Special Educational Needs and Disability
The School Offer

2026-2027

Date Agreed by Governors:	03/12/2026
Date of Review:	Autumn 2027

Growing happy, healthy and successful, together.

Harlow Green Community Primary School

Special Educational Needs and Disability – The School Offer

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

Special Educational Needs and Disabilities (SEND)

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 – 25 who have Special Educational Needs and/or a Disability (SEND).

This is known as the Local Offer. Further information about the Gateshead Local Offer can be found on the Gateshead Council Local Offer home page which can be found at https://gateshead-localoffer.org/.

Harlow Green Community Primary School – Our Offer

Head Teacher: Mr M Malik

Special Educational Needs and Disabilities Co-ordinator (SENDCo): Mrs L. Softley

Harlow Green Community Primary School aims for all children to be included regardless of their level of special educational needs. We provide equal opportunities for all children which allow them to experience success and achievement and to reach their full potential. The school is a new building which is fully inclusive; it has a lift, disabled parking spaces, an accessible toilet, low kerbs and ramps to allow children with physical difficulties to access all areas of the school.

We are an inclusive school and in partnership with parents and carers 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 quality first teaching. 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.

How we support SEND – Provision

Children have Special Educational Needs and Disabilities 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 may 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

How do we identify and assess children with SEND?

Pupil assessment is an on-going process and forms an essential part of teaching and is designed to promote the raising of achievement. Pupil assessments provide important information for pupil review and support meetings and may also be used as a basis for an initial discussion with the SENDCo. At Harlow Green Community Primary School, we monitor the achievement and learning of all pupils on a daily basis with formal reviews held termly and yearly. The tracking system is updated on a termly basis and after discussion in pupil progress meetings we identify pupils who are underachieving and may require some extra support. The data from tests as well as assessment of learning opportunities carried out by teachers regularly allows us to ensure that curriculum planning is differentiated to meet the needs of all pupils.

Identifying Needs

All pupils follow a broad balanced curriculum that is appropriate to their age and adapted to their stage of development. It is personalised to take into account their needs and abilities. In order to identify a pupil's special educational needs, the school uses all of the information about the pupil's progress and compares it with the progress of other pupils in the school and against national performance information.

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.

Class teachers and SENDCo will consider all of the information gathered from within the school whilst identifying SEND needs. 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 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).
- A meeting will be held with SENDCO, class teacher and parents to discuss concerns.
- After a cycle of Plan/Do/Review has been carried out a pupil may then be considered for the SEN Register.
- 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. Staff will use the Gateshead Threshold document to support identification of need.
- 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).

Following discussions with parents/carers we will agree provision and 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 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 pupils. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENDCo, and onward referrals to outside agencies.

Support

Academic

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

This means:

- Training in SEND developments is given regularly by the SENDCo or outside agencies.
- The teacher has the highest possible expectations for all pupils in their class and develops purposeful and respectful relationships with every child.
- All teaching is based on building on a progressive curriculum taking into account what pupils already know, can do and can understand.
- Delivery in the classroom follows the school's consistent approach to pedagogy which involves applying a range of teaching principles including creating appropriately sized steps in learning, modelling and scaffolding by teachers, checking for understanding of each child, the implementation of regular learning reviews, practice and overlearning, and deploying various teaching to remember strategies.
- Ensuring that different contexts for teaching are in place so that pupils are fully involved in learning in class. This could involve things like using more practical learning, investigative work, group activities, participating in educational visits.
- 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 are provided with this consistent effective classroom practice but, when required other types of support are available for pupils with SEND.

Universal: Quality First Teaching, inclusive education and adaptions made to lessons, curriculum, resources and small interventions. All children receive this.

Targeted: Individualised or small group, specialised intervention that requires additional knowledge and training by the adult delivering the intervention and designed for a particular need.

Targeted Plus: Specialised support or intervention that requires additional knowledge and skills gained from a professional outside of school, such as Speech and Language experts or Educational Psychologists.

This may be from:

- Local Authority services such as HINT or an Educational Psychologist
- 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.

Specialist or Individual support

This is usually provided through and Education, Health and Care 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 SEND 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.

<u>Emotional and Social</u>

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 which are taught within PSRE curriculum
- Provision provided before and after school for vulnerable pupils
- Administration of medicines (link to policy)

How we consult with our SEND pupils

We use the LA graduated approach and guidance, SEND Threshold Document 2024.

For children who are on the SEND register, we co-create One Page Profiles and/or Individual Support Plans for children at key points during the year (October, March and June). The SEND Threshold Document is used as a reference point in relation to the identification of the level of need. Provision will be identified that will take the form of a One Page Profile (Threshold 1 and 2), and an Individual Support Plan (Range 3+), detailing any intervention or provision additional to the normal differentiated quality first curriculum.

In the autumn term the Individual Support Plan is based on discussions from the summer `Transition Meetings` with the previous class teacher and the SENDCo.

In the spring and summer terms, Individual Support Plans are written in light of achievements the children have made in the previous term. Each Individual Support Plan is reviewed at the end of each term to monitor the progress of all children with special educational needs.

The targets on the Individual Support Plans are shared with the children and parents when they are written and reviewed. Copies of Individual Support Plans are provided for parents.

For those children with an EHCP (Education Health Care Plan), their progress is monitored in the same cycle as set out above, but we also host annual review meetings where we invite parents and the outside agencies that are involved with the child. This allows us to discuss any concerns or issues people may have and helps to monitor the progress of children who have an EHCP.

Staff:

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

The Head Teacher, Mr M Malik, is responsible for:

- The day-to-day management of all aspects of the school, including support for pupils with SEND
- Making sure that the pupil`s needs are met but they will delegate this responsibility to the SENDCo 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 (SENDCo), Mrs L Softley, is responsible for:

- Co-ordinating all the support for pupils with special educational needs and disabilities (SEND) and developing the school`s SEND Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school
- Ensuring that parents/carers are:
    1. Involved in supporting their child`s learning
    2. Kept informed about the support their child is getting
    3. Involved in reviewing how they are doing
    4. Involved in planning for their future
- Contacting other people who may be coming into school to help support a pupil`s learning for example, an Educational Psychologist
- Making sure that there are excellent records of all identified pupils` progress and needs
- Providing specialist support for teachers and support staff in the school, so pupils with SEND in the school make the best possible progress
- Supporting class teachers in creating Support Plans that specify individual pupil`s targets
- Ensuring that all staff working with the pupils in school are helped to deliver the planned work/programme so the pupils 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 pupils have access to excellent classroom teaching (this is known as quality first teaching) and that teaching, learning activities are adapted to remove barriers to learning and meet individual needs.
- Checking on the progress of each pupil and identifying, planning and providing any additional help they may need and letting the SENDCo know if necessary. For example, this could be things like targeted work, additional support.
- Creating One Page Profiles and Support Plans with the SENDCo. These will be shared and reviewed with parents at least once each term.
- Planning for the pupil`s next steps in learning based on their progress

- 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
- Ensuring that the school`s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

The Teaching Assistants:

- Work with the class teacher to identify areas of support for pupils with SEND
- Support pupils to access the curriculum
- Support the implementation of differentiated tasks or use of differentiated resources and specialist support strategies in the classroom
- Keep pupils focused on learning activities during lessons
- Attend all training opportunities related to SEND and differentiation
- May deliver specific SEND programmes outside of the classroom
- Help pupils to develop effective ways of becoming independent learners

The SEND Governor, Mrs K Matthews, 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 pupils in the school
- Making sure that the necessary support is made for any pupil who attends the school, who has SEND

Training:

The 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 SLT find appropriate specialist support training and enrol staff on courses. Training is also provided for staff when pupils are admitted to school with a SEND that no-one in school has experience of. 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 SENDCo, 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 SENDCo if they had appropriate qualifications.

At Harlow Green Community Primary School, staff awareness training has focused on many areas including general learning difficulties, speech and language development and neurodivergence.

Starting or changing schools (Transition)

Transition days are held at the end of the summer term to introduce children to their new class teacher and classroom. Children entering Reception and Nursery (Early Years – EY) also have transition sessions to become accustomed to their new 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. A personalised transition timetable will be arranged if required.

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 educational need or disability, the schools SENDCo will contact the child's new school and pass on any relevant paperwork and can visit the new school with the parent to support the move where necessary.

When children transfer from primary to secondary school, we strive to ensure that the transition runs smoothly. During the summer term, the SENDCo will make contact with the SENDCo 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.

Complaints

Parents/carers should contact the SENDCo 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.

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service. This is a free, confidential service for young people who have SEND and their parents/carers. The service is available whether or not the young person has an EHCP.

For further information visit the Gateshead SENDIASS website. https://gatesheadsendiass.org.uk

Contact details

Phone number: 0115 959 7771
Email: info@gatesheadsendiass.org.uk

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for pupils and young people with SEND in Gateshead. The Local Offer can be found at Gateshead SEND Local Offer - Gateshead Council https://www.gateshead.gov.uk/article/32439/Gateshead-SEND-Local-Offer