



SEND INFORMATION REPORT

Updated February 2018

As part of the Children and Families Act 2014, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEN in the local area. Newham's Local Offer is available on the Newham Website and tells parents how to access services in their area and what to expect from these services. Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the Local offer for schools in the Agate Momentum Trust. It describes the arrangements we make that are 'additional and 'different 'for pupils with SEN. This information has been produced together with parents, carers and our children and young people and will be reviewed annually. The following information outlines the support and provision pupils with SEN can expect at schools in the Agate Momentum Trust.

SEND INFORMATION REPORT

Scott Wilkie and Hallsville Schools are mainstream primary schools catering for the needs of pupils aged 3 -11 years. There are approximately 450 pupils on roll at Hallsville and 406 at Scott Wilkie. We are both single story buildings with two large playgrounds. We are both inclusive schools 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 contacts 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. health professionals, speech therapists and educational psychologists to make sure that all children receive the support they need to do well at school.

At Schools in the Agate Momentum Trust, we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary.

People who support children with special educational needs and / or disabilities in this school:

The class/subject teacher is responsible for:

- Ensuring that all the children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary.
- Writing pupil profiles, sharing and reviewing these with parents at least twice a year during our parents' evenings in November and March.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all members of staff working with your child are supported in delivering the planned work/programme for your child, so they can achieve 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 SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

The Special Education Needs Co-ordinator's responsibilities include:

- Manage the Inclusion Team (including Learning Support Teachers)
- Identify the SEN of individual pupils, with school staff
- Liaise with parents, and pupils
- Monitor and keep up-to-date SEN files and Inclusion Register
- Meet the Head Teacher & update

- Liaise with outside agencies, including support staff, educational psychologist, education welfare officer, social services, school nurse, school doctor, special needs officer, speech and language therapists, occupational therapists, physiotherapists, Parent Partnership Group, CFCS and CAHMS.
- Inform staff of SEN courses
- Seek Higher Needs Funding for specific pupils
 - Prepare reports for annual reviews
 - Prepare reports for Education Health Care Plans
 - Co-ordinate annual reviews
 - Complete LA documentation for annual reviews
 - Co-ordinate SEN materials and equipment
 - Line-manage support staff
 - Monitor and review the roles of support staff within Scott Wilkie/Hallsville
 - Monitor the progress of the above children
 - Review SEN and other relevant policies annually
 - Liaise with other schools about all transferring pupils with SEN
 - Attend HLNP (High Level Needs Panel meetings)
 - Keep up to date with national SEN legislation
 - Keep up to date with local SEN developments
 - Organise specialist interventions
 - Keep up to date with issues relating to SEN
 - Manage the effective use and resourcing of the Sensory Room
 - Monitor the delivery of a differentiated curriculum for all pupils who receive SEN support
 - Track progress using P Scales using B Squared
 - Help with the identification of SEN of individual pupils, with school staff
 - Liaise with parents, and pupils
 - Monitor and keep up to date SEN files
 - Work with class teachers, advising on differentiating and providing for needs

- Oversee the provision for children with SEN Support
- Devise strategies for pupils above
- Monitor progress of SEN children
- Identify pupils with SEND
- Keep up to date with issues relating to SEND
- Monitor the delivery of a differentiated curriculum for all pupils at SEN support
- Liaise with all staff who work with pupils, suggesting strategies, discussing progress
- Assess the individual SEN of pupils where necessary
- Provide and measure impact of interventions (Access, Plan, review and do)

Name and contact details of the SENCO

School	Scott Wilkie Primary School	Hallsville Primary School
SENCO	Mrs Joanne Edwards	Mrs Ivie Okwuegbuna
Email address	Joanne.edwards@scottwilkie.newham.sch.uk	020 7474 4138
Telephone number	Ivie.Okwuegbuna@hallsville.newham.sch.uk	020 7476 2355

Responsibilities of the Learning support assistant working with HNF Pupils:

- To work closely with the SENCO
- To support pupils as directed
- To liaise with class teachers about curriculum planning and delivery
- To implement PUPIL PROFILE's and record progress
- To support mainstream pupils in class
- To support pupils on educational visits
- To support specialist activities (ie swimming, sensory sessions)

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCO and class/ subject teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the local governing body is kept up to date about any issues in the school relating to SEND.

The SEND Governor 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 children in the school.
- Monitoring the necessary support made for any child who attends the school who has SEND.
- Visiting the school to conduct learning walks to see the support given to children with SEND and being part of the process to ensure that children with SEND achieve their potential in school.

At schools in the Agate Momentum Trust we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly interviewed and updated as necessary.

Below are schools in the Agate Momentum Trust's current responses to a variety of most frequently asked questions regarding SEN Needs:

1. The kinds of special educational needs that are provided for

Schools in the Agate Momentum Trust are inclusive schools that enable pupils to reach their full potential and to strive to do the best they can. Schools provide a number of interventions to support SEN pupils to access the National Curriculum. Pupils remain in class for the majority of lessons and are withdrawn for either group booster sessions or for specialist interventions. Schools in the Agate Momentum Trust support a number of specialist provisions including one-to-one and group support for pupils with autism, complex physical needs, dyslexia, speech & language difficulties & disorders, visual dyslexia, dyspraxia,

dyscalculia, moderate learning difficulties, sensory disorders and emotional & behaviour difficulties. A range of intervention packages are used across the schools including the listening programme and Ruth Miskin Literacy.

2. Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO (mainstream schools)

The SEND Policy and Inclusion Action Plan guides the future direction for the school's SEN provision development and considers actions to consolidate & reinforce current practices.

The Accessibility Policy outlines three standards within three aspects of provision. These aspects are: Curriculum Accessibility, Physical Accessibility and Provision of Information.

Curriculum Accessibility's standard is to increase the extent to which disabled pupils can participate in the school's curriculum by setting suitable learning challenges, by responding to pupils' diverse learning needs and by over-coming potential barriers to learning.

Physical Accessibility's standard is to improve the physical environment of the school for the purpose of increasing the extent to which pupils with special educational needs are able to take advantage of education and associated services provided or offered by the school.

The Provision of Information's standard is to improve the delivery to disabled pupils of information which is provided in writing and other appropriate medium for pupils with SEN.

The School's Behaviour Policy (January 2018) and Positive Handling Policy (June 2016) outline how behaviour is to be managed in school. The Positive Holding Policy is based on 'The Use of Reasonable Force' (2013), which is the Government guidelines this documents on the use of physical restraint in schools. The Behaviour Provision Map outlines the intervention pupils receive to support their emotional and behavioural difficulties in school. The range of interventions includes: daily or weekly mentoring, attending social skills groups or receiving help to support anger management, raising self-esteem or coping with bereavement.

The Public Sector Equality Duty Plan (April 2014) outlines the schools responsibility for equality. It states that the aim of the school is to prepare all pupils to live in a multi-cultural and multi-ethnic society in which all are equal as modelled by Schools in the Agate Momentum Trust's ethos, practices and policies. The schools' objectives are:

- To ensure that the school is a place where everyone feels welcomed and valued and that an inclusive ethos is established and maintained (Fostering Good Relations Between People)
- To ensure that all pupils are encouraged and given opportunities to achieve their full potential (Advancing Equality of Opportunity Between People)
- To ensure that all pupils are prepared for life in a diverse and multi-ethnic society where all are valued and have equal rights and responsibilities (Eliminating Unlawful Discrimination, Harassment and Victimisation)

The Looked After Children's Policy (January 2018) outlines the management of LAC pupils at schools in the Agate Momentum Trust.

The assessment arrangements from entry throughout the school are as follows:

On Entry - When children are first admitted to the school the New Pupil Admission Form is completed. If special needs are identified then an interview with the SENCO is arranged and a possible home visit proposed. Information is then sought from relevant professionals, agencies and medical / educational establishments.

Teacher Referral - If a teacher has a concern about a child they complete an SEND Pupil Concern Form.

Curriculum and assessment monitoring - The Curriculum Co-Ordinators, Phase Leaders and the Assessment Co-Ordinator will monitor the attainment and progress of pupils with and without special educational needs as part of their role. They will ensure that the SENCO is kept fully informed and if they have a concern they will request assessment and intervention.

How a child is considered a SEND pupil - If a child has not made any progress for a period of two terms and they fail to make adequate progress after interventions have been put in place the staff will refer their concern to the SENCO.

The school defines adequate progress as that made by children nationally, on average across the key stages throughout the U.K. If a pupil fails to make adequate progress through first quality teaching and despite the additional support which the school gives, over the period of 6 months, then a child may be assessed further and referred to external agencies.

Higher Needs Funding (HNF) and EHC Reviews

If a child has HNF or a EHC a full review will take place with parents and professionals once a year. This review will consist of a general report, parent, pupil, teacher, Educational Assistant and professional advice from outside agencies.

3. Arrangements for identifying a child with learning difficulties or special educational needs

When children are identified as SEN before they start at a school in the Agate Momentum Trust the school will work with agencies who already know the pupil and use information already available to support them in school.

New admissions: we have a comprehensive admissions process, which includes an interview at which personal details as well as any other relevant information is captured. Our internal processes ensure that any information regarding a child's special needs is forwarded to the SENCO. In addition, the SENCO from the child's previous school (if applicable) will provide details. When a child is at school and we have any concerns the Special Needs Co-ordinator (SENCO) will observe your child in class or individually and if possible have a conversation with them about their difficulties or where they think they are struggling. If you think your child has SEN please speak to the class teacher, the school will listen to your concern. The class teacher can flag a concern to the SENCO at any time, who will investigate accordingly. For children in Early Years (Nursery and Reception), children who do not reach the age expected levels in the Early Years Profile will be flagged to the SENCO. For children in Key Stage 1 and 2 (i.e. years 1-6), teachers input information re (i) progress and (ii) attainment on the internal school progress and tracking monitoring system. The SENCO runs termly reports that analyse this information and any children who are working significantly below what is expected of them according to national standards for their age and year group are flagged.

Children with specific literacy difficulties or moderate learning difficulties will follow the learning intervention pathway identified for children with these particular needs.

For children with High Needs Funding or EHC Plan – i.e. needs in one (or more) of the following areas: (i) autism, (ii) complex learning needs, (iii) speech and language difficulties or (iv) mental/emotional/social difficulties - we are immediately aware of their particular needs, from their parents and other agencies who have been involved in their care and welfare. The SENCO will lead the development of a pupil profile and child centred plans for children in this group and ensure that they receive the high needs funding they need to make the appropriate progress related to their levels of need.

Pupils with 'lower-level' speech and language difficulties not requiring High Needs Funding are identified through their Early Years providers prior to their arrival at schools in the Agate Momentum Trust, or by the class teachers and our SEN assessment procedures soon after their arrival. We work closely with the Speech and Language Therapy Service, whose recommendations will then be acted on in the school setting. Finally if it is found that your child has difficulties the school will discuss these during parents evening or you may be asked to attend a meeting.

4. Support – how will staff at school support children with special needs?

Further to the processes outlined above, the individual needs of the identified children will be assessed. All children will receive quality first teaching differentiated appropriately to meet identified needs – i.e. our teachers plan and deliver lessons that meet the various needs of all the children in the class. All subsequent interventions - i.e. extra help in the areas in which the child is struggling - will be designed and run with the needs of the individual child at the centre of the process and its efficacy monitored and assessed on a regular basis.

- A creative and culturally inclusive curriculum
- Differentiation in curriculum planning and delivery in the classroom
- Differentiation of task
- A variety of teaching strategies
- Multisensory learning opportunities to support different learning styles
- Visual timetables
- Additional adult support (small group or 1:1)
- Grouping for teaching purposes within the class, mixed gender, race, religion and ability
- Intervention groups – RWI, Language enrichment groups, Box clever, colourful semantics, The listening programme, Better Reading Programme, Lego Therapy, social and life skills
- Individualised curriculum for children with SEN
- Individual targets
- Accessing specialist resources/expertise from other schools e.g. Eleanor smith/
- Reintegration into Education Team
- Additional equipment/resources provided to meet individual needs
- Wide range of after-school clubs
- Use of strategies as recommended by advisory teachers and therapists
- Additional activities from Pupil Premium funding for identified pupils
- Special arrangements for tests and SATs
- The use of peripatetic teachers- PE ,music

Broadly, our support falls into the following areas:

- Children whose achievement is significantly below age related expectations are immediately put on an intervention programme. Interventions are designed specifically to the needs of each child, and will typically involve working in either a small group or one-to-one support, depending on the nature of the needs. Specific progress targets are set at the start of such interventions and progress against them is monitored by the class teacher, SENCO and phase leader.
- Pupils identified as having a specific learning difficulty e.g. dyslexia, dyspraxia, ADHD will receive appropriate support depending on their particular need.
- Further to such support, if children are still not reaching their age related expectations, we would typically involve an external agency which would provide additional specialist support to further strengthen the help already being provided – e.g. speech and language therapy, physical therapy, specialist behavioural support, identification of dyslexia.
- For our children with EHC Plans or High Needs Funding (see above for further information), each child has a Pupil Profile– with tailored learning targets. Staff at school and from the relevant external agencies are involved in putting these plans together, to best support the child concerned. These profiles are reviewed termly and further actions are taken to review this as appropriate.

Decisions regarding the levels of support that will be provided to all children with special needs will be taken by the SENCO and phase leader further to the collection of all relevant information.

5. How does the school know whether pupils are making progress?

We use these activities/systems to measure impact. Evidence and data is measured against targets. Our main targets for inclusion can be found in our SDP, Inclusion Plan and Equality Duty plan:

- Teachers' knowledge of attainment and progress within the class on an on-going basis
- Tracking of pupils' attainment and rate of progress
- Termly pupil progress meetings
- Good communication amongst all school staff

- SLT regularly in classes working with pupils and teachers
- Assessment for learning – children evaluate their own learning and receive feedback in marking
- Half termly tracking of progress for target children Termly assessment data
- EYFS pupil profiles document progress through observation and annotations. Parental involvement in children's records
- B-squared data
- Provision mapping and reviewing
- Monitoring- lesson observations, learning walks, planning and book scrutiny by SLT.
- Individual reviews of progress through support plans, PSPs, LA annual review systems
- Cycle of monitoring and review of action plans and policies
- Qualitative data/evaluations
- Feedback from parents/carers
- Pupil voice/feedback/questionnaire/school council
- Evaluations from agencies working with the school.

6. Resources – how do we allocate resources to match children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. children's therapy team).
- Funding may be used to buy in specialist support (e.g. speech and language therapy, sensory activities-swimming, East London Gymnastics, Horse-riding, paying for transport to venues, paying for individual ipads or a highly trained learning support assistant)

7. Information about how equipment and facilities to support children and young people with SEND are secured.

- The governors ensure that the needs of pupils are met by employing a full-time SENCO, Teacher, Educational Assistants, Learning Mentor and part-time speech Therapist. The Head Teacher and SENCO use part of the school

budget, the Higher Needs Funding for specific pupils and pupil premium to identify the areas of pupil need and to make appropriate provision and interventions. These are identified in the Inclusion Register and Pupil Premium Report.

- Many of the SEND pupils who are identified in Specialist Need group receive Higher Needs Funding from the Local Authority. This funding is used to provide adult support, specialist support sessions ie horse-riding/Arc in the Park, swimming, East London Gym, School Counsellor and equipment.

8. How will the curriculum be matched to my child's needs?

- Teacher's plan in relation to age related expectations differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A teaching assistant may be allocated to work with a pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pens/pencils grips or easy to use scissors.

9. Arrangements for consulting parents of children with SEN and involving them in their child's education

- Involvement of parents is a strong feature of the code, the SEN Toolkit, SEN and Disability Act and the Green Paper for Education 2013. It is vital that schools are clear about how they can keep parents involved. Parents are involved in a number of ways at schools in the Agate Momentum Trust. They include the following:
 - Termly Newsletter
 - Parent evenings
 - Annual Reports
 - Whole school events and Performances
 - Annual Review Meetings
 - Transfer Meetings to a new Key Stage

- School website
- Seeking parent and pupil views and concerns through annual parent/pupil surveys and questionnaires
- Meetings with advisory teachers and therapists
- Copies of reports from advisory teachers and therapists
- Parent workshops
- New Pupil Induction Meetings
- Family Parent Support Group
- SEND Parent Support Group

10. Arrangements for consulting young people with SEND and involving them in their education

- All pupils are encouraged to give their views regarding their education and support to teachers and Education Assistants within the school day.
- Pupils may be part of the School Council, which meets regularly each week. The School Council represents the pupil voice to the Head Teacher on matters regarding the operation of the school.
- At Annual Reviews, pupils state their views through a Pupil Views Form and in person at the Annual Review meeting.

11. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties:

- PHSCE/Philosophy lessons and circle time activities
- Learning mentors (social/self-esteem/ positive interaction groups, individual sessions)
- Rigorous behaviour systems,
- Positive behaviour rewards, awards
- Attendance awards
- Playground peer mediators, play leaders

- School Counsellor
- Multi-agency meetings for vulnerable pupils
- Liaison with school nurse and health visitor
- Social care core groups and conferences
- Theatre performances to raise awareness
- After school clubs
- Educational Psychology Service
- Buddy systems in class
- Displays communicate school ethos
- Head Boy, Head Girl, school council
- SLT readily available for both parents/carers and children
- Anti-bullying week, Cultural week, Black history month, LGBT week.
- Related School policies include: Equality Duty, Accessibility policy and scheme,
- Safeguarding, Inclusion, Anti-bullying, behaviour. E-Safety, Intimate Care

Pupils with medical needs:

- If a pupil has a medical need then a detailed Care Plan is compiled by the SENCO and the School nurse in consultation with parents/carers. These are discussed with all staff who is involved with the pupil.
- Where necessary and in agreement with parents/carers medicines are administered in school where a signed medical consent form is completed. Anti-biotics may be given in some circumstances in discussion with the office staff and on completion of a medication form.

12. Arrangements for the admission of disabled children at schools in the Agate Momentum Trust

The Disability Discrimination Act 1995 and the Equalities Act 2010 defines a disabled person as someone who has ‘ a physical or mental impairment’, that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to do normal day to day daily activities. The Disability Discrimination Act 1995 defines a disabled person as someone who has a ‘physical or mental

impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person’s ability to carry out normal day-to day activities, only if it affects one or more of the following: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis.

When admitting a disabled pupil we will do the following:

- the Pupil Admission Form is completed.
- we will visit the pupil at home/nursery/school and discuss their needs with staff
- where the pupil is a mid-phase admission, we will meet with the SENCO of the last school and discuss strategies, needs and level of support required
- if special needs are identified then an interview with the SENCO is arranged and a possible home visit proposed
- information is then sought from relevant professionals, agencies and medical / educational establishments
- all staff are informed of the impending admission
- if appropriate, we may need to arrange for a gradual integration over a week or two, depending on the identified needs of the pupil
- ensure that we provide appropriate equipment/staff prior to admission
- carry out a risk assessment of the environment to ensure safety of all
- liaise with the school nurse to write an appropriate care plan
- liaise with appropriate outside agencies for advice

13. Arrangements made by the governing body to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

- The Local Governing Body has identified an SEND governor (Mrs Bola Awoyemi and Mrs Shirley Magwenzi) to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.
- The complaint procedure for special educational needs mirrors the school's other complaints procedures which can be found in the school. However, it is very important that parents are made aware of this especially as the LA now has conciliatory services to assist both parents of children with special educational needs and schools.

- Stage 1- Informal
- If a parent or carer has a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then it should be addressed to the Phase Leader and then to the SENCO.

- Stage 2- Formal
- If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head Teacher.

- Stage 3- Formal (if not resolved at stage 2)
- If the Head Teacher is unable to resolve the difficulty, the parent concerns should be put in writing to the SEN Governors (Mrs Bola Awoyemi and Mrs Shirley Magwenzi) who is also the Chair of Governors, (Ms Bola Awoyemi) will be involved after other avenues to resolve the situation have been exhausted.
See school's complaints procedure policy on our website.
The school must also make provision to inform parents about Parent Partnership and how to make representations to the LA.

14. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Language Communication and Interaction Service (LCIS)
- NHS Speech and Language Therapist
- Education Psychologist
- Behaviour Support Service
- Physical & Sensory Service to support pupils with physical/hearing/visual Impairment
- Social Services
- NHS Occupational Therapy Service
- School Nurse(We have a school nurse for half a day a week)
- Complex needs and Dyslexia service
- School counsellor (We have a school counsellor for one half day a week)
- Child Development Centre (CDC)
- DAC (Development Advisory Clinic)
- Sensory Service
- Home Tuition Service
- Eleanor Smith School (part-time placements for pupils with EBSD)
- Social Care Services including the Disability Team
- Reintegration into Education Team – exclusion provision

15. What training are the staff supporting children and young people with SEND had or are having?

All staff have received some training related to SEND.

These have included sessions on:

- How to support pupils with complex learning needs
- How to support pupils on the autistic spectrum.
- How to support pupils with behavioural difficulties.

- How to support children with sensory issues
- The school also has some teaching assistants who have received training enabling them to deliver more specialised support.

16. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.
- We provide transport for children who would struggle to travel on public transport.
- Extra curriculum activities are provided for SEN pupil's e.g an hour of horse riding, an hour of music therapy sessions, an hour session at a hydro therapy swimming pool, an hour at East London Gymnastics.
- Support is also provided for our SEN pupils to attend after school clubs such as the gardening club, craft club, multi skills club and street dance club.

17. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have included:

- Ramps into school to make the site accessible to all;
- Toilets adapted for disabled users;
- Double doors in some parts of the building;
- We are actively planning further improvements to make the school more accessible and have an up to date Accessibility Plan. (see policy)

18. Transfer – how do we help our children to ensure a smooth transition to schools in the Agate Momentum Trust and a successful transfer to a new school?

- New Admissions - At schools in the Agate Momentum Trust, we have a detailed admissions process, which includes an interview that we conduct with the parent/carer and the child who will be joining us. As well as key personal details, we also use this opportunity to discuss whether any child joining us has any special needs and how these have been met up until he/she joins a school in the Agate Momentum Trust. We also ensure that we discuss whether any external agencies have been involved in supporting our new children (and their families if applicable).
- Schools within the Borough will always ensure that we are advised of any support that a child with special educational needs has been receiving to date, and will contact our SENCO.
New parents are provided with a hard copy of our prospectus at the interview.
- Transfers to another school – At schools in the Agate Momentum Trust, we aim to ensure that all our children have a smooth transfer to the next stage of their education as they move to secondary school. Support includes ‘taster days’ at the new schools for all our children, at which, children with special needs are supported by a member of staff. In addition, children with special needs attend additional ‘taster days’ in small groups, and with the support of the SENCO.
- Our SENCO also ensures that she liaises with the new schools that pupils with special needs plan to attend, to facilitate a smooth transfer. High Needs Funded children with autistic spectrum disorders are provided with an individually tailored ‘communication passport’ for their new school to ensure that their needs are met on transfer.
- The SENCO attends the annual Borough SEN transition day where primary school SENCOs meet with the secondary school SENCOs to discuss vulnerable children’s difficulties.

19. Extra-curricular and Extended Schools

<http://www.hallsville.newham.sch.uk/clubs.html>

We offer additional opportunities for learning at the start and end of the school day -

The information provided in this section covers the following extended schools information:

1) Walking Bus(07.45-8.00) run by 2 support staff, where children are picked up from home and walked to school. As soon as the children get into school they go into breakfast club.

2) Breakfast club (08:00 – 08:45) – run by support staff, and held in the mobiles. Also subject to availability of places.

3) Extra-curricular clubs (15:30 – 16:30) – specific activities, co-ordinated and led by teachers, the learning mentor and support staff on school premises. No associated charge, but advance booking for the term's programme) is required.

4) The Extended School (16:30 – 18:00) – general childcare that takes place in the Key Stage 2 and is managed by the extended schools coordinator. There are a variety of supervised activities, and a snack is provided.

- **Extra-curricular clubs - after school activities that build on the school curriculum**

We are delighted to be able to share with you an exciting new range of extra-curricular clubs on offer for children at school. Our aim is to provide our children access to fun, enriching learning and, in line with the new OFSTED framework, enhanced Spiritual, Moral, Social and Cultural experiences (SMSC) both within their lessons at school and through a new range of extra-curricular clubs, activities and projects.

We want our children to participate enthusiastically and proactively in every aspect of our teaching and learning at Hallsville Primary School, and we hope that these activities will support this aim.

Research has shown that children involved in extra-curricular activities enjoy school more and as a consequence, achieve better attendance, soon becoming more motivated and active learners. This in turn, supports positive behaviour for learning and promotes higher levels of attainment. With this in mind, we have created a menu of stimulating activities, which we are delighted to offer our children. The programme, which changes termly, is provided below.

As outlined above, we have a programme of extra-curricular clubs that is reviewed every term. Details will be published termly on the website. Parents will also be advised of opportunities via a letter.

- **Booking a place for your child to participate in an extra-curricular club**

To ensure that registration for extra-curricular clubs is both fair and accessible, all children will receive a letter from Madeline before the end of every term, which will outline the clubs on offer for the following term. The booking system will be explained in the letter.

We encourage children to participate in our extra-curricular clubs, but it is important that they understand that signing up to attend is a commitment they willingly undertake, and that they agree to attend every week. Registers are taken at every session, where children have not attended 3 or more sessions in any one term, their name will be removed from the register. Please support us in ensuring your child attends any clubs that he or she has signed up for.

Any specific queries regarding extra-curricular clubs should be directed to Extra-Curricular Clubs coordinator, who can be contacted by using our Contact Us page on the website.

- **Breakfast Club – bringing your child to school early**

In order to help parents and carers, we offer a Breakfast Club at Hallsville/Scott Wilkie Primary School. This is a facility where parents can drop children between 08:00 and 08:45, for them to have a healthy breakfast and to take part in supervised activities (e.g. board games, educational games in the ICT suite, outdoor play and help with completing homework) before the school day starts.

Parents should contact the front office reception desk re the availability of places. Children can attend on a weekly basis (either 5 days or selected days) or on an ad-hoc basis if required – spaces permitting.

Parents and carers will need to provide a contact number, as well as advise staff of any allergies or other health issues.

We recognise that for some parents/carers, collecting their child at 15:30 can be difficult. In order to help, we provide on-site care for children between 15:30 and 18:00pm every day.

This service is provided by Hallsville and Scott Wilkie Primary School, and is designed to provide on on-site childcare, where children can spend the afternoon in a happy, productive environment. It is distinct from our Extra-curricular Clubs provision (outlined in the following section).

Parents are free to collect children any time after 15:30; there are no set collection times, and children do not need to attend the full session. The latest that parents can collect children is 18:00. **Please note that it is essential that parents collect their children by 18:00 at the latest.** During the session, the children participate in a variety of supervised activities (e.g. music, multi skills sports, music technology, use of the outdoor play areas at school – weather permitting!) Children are also provided with a healthy snack.

The provision is designed to assist parents and carers on a pre-arranged basis. To book a place, please speak to the front office reception team, who will refer you to the extended schools co ordinator. You will then be asked to complete a form in order to book a place, or will be placed on a waiting list if there are no spaces available at the time of your request.

Please note that the after school care arrangements **should not be used on an ad-hoc basis**, other than in exceptional circumstances. **Such use is at the sole discretion of the extended schools co ordinator**, and is entirely dependent on availability. Please note that we are not permitted to extend the provision to more children than the maximum we are currently authorised to care for.

Who can I contact for further information?

If you wish to discuss your child’s educational needs or are unhappy about something regarding your child’s schooling please contact one of the following:

Your child’s class teacher, the SENCO or year group phase leader.

Hallsville	Scott Wilkie
<ul style="list-style-type: none">• Early Years Foundation Stage -Ms Tindling• Year 1 and 2 – Ms Prince• Year 3 - Ms Khanom• Years 4 - Ms Khanom• Year 5 – Ms Jones• Year 6 - Ms Jones• Inclusion/SENCO - Mrs Okwuegbuna• Deputy Head – Ms Jones• Head of School - Ms Johnson	<ul style="list-style-type: none">• Early Years Foundation Stage -Ms Comer• Year 1 and 2 – Mr Rahman• Year 3 - Ms Hussain• Years 4 - Ms Year Hodkinson• Years 5 – Ms L Bland• Year 6 - Ms Thompson• Inclusion/SENCO - Mrs Edwards• Deputy Head – Ms Hodkinson• Head of School - Ms Quayum
Executive Head Teacher for Scott Wilkie and Hallsville- Ms Edge	

Appointments can be made with any of these people through the school office:

Hallsville Primary School	020 74762355
Scott Wilkie Primary School	020 7474 4138

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s special educational needs and supporting their families

Newham has a number of centrally retained educational support services. These include the following: Behaviour Support Service (BSS), Language Communication Interaction Service (LCIS), Complex Needs Team (CLN), Sensory Service, Child and Family Consultation Service (CFCS), and the Educational Psychology Service.

Health Service providers include the following: School Nurse Service, Occupational Therapy Service, Speech and Language Therapy Service, Physiotherapy Service, Wheelchair Service and the Child and Adolescent Mental Health Service (CAMHS).

The school nurse is also in school regularly to see all pupils about whom there is a medical concern. The nurse is happy to make appointments to see parents. Appointments for medicals can also be made by parental request.

The Social Service sector supports pupils in social need and includes children under the Safeguarding Team, Child Protection regulations and ‘Looked After Pupils.’ We have close contacts with the local Social Services Department.

The contact details of support services for the parents of SEND, including those for arrangements made in accordance with section 32

Complex Needs and Dyslexia Service (Group Manager-Raj Mistry) raj.mistry@newham.gov.uk	Brampton Primary School 020 3475 2311
Language Communication & Interaction Service (Group Manager -Judy Roux) judy.roux@newham.gov.uk	Lathom Junior School 020 3373 3837
Sensory Service (Group Manager -David Canning) david.canning@newham.gov.uk	New Tunmarsh Centre 020 3373 8372
Educational Psychology Service (Principal – Dewi Hughes) Dewi.hughes@newham.gov.uk	Building 1000 020 3373 2711
Special Educational Needs Section (Group Manager – Jackie Ross) Jackie.ross@newham.gov.uk	Building 1000 020 3373 1810
Behaviour Support Service (Group Manager -Jackie Hewison) Jackie.hewison@newham.gov.uk	New Tunmarsh Centre 020 3373 6524
Re-Integration into Education Service (Kirsten MacLeod - Head Teacher (Newham PRUs) Kirsten.macleoad@newham.gov.uk	020 7504 0530
Speech Therapy Service Physiotherapy Service Occupational Therapy Service Child Development Centre Specialist Development Centre	West Ham Lane Clinic 020 8250 7300

This SEN report outlines our annual offer to learners with SEN and/or Disability.

Please go to the document entitled SEN Local offer where the following questions are answered:

What support would be given to my child if he/she has learning difficulties?

My child has learning difficulties. We have confidence that the school is doing all it can to support him/her. What advice, support and homework are available for us to support him/her at home?

How does the school prepare pupils for their next stage of education and for adult life?

How do schools in the Agate Momentum Trust know if children need extra support?

Who can I talk to if I want to know about my child's progress?

How would you support a child with emotional difficulties most of the time?

How will I know how my child is doing?

My child who has a learning difficulty gets support in the classroom. Would this support be available during the assessment tests in Year 6?

How would you expect such a child to cope with this situation?

How will you help me to support my child's learning?

What training are the staff supporting children and young people with SEN had or are having?

What strategies and intervention do you use to support SEN pupils?