



SEND Report 2026 - 2027

SEND Information Report for Green Gates Primary School

Part of the Redcar and Cleveland Local Offer for Learners with SEND

Introduction

At Green Gates Primary School, we value the importance of working collaboratively. Therefore, all members of our school community are involved in our local offer. We welcome your feedback and future involvement with the development and review of our offer, so please do contact us. The best people to contact this year are:

SENDCO's – Miss Helen Beedle and Mrs Stephanie Fenney

Shadow SENDCO – Miss Sarah Hoggart

SEND Governor – Mrs Hilary Love

Headteacher – Mrs Katie Lowe

If you have any specific questions about the Local Offer, please look at our school website. Alternatively, if you think your child may have SEND please speak to their class teacher or contact one of our SENDco's - Miss Beedle or Mrs Fenney, or our headteacher, on 01642 485463.

Our approach to learning

All children at Green Gates Primary School are encouraged to achieve their full potential academically, physically, socially, morally, culturally, emotionally and spiritually. Pupils with Special Educational Needs and Disabilities are supported in their learning so that they too will achieve their optimum level. This will be achieved through offering a curriculum which:

- is broad, balanced, relevant and differentiated with continuity and progression,
- gives equality of opportunity and equality of regard,
- offers high quality learning experiences which encourage the development of maximum education potential and independence,
- allows the maximum self-determination possible,
- ensures continuity between academic years and classes.

The school values high quality first teaching for ALL learners and actively monitors teaching and learning across the school. Further information about our approach can be found in our Teaching and Learning policy.

Our school improvement plan is about developing learning for all and seeks to continue moving our school forward to increase the progress of all learners, both children and adults.

Aims of our provision in regards to pupils with special educational needs and/ or disabilities

Our aims are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles of the National Curriculum Inclusion statement.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four areas of need:
 1. Communication and Interaction,
 2. Cognition and Learning,
 3. Social, mental and emotional health,
 4. Sensory/ Physical.
- To request, monitor and respond to parents/ carers and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities.
- To work in cooperative and productive partnership with outside agencies to ensure there is a multi-professional approach to meet the needs of all vulnerable learners.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. At Green Gates we use the definition of SEN and for disability from the SEND Code of Practice (2014). This states:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Many children and young people have SEN may have a disability under the Equality Act 2010- that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.*

If your child is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum and which is intended to overcome the identified barriers to their learning. This is special educational provision under Section 21 of the Children and Families Act 2014.

At Green Gates Primary School, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND but only those identified with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2026-2027 (Autumn Term) shows that we have 24% of children on roll identified as having SEND, with 6 of these children having an Education Health and Care Plan (EHCP).

The school will ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs through continued professional development opportunities. The school will do its best to ensure that the necessary provision is made for your child and that their needs are made known to all who are likely to teach them.

Identification and Assessment of SEND

Provision for pupils with special educational needs is a matter for the whole school. In addition to the governing body, the Headteacher / SENDCO and all other members of the staff have important day-to-day responsibilities. We pride ourselves at Green Gates as being an inclusive school and are always seeking ways in which we can ensure that every single one of our pupils can thrive despite any difficulties they might have. In certain situations, the National Curriculum can be adapted to suit individual learners whilst every learning environment across the school can be tailored for pupils with a special educational need or disability. We actively strive to help pupils achieve all of these aims and so offer pastoral and emotional support as required as well as more traditional methods on supporting children in school.

Initially the school will assess each child's current levels of attainment on entry in order to ensure that they build upon their prior pattern of learning. This is generally on entry to the Foundation Stage, but also for children who enter at any other time. If your child already has an identified special educational need, this information will be transferred to the SENDCO and class teacher. Your child's progress is then continually monitored by their class teacher and reviewed against the National Curriculum expectations and the expectations of our school.

The first response to any identified gaps in progress will be quality first teaching targeted at their areas of development. Where progress continues to be less than expected, the class teacher, working with the SENDCO, will assess whether the child potentially has a SEND. While informally gathering evidence

(including the views of the pupil and their parents) we will implement additional targeted teaching and other rigorous interventions designed to secure better progress, where required. At this point, the pupil may be added to our monitoring register.

In Year Six, all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally.

All children at Green Gates are set targets which are reviewed three times a year. You will be invited into school for a meeting every term where the targets will be discussed and evaluated. The writing of the targets for your child is very much a team effort, with your views and those of your child being valued alongside the views of the class teacher and any other professionals involved. If at any time throughout the year you have concerns about your child's progress you should speak to your child's class teacher.

For a child who has been identified as having SEND, a SEND support plan is written. This has additional targets which will be shared with you. Again, these targets will be reviewed three times a year or sooner if necessary.

There may be times when, despite having taken action to identify, assess and meet the SEND of your child, expected progress may not have been made. With support and guidance from the Local Authority's specialist services, the school or yourself may consider requesting an Education, Health and Care Plan (EHCP) needs assessment- See below the process for requesting on EHCP.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. The assistance of the English as an Additional Language Team will be sought to help teachers establish whether the problems the child experiences in the classroom are due to limitations in their command of the language or arise from special educational needs.

Requesting an EHCP

If your child has a high level of need which cannot be provided for from the budget available to the school, then we will invite you to a meeting where we will discuss, with other professionals, whether we feel that the Local Authority should carry out a statutory assessment of your child's needs. Statutory assessment is a legal process which sets out the amount of support that will be provided for your child.

After the school has sent in the request to the Local Authority, they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already in place.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and whether they need specialist support in school in order to make good progress. If this is the case they will write an EHC (Education Health Care) Plan for your child, whilst if it is not the case, they will ask the school to continue with the support already in place. This decision will be regularly reviewed.

Curriculum

All children in school receive high-quality first teaching as standard. Our teachers will use various strategies to adapt access to the curriculum, including using:

- visual timetables,
- iPads, laptops or other alternative recording devices,
- peer buddy systems,
- positive behaviour reward systems.

Children identified by the class teacher as needing some extra help in school are supported in-class. This could take the form of extra in-school sessions with specific targets or targeted support from a Teaching Assistant or teacher. This support is detailed on a class provision map which describes the interventions and actions available to support learners with SEND.

Some children identified may need extra specialist support delivered by a professional from one of our partner agencies (see below). In this case you will be asked to come to a meeting to discuss your child's progress and to help plan possible ways forward. You will always be asked to give your permission for the school to refer your child to an outside agency. This type of support is ideal for children with specific barriers to learning that cannot be overcome through quality first teaching or extra in-class support.

Green Gates Primary School has close links with a wide range of partner professionals who work with us to support our children. These include the following:

In-School Expertise:

Staff have received training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to staff on:

- ACES- Adverse Childhood Experiences
- Supporting children with ASD/ ADHD
- Team Teach
- Nurture Provision

Enhanced training has been provided to the SENDCO and the Senior Leadership Team as follows:

- Attendance at termly SENDCo Update
- Wellbeing Award
- Senior Mental Health Lead training
- Inclusion support through the Centre of Excellence

Specialist training has been provided to the SENDCO, Shadow SENDCO and the Headteacher as follows:

- National SENDCo Award

The Governor with specific responsibility for SEN has completed the SEN Governor training.

Out of School Expertise:

- Educational Psychologist
- Physiotherapists
- Occupational Therapists
- Speech and Language Therapists
- Specialist Teaching Service (Learning, Behaviour and Autistic Spectrum Disorders)
- Hearing Impaired Service & Teachers of the Deaf
- Visually Impaired Service
- CAMHS (Children and Adolescent Mental Health Service)
- School Nursing Service
- The Junction (offering therapeutic support/Young carers support)
- Time 4 You (offering therapeutic support)
- Harbour (support for families who are affected by domestic violence)
- Attendance and Welfare service
- Social Care
- Housing and Homeless support
- Links to local specialist teachers based at Kirkleatham Hall School and Kilton Thorpe Academy

If you feel that your child would benefit from access to any of the above services, please speak to your child's class teacher.

How we support learners with SEND

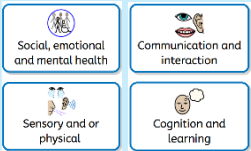
Mrs Katie Lowe, our Headteacher is responsible for the day to day management of all aspects of the school, this includes the support for children with an additional need.

At Green Gates our SEND Governor is **Mrs Rebecca Walker**. The SEND Governor is responsible for making sure that the necessary support is made for any child with an additional need who attends the school.

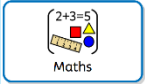
We have 2 SENDCOs in school – Mrs Fenney and Miss Helen Beedle. It is their responsibility to coordinate all the support for children with special educational needs or disabilities (SEND) as well as developing the school's SEND Policy. This is to make sure all children get a consistent, high quality response to meeting their needs in school. She will also liaise with the external services who work with us and alongside the class teachers in planning to meet the needs of the children in each class.

Your child's class teacher is responsible for supporting your child's learning and keeping you informed about how they are getting on and the support they are getting. They will also write (with input from both your child and yourself) your child's SEND Support Plan.

Below, you will find some of the ways that pupils are supported in school.

What are the needs across the four broad SEND categories? 	• Communication and interaction — including autism and speech, language and communication needs. • Cognition and learning — pupils requiring adapted teaching, targeted interventions or catch-up support. • Social, emotional and mental health — including emotional regulation, relationships, wellbeing and behaviour-related support. • Sensory and/or physical — including hearing, vision, mobility, physical and medical needs.
What are the main provisions required at Green Gates?	• Teaching-assistant support, particularly for pupils with EHCPs. • Adapted, high-quality classroom teaching. • Therapeutic classrooms. • Targeted individual and small-group interventions. • Nurture and emotional-wellbeing provision. Counselling and therapeutic support (time 4 you/Harbour/The Junction) • Autism and ADHD-informed practice. • Multi professional approach e.g. Speech and language, educational psychology, occupational therapy and physiotherapy input when required. This also include hearing and visual impaired services. • Specialist teaching service (Learning, Behaviour and Autistic Spectrum Disorders). • Accessible resources, technology and learning environments. • Strong transition support between classes and into secondary school. • Ongoing continuing professional development.

How do you support pupils with a physical disability?  Physical disability	• SEND Support Plan reviews (outlined in handbook) • Individual accessibility assessment • Healthcare Plan • Accessible environments • Adapted furniture and equipment • Assistive technology • Inclusive activities and visits • Additional time and movement breaks • Adult support and independence • Multi-agency collaboration • Staff training • Regular reviews
How do you support pupils with a sensory impairment?  Sensory impairment	• SEND Support Plan reviews (outlined in handbook) • Specialist sensory services (teacher of the deaf and visual impairment services) • Specialist teacher services • Appropriate seating • Sensory-friendly environment (therapeutic approach) • Adapted resources and visual prompts • Assistive technology (outlined on SSP) • Clear verbal instructions • Safe, predictable spaces • Additional processing time and rest breaks • Regular understanding checks
How do you support students with speech and language difficulties?  Speech and Language	• SEND Support Plan reviews (outlined in handbook) • Speech and Language Therapy specialist services • Speech and Language Support intervention using targets given from specialists

	• Clear, simple instructions • Visual prompts and timetables • Language modelling and repetition • Additional processing time • Structured speaking and listening activities • Alternative communication methods e.g. widget software, Makaton, ipads • Regular understanding check-ins with staff • Positive communication environment
How do you support students that struggle in Maths? 	• High-quality, adapted teaching • Targeted teacher or TA support during input and tasks • Individual and small-group interventions designed to target specific area of Maths • Practical apparatus and visual representations e.g. counting aids, widget symbols, differentiated tasks • Modelling and worked examples (placed on the working wall) • Tasks broken into manageable steps (steps to success) • Repetition and overlearning (review of learning every two weeks-Flashback Friday). • Pre-teaching mathematical vocabulary • Additional processing and practice time
How do you support students that struggle in literacy (including phonics)? 	• High-quality, adapted teaching • Targeted teacher or TA support during input and tasks • Individual and small-group interventions • Dyslexia-friendly teaching strategies- calm environments, use of colours and font on PowerPoints etc.

	• Liaison with specialist teaching services where appropriate • Coloured reading overlays • Read Write Inc. (RWI) interventions (children identified early) • Fresh Start programme (KS2) • Regular progress monitoring and review • Writing aids such as pencil grips are widely used • Kinetic letters programme used to develop muscle tone- interventions are created for those who need additional fine motor support
How do you support students that have social and emotional difficulties? 	• High-quality, adapted teaching • Trained Nurture Practitioners • Timetabled PSHE with children identified who need additional support • Targeted assemblies • School council participation • Positive behaviour reward systems • Individual and small-group support • Teaching Assistant support • CAMHS involvement where requested • Time 4 U therapeutic support • The Junction therapeutic support • Parent and family support • Multi-agency working when requested through the SENDco • Calm club during lunchtimes
How do you support students with medical needs? 	• Individual Healthcare Plans/intimate care plans • SEND Support Plans, where appropriate and risk assessments • Accessible learning environments

	• Trained staff • Medication procedures • School Nursing Service involvement • Liaison with parents and healthcare professionals • Adapted lessons and activities • Risk-assessed trips and visits • Transition planning and information sharing
How do you train staff?	At Green Gates Primary, staff receive ongoing in-service training and SENDCO-led professional development, with support from external agencies such as Treetops when required. Training is tailored to meet individual pupils' needs e.g. Team Teach, nurture provision, safe moving and handling, and medical and emergency procedures. Relevant staff complete Senior Mental Health Lead training and the National SENDCO Award. The SENDCOs attend termly updates and the SEND Governor undertakes appropriate training. Green Gates Primary regularly reviews staff training needs and encourages effective practice to be shared across the school.

Parental Involvement

Partnership with parents and carers plays a key role in enabling children with SEND to achieve their potential. The school recognises that you hold key information about your child's needs and can also suggest ways of supporting them. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used. You will be invited into school every term in order to have a conversation about your child and their progress.

If you have further concerns, the SENDCO is available to meet with you and discuss any concerns or worries you may have.

We will always ask for your explicit permission before we invite an outside professional to come in and work with your child; our partner professionals are usually happy to have a discussion with you either in person or over the phone. Most agencies will also provide a written report following their involvement.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them will be sort.

Funding for SEND

Green Gates Primary receives funding directly to the school from Redcar and Cleveland Local Authority to support the needs of learners with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors on the basis of needs in the school. The Head Teacher and SENDCO regularly discuss all available information in school with a regard to identifying:

- the children getting extra support already
- the children needing extra support
- the children who are not making as much progress as would be expected

Following these discussions, decisions are made regarding what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

This year the budget allocation for SEND and Pupil Premium funding was directly channeled into TA support of SEND and FSM children. Funding was also spent on:

- Staff Team Teach Training,
- Resources to support individual pupils,
- In class, adult or peer support aimed at increasing skills in specific areas,
- Out of class support (relationship building, social, emotional skill development),
- Small group tuition to enable catch up,
- Nurture Provision provided by 2 members of staff who have the Nurture qualification,
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness to learn (organised by the school's PSA).

Monitoring effective provision

All school members, including the Governors take an active role in monitoring and reviewing the provision including looking at the impact of interventions for learners with SEND. Impact data from interventions is collated to ensure that we are only using interventions that are evidenced to work. If a child has an EHC plan, it will be formally reviewed annually.

We also use the expertise with Galileo Academy to ensure that our judgements are accurate.

Other opportunities for learning

Activities outside of school

At Green Gates Primary we believe that all learners should have the same opportunity to access extra-curricular activities. We offer a wide range of additional clubs and activities such as Eco Club, Science Club, Games, Choir and a large range of sports clubs. Further information about the clubs available each term is available through school newsletters.

When arranging educational visits, staff will liaise with parents of children with additional needs to ensure that their requirements are catered for on the visit. No child will be excluded from an

educational visit/residential due to their special educational need (Equality Act 2012) as long as the planned visit is suitable for the child and their safety, and the safety of others, is not compromised. Risk assessments will also be carried out and procedures are put in place to enable all children to participate in school activities.

Preparing for the next step

Transition

We recognise that transitions between year groups or schools can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school, we will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We also make sure that all records about your child are passed on as soon as possible.

At Green Gates transition between year groups takes place for a day in July. During this transition period, information is passed between teachers and a transition meeting takes place between all staff involved with each child. The current SEND Support Plan will be shared with the new teacher who will invite you into school in the Autumn term in order to review it with you.

If your child needs special arrangements to move on, such as pre-visits, a 'New Class' book etc. then those will be provided.

Children leaving us at the end of Year 6 will follow the transition program of their chosen secondary school, usually visiting their new school on several occasions and also receiving visits from the new school staff at Green Gates. Green Gates staff will also meet with their secondary colleagues in order to pass on all information about your child whilst relevant written records are also handed over.

Disability Duty

Number of children / young people with disabilities and medical needs within the School:

- 0 children on record with severe Nut Allergy
- 2 children on record with monitored medical needs
- There are also a number of children in school who require an Individual Health Care Plan.

Accessibility

Green Gates is a one story building with wide access doors and ramps. We ensure that all equipment and extra-curricular activities are accessible to all children regardless of their needs.

Have your say

Green Gates Primary school is a community school. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff.

Contact

If you have any concerns about your child, please talk to their class teacher in the first instance. They can then involve other professionals in school such as the Head teacher, or SENDCO as appropriate.

