

Harlow Green Community Primary School

Special Educational Needs – The School Offer



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 is on the www.gateshead.gov.uk website. Click on the link for education and learning and then the link for Gateshead's Local Offer.

Harlow Green Community Primary School – Our Offer

Head Teacher: Mr M Malik

Special Educational Needs and Disabilities Co-ordinator (SENCo): Mrs K Hamilton

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. The school is a new building which is fully inclusive; it has a lift, disabled parking spaces, a disabled toilet, low kerbs and ramps to allow children with physical difficulties to access all areas of the school.

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. 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 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

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 SENCo. At Harlow Green Community Primary School, we monitor the achievement and learning of all pupils on a daily basis. The tracking system is updated on a half 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. Support may be provided by our intervention teachers or teaching support assistants who will work with the children in small groups or on an individual basis depending upon needs.

Identifying Needs

All pupils follow a broad balanced curriculum that is appropriate to their age and 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.

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 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 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 SENCo.

Support

Academic

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 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.

Emotional and Social

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
- Provision provided before and after school for vulnerable pupils
- Administration of medicines (link to policy)

How we consult with our SEND pupils

For children who are on the SEND register we write Individual Learning Plans for children at the beginning of each term. In the autumn term the Individual Learning Plan is written based on discussions from the summer `Transition Meetings` with the previous class teacher and the SENCo. In the spring and summer terms Individual Learning Plans are written in light of achievements the children have made in the previous term. Each Individual Learning Plan is reviewed at the end of each term in order to monitor the progress of all children with special educational needs. The targets on the Individual Learning Plans are shared with the children when they are written and reviewed with the children at the end of each term. Copies of Individual Learning Plans are sent out to parents. For those children with a statement/single plan their progress is monitored as other children but we also host annual review meetings where we invite any outside agencies that are involved with the child as well as parents. As the child is the main focus in this meeting, we make sure we hold child centred views. This allows us to discuss any concerns or issues people may have and helps to monitor the progress of children who have a statement/single plan.

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 SENCo and class teachers
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND
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The Special Educational Needs Co-ordinator (SENCo), Mrs K Hamilton, 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 outstanding classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet individual needs (this is called differentiation)
- Checking on the progress of each pupil and identifying, planning and providing any additional help they may need and letting the SENCo know if necessary. For example, this could be things like targeted work, additional support
- Creating Learning Plans with the SENCo. 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 SEN Policy is followed in their classroom and for all the pupils they teach with any SEN

The Teaching Assistants:

- Work with the class teacher to identify areas of support for pupils with SEN
- 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 SEN and differentiation
- May deliver specific SEN programmes outside of the classroom
- Help pupils to develop effective ways of becoming independent learners

The SEND Governor, Mr S 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 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 SEN. 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 SEN for staff who will be advising staff who support pupils at an enhanced level. This could be a specialist SEN 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, speech and language development and behaviour management strategies.

Starting or changing schools (Transition)

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 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 SEN or D, the schools 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.

Complaints

Parents/carers should contact the SENCo 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 which is run by Barnardos in Gateshead (Tel no: 0191 4784667). 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 a Single Plan.

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 www.gateshead.gov.uk/localoffer.