

# Harrow Gate Primary Academy



# Key Contacts

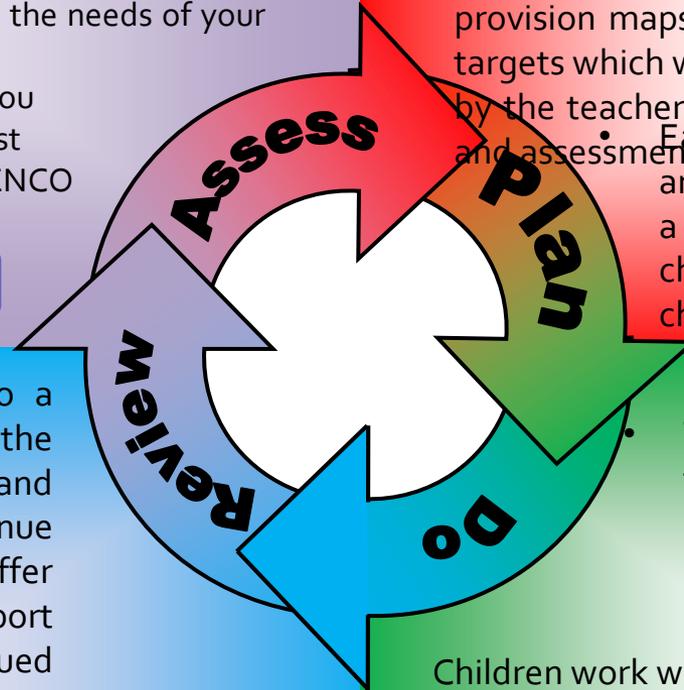
- The SENCO is Gemma Holloway and she can be contacted at school on 01642 673984.
- Our Parent Support Advisor is Susan Dobbing and she can be contacted on 07730748058
- SEND Information, Advice and Support worker  
Caroline Fell    Tel: 01642 527158    email: SENDIAS@Stockton.gov.uk
- Local Authority Offer  
<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

- At Harrow Gate Primary Academy we pride ourselves on being an inclusive school and strive to meet the needs of all children. Our aim is to identify at the earliest possible time children's special educational needs and to meet these needs in the best possible way.
- If we believe that your child has a special educational need we will inform you at the earliest possible opportunity. The class teacher will work in partnership with parents and the SENCO to assess the needs of your child.
- If you are concerned about your child you can speak to the class teacher in the first instance and they can liaise with the SENCO for further support.

[More information](#)

- Every term you will be invited to a review meeting. You will look at the progress that your child has made and look at ways that school can continue to support your child as well as to offer guidance as to how you can support your child at home to make continued progress.
- We will look at how effective the support has been and decide what needs to happen next for your child to continue to make good progress. This will feed into the next provision map.

[More information](#)

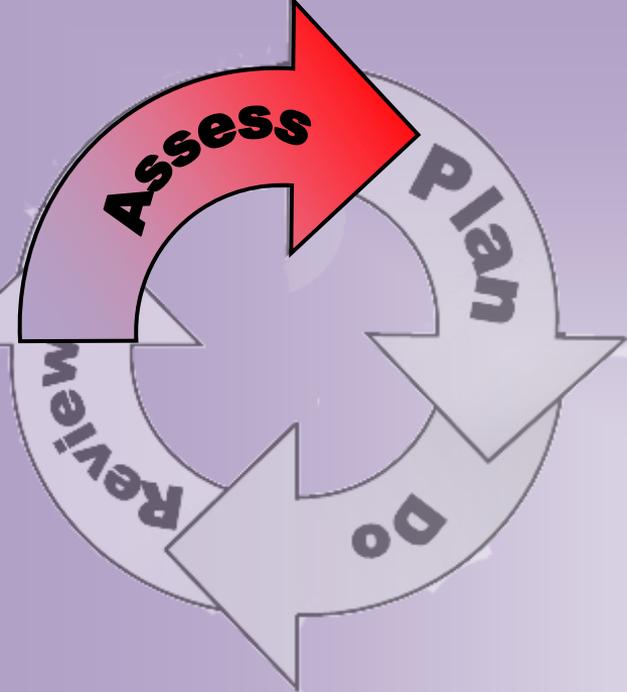


- On a termly basis the class teacher and SENCO spend time planning provision for each individual child on the SEND register. They base the plan on current assessment data, advice from outside agencies and the teachers professional knowledge of the child.
- This provision is documented on individual children's provision maps. Each child is set 'I can' measurable targets which will be reviewed at the end of the term by the teacher and the SENCO through monitoring and assessment. Each child works with the class teacher and in partnership with parents to create a One Page Profile which highlights your child's strengths and ways in which your child can be supported.

[More information](#)

- The broad and balanced curriculum that we provide is delivered to all children by their class teacher, ensuring that pupils receive a high level of quality teaching.
- Children work within their own class where the teacher and teaching assistants provide additional support in different ways. This may include; accessing differentiated tasks, working in a collaborative group, participating in intervention groups and accessing 1:1 support where appropriate. This will be planned and assessed by the class teacher.

[More information](#)



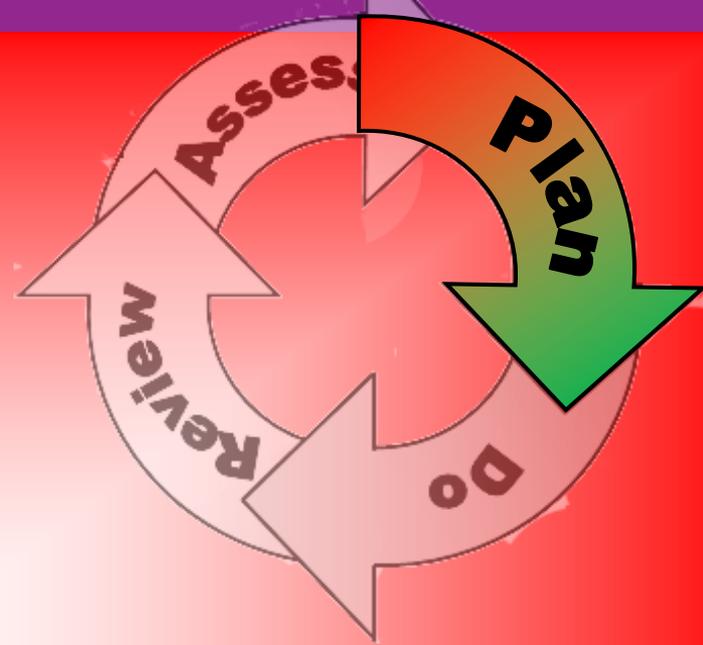
- If you are concerned about your child in school, the first person that you need to speak to is their class teacher.
- If we believe that your child has a special educational need or disability we will inform you at the earliest possible opportunity. The class teacher will discuss any concerns with you and then will then get a letter confirming this. Your child's need will be categorised into one of the four areas of SEND stated in the SEND Code of Practice 2015: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health or Sensory and/or Physical Needs.  
(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> )
- We monitor the progress of all children very carefully. If we think that your child isn't progressing at the correct rate we will talk to you about our concerns in conjunction with the SENCO. If the SENCO feels that it is necessary then referrals to outside agencies could be made i.e. to Speech and Language Therapists, Educational Psychologists, Occupational Therapists, CAMHS etc
- We will ensure that if required, any Access Arrangements for formal assessments/examinations will be made. Further information can be found at <http://www.jcq.org.uk/about-us>

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental Health Difficulties](#)

[Sensory and/or Physical Needs](#)

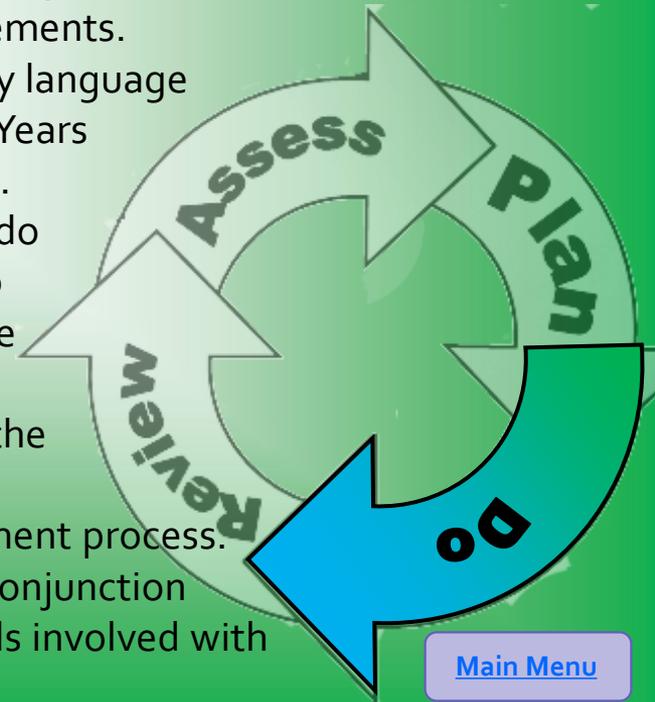


This section is about the additional support our school offers children/young people with SEND.

If your child has been identified as having a special need, there is a range of support that we will offer.

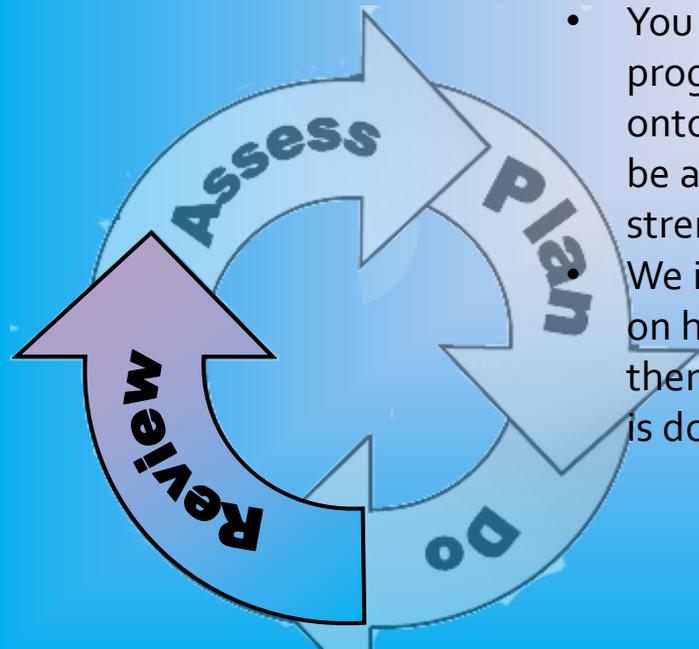
We have high expectations of all of our children and expect them all to make good progress. Firstly, we ensure that all children receive the highest quality teaching that is targeted to their individual needs. Work will be differentiated in a range of different ways such as to make differentiated tasks, collaborative working and providing support tools to allow for independence. Some children may work in smaller groups or with additional adult support. Intervention activities will be planned where appropriate to address specifically identified needs.

- All learning in Harrow Gate is carefully tailored to the educational needs of all children, but especially our SEND children. SEND needs are highlighted and provision is put in place where high aspirations and a focus on enabling children and young people to be as independent will lead to the best achievement.
- We have two Learning Mentors who work with a range of different children with various different needs in order to support them in accessing the whole school experience in a positive way.
- A recent addition to Harrow Gate Primary is 'A Quiet Place' which focused on building children's emotional intelligence to allow them to develop positive self-esteem, teaches them about ways to manage their feelings, helps with self-awareness, works on building resilience and empathy and support effective communication. For further information please follow the link <http://aquietplace.co.uk/>
- We pay for a Speech Therapist to work in school for one day a week. We aim to identify needs and refer to this service at the earliest time so as to intervene before speech and language issues begin to directly impact on other academic achievements.
- We use an assessment tool and programme in school to support early language difficulties called Language Link. School assess all children in Early Years and then follow advice from the programme to close language gaps.
- We pride ourselves on being an inclusive school and we will always do everything we can to ensure that all children have the opportunity to
- access all activities and visits that are arranged in school. If there are times when either school or parents are worried about a particular aspect of school life then a discussion would be arranged including the SENCO to look at ways to resolve any possible issues.
- School follows a systematic process for following Early Help Assessment process. When school feels this would benefit a child then an EHA is set up in conjunction with the PSA, SENCO, class teacher, parents and other professionals involved with the support of the child. Targets are set and reviewed regularly.



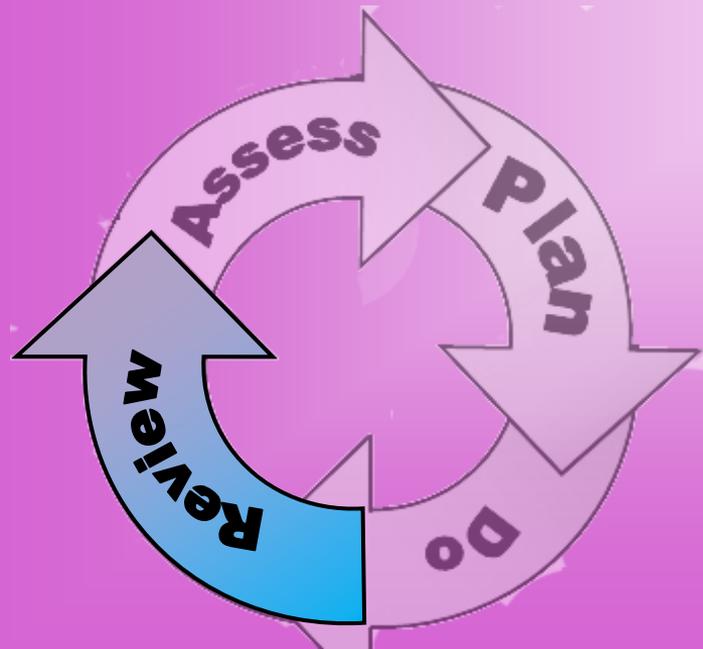
- We regularly review the progress that your child is making in school through daily in class teacher assessment, progress through a specific intervention and through more formal testing. We see this as a key part of the jigsaw when meeting the needs of your child. It is important that we know if progress is not being made and therefore need to know that we are required to plan different provision to meet the learning needs of your child. Equally we want to celebrate the progress success of your child and then look at ways to continue this progress. We expect all children to make good progress.
- If your child is accessing a planned structured intervention then the progress during this intervention is tracker throughout and overall progress is assessed at the end of the intervention period which is usually about a term.
- Every term you will receive a written report to let you know how your child is working in school. This will include specific information about their special educational need, their individual targets and ways in which you can support your child in meeting these targets.

- You will be invited into school every term to discuss your child's progress. Your views about your child's progress is documented onto the Provision Map review section. At this meeting you will also be asked to contribute to your child's 'One Page Profile' to highlight strengths and ways that we can best support them in school.
- We involve children in our review process and ask for their opinions on how they feel they are making progress. We also ask them if there is anything else that they would like us to help them with. This is done in the form of a One Page Profile.



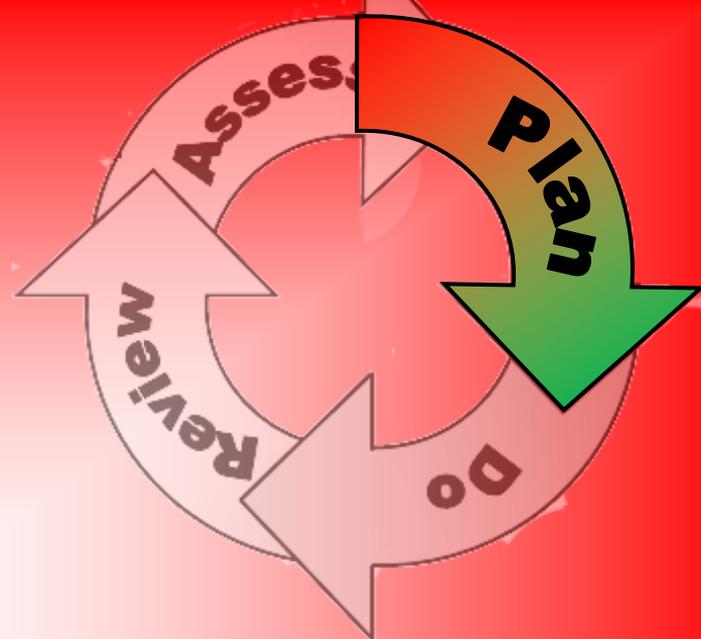
## Complaints procedure:

If you are not happy with the SEN Support in school then you need to follow



## Communication and Interaction

- Access to small group and/or individualised interventions to develop skills in communication and interaction. These interventions include: Language Link, Talk Boost, Time to Talk, specific speech and language recommendations, social stories/ cartoons, Blob tree intervention.
- Children may be withdrawn into low stimulus area or have an individual work station within the classroom.
- Modifications to lunch and/or break times such as activity groups with the support of a teaching assistant
- Some children with communication and interaction difficulties may require us to apply for funding for the support of an additional adult.
- Any transitions are planned very carefully to ensure that children are well prepared.
- Mentoring and/or buddy systems provide additional support around development of appropriate interaction skills.
- Scaffolding systems can be used to support and develop social understanding i.e. social stories, social cartoons.
- Visual timetables may be used alongside the language of 'Now and Next' to help support children with the expectations of the day.
- Access Technology could be used to support learning.
- Teaching staff support children with breaking down the learning into manageable 'chunks'
- Close liaison with outside agencies and parents to best understand the child's needs.



## Cognition and Learning

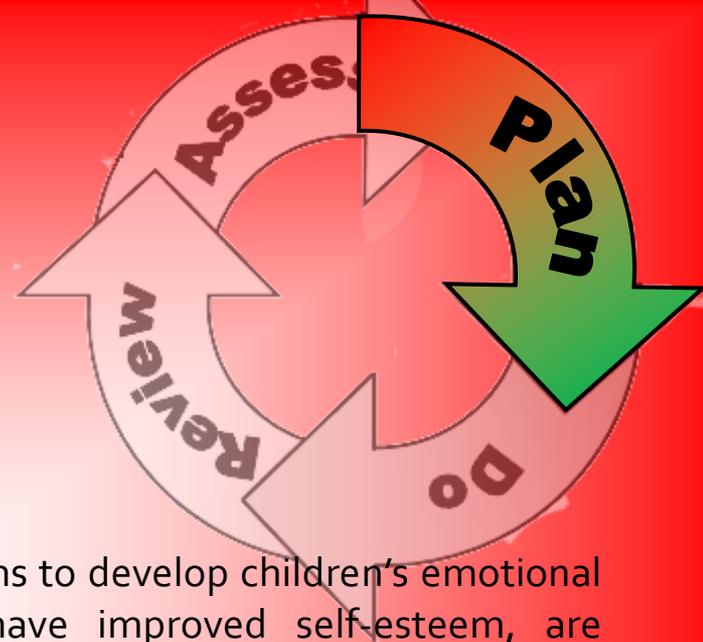
- Quality first teaching with highly effective differentiation: differentiation by task, through group work, by outcome, by resources provided, by targeted teaching.
- Teachers use the tools provided such as Strategy Sets and SEND Mind maps as well as the support of the SENCO to know how best to plan to meet the needs of each individual SEND child's needs with relation to cognition and learning.
- School delivered cognitive assessment to highlight areas of strengths and difficulties – CTOPS assessment, DST-J (Dyslexia test), Dyscalculia Assessment within school. Other assessments may be completed by the Educational Psychologist
- Planned targeted intervention in either a small group or one-to-one :
  - Code X ;
  - FFT Wave 3;
  - Rapid Recall Maths;
  - Accelleread Accellewrite;
  - ARROW;
  - Numicon intervention;
  - Bespoke intervention to address specific needs;
  - Direct Phonics;
  - Cracking Comprhension.
- There are many practical resources available such as table squares, time/number lines, pictures, photos to support children to be independent learners in their classrooms.
- Increased access to ICT resources such as Clicker 6 to record work.



## Social, Emotional and Mental Health Difficulties

If your child is identified as having social, emotional or mental health difficulties, we offer a range of support in school.

- Our learning mentors Mrs Jackson and Mrs Wilson can support children in the classroom, often working in a Key Worker role where building a trusted relationship with the child is key.
- We have our new provision in school, 'A Quiet Place' which aims to develop children's emotional intelligence so they can better manage their feelings, have improved self-esteem, are increasingly self-aware, have a strong sense of empathy, build resilience and develop effective communication skills. Follow the link for further information <http://aquietplace.co.uk/>
- We support parents with referrals to CAMHS and Alliance where the SENCO feels this is appropriate.
- We implement bespoke programmes to support specific needs i.e. Attachment friendly plan, ADHD regulation programmes
- We may apply for funding for increased access to additional adults in the classroom in order to meet higher level of needs.
- Additional adult support is implemented where the children requires a more flexible approach to learning with adult support breaks and time in quiet withdrawal spaces to help manage emotions and to do their work. Also to give the child further explicit instruction and preparation for each part of the day.
- We may refer to the SBC Inclusion Team for advice on how to meet children's needs.



## Sensory and/or Physical Needs

- We always support the use of physical aids to support access e.g. wheelchairs, walking frame, hearing aids.
- We have access to a specialist teacher and Learning Support Advisor for the hearing/visual impaired.
- We provide concrete apparatus to support learning e.g. numicon to support number work
- Any therapy programmes for motor difficulties and sensory processing difficulties which are designed by specialists e.g. Occupational Therapists or Physiotherapists will be incorporated into children's daily timetable.
- We provide access to alternative recording devices or ICT equipment.
- Children can access identified necessary intervention such a Write from the Start, Jump Ahead and bespoke intervention designed by the Occupational Therapists.
- Sensory Assessments can be applied for when the SENCO feels this is necessary. The recommendations – usually a sensory diet- is implemented in school and support is provided for parents to implement this at home.

