

Special Educational Needs Information Report
(Published November 2014)
Revised September 2018

We at Hallsville Primary School are committed to meeting the special educational needs of pupils and we ensure that these pupils make rapid and sustained progress.

In line with our mission statement we aim:

- To prepare our pupils to live independently, responsibly and peacefully
- To teach our pupils to understand the rights of other people
- To foster a respect for the environment
- For our pupils to be the best that they can be

Our aims are as following:

- To develop outstanding achievement and attainment for the pupils of our school
- To have high expectations for all pupils
- To develop outstanding teaching and learning in our school
- To develop and create an environment with outstanding behaviour and safety for all
- To develop outstanding leadership in our school

These aims and objectives are established through the School Improvement Plan, Special Educational Needs Disability Policy, Accessibility Plan and Public Sector Equality Duty.

The SEND Information Report has been written in accordance with the Special Educational Needs & Disabilities Regulations 2014 (Schedule 1- Regulation 51)

Our School

Hallsville School is a primary school with 459 pupils aged 3 -11years. We are a single story building with two large playgrounds. We are an inclusive school and 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. from Health Professionals, Speech Therapists and Educational Psychologists to make sure that all children receive the support they need to do well at school.

At Hallsville Primary School, 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.

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

Hallsville Primary School is an inclusive school that enables pupils to reach their full potential and to strive to do the best they can. The school provides 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.

Hallsville Primary School supports 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 & behavioural difficulties. A range of intervention packages are used across the school including, RWI, Language Enrichment Groups, Colourful Semantics, Box Clever, Every Child Can Count and Every Child Can Read.

2. Policies for identifying children and young people with SEND and assessing their needs

The referral 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. 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's performance is underachieving for a period of two terms and they fail to make adequate progress the school will refer their concern to the SENCO.

The school defines adequate progress in Key Stage 1 as 2 to 3 sub-levels a year and the same for Key Stage 2. Movement between targeted and specialist SEN. If a pupil fails to make adequate progress 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.

Individual Target Setting - these are targets specifically set for your child, they will be reviewed regularly by all staff involved with the pupil and parents at parent consultation evenings. All pupils' progress is reviewed throughout the year at specific assessment times.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans

The SEND Policy 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 (May 2017) and Positive Handling Policy (June 2014) outlines how behaviour is to be managed in school. The Positive Handling Policy is based on 'The Use of Reasonable Force' (2013), which is the Government guidelines document 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 two-to-one sessions 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 Hallsville Primary School ethos, practices and policies. The school's 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 LAC Policy (October 2014) outlines the management of LAC pupils at Hallsville Primary School.

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 Hallsville Primary School, or by the class teachers and our SEN assessment procedures soon after their arrival. We work closely with the outside agencies, 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. Name and contact details of the SENCO

Mrs Ivie Okwuegbuna is the SENCO and can be contacted by email on Ivie.Okwuegbuna@hallsville.newham.sch.uk or on the school telephone number – 020 7476 2355

The SENCO's Responsibilities:

- To manage the Inclusion Team (including Learning Support Teacher & Learning Mentors)
- To identify the SEN of individual pupils, with school staff
- To liaise with parents, and pupils
- To monitor and keep up-to-date SEN files and Inclusion Register
- To meet the Head Teacher & update
- To 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, SPINN OFF, CFCS and CAHMS.
- To inform staff of SEN courses
- To seek Higher Needs Funding for specific pupils
- To prepare reports for annual reviews
- To co-ordinate annual reviews
- To complete LA documentation for annual reviews
- To co-ordinate SEN materials and equipment
- To line-manage support staff
- To monitor and review the roles of support staff within Hallsville
- To monitor the progress of the above children
- To review SEN and other relevant policies annually
- To liaise with other schools about all transferring pupils with SEN
- To attend HLNP (High Level Needs Panel meetings)
- To keep up to date with national SEN legislation
- To keep up to date with local SEN developments
- To organise specialist interventions
- To keep up to date with issues relating to SEN
- To manage the effective use and resourcing of the Sensory Room
- To monitor the delivery of a differentiated curriculum for all pupils at SAP
- To track progress using P Scales using B Squared
- To help with the identification of SEN of individual pupils, with school staff
- To liaise with parents, and pupils
- To monitor and keep up to date SEN files
- To work with class teachers, advising on differentiating and providing for needs
- To oversee the provision for children with SEN Support
- To devise strategies for pupils above
- To monitor progress of SEN children

- To assess & identify pupils with SEND
- To keep up to date with issues relating to SEND
- To monitor the delivery of a differentiated curriculum for all pupils at SEN support
- To liaise with all staff who work with pupils, suggesting strategies, discussing progress
- To assess the individual SEN of pupils where necessary
- To provide appropriate interventions

The SENCO will work closely with the special educational needs governor and staff to ensure the effective day-to-day operation of the school's special educational needs policy. The SENCO and Head will identify areas for development in special educational needs and contribute to the school's development plan. The SENCO will co-ordinate provision for all pupils who are at SEN Support.

Class Teachers' Responsibilities:

- To identify initial needs through observation, target setting and record keeping
- To communicate any concerns to parents, SENCO and relevant member of the school team
- To complete identification / initial concern sheets
- To monitor progression through regular assessment
- To keep records, in individual attainment tracking file
- To develop individual pupil profiles, together with the Special Educational Needs Co-ordinator
- To differentiate planning and delivery of the curriculum for all pupils

Teaching Assistants Responsibilities:

- 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 visit
- To support specialist activities (i.e. swimming, sensory sessions)

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

Involvement of parents is a strong feature of 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 Hallsville Primary school. They include the following:

- Termly Newsletter
- Parents Evening
- Annual Reports
- Whole school events & Performances
- Annual Review Meeting
- New Pupil Induction Meetings
- Transfer meetings to a new Key Stage
- Review of pupil profiles and the target setting process
- Sports Days
- Seeking parent & pupil views and concerns through annual parent / pupil surveys and questionnaires
- School website
- Family support worker
- SEND Parent Support Group

Early Years Screening home visits programme.

6. 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 teaching assistants within the school day.

Pupils may be part of the School Council, which meets regularly each month. 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.

7. Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this review.

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- 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

8. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

The 2002 Code of Practice and Education Bill Green Paper 2013 requires a graduated response and identification process. If a child has an identified special educational need when starting at Hallsville Primary School, the SENCO and class teacher should:

- Use information arising from the child's previous educational experience to provide starting points for the curricular developments of the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use the curricular and baseline (SEN National Developmental Journal – if in Nursery or Reception) assessment processes to allow the child to show what they know, understand and can do, as well as identify any learning difficulties.
- Ensure that ongoing observation and assessment processes provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.

- Involve parents in developing and implementing a joint learning approach at home and in school.
- Progress against objectives specified in the National Curriculum, P Scales & Developmental Journal.
- Use standardised assessment tools
- Class teachers to be responsible for differentiation within planning of all curriculum areas, in such a way that access is provided for all pupils.

Transfer of SEND pupils from Early Years to Key Stage and 1 Key Stage 2

- Meetings between staff take place in the Summer Term to discuss attainment, progress, strategies and interventions for SEND pupils. The current Pupil Profile and assessment data of pupils is reviewed and a new Pupil Profile is written.
- Pupils spend time with their new teacher and visit their new classroom for an afternoon 4 weeks before the end of the school year.
- Parents are informed of transfer arrangements 4 weeks before the end of the school year. They are also informed of support arrangements.
- Pupils are prepared for this transition through additional classroom visits and appropriate resources (i.e. visuals of the class teacher, support staff, environment)

Transfer of SEND pupils to Secondary School

- In-line with the Code of Practice, a review must be held for pupils with special educational needs, during the summer term of year 5. As well as parents, LA representatives, staff from Hallsville, the educational psychologist, support staff and other professionals must be invited to attend. The review must be held in order to ensure that on their entry to year 7, all necessary support is in place, and that the transition is as smooth as possible. The SENCO attends a Secondary Transition Day.

9. The approach to teaching children and young people with SEND

- All teaching and non-teaching staff will be involved in the teaching of pupils with special educational needs. Class teachers are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress.
- All teachers who have responsibility for areas of the curriculum review and monitor the progress made by pupils in their subject area and the

effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

- The practice that the school articulates in regard to SEN is reflected in staff job descriptions, questions at interview, induction of new staff and the staff handbook. See table below:

ALL pupils will access:

High quality teaching and learning

- ✓ *An interesting and differentiated creative and culturally inclusive curriculum*
- ✓ Differentiated curriculum
- ✓ *Reasonable adjustments to the environment and equipment for pupils with disabilities*
- ✓ Assessment for learning
- ✓ Personalised target setting
- ✓ *After-school clubs and educational visits*
- ✓ A nurturing environment

Some pupils with additional SEN needs will

Access:

Differentiated curriculum

- ✓ *Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum.*
- ✓ Targeted interventions and support matched to need
- ✓ *Access to additional adult support for group-work and/or specific tasks e.g. support within the classroom, intervention groups, speech and language groups, Literacy Intervention groups or 1:1, social groups, behavioural support, booster groups etc.)*
- ✓ *Support from a Learning support teacher, Learning mentor, speech and language therapist or school counsellor*

A **few** pupils with complex or significant needs will access:

Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum.

- ✓ Individualised target setting
- ✓ Access to specialist services and therapists
- ✓ *Access to specialist programmes from advisory teachers and therapists e.g. speech and language programmes, literacy /dyslexia programmes, speech and language groups, occupational therapy, physiotherapy etc.*
- ✓ Small group or 1:1 additional adult support
- ✓ *A personalised timetable (this could include additional educational visits)*

The logo for Hallsville Primary School is a red rectangle with a white border. Inside the rectangle, the word "Hallsville" is written in a white, sans-serif font, with a yellow horizontal line underneath it. Below "Hallsville", the words "Primary School" are written in a smaller, white, sans-serif font.

Hallsville
Primary School

Here are some of the questions asked by our parents and carers about the SEN provision in our school:

- What support will my child get in the classroom?
- How do I get a statement for my child?
- My child has a disability; can I go on the school trips?
- I am worried about the care my child will get because he has ADHD .Will he get a 1:1 in the class?
- My Child has an allergy. Where is the medication kept?

Here are some of the questions asked by our children and young people about the SEN provision in our school:

- What is SEN?
- Why are we taken out of the class to do work outside the class in the afternoon?
- Will SEN always get help all the lives in school?
- Why does x get to use an iPad and I don't?
- Why do some children do to two schools in Hallsville?
- Why do A and B get to go out of school a lot?
- Why do all the teachers give extra help the children with SEN in the school?

10. How adaptations are made to the curriculum and the learning environment of children and young people with SEND

To ensure access for pupils or parents with disabilities the school has a three year School Accessibility Plan that is reviewed annually. The school has appropriate signage inside and outside the school, ramps outside all classrooms and at various points around the school, a hygiene room with shower, and 4 accessible toilets (one in KS1, one in KS2 and one in Nursery). The school is to establish a disability parking area.

The SENCO has access to the SEN budget; the governors ensure that funds are set aside to develop resources in curriculum areas. In addition, the governors ensure that staff are kept fully up to date about SEN issues and undertake training.

11. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.

It is explicit and implicit in Section 317 Education Act 1996 that Governors and school staff keep fully informed about developments in special educational needs.

The TDA Professional Standards for Teachers also require staff to be well skilled and aware of local and National developments; how this is done has to be included in the policy. Therefore the following may be helpful in developing this section of the policy.

From September 2009, SENCOs must undertake national SENCO training (within three years.)

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head Teacher / SENCO.

The SENCO and Head Teacher will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop his/her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

Other teaching staff will be kept up-to-date informally by SENCO formally at staff meetings and training.

Teaching Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by the SENCO.

12. Evaluating the effectiveness of the provision made for children and young people with SEND

The review of the effectiveness of the provision of SEND pupils at Hallsville Primary School takes place in a number of ways. The first element is through the pupil progress meeting. This is followed by the School's Improvement Plan (SIP) and the Governors Review of the SEN practice at the school.

Further evidence is gained through Newham SEN inspections, the school self-evaluation form (SEF) and results of parent / pupil / staff surveys. The school also evaluates the success of the policy by using both judgements through Sims and B Squared.

13. 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 mobilis. 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 After School Club (16:30 – 17:00) – 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 Primary School. This is a facility where parents can drop children between 07:30 and 07:45, 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 15:00 can be difficult. In order to help, we provide on-site care for children between 15:00 and 18:00pm every day.

This service is provided by Hallsville Primary School, and is designed to provide 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 15:00; there are no set collection times, and children do not need to attend the full session. The latest that parents can collect children is 18:10. **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 coordinator. 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.

14. 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.

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)

All pupils whether they have special educational needs or not will be involved in the full life of the school. Hallsville Primary School has high expectations for all pupils and intends that all pupils take a full and active part in the classes and Year Group activities. Areas which they are included are: After school clubs, class educational visits, specialist educational visits to support their SEN provision, Year 3 swimming, Year 3 gym, participation in school sports days, school and class productions and performances, attending and participating in school assemblies and being required to complete homework.

This is a fundamental element to the school meeting their responsibility under the SEN and Disability Act 2001 and fulfilling the school's responsibility under the Public Equality Duty Plan and its Accessibility Plan.

15. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

The behaviour policy of Hallsville Primary School was reviewed in September 2014 and outlined a number of key features that it believes supports the emotional and social development of children. These include that all children have the right to feel safe, to respect others, to learn and be taught and to be the best that they can be.

Furthermore the School upholds that everyone's responsibility is to ensure that their behaviour does not prevent others in this regard. This is referred to as the Hallsville Code of Conduct. Through our behaviour policy and our management of behaviour

We aim:

To promote good behaviour

- To encourage all pupils to take responsibility for their own actions
- To create a caring atmosphere devoid of racism, sexism, bullying or prejudice about ability, disability or acquisition of English in which all can thrive and become the best that they can be.

"The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item." Power to search without consent for "prohibited items" includes searching for:

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Inappropriate images
- Illegal drugs
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property. Any items banned by the school rules which have been identified in the rules as an item which may be searched for.

At times staff may be required to use reasonable force as in line with government advice – “Use of Reasonable Force” DFE July 2013 and in accordance with the school’s Behaviour Policy June 2014.

The School’s expectation for staff is to create calm, ordered classrooms, conducive to learning, with clear routines, negotiate class rules at the beginning of each school year with the pupils, manage behaviour throughout the school in accordance with policy and agreed practice and act as positive role models for pupils.

Pupils expectations are to act respectfully (bullying swearing, abusive language will not be tolerated, nor will racist, sexist, homophobic, discriminatory abuse / behaviour), follow instructions, comply and co-operate (defiance / refusal to follow instructions will not be tolerated), take care of the learning environment and the property of others (vandalism / theft will not be tolerated), promote the good reputation of the school at all times both inside / outside of school (cyberbullying /social media bullying, fighting, theft outside of school will not be tolerated), care for others and not hurt / offend others – (no fighting, no verbal abuse, no weapon shall be brought into school)

Parents are expected to support the school’s behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate, encourage respect for their child’s school, staff and their child’s classmates, show respect and support for the school’s policies, keep the school informed about any issues that arise that might affect their child’s work or behaviour.

Behaviour in class is managed by the class rules displayed on the wall, and a system of sanctions and rewards. A thinking table in the classroom is also allocated. Upper KS2 pupils are sent to reflection, this is a room set aside for pupils to go at lunchtime for time out and loss of playtime. It is intended as a solution focused problem-solving time where pupils can reflect on their behavioural choices; it is run by senior leadership. In reflection all children will be asked for an account of their actions /behaviour (written / verbal as appropriate) so that an incident can be thoroughly investigated and a resolution reached. Lower KS2 and KS1 will be managed by lunchtime staff where they will miss part of their lunchtime play.

Individual behaviour programmes exist in school for a small number of pupils and may take the form of one or more of the following strategies:

- Individual target-setting and reward charts

- Observations and feed back to staff
- Regular (weekly) contact with parents/carers e.g. phone calls from school to home to feedback progress (especially when this is positive), parent coming into school
- Home-school record books
- Small group work on e.g. self-esteem, social skills, friendship, anger management.
- Class circle time with a focused theme

On very rare occasions it may be felt that a child is at risk of permanent exclusion due to the inappropriate behaviour being displayed. In this circumstance the school will put a behaviour support plan (BSP) into place in order to support the pupil and try to prevent this occurring. This is a time limited plan that involves the pupils, school and parents / carers working together to establish clear targets for improvement and the support measures (both at home and at school) needed to achieve these. There will be regular review to assess progress and make amendments as needed.

Where appropriate other agencies including the Behaviour Support Service will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the pupils. Pupils in breach of the Behaviour policy may be considered for exclusion. Exclusions can be either, internal / external / fixed / permanent.

The school has an Anti-Bullying Policy that was reviewed in September 2014. The aim of the policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and will be dealt with fairly, consistently and reasonably. Every year special anti-bullying weeks & workshops occur to reinforce the policy, reduce anti-bullying in school and in the future.

Referral to outside agencies e.g. Educational Psychologist, Educational Welfare, Social Services, Behaviour Support Services, counselling and therapy services.

16. 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), Learning Support & Dyslexia Team

(LSDT), 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.

Hallsville Primary School has forged a number of links with the following:

- Newham Schools – Primary & Secondary
- Public Leisure facilities (i.e. East Ham Leisure Centre, Beckton Gym)
- TFL
- Fire Service
- Local Churches

17. 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

Brampton Primary School

(Group Manager-Raj Mistry)

020 3475 2311

raj.mistry@newham.gov.uk

Language Communication Interaction Service

Lathom Junior School

(Group Manager-Judy Roux)

020 3373 3837

judy.roux@newham.gov.uk

Sensory Service

New Tunmarsh Centre

(Group Manager-David Canning)
020 3373 8372
david.canning@newham.gov.uk

Educational Psychology Service
Building 1000
(Dewi Hughes)
Dewi Hughes s@newham.gov.uk

020 3373 2711

Special Educational Needs Section
Building1000 (Group Manager-Jackie Ross)
020 3373 1810
zeporah.francis@newham.gov.uk

Behaviour Support Service
New Tunmarsh Centre
(Group Manager-Jackie Hewison)
020 3373 6524
Jackie.hewison@newham.gov.uk

Re-Integration
Group Manager-)
4590
wendy.quayle@newham.gov.uk

020 3373

Supporting parents inclusion network Newham(Family Advocacy)
(Group Manager-Sue Smith)
07940 187954
sue.smith2008@hotmail.com

Speech Therapy Service
West Ham Lane Clinic
Physiotherapy Service
020 8250 7300

Occupational Therapy Service
Child Development Centre
Specialist Development Centre

Child Family Consultation Service York House.
Barking Road

CAMHS
020 7055 8400

Parent Partnership

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

Please go to the document entitled SEND policy where the following questions are answered:

<http://www.hallsville.newham.sch.uk/documents/policies/SEN-policy.pdf>

- 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 does Hallsville Primary School 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?

19. Arrangements for supporting children and young people who are looked after by the Local authority and also have SEN

<http://www.newham.gov.uk/Pages/ServiceChild/Social-care-services-for-children-with-SEN-aged-0-to-16.aspx>

20. Additional support for learning that is available to pupils with SEND

SEND pupils requiring more specialist interventions have opportunities to attend Soft Play at Beckton Gym and swimming in the North Beckton School. Pupils regularly go on class educational visits and to the local shops to

practise their community skills. Public transport is used to attend specialist sessions. SEND pupils with High Needs Funding (HNF) also attend specialist sessions for music interaction, social Communication and sensory room. The home school liaison officer provides mentoring, social skills group and self-esteem sessions for our vulnerable SEN children.

21. Arrangements for providing equipment and facilities for children and young people with Special Educational Needs and how these will be secured.

The governors ensure that the needs of pupils are met by employing a full-time SENCO, Learning Support Teacher, Teaching assistants and Learning Mentor. 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 a specialist need group receive Higher Needs Funding (HNF) from the Local Authority. This funding is used to provide adult support, specialist support sessions (extra swimming, mobility exercises at the Beckton Gym and music interaction), and equipment.

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

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 Local Authority now has conciliatory service 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.

23. Arrangements for admission of disabled persons as pupils at the school

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

24. The steps taken to prevent disabled pupils from being treated less favourably than other pupils

Please see anti bullying policy

<http://www.hallsville.newham.sch.uk/documents/policies/ANTI-BULLYING%20POLICY.pdf>

Please see Accessibility policy

25. How accessible is the school environment?

All pupils whether they have special educational needs or not will be involved in the full life of the school. Hallsville Primary School has high expectations for all pupils and intends that all pupils take a full and active part in the classes and Year Group activities. Areas which they are included are: After school clubs, class educational visits, specialist educational visits to support their SEN provision, Year 3 swimming, Year 3 gym, participation in school sports days, school and class productions and performances, attending and participating in school assemblies and being required to complete homework.

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)

This is a fundamental element to the school meeting their responsibility under the SEN and Disability Act 2001 and fulfilling the school's responsibility under the Public Equality Duty Plan and its Accessibility Plan.

26. The Accessibility plan prepared by the governing body.

(<http://www.hallsville.newham.sch.uk/documents/policies/accessibility-plan.pdf>)

27. Details of the school's contribution to the Local Offer and information where the local Authority's Local offer is published.

<http://www.newham.gov.uk/Pages/Category/Special-educational-needs.aspx>

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.

- Early Years Foundation Stage-Ms Tindling
- Year 1 and 2-Ms Prince
- Year 3 and 4-Ms Khanom
- Year 5 and 6-Ms Jones
- SENCO -Mrs Okwuegbuna
- Head of School-Ms Johnson
- Executive Head Teacher-Ms Edge

Appointments can be made with any of these people through the school Office.

Tel: 020 7476 2355