



Hall Green Primary School – Local Offer **September 2025**

This document is designed to set out clearly how this school meets children and young people’s special educational needs.

Hall Green Primary School has an inclusive approach. We are committed to giving all our children every opportunity to achieve the highest of standards. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school, including children with additional needs.

‘Leaders make sure that pupils with SEND are well supported in school. They swiftly identify these pupils’ needs and plan carefully to ensure that they meet these needs. Pupils with SEND learn alongside their peers, supported by highly skilled adults. Leaders make sure that any additional resources are provided for those pupils who need them. As a result of this work, pupils with SEND are successful and achieve well’
(Ofsted March 2023)

Universal Offer

This is what the school offers to all children including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs.

As a parent/carer or young person you can expect that:

- The school informs you about our policies and approaches to learning, including how we work with children who have learning difficulties.
- The school welcomes you and your child and takes the time to talk to you about his/her individual needs before he/she starts school.
- The teachers and support staff who teach your child have had professional development and training so that they know how children learn including those children who have difficulty in learning.
- The school will tell you about the programmes which we are able to offer, in addition to what is available day to day in the classroom, if



children need to boost their skills. This will include literacy, numeracy and behaviour programmes to support children's learning. Our school sets this out in a provision map.

- The teachers who teach your child are able to accurately assess the level at which he/she is learning from Foundation Stage and Pre-key stage standard level (pre- key stage standards help to measure progress for children in Years 2-6 working below Year 1) to National Curriculum at primary school.
- The teachers who teach your child are able to adapt tasks (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at a level where they will be able to complete the task independently, or with a little support.
- The teacher will use a range of resources and strategies and teaching methods to take account of any barriers to learning.
- The school will keep you informed about how your child is progressing at least once per term and will be happy to discuss your child's progress, at other times, if you make an appointment. As a child or young person you should always know how well you are doing and what you need to work on to improve further.
- The school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in phonics, reading, writing or maths or if they have difficulty managing their behaviour. The school will keep you informed if your child needs one of these interventions and work in partnership with you to give it the best chance of being successful.
- The class teacher, in discussion with senior staff/SENDCo, will identify the best intervention to put in place for your child and monitor its implementation.
- These interventions are sometimes at a level called Wave 2. The school will explain which intervention is being used, tell you how long it will last and what progress they are expecting that your child will make. They will meet with you at the end of the intervention period to discuss progress.
- The school may invite you to consent to consultations with speech and language therapists, advisory teachers, or educational psychologists. These professionals provide valuable advice and strategies tailored to your child's individual learning or behavioural



needs, including considerations for pupils from diverse linguistic or cultural backgrounds.

- School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The school's Special Educational Needs Coordinator (SENDCo) may talk to you about this. (All schools have to have a SENDCo with experience and/or additional qualifications in special educational needs and this person will meet with you and advise staff in the school, about how best to help your child make progress.)
- The school will also be able to signpost you to support, advice and any extra-curricular activities that may be available.

SEN Support Offer

The Department for Education provides every school with funding that is different for each school, but is to support children with SEND. The amount of funding means that most children's need for support and intervention can be met without the need for an Education Health Care Plan. The level of funding should enable the school to put in the provision detailed below.

- If your child is not making progress in their learning or they have difficulty in managing their behaviour, despite the school using all the strategies outlined at the Universal Offer, then he/she may need a higher level of support/intervention to help them make progress. School will invite you to a meeting to gather your views and explain what new strategies and support could be put in place.
- The school will continue to offer all the support and teaching strategies available at the Universal Offer level. The school's provision map will show you the range of interventions that they can offer to support learning/behaviour.
- If your child has a particular learning or behavioural difficulty such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language, specific learning or moderate learning difficulties; teachers, and support staff in the school will seek additional professional development/training to ensure that they can best meet your child's needs.



- The school may/will ask for advice from an outside agency such as speech and language therapist, advisory teacher, HI or VI teacher or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that school seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests.
- School will put in place programmes which will mean your child works 1:1, or in a small group, with a teacher or a member of the support team on the aspects of learning or behaviour with which they are having difficulty. These programmes may last as long as 20 weeks; you should be told how long it will be and what progress is expected.
- Your child may have some support in class for some lessons, if the school thinks this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. School will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place.
- You will be invited to a meeting which informs you about the selection of programmes to be used, why they have been chosen and what progress they are expecting your child to make. You should be invited to a review meeting to discuss progress.
- If your child has made progress then school will discuss with you:
 - whether there needs to be a further period of intervention;
 - if your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place;
 - or, that such good progress has been made that support is no longer needed.
- If your child has not made progress the school should consult with outside agencies to seek further advice on strategies and programmes.
- If the outside agency makes an assessment, you will be invited into school to discuss how the programme and support will change; how you can help and when there will be a meeting to review the new programme.



- These measures should ensure that your child makes progress at the best possible rate but school will continue to review the programmes used and meet with yourselves as parents at least once a term.
- If you are not happy about your child's progress ask for further meetings with staff in school and outside agencies to ensure that you have confidence in the provision.
- If concerns about your child's progress persist, the school may propose a Community Assessment Meeting. This collaborative forum includes all involved professionals and your family to ensure coordinated support plans that reflect your child's unique circumstances. School will invite agencies who have been involved in offering advice and support about your child's progress plus any agency you would like to invite. At this meeting, those present will discuss with you the support your child needs and will listen to your views. At the end of the meeting there will be a decision about whether your child can make progress with support available from the Local Offer or if there should be a request to the LA for an Education Health and Care Plan.
- If you wish to complain about the school's response to meeting your child's needs, you must first raise your concerns with the head teacher. If you are still unhappy raise your concerns with the Chair of Governors at the school. If you are still not satisfied then register a complaint with the Local Authority at Sandwell Council House. SENDIASS is also there to help and school can give you the contact details.

Education health and Care Plan

- Children who have severe levels of physical, learning, communication or emotional /behavioural difficulty, that are lifelong and complex, may need an Education, Health and Care Plan. If the LA agrees to begin the process, an EHC Plan takes 20 weeks to complete. Your child will continue to be supported from the school's SEN resource while the EHC Plan is completed.
- For most children this is likely to be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later



diagnosis who will still require an EHC Plan due to the complexity of their need.

- The EHC Plan will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child
- Your child will also have access to all the provision detailed on the school's provision map, in the Universal Offer and Single School Based Category of SEND which are appropriate to their learning and other needs
- Many children who need an EHC Plan will be educated in a mainstream schools but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHC Plan is developed.
- The school will keep you informed about the progress your child is making through assessment and termly review and the annual review of the EHC Plan.
- If your child is not making expected progress, then the school should request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.

The School Improvement Plan prioritises improving outcomes for pupils with SEND, with specific targets addressing the challenges posed by high levels of deprivation and cultural diversity within our school community.

The Accessibility Plan includes key targets and actions in respect of pupils with SEN and/or disabilities.

Additional Information:

- The School's Safeguarding and Attendance Officer works closely with the SENDCo to support pupils and families with additional needs.
- All pupils, including those with SEND and from diverse backgrounds, are actively encouraged and fully supported to participate in school trips, extracurricular clubs, and enrichment activities, ensuring equitable access and inclusion.

