

Hardwick Green Primary Academy



**SEND Support Offer
September 2026**

Key Contacts

Principal - Mr Chris Story

Deputy Principal - Mr Jack Adams

SENCO / Assistant Principal - Miss Marliese Carr

Academy Senior Wellbeing & Safeguarding Lead - Mrs Josie Hakami

Education Welfare Officer - Mrs Ally Montgomery

All members of staff can be contacted at school on 01642 677968 or through email using enquiries@hardwickgreenacademy.org.uk

- SEND Information, Advice and Support Service (SENDIASS)
Tel: 01642 527158 email: SENDIAS@Stockton.gov.uk

Link to Local Offer

[Stockton On Tees Local Offer](#)

Link to Code of Practice

[SEND Code of Practice](#)



Hardwick Green Primary Academy is an inclusive school for children aged 2 to 11 and is part of the Enquire Learning Trust. The school includes a Local Authority-funded Specialist Base for pupils with Communication and Interaction (C&I) needs and/or Cognition and Learning (C&L) needs, as well as a school-funded Support Base. We are committed to providing a nurturing, inclusive environment where all pupils are supported to achieve their full potential and thrive both academically and socially.

If you would like a place for a child who has an Education Health and Care plan (EHCP), contact the SEN officer named on the EHCP. If you would like a place for any other child with special educational needs, you should apply to Stockton Borough Council's School Admissions Team (phone: 01642 526605 email: school.admissions@stockton.gov.uk) and your application will be considered in the same way as applications from children without special educational needs.

Visits to school prior to an application are welcomed and encouraged – please contact school (01642 677968) to make an appointment.

As an inclusive school, we are committed to meeting the needs of children with special educational needs and disabilities (SEND) as we are to meeting the needs of all groups of children within our school.

The school fully meets the requirements of the Equality Act 2010 and all reasonable adjustments are taken to ensure that children with SEND are not placed at a substantial disadvantage compared with non-disabled children. The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND. They are encouraged to participate fully in the life of the school and in any wider community activity or educational visit. We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND can do so.

School Core Offer

- High Quality Teaching
- Early Identification of Children with SEND
- Inclusive Environment
- Highly Trained Teaching Assistants (TAs) in Each Year Group
- Enrichment Activities Including Music, Chess and Sporting Opportunities
- Opportunities to Learn Through Play
- Access to External Agencies to Support SEND
- Strong Partnerships with Parents and Carers
- A Nurturing and Supportive Ethos
- Adaptive Teaching to Meet Individual Needs
- Speech, Language and Communication-Friendly Classrooms
- Wellbeing and Emotional Support for Pupils
- SEND Support Plans with Regular Review
- Opportunities for All Pupils to Participate in Trips, Visits and Extracurricular Activities
- Safeguarding and Pastoral Support for Children and Families

We strive to ensure all children regardless of physical and learning ability be given the best possible education.

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. We use a range of assessments to ascertain what support your child might need.

If you are concerned about your child, you can speak to your class teacher in the first instance and they can liaise with the SENCO (Miss Carr) for further support.

[More information](#)

Every term you will be informed about the progress your child has made. You will also be given the opportunity to review the support in place for your child, in their area of SEND. We will also be able 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 using the graduated approach process – assess, plan, do, review.

Teachers base the plan on current academic assessment data, advice from outside agencies, information shared by parents, pupil views and the teacher's professional knowledge of the child. This provision is documented on individual children's Graduated Approach documents.

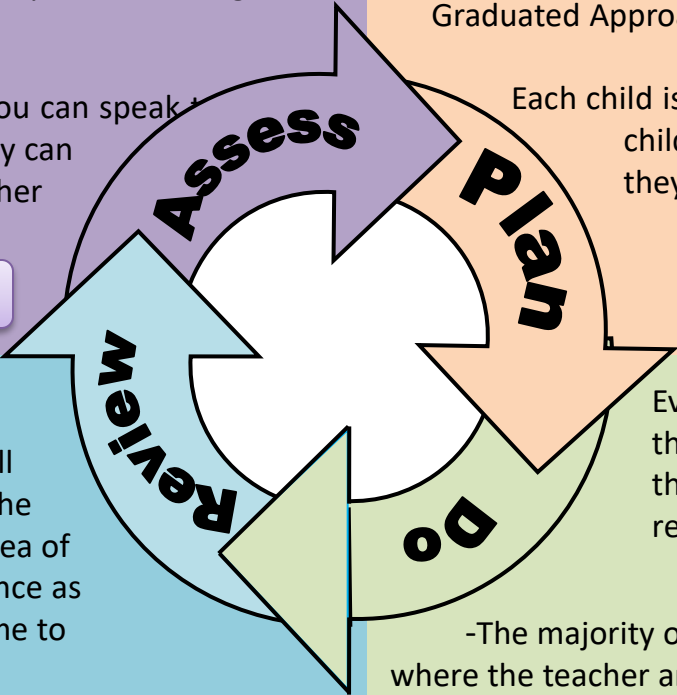
Each child is set desirable outcomes which aim to help child to make progress in the areas in which they have difficulties.

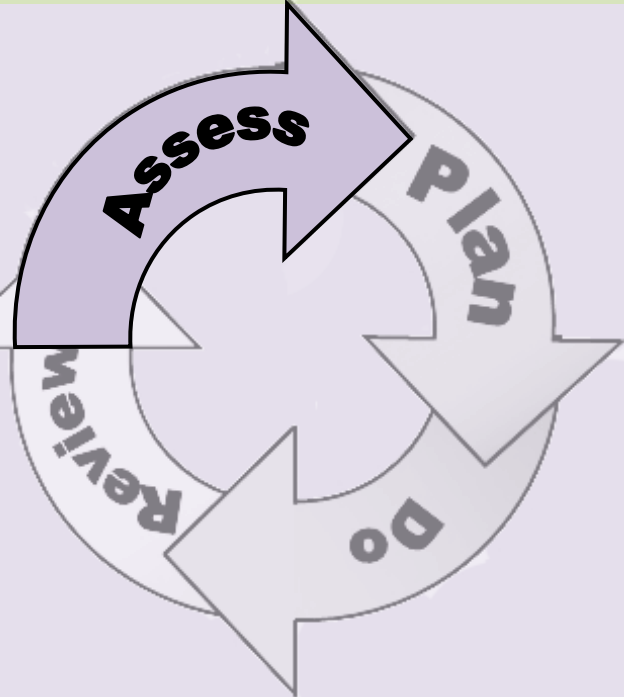
[More information](#)

Every day, 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.

-The majority of 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. Some children have access to bespoke work in our KS2 Support Base or Specialist SEN Base.

[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 the SENCO, who will then contact you. Your child's need will be categorised into one of the four areas of SEND stated in the SEND Code of Practice 2014: **Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health or Sensory and/or Physical Needs.**

We monitor the progress of all children very carefully. If we think that your child isn't progressing at the expected rate across an area, teachers will talk to you about our concerns in conjunction with the SENCO. The SENCO, or someone from the Inclusion or Senior Leadership Teams will carry out some early assessments of need through discreet 1-1 assessments with the child, observations and discussions with appropriate adults. 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.

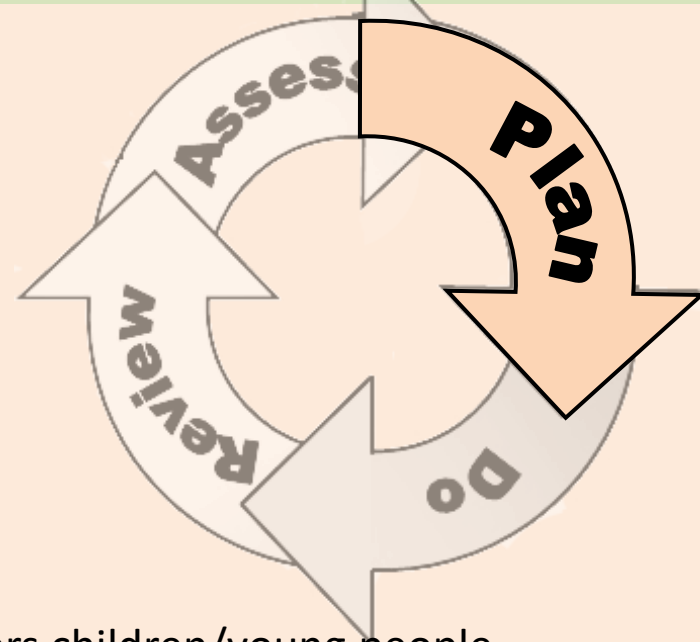
If the child is looked after by the local authority, they will have a Care Plan including a Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents/carers as well as foster carers or social workers in discussions.

[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 ways such as the difficulty of work that should be completed, 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.

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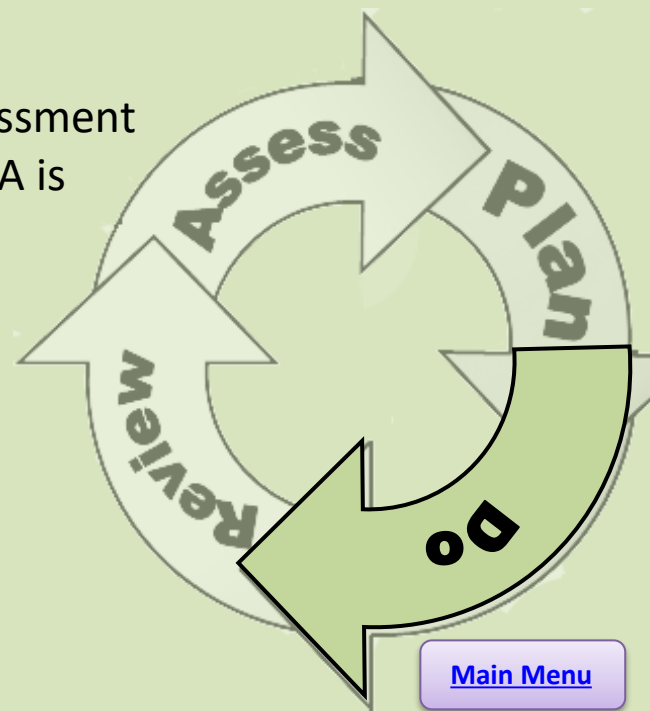
All learning in Hardwick Green is carefully tailored to the educational needs of all children, but especially our SEND children. SEND needs are highlighted and provision is put in place. High aspirations and a focus on enabling children and young people to be as independent will lead to the best outcomes.

We pride ourselves on being an inclusive school and we will always do everything we can to ensure that all children have to opportunity to access all activities and visits that are arranged in school.

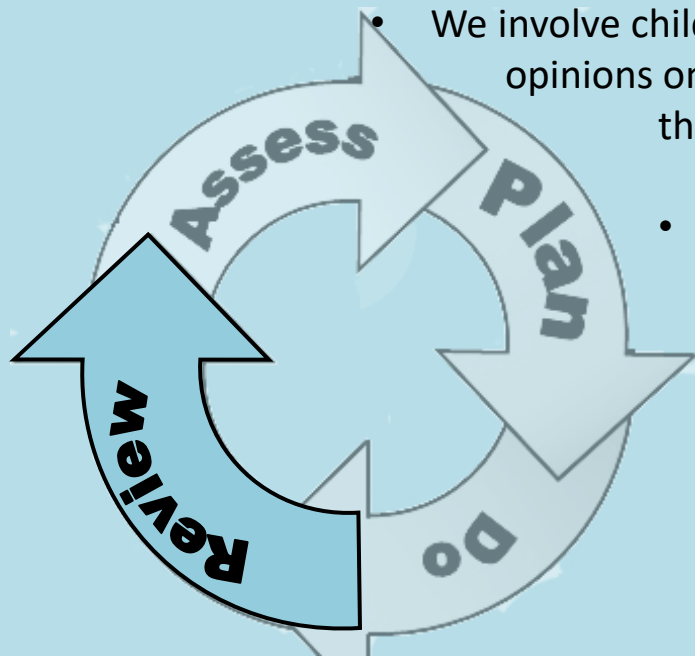
If there are times when either school or parents are worried about a particular aspect of school life, then a discussion would be arranged including the SENCO to look at ways to resolve any possible issues.

School follow a systematic process for following Early Help Assessment process. When school feel this would benefit a child then an EHA is set up in conjunction with 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, through more formal testing and regular data captures. 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.
- Termly reviews are in place for you to review, with the class teacher, your child's Graduated Approach Plan (SEN Plan) and their progress towards meeting the set desirable outcomes. This is your opportunity to share your thought and opinions about your child's progress, the support that is in place, to share new information you have about your child's needs and to discuss the next steps
- We involve children in our review process and ask for their opinions on how they feel they are making progress. This is done through the Pupil Voice sections of the Graduated Approach plan.
- If your child is accessing a planned structured intervention, then the progress during this intervention is tracked throughout and overall progress is assessed at the end of the intervention period which is usually a term.



Communication and Interaction

Access to small group and/or individualised interventions to develop communication and interaction skills, including speech and language programmes, social stories, emotional literacy interventions, and turn-taking games. Children's speech and language skills are assessed using WellComm in the Early Years, with targeted interventions provided where needed. The school also commissions Speech Buddies, an external Speech and Language Therapy service, to provide specialist assessment, advice, and intervention for identified pupils.

ASD-friendly strategies are embedded throughout the school day. Children may access a 'soft start' to support their transition into school, a low-stimulus environment when needed, or an individual workstation within the classroom to promote engagement, attention, and learning.

Modifications to lunch and/or break times such as activity groups with the support of a teaching Assistant.

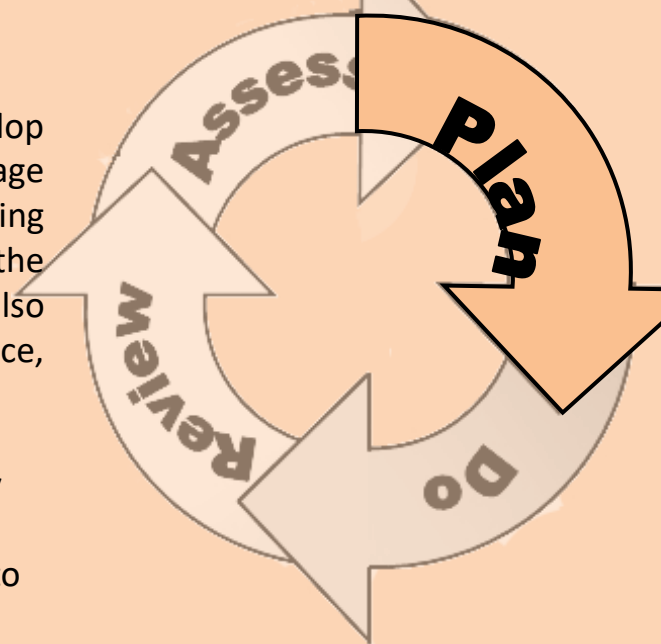
Some children with communication and interaction difficulties may require us to apply for funding for the support of an additional adult.

Any transitions are planned very carefully to ensure that children are well prepared.

Scaffolding systems can be used to support and develop social understanding i.e. social stories. Visual timetables are used alongside the language of 'Now and Next' to help support children with the expectations of the day.

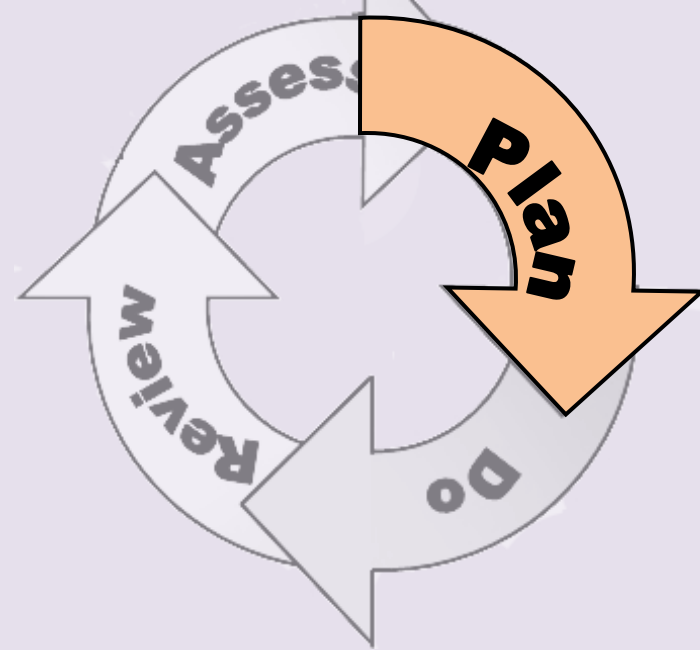
Quality first teaching is planned which focuses on pre-teaching of vocabulary, explicit explanations, chunking of information and other language recommendations.

Close liaison with outside agencies and parents to best understand the child's needs.



Cognition and Learning

- Quality first teaching with highly effective adaptations: by task, through group work, by outcome, by resources provided, by targeted teaching. Teachers follow the recommendations in the EEF document “Special Educational Needs in Mainstream Schools”
- Following the Graduated Approach process, strategies are planned with the SENCO and class teacher to meet individual children’s needs. A range of tools are used to support this planning process.
- School can complete cognitive assessment to highlight areas of strengths and difficulties.
- Planned targeted intervention in either a small group or one-to-one :
 - Read, Write Inc 1:1 phonics
 - Lexia (reading intervention)
 - Dynamo Maths
 - Bespoke intervention to address specific needs i.e precision teaching
- There are a range of practical resources available, including timelines, number lines, visuals support and Widgit symbols, to help children develop independence and engage confidently in their classroom learning.



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

Hardwick Green is a Thrive Approach school. Identified children can access bespoke Thrive therapeutic sessions designed to support their social, emotional and mental health development, enabling them to be the best versions of themselves. We also offer Theraplay-informed interventions, which focus on building positive relationships, developing emotional regulation, increasing engagement and supporting children's confidence and wellbeing through structured, playful interactions. Where appropriate, the SENCO can support parents in accessing additional services and making referrals to external agencies, including CAMHS.

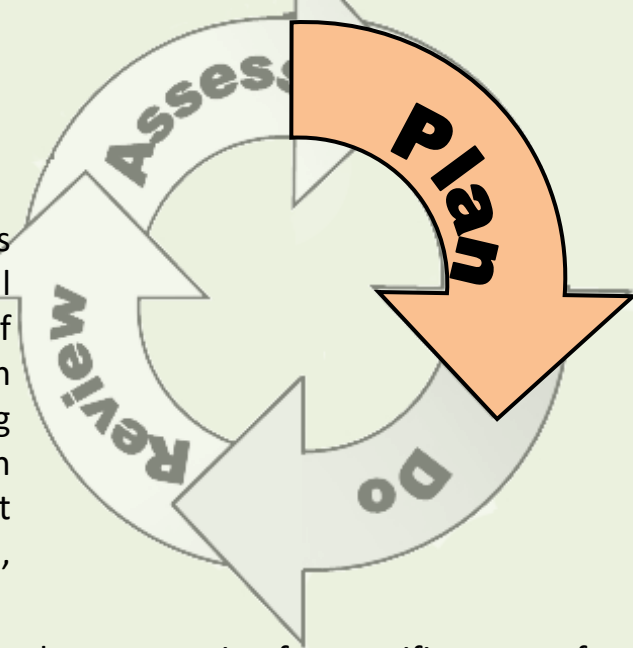
Where appropriate, referrals can be made to the Bungalow Project and Alliance therapy service for specific types of therapeutic need.

We implement bespoke programmes to support specific needs i.e. Anxiety and Emotional Based School Avoidance.

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.
- Building Blocks for Learning Assessment used by the SENCO to inform difficulties in motor and perception. The outcomes of the assessment inform tailored support plans and interventions.
- Therapy programmes recommended by specialists, such as Occupational Therapists and Physiotherapists, are incorporated into children's daily routines and timetables where appropriate.
- The school funds access to Future Steps Occupational Therapy for identified children where additional assessment, advice or intervention is required
- We provide access to alternative resources to support children accessing their learning.
- We ensure the best possible seating arrangements for children with visual impairments.
- All of our building is situated on one level and therefore is accessible to everyone without the need for ramps.
- Specialist Clinical Sensory Assessments can be applied for when the SENCO feels this is necessary.

