunity and foster good relationships. (See inclusion strategy)

Medical conditions

Working as part of multiagency teams and with the needs of the pupil in mind. We will make arrangements to support pupils with medical conditions. We will ensure that an Individual Health Care plan is in place and deliver co-ordinated provision for those pupils.

Policy Statement

All pupils are entitled to a broad, balanced, relevant and differentiated curriculum. The school will affect such entitlement by enabling appropriate access to the whole curriculum for all pupils. Pupils identified as having special educational needs will be supported at school level or through an Education, Health and Care needs plan (EHCP) in line with the Special Educational Needs and Disabilities Code of Practice guidance 2014. All pupils identified as having special educational needs will, at appropriate intervals, and with due regard to the Code of Practice, be reviewed and re-assessed. Provision for pupils with special educational needs will be met within the mainstream curriculum. As and where necessary, such provision will be supplemented by additional learning support and intervention paying attention to the pupils' individual needs and barriers to learning. It is expected that all pupils will have equal access to the Curriculum. All teachers will be made aware of, and be responsible for, pupils with special educational needs.

The school will ensure the provision of appropriate time, resources and in-service training to enable teachers to deal effectively with pupils with special educational needs and disabilities.

The school recognises the necessity to work in partnership with parents and will ensure that parents receive information on the statutory procedures and the outcomes for their children.

The school works collaboratively with a range of external professionals and agencies, including Educational Psychology, Speech and Language Therapy, Occupational Therapy, Health Services, Social Care and other specialist support services, to ensure that pupils receive coordinated and effective support to meet their individual needs.

Principles and Objectives

We have a responsibility to encourage excellent SEND practice throughout Harlow Green Community Primary School, for the benefit of all pupils. To encourage excellent practice we are committed to the following principles:-

- To ensure that all pupils' needs are identified, assessed and met;
- To ensure all staff are aware of disability equality and support positive outcomes for pupils;
- To provide flexible, responsive and sensitive support for pupil learning and cater for pupils' short and long term needs;
- To ensure that teaching staff are aware of pupil's need, professional guidance and to provide relevant information to inform their planning of classroom experiences;
- To give guidance on appropriate resources to meet the needs of the school and individual pupils;
- To enlist the support of qualified others who will help the school to ensure a high quality team approach to meeting pupil need;
- To establish a working partnership with parents to support pupil learning and development;
- To provide a framework for the monitoring, and evaluation of policy, practice and provision;
- To support appropriate in-service training for all staff;
- To keep the governing body informed of all aspects of learning support in school.

This policy will contribute to achieving these principles by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review which follows the SEND Code of Practice in terms of the graduated response of Assess, Plan, Do and Review.

Roles and responsibilities

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's general policy and approach to provision for pupils with SEND, establishes appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensures appropriate provision is made for any pupil with SEND;
- Reports annually to parents on the school's policy for pupils with SEND;
- Ensures that all pupils, including those with SEND have access to a broad and balanced curriculum;
- Appoints a qualified SENDCo to oversee SEND and have regard to the Equality Act 2010
- Undertakes discussions with parents regarding SEND matters at relevant meetings.

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including SEND. Some needs will be short term and circumstantial, some may need professional input, some may be degenerative. Therefore it is vital that SEND needs are consistently monitored.

As part of the Leadership Team, the SENDCo takes on designated responsibilities and keeps the Governing Body informed of all developments with regard to SEND.

Provision for pupils with SEND is supported by a wider team of staff, including the SENDCo, SEND Support Teacher, Family Support Worker, class teachers and teaching assistants, who work collaboratively to provide high-quality, inclusive support for pupils with additional needs.

SENDCo and Role

Role

The main role of the SENDCo is to co-ordinate special needs and disabilities provision throughout the school. As the term 'special needs' can be defined in a variety of meaningful statements and because there is no real consensus as to what constitutes good special needs provision, it is imperative that provision is decided on a person by person basis, the SENDCo has a clear vision of what special needs and special needs provision mean to the staff, parents and pupils of Harlow Green Community Primary School and thus co-ordinate provision to ensure meaningful learning experiences.

The SENDCo 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 child's future.
- Contacting other people who may be coming into school to help support a child's learning for example, an Educational Psychologist.
- Making sure that there are excellent records of a child's progress and needs.
- Providing 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.
- Supporting class teachers in writing Support Plans that specify a child's targets.
- Ensuring that all staff working with the student in school are supported to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Meeting with the SEND link governor once per term.

See Appendix A for additional duties of SENDCO

All Gateshead Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The SEND Threshold Documents has been implemented throughout the local authority to ensure excellent outcomes for all.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

Implementing the SEND Policy across the school

The school accepts its duty to its pupils and acknowledges that many pupils may at some time, experience difficulty with their learning. All teachers are teachers of SEND and will be responsible for pupils who are experiencing difficulties. As a supportive, caring staff we will ensure that such difficulties are identified as quickly, positively and effectively as possible.

The school SENDCo, Mrs L Softley, is a qualified teacher who has achieved the National Professional Qualification for Headship (NPQH) and has also completed the National Professional Qualification for SENDCo's.

The school's designated governor for SEND is Mrs Kate Matthews, a qualified teacher who holds the National Award for SEN Coordination (NASENCO) and a CACHE Level 2 Certificate in Autism Awareness.

Admissions

Priority in admission
The school's admission policy reflects LA guidelines on the admission of pupils with special educational needs. This policy is reviewed as and when required. The SENDCo meets with parents of pupils with special educational needs at the earliest possible opportunity.

SEND Provision

High quality teaching, differentiated for individual pupils is provided for all pupils who have or may have SEND. The quality of teaching is reviewed regularly for all pupils including those at risk of underachievement.

Identification procedures

To assist with the early identification of pupils with special educational needs and disabilities, the teacher and SENDCo will consider all of the information gathered from within the school and will include early discussions with the pupil and their parents. High quality and accurate assessments will be carried out using effective tools and early assessment materials , both formal and informal.

The general process will be as follows:

- The school follows the Assess/Plan/Do/Review response to additional needs set out in the SEN Code of Practice 2014.
- Where teachers have an initial concern regarding a pupil, then the SENDCo should be consulted prior to a 'Concerns' form being completed by the teacher.
- Following the identification of these initial concerns, pupil progress will be monitored, observations may be carried out over a period of time (6-8 weeks)
- Only after a cycle of Plan/Do/Review has been carried out will pupils then be considered for the SEN Register. A meeting will be held with parents to discuss concerns.
- The class teacher along with the relevant staff must have made available relevant data regarding progress and must provide evidence of the child working significantly below age-related expectations, alongside evidence of what interventions/provision has been made to meet these needs.
- Once parents agree to register the pupil the child placed on the SEN register. (If a parent fails to attend appointments, then they will be notified by letter or telephone call).

If SEND provision is required, it will be based on the desired outcomes along with the expected progress and attainment of the individual. The views of the pupil and their parents will be included, in line with the SEND CoP.

Support in School

When a pupil is identified as needing SEND support, we will take action to successfully identify and remove barriers to learning and put effective SEND provision in place, ensuring maximum progress opportunities for the child.

Assessment

In order to support pupils who have identified SEND, we adopt a graduated response that encompasses a full range of strategies from High Quality Teaching to individualised support/provision in order to meet the need.

The class teacher and SENDCo will carry out a clear analysis of the pupil's needs. This will be based on a range of information and assessments that are relevant, ensuring that the intervention can be accurately matched to need so that barriers to learning are overcome effectively.

At Harlow Green Primary, we use the LA graduated approach and guidance from the Gateshead SEND Thresholds Document 2024. The Threshold Document will be used as a reference point in relation to the identification of the level of need.

Planning

The class teacher and SENDCo will agree in consultation with parents and the pupil, any adjustments, support and intervention to be put in place. A One Page Profile will be used to record needs and support alongside pupil voice, this will be a live document which will be updated formally on a termly basis to ensure a consistent and collaborative approach to supporting the pupil. Targets will be set and a plan of action agreed, which will take the form of a Support Plan for those pupils at Threshold 3+ detailing any intervention or provision additional to the normal differentiated quality first curriculum. Targets will be SMART (Specific, Measurable, Achievable, Realistic and Times); they will be discussed with pupils and agreed with parents using language that both parties can understand. All teachers and support staff who work with the pupil will be aware of the pupil's needs, the desired outcomes for the pupil, the support provided and any teaching strategies or approaches that are required.

Where appropriate, the pupil will also take part in the review process and be involved in setting targets.

Plans will be electronic and stored on the school's curriculum server (only accessed by staff). Copies will be printed for meetings with parent/carers provided with one to take, which staff retaining a class copy. All other copies will be disposed of in line with GDPR guidelines. This document will be made available to any professionals working with the child with the agreement of parents and carers.

I**ntervention**

Any support and intervention provided will be selected to meet the outcomes identified for the pupil. The class teacher will be responsible for working with the child on a daily basis and where interventions involve group, or one to one teaching away from the main class, they will also remain responsible for the pupil. They will work closely with teaching assistants or specialist staff to plan, monitor and assess the impact of the support or intervention.

Individual Support Plans

We will provide a formal plan of support and intervention. This plan will outline the strategies and interventions required to remove barriers to learning

Targets will be set and a plan of action agreed, which will take the form of a Support Plan detailing any intervention or provision additional to the normal differentiated quality first curriculum. Targets will be SMART (Specific, Measurable, Achievable, Realistic and Times); they will be discussed with pupils and agreed with parents using language that both parties can understand.

Reviewing

The impact and effectiveness of the support will be reviewed in line with an agreed date, at least termly.

Requesting an Education, Health and Care needs assessment

The effectiveness of SEND Support will be monitored and reviewed in terms of its success in achieving the agreed outcomes. Despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil and expected progress has not been made, the school and parents may consider requesting an Education, Health and Care needs plan (EHCP).

Following a request for an Education, Health and Care needs plan, the Local Authority will consider whether an EHCP needs assessment is necessary. To inform their decision the LA will need to take into account a wide range of evidence and will pay particular attention to:

- The pupil's academic attainment
- Information about the nature of the pupil's SEND
- Evidence of the action already being taken
- Evidence that where progress has been made it has only been due to additional support and intervention
- Relevant evidence from other educational professionals, health professionals or clinicians

The LA will notify the parents of their decision within a maximum of six weeks and will be responsible for ensuring there is effective co-ordination of all assessments and planning (See LA policy).

EAL Pupils

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Although support will be put in place by the school for these students, some pupils may have SEND and will be supported appropriately. Links to ensure the correct support will be made by liaising with the EMTAS Service in addition to the other services provided within HINT.

Monitoring and Assessment Procedures

Throughout a pupil's time at school, teaching staff use a number of strategies to monitor and assess pupil progress. These include:-

- Teacher assessment.
- Target setting and pupil tracking.
- Formal Assessments.

Class Teachers, in conjunction with the SENDCo, provide continuous monitoring and assessment of pupils identified as having special educational needs and disabilities by:-

- Standardised tests to inform teacher planning and teaching;
- Recording of progress achieved through individual SEND programmes;
- Pupil tracking carried out each term.
- Reviews.
- Reports and assessments from external agencies e.g. Educational Psychologist.
- Diagnostic assessments for cognition and learning carried out by the HINT team.

Where emotional or mental health difficulties are evident, class teachers will refer the pupil to the SENDCo who will discuss the issues relating to the pupil with the Head Teacher, and make any relevant onward referrals.

Parents/Carers

Parents/carers will be made fully aware of, and consulted on any planned support and interventions. Where appropriate, parental involvement will be sought to reinforce or contribute to progress at home.

Supporting pupils

Attention to pupil needs and progress is central to the caring ethos of the school. Monitoring and evaluation is an ongoing process. The monitoring of the SEND policy depends on close consultation between the SENDCo and Head Teacher.

Review Procedures

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
The quality of the support and intervention will be evaluated, along with the views of the pupil and parents and any changes will be made in full consultation with the pupil and parents.
A pupil with an EHCP will have their plan reviewed every twelve months and the LA will require the school to convene and hold an annual review meeting where all relevant professionals and parents will meet together to discuss pupils changing needs.

Curriculum and Provision

Access Curriculum

The SENDCo and the Leadership Team fully support the view that all pupils should, where possible, have full access to an appropriate curriculum suitable for their stage of developmental learning.

Curriculum Development and provision for SEND

The SENDCo will:

- Participate in working groups, where appropriate, relating to development of the curriculum;
- Advise the Leadership Team re curriculum development;
- Direct in-class support;
- Discuss curriculum issues relating to SEND with Senior Management;
- Undertake INSET re curriculum development and SEND e.g. Phonics;
- Ensure all matters relating to SEND have a high profile across the school;

Assessment

Class Teachers are using the Gateshead Assessment Profile (GAP) to assess attainment of year group expectations. At the end of each term, children are assessed using the Periodic Assessment Tracker (PAT). Teacher assessment and termly summative tests are used to make a judgement about a child's attainment.

Supporting the Curriculum

Pupils with special educational needs and disabilities are supported across the curriculum in one or more of the following ways depending on need:-

- In class support, differentiation and access to stage approach learning.
- Targeted support, focusing on the barrier to learning
- Small group teaching, where appropriate
- Individual support sessions.

Intervention programmes

To support children's specific needs, relevant and robust interventions play an important part in meeting need to support progress. Although there are constant developments in this area, there are a range of interventions that the school has access to when considering support which include such as Colourful Semantics, Reading Plus, Starving The Anger Gremlin etc.

At Harlow Green Community Primary School, we are committed to using the expertise of a range of specialist professionals to ensure that pupils with SEND receive evidence-informed support matched to their individual needs. Where appropriate, we work alongside external agencies to identify needs, plan targeted interventions and build staff capacity to sustain support within school.

We work closely with the Educational Psychology Service to identify pupils who may benefit from targeted Social, Emotional and Mental Health (SEMH) interventions. Educational Psychologists, alongside our TA's, deliver structured intervention programmes directly with identified pupils over a six-week period. Programmes may include, but are not limited to, *Beads of Life*, *The Self-Esteem Garden*, *The Incredible 5-Point Scale* and *Think Good, Feel Good*.

We also work in partnership with the HINT Service to implement strategies to implement personalised support as well as targeted support for groups of pupils such as sensory circuits.

By working alongside specialist services, we aim not only to provide high-quality interventions for individual pupils but also to upskill our staff, strengthen inclusive practice and build internal expertise that benefits all learners.

Inclusion

Social
Pupils are included fully into the life of the school. Mixed ability activities operate in all classes and all pupils have opportunities to participate in Key Stage activities, as appropriate to their needs and abilities.

Physical
Pupils are included fully into the life of the school following guidelines from the Equality Act 2010.

INSET/Staff Development

Plans

- Whole school INSET on SEND matters will be delivered as and when the need arises;
- All staff will be made aware of INSET on offer and apply, as individuals, to the Staff Development Officer for relevant courses;
- The SENDCo and the Leadership Team will be a forum to discuss SEND matters and recommend whole school inset as and when the need arises;
- The Head Teacher can recommend INSET deemed necessary at any given time.

LA/National updates

Gateshead Primary SENDCo meetings take place each half term. Updates are provided and SENDCos can arrange to share resources and ideas.

External Support

Gateshead Council Local Offer for pupil with SEND.
https://gateshead-localoffer.org/ .

Provision for pupils with special educational needs will be supported by Officers from the LA and other services, namely:-

- Primary School Colleagues;
- Early years Area SENDCos
- SEND School Improvement Team
- Psychological Service;
- Education Welfare Service;
- HINT (High Incidence Needs Team);
- LINT (Low Incidence Needs Team);
- Queen Elizabeth Hospital Child and Family Unit;
- School Medical Officer;
- Community Based Services;
- LA 'EMTAS' Liaison Service;
- Physiotherapy Service.

LA Agreement

Accessing Specialist Support

The school has developed and maintained strong links with specialists from the following areas:

- Primary School Colleagues
- Psychological Service
- SEND School Improvement Team
- HINT (High Incidence Needs Team)
- LINT (Low Incidence Needs Team)
- School Nurse
- EMTAS
- Physiotherapy
- Speech and Language therapists

Recording Concerns
Parents are encouraged to contact the SENDCo or class teacher with any concerns regarding SEND issues. All contacts are noted and responded to in a timely manner. Parental view forms are distributed prior to review meetings

Comments included
Parental views are included in the review documentation.

Informed/welcome
Parents are kept informed of SEND issues by:-

- Attendance at SEND reviews;
- Attendance at Parent Consultation Evenings;
- Personal invitations to meet with the SENDCo, External agencies involved in support and/or the Educational Psychologist;
- Telephone contact;

The SENDCo, professionals involved in support and class teachers offer a friendly and supportive environment to parents at all times.

Pupil Involvement

Children with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged and supported to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes where appropriate.

Complaints procedure

Parents can contact school by telephone, letter or in person by an appointment. Concerns about provision for pupils with special educational needs and disabilities should be referred to the SENDCo and for learning and mental health difficulties.

The concern will be dealt with either through a letter, a phone conversation or an appointment arranged in school to discuss the matter. The SENDCo may need to involve other personnel e.g. the Educational Psychologist at some stage.

The Code of Practice 2014 sets out procedure for complaints about provision. Parents are informed of their rights in the documentation from the LA. The school will advise parents on provision outlined in the statement if this is requested. Parents have the opportunity through response to the school report system and review meetings to alert the school to concerns or issues. If a parent continues to be dissatisfied, then the issue should be referred to the Head Teacher and or the LA.

Transition

In School

All children with special educational needs receive a transition review in the Summer Term, and plans to support moving to the next year or Key Stage will be put in place.

Between Schools

Before transition to Secondary Schools, relevant SEND information is transferred during the Summer Term of Y6 and the new school is invited to a transition review. Some pupils receive additional transition support where necessary and more frequent visits may take place depending on individual needs.

Reporting to Governors

An annual report to governors will provide information on pupil outcomes and current SEND provision.

Appendix A

Other SENDCo duties supporting SEN and disability

Pastoral

- Liaison with Head Teacher/Deputy, Learning Support Teaching Assistants, Support staff and Class Teachers to ensure equality of opportunity and integration of pupils with special educational needs and disabilities;
- Attendance at reviews.

Inclusion

- Liaison with other agencies and services re: inclusion of pupils with SEND
- Liaison with the LA's EMTAS' specialist teacher re: inclusion of any pupils with English as an additional language who have additional special educational needs and disabilities.

Curriculum

- Advising colleagues on the range of support available to staff and pupils;
- Liaison with relevant staff to ensure that support is directed to pupils when required;
- Providing Class Teachers with information for purposes of setting and/or Teaching and Learning;
- Providing Class Teachers with opportunities for accessing SEND support teachers and Teaching Assistants.

Assessment

- To supplement whole school assessment with individual SEND assessment of pupils with special educational needs and disabilities;
- To support the Head Teacher and collate information and data on SEND pupils.

Staff development

- To provide whole staff INSET to ensure that the policy on SEND and disability is being adhered to;
- To provide whole staff INSET to ensure effective delivery of the curriculum;
- To provide specific SEND training to teachers and teaching assistants;
- To support early career teachers with relevant information and advice.

Environment

- To ensure a positive, pleasant, caring and comfortable working environment for pupils with special educational needs and disabilities.

Administration

- To produce timetables for Learning Support Staff and Teaching Assistants;
- To read through and act upon the information included in the SEND records of all pupils entering the school mid-term;
- To analyse data in relation to pupils outcomes to identify next steps;
- To oversee One Page Profiles and Individual Support Plans for all pupils with special educational needs and disabilities;

- To keep ‘lists’ of pupils with special educational needs and disabilities up to date including their level of performance and acquaint staff of amendments on a regular basis;
- To produce review timetables for all pupils with special educational needs and disabilities and be responsible for distribution of invitations to parents and external agents;
- To ensure that all documentation relating to reviews are up-to-date and distributed to all concerned;
- To prepare educational advice for a request for an EHCP assessment
- To ensure SEND resources and stock are reviewed and renewed;
- To produce agendas and minutes for meetings;
- To prepare packages for in service training of all staff;
- To prepare relevant documentation for governors and external agents;
- To update the SEND Policy after review and revision
- With the Head Teacher to provide Performance Management documentation for learning support staff.

Parents

- To communicate with parents of pupils with special educational needs and disabilities by telephone, letter or by meetings in school;
- To distribute Intervention Plans to all parents.

General

- To respond accordingly to requests for assistance at Parent Consultation Evenings.