

Special Education Needs (SEN) provision for Children and Young People at Hallsville Primary school

What is the Local Offer?

The Government have recently made reforms to special educational needs and disabilities (SEND) within the Children and Families Act 2014. This includes a new SEND Code of Practice.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Local authorities must now publish a 'Local Offer', setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

Newham's Local offer can be found at:

www.newham.gov.uk/SENLocaloffer

Our School Offer –What we do at Hallsville Primary school.

This is the Local offer for Hallsville Primary school. 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.

At Hallsville we believe that all children have the right to an education which allows them, as an individual, to flourish and thrive. Our school policies outline the commitment of the staff and governors of Hallsville primary to ensure that equality of opportunity is available to all members of the school community.

We believe that every member of the school community should feel safe, secure, valued and of equal worth. We endeavour to ensure that all should be able to access everything that the school has to offer regardless of individual needs. The school actively discourages any inappropriate language or behaviour displayed.

A child has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is provision which is different from or additional to that which is normally available to pupils of the same age.

There are four broad areas of Special Educational Needs

- Communication and interaction
- Cognition and learning
- Social, emotional and mental difficulties
- Sensory and/or physical needs

We hope the following information explains how we provide this support at Hallsville Primary School. If you need any further information or have any concerns please contact Mrs Ivie Okwuegbuna (SENCO) on 020 74762355.

What do I do if I think my child has a Special Educational Need or Disability?

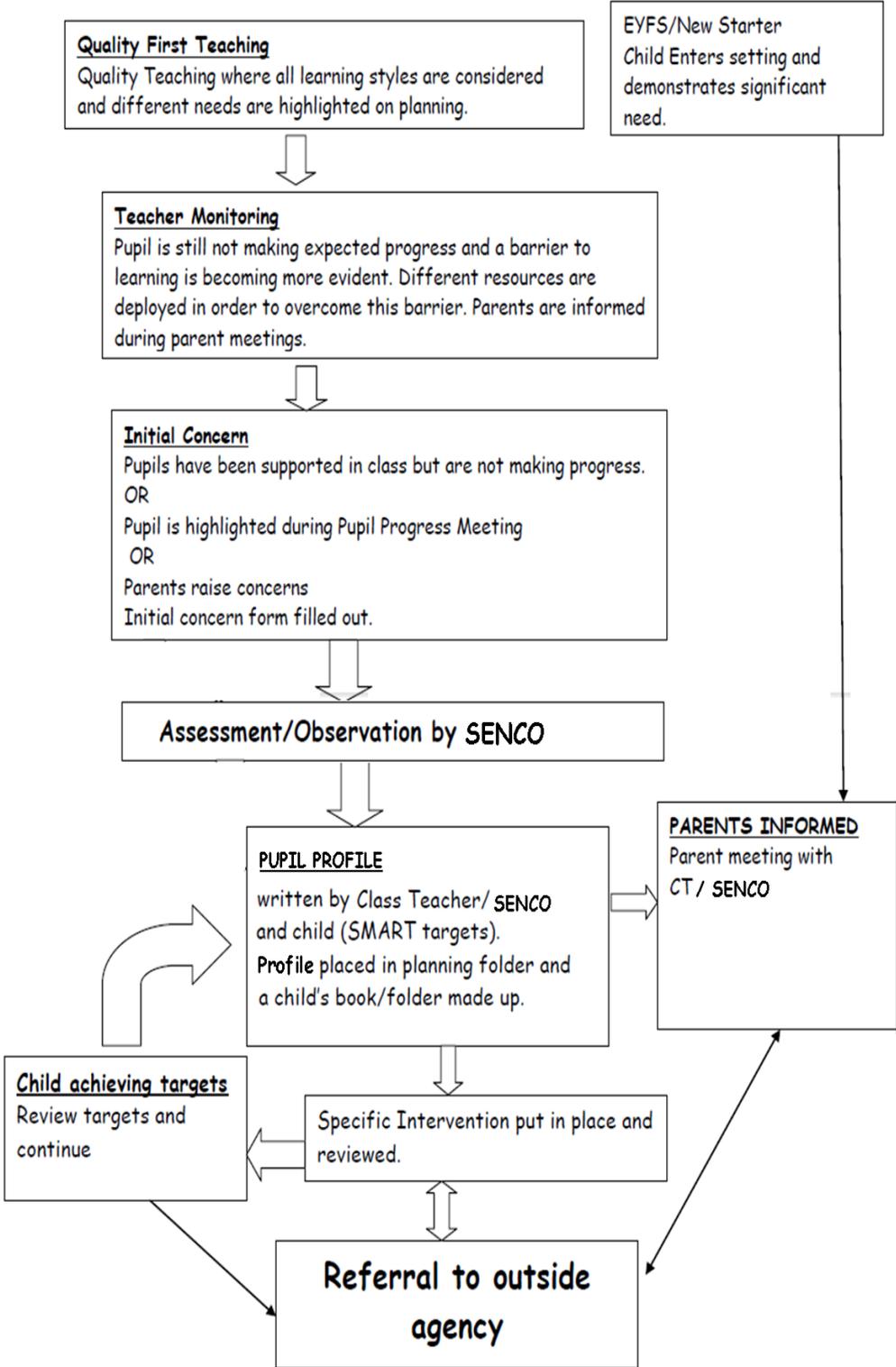
Firstly go and see your child's class teacher and discuss any concerns you may have.

They will tell you how your child is progressing and suggest ways you can help them further at home.

If you still have concerns then your child's class teacher will arrange a meeting with you and a member of the inclusion team will attend.

The following Flow Diagram outlines the levels of support that the children follow:

This Flow Diagram demonstrates the channel of support for children at Hallsville



Who is responsible for aspects of SEND and Inclusion within the school?

Hallsville Inclusion Team

SENCo: Ivie Okwuegbuna

English as an Additional Language Aspect Leader: Ms Mina Abdi

Gifted, Able and Talented Aspect Leader: All the phase leaders

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 leader.

- Early Years Foundation Stage-Ms Pointer
- Year 1 and 2-Ms Marshal
- Year 3 and 4-Ms Iqbal
- Year 5 and 6-Ms Khanom
- 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

What do I do if I think my child has a Special Educational Need or Disability?

Firstly go and see your child's class teacher and discuss any concerns you may have.

They will tell you how your child is progressing and suggest ways you can help them further at home.

A child has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is provision which is different from or additional to that which is normally available to pupils of the same age. The school may know about a child's SEN from information from parents or from a previous school or setting.

If a teacher has a concern and feels a child needs something additional to and different from the provision in the class they will speak to the SENCo (Special Educational Needs Co-ordinator) who may suggest strategies a teacher can use and/or consider extra support. If appropriate, the SENCo may ask a specialist for advice and their recommendations will help the school identify outcomes and support. Also, if parent has a concern they will need to speak to the class teacher in the first instance or the SENCo.

How does the school know whether pupils are making progress?

Progress is measured and recorded through termly assessments for all children. These can be based on tests or on the child's every day achievements.

Teachers then meet with the senior leadership team during pupil progress meetings and discuss children and actions are then put into place (in consultation with the SENCo).

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

National Curriculum Assessment information:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/347985/National_curriculum_and_assessment_from_September_2014.pdf

Children who are not yet on the National Curriculum levels will be assessed using the P-Scales:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/329911/Performance_-_P_Scale_-_attainment_targets_for_pupils_with_special_educational_needs.pdf

How are parents/ carers informed about how their child is doing?

In the autumn and spring term all parents are invited to meet with their child's teacher. In the summer term a written report is sent home.

For parents of children with SEN who have Pupil Profile (PP) these are discussed and reviewed at parent consultations in the autumn and spring. These meetings may be longer than meetings for children without SEN. In the summer parents are invited in for an additional meeting.

After these meetings new Pupil profile will be produced (following the consultation at the meeting) and will be sent home.

Parents of children who receive additional funding will be invited to annual reviews alongside other professionals who have worked with the children to review their progress.

What arrangements does the school make to support pupils transferring to and from another school?

Where parents and other settings inform us of a SEN or disability we will arrange a visit or visits to help prepare a child for their start at Hallsville primary. This will be flexible according to the needs of the child.

Newham annually host a meeting for primary SENCOs to meet with secondary SENCOs. Here we can discuss the children's strengths and needs. For some children, additional visits to their new school may be required or a transition book or film so they can familiarize themselves with the new school. For other children the new school may wish to visit them. This will depend on the needs of individual children. Records will be passed on to the new school.

How is support organized for pupils with identified special educational needs?

Support is organized dependent on the needs of the pupil. Some children will receive 1:1 support all day from a teaching assistant; some children will receive 1:1 support for part of the day or a small part of the week. Other children will receive small group support.

Support can be targeted or involve specialists.

There are a few children whose needs are considered to be significant or complex.

For these children the school will apply to the Local Authority for Higher Needs Funding.

Once agreed this funding goes towards the support of that particular child. Sometimes these children may also need an Educational, Health and Care Plan (EHC).

For further information on these please see section 9 of the SEND Code of Practice

For those children who may not qualify for Higher Needs Funding, we support through school funds using targeted support and teaching. Additional support that is provided through school funds includes: counselling service and speech and language therapist, this is in addition to work with outside agencies such as the resilience project.

The table illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

ALL pupils will access:	Some pupils with additional SEN needs will access:	A few pupils with complex or significant needs will access:
<p><i>High quality teaching and learning</i></p> <ul style="list-style-type: none"> o <i>A differentiated curriculum</i> o <i>Reasonable adjustments to the environment and equipment for pupils with disabilities</i> o <i>Assessment for learning</i> o <i>Personalised target setting</i> o <i>After school clubs and educational visits</i> 	<p><i>targeted interventions and support matched to need</i></p> <ul style="list-style-type: none"> o <i>Individualised target setting</i> o <i>Personalised progress tracking and assessment of need</i> o <i>Access to flexible working groups</i> o <i>Access to additional adult support for specific tasks</i> o <i>Additional time during assessments</i> 	<p><i>A personalised timetable</i></p> <ul style="list-style-type: none"> o <i>Access to evidence based specialist programmes</i> o <i>Access to specialist services and therapists</i> o <i>High levels of adult support and small group working</i>

How are decisions made about how much support individual pupils receive?

Children may receive some additional support which may be targeted 1:1 work or in a small group for some part of the week. Decisions for this can be based on recommendations from other professionals (speech and language therapist, educational psychologist, occupational therapist, dyslexia support team etc.) Decisions about support should reflect the outcomes sought in a Pupil profile. Some children receive additional funding, agreed by the local authority, in order to meet their needs and parents would be involved in this process.

How could the teaching and learning be adapted for my child with an SEND?

Our teachers constantly assess the progress of the children.

Based on this on-going assessment they will differentiate the learning to allow all children to access it.

For more information about differentiation click on the link below.

Teachers adapt teaching to meet the different styles of learning of the children

<http://newteachers.tes.co.uk/content/differentiation-setting-learning-objectives-and-outcomes>

How does the school know if the extra support is helping pupils to make progress?

Many of the interventions and support have measurable outcomes (for example the amount of words read or spelt) which can be compared before and after an intervention has run.

Some groups may not have such specific information to measure and observations of the children and discussions with the teachers can help to identify the progress those children have made. Also the speech and language therapist, working with us, will be able to look at the impact of some of these targeted groups.

What expertise and training do the staff who support SEN pupils have?

The SENCo has gained the national award for special educational needs co ordination, a masters in school improvement and school effectiveness and a postgraduate certificate in Asperger's syndrome. We have a qualified Numbers count teacher and a qualified Every child a reader/reading recovery teacher.

Other staff have access to specialist training offered by the borough.

Support staff have regular meetings with the SENCo.

What specialist support or services does the school access for pupils with SEN?

The school has bought in a speech and language therapist for 1 day a week and can continue to refer children to a clinic.

The school has access to an educational psychologist for 13 sessions a year.

However, the school can also continue to refer children to the dyslexia service within the borough (following a period of intervention).

The school can continue to refer children to occupational therapy, behavior support service, child and family consultations and the language communication and interaction service.

How are classrooms and other areas of the school adapted to meet pupil's individual needs?

The school has many small teaching rooms which are used for group or individual work throughout the day. When needed, advice from specialists is taken on board to adapt areas of the school.

The physical environment of the school site prevents us from making it fully accessible.

What arrangements are made to support pupils with SEN taking part in after school activities outside the classroom, including school journeys?

When organizing trips, class teachers will need to discuss the needs of an SEN child with the SENCo. Some children will not require any additional support. Other children may require more adult support which we will put into place. Some children may need support with the change in routine a trip can bring and may be given a short story to read at school and home to help prepare them for the visit.

How can I support my child?

- Stay in contact with school. We want to work in partnership with you to ensure your child makes the best possible progress
- Attend all parents' afternoons and other progress meetings when invited
- By following tasks or practices advised by school
- By encouraging your child at all times
- By praising your child, however small his or her success may be and passing on the news of this achievement to school.
- Advising school of any difficulties or concerns you have regarding your child's learning.
- Advising school of your next move as early as possible so that the Special Educational Needs Coordinator can work with you and your child to ensure a smooth transition.

Who should parents/carers contact if they have a complaint about the SEN provision in the School?

Parents can speak to the class teacher or the SENCo (Ivie Okwuegbuna) or they can speak to the Head teacher or Head of School.

Further to this any complaints can be raised with the governors.