



HOW WE SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Halley House is an inclusive free school. Our vision requires us to be proactive and persistent in ensuring that all pupils are provided with the opportunities and safeguards necessary to fulfil their potential. All pupils are entitled to a curriculum that meets their individual needs. This includes pupils with identified or suspected Special Educational Needs and Disabilities (SEND), vulnerable pupils, gifted and talented, Looked After Children (LAC), and those learning English as an Additional Language (EAL). At Halley House, our approach is informed by the [DfE's recent SEND reforms: Every Child Achieving and Thriving](#) with further details found in our soon-to-be published SEND Inclusion Strategy.

At Halley, we endeavour to support all pupils to overcome potential barriers to their learning and we are committed to providing a broad, balanced and inclusive curriculum which has been developed with due regard to the Special Educational Needs and Disability (SEND) Code of Practice 2015 and the Disability Discrimination Act 2001. We practice the early identification of SEND through robust monitoring and assessment procedures, following the Assess, Plan, Do, Review (ADPR) cycle set out in the SEND Code of Practice. Early identification and close monitoring of needs is led by the school's Inclusion Lead (SENDCo) and by working closely with parents and a wide range of multi-agency professionals. At the heart of this process is the individual pupil – the pupil's perspective and voice is valued, listened to and acted upon. The school follows [Hackney Education's Integrated SEND Service Graduated Response Guidance for Early Years 0-4](#) and [Hackney Education's Integrated SEND Service Graduated Response Guidance School Age 5-16](#) for key stages 1 and 2 to inform our practice. Appropriate support is provided for pupils with SEND through high quality teaching and learning with a combination of a universal approaches to successful, evidence-based SEND strategies, adapted and differentiated learning, intervention, additional provision and effective partnership working.

What size school are we?

Halley House is a one-form entry school with pupils from Nursery through to Year 6. Currently, some of our lower phase year groups are taught in mixed-age cohorts (EYFS, Year 1/2 and Year 2/3) with a 'stage not age' approach to delivering small group learning for core subjects such as English, phonics and Maths. As of the October 2026 census, the school has 149 pupils on roll.

Understanding SEND

Children are all different with unique strengths and areas for development. As such, children make progress at different rates based on a wide variety of factors that affect their learning and progress. They all learn in different ways and have different learning styles, which staff at Halley House School take into account and adapt their teaching styles accordingly. Children who are progressing slowly or are having a particular difficulty in one or more areas of their learning, may be offered extra

support to help them achieve their full potential. It is crucial to understand that, even if your child is making slower progress than you would expect or that your child requires additional support, it does not necessarily mean that your child has special educational needs. [The SEND Code of Practice \(2015\); for 0 to 25 years old \(Statutory Guidance for organisations who work with and support children and young people with SEND\)](#), is the document that gives guidance on increasing options and improving provision for children and young people with Special Educational Needs and Disabilities.

This definition appears on page 15 of the document:

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same

age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

- Social, Emotional and Mental Health (SEMH): pupils need support making relationships with adults and children, expressing or regulating their emotions appropriately. This can sometimes manifest as withdrawn or isolated behaviours, or challenging, disruptive or disturbing behaviours.
- Difficulty in the area of Cognition and Learning: pupils learn at a slower pace, even with appropriate differentiation.
- Sensory or Physical needs: pupils have medical or health condition or a disability which requires special education provision.
- Speech, Language and Communication (SLCN): pupils have difficulties interacting with others, expressing themselves or understanding what others are saying.

Our commitment

Halley House is committed to providing a high quality education to all children and we believe that all children, including those identified as having SEND, have a common entitlement to a broad and balanced curriculum that is accessible to them. We work closely with a wide team of multi-agency professionals including Speech and Language Therapists (SaLTs), Educational Psychologists (EPs), Play Therapists, Specialist Teachers and other wellbeing teams, including WAMHS (Wellbeing and Mental Health in Schools) and EMHP (Emotional Mental Health Practitioner) to coordinate an integrated approach to working with children and their families. Further support is provided through Hackney Education's Local Inclusion Teams (LIT) supporting wider family and community engagement.

While our focus is on the progress and achievement of all children during their time with us, we never lose sight of the fact that children in our care are beginning their journey and that we are preparing the successful individuals of tomorrow for whatever path they choose. This includes developing all children's cultural capital and regular offsite learning experiences as well as the academic teaching and learning of curriculum subjects.

At Halley House School we provide a broad and balanced curriculum for all children and pride ourselves on being a diverse and inclusive school. The curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school to create an inclusive curriculum and adapt learning to suit these needs. Working closely with parents, carers, pupils and multi-agency professionals is at the heart of inclusion at Halley House School.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. The SEND policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Inclusion

At Halley, we want all of our children to feel a strong sense of belonging. We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates

- need a range of different teaching approaches and experiences

Teachers are expected to respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- providing timely, in-the-moment feedback and intervention to address misconceptions
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

All pupils, regardless of their particular needs, are offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We believe that all children should be equally valued both in and outside school. We strive to develop an inclusive learning environment, eliminating discrimination and prejudice, where all children can enjoy, learn and succeed in a safe environment.

How do we know if a child has special educational needs?

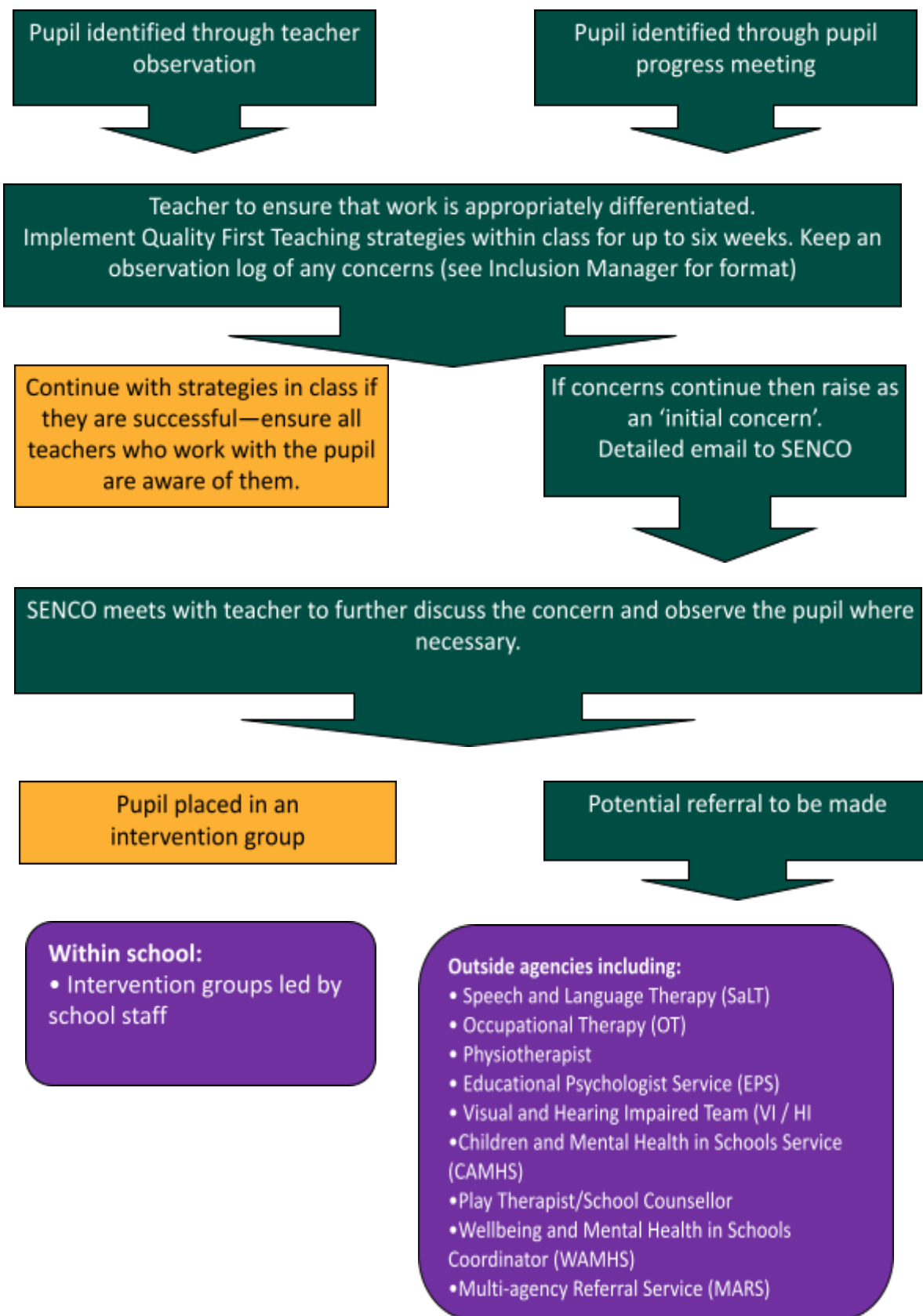
At Halley House, we practice the early identification of SEND through our whole school monitoring and assessment procedures and by working closely with parents/carers and external agencies. At the heart of this process is the pupil – the pupil's perspective and voice is valued, listened to and acted upon. We promote a transparent, supportive relationship with parents and encourage their active involvement in the education of their children.

- As the parent or carer, you can raise any concerns at any time, by making an appointment with the Class Teacher or Inclusion Manager/SENDCo. These meetings may initiate the start of an Assess, Plan, Do, Review (APDR) cycle for monitoring your child's progress and development.
- We recognise that some families may not feel confident enough to ask for help when it is needed or know how to best support their children. The school will support you and signpost any other agencies who may also be able to support you and your family.
- We have an open-door policy for parents and endeavour to provide them with the information they need to make informed choices and decisions about their child.
- All pupils are carefully monitored and regularly assessed by adults who know them best and any concerns are highlighted and communicated to the SENDCo as soon as they arise. Some children may have additional support and provision identified in a termly Individual Education Plan (IEP).
- Concerns are monitored over a reasonable period of time, involving communication between parents, the class teacher, support staff and the SENDCo. During this time, observations and further assessment may take place as part of an APDR cycle.
- On-going concerns about a pupil's progress or development are communicated to the Headteacher by the SENDCo or class teacher during regular pupil progress meetings. Strategies,

assessment outcomes or the need for outside agency support are discussed.

- Parents are kept informed at all times. If further understanding of your child's needs is required you will be consulted and other professionals will be invited into school.

SEND Initial Concern Process



What we do to help children with special educational needs

- Halley House has a whole school as well as individual pupil provision maps which are updated when needed. These are usually termly, but may be more frequent if needed. The provision map provides a clear picture of all the in-class support and any additional interventions that the school is currently providing. Your child's Individual Education Plan (IEP) will be their individual provision map, alongside their Education and Health Care Plan (EHCP) if they have one. Both parent and pupil voice are important as part of a child's APDR cycle.
- All support and interventions are carefully selected to meet the needs of each child and are carefully monitored by the class teacher, subject leaders, SENDCo and multi agency professionals such as the Speech and Language Therapist (SaLT) for suitability and progress.
- Any child who is identified as having a SEND is provided with appropriate whole class, group or individual intervention. Independence is always encouraged and it is our policy to match the skills, knowledge and experience of support staff to the needs of individual pupils.
- The Class Teacher is responsible for providing all children in their class with Quality First Teaching. The teacher co-ordinates how additional class-based support and resources are used, with advice and support from the SENDCo. Class based teaching assistants support as directed by the class teacher. This may include running both curriculum and SEND interventions, supporting individuals or small groups in class or supervising independent work across the class as a whole so that the Class Teacher can spend time working with focus pupils.
- Support staff who are part of the Inclusion team have individual timetables, coordinated by the Class Teacher, SENDCo and Headteacher, to support pupils with SEND across the school throughout the school day, including playtimes and lunchtimes (as appropriate). Staff in the Inclusion Team work across different classes and year groups according to need.
- The Class Teacher is responsible for updating and managing children's support plans (IEPs), which are monitored and reviewed on a termly basis, in consultation with parents, external agencies and the SENDCo.

How do we adapt our teaching for children with special educational needs?

- Class Teachers plan lessons according to the specific needs of all pupils in their class and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. Lessons will include a combination of whole class, group and individual activities. Lessons are carefully differentiated and equipment is carefully chosen to suit your child's learning needs.
- All class based staff are experienced at recognising different learning styles and adapting their teaching and classroom practice to suit these styles. The school's Senior Leadership Team (SLT) ensures that ongoing staff training (including SEND training), supports the needs of pupils with SEND.
- Teaching is regularly monitored to ensure that lessons are good or better and that they are planned and taught to meet the different learning needs and styles in the classroom.
- All classrooms at Halley House have visual timetables. The use of visuals and symbols is consistent throughout the school for the benefit of all pupils. Some pupils will also have individual visual timetables and/or visual prompts to support their learning.
- School staff regularly review their practice and participate in ongoing training and CPD to identify best practice for inclusion and adaptive teaching. These are delivered in collaboration with Hackney Education's LIT and multiagency professionals.

How do we decide what resources we can give to a child with special educational needs?

- All year groups plan their lessons and have access to support from a range of experienced staff, including Phase Leads, Subject Leads, the SENDCo and a member of the SLT. Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable pupils to access their learning as independently as possible.
- The SENDCo supports teachers and support staff with the selection and effective use of resources and additional support for SEND pupils. Specific resources and strategies will be used to support children both individually and in groups.
- All staff are regularly trained and informed, through staff INSET, sharing good practice with local colleagues, external visitors or specific training courses, to improve teaching and learning at Halley House. This includes whole school training on SEND issues or to support identified groups of learners in school.
- Specially trained, experienced support staff can implement the teachers' modified/adapted planning to support the needs of children where necessary.
- Planning and teaching will be adapted on a daily basis if needed, to meet children's learning needs and increase their access to the curriculum and extra-curricular activities in school.
- At Halley House, we adapt and modify the school environment, wherever practicable, to meet the needs of our pupils. This includes accessing specialist equipment if needed.

How do we check that a child is making progress and how do we keep parents informed?

- Children's progress is continually monitored by the class teacher and overseen by the Senior Leadership Team (SLT).
- Progress meetings take place termly where children's progress is discussed by the Class Teacher, Senior Leaders and the SLT.
- Progress is reviewed formally every term and recorded on Arbor for Reading, Writing, Maths and Science. Progress in other areas, such as attendance and behaviour are also monitored. The use of assessments is also used to inform Class Teacher judgements on pupil progress.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education. There are usually also regular review meetings throughout the academic year.
- The progress of children with an Individual Education Plan (IEP) is formally reviewed termly in consultation with parents/carers.

- The SENDCo will also monitor your child's progress throughout the year and may carry out additional assessments to check or track progress.
- If your child is still not making expected progress the school will discuss with parents:
 - any concerns the school has
 - any further interventions or referrals to outside professionals to support children's learning
 - how school and home can work together to support children's needs.
- A range of ways will be used to keep parents informed, which may include:
 - a home/school communication book
 - telephone/email/ text
 - letters/certificates sent home
 - additional meetings as required
 - school reports

What support do we offer for children's health and general wellbeing?

At Halley House, we consider the whole family situation when supporting each pupil. Sensitivity, privacy and confidentiality are paramount at all times.

Medical:

- If a child has any medical needs, our school nurse (Leslie-Ann Baptitse) or the School Nursing Team will support the school to manage your child's needs and oversee the implementation of medical care plans written on behalf of your child from relevant medical professionals. The School Nurse has a dedicated school day every two weeks. They may work remotely most of the time, but will visit the school as needed.

- Children's medical plans will be updated in line with advice from medical professionals, including when there are changes to the provision a child receives.
- All support staff are Paediatric First Aid trained and the school has at least one qualified First Aider on site at all times. A First Aider will always attend each off-site trip. Additional members of the admin staff are also qualified First Aiders.
- The SENDCo will liaise with the school nursing team and any other relevant healthcare professionals to arrange any specific medical training to meet individual pupil needs.
- All medicines are carefully monitored and recorded. Written parental consent will be required for staff to administer any medication.
- Children's social and pastoral care is very important and sharing any concerns you may have with the Class Teacher and SENDCo will help us all work together effectively.
- Dietary needs are discussed and any allergies shared with relevant staff. A medical Care Plan is needed for pupils with allergies and the SENDCo or School Nurse will liaise directly with families to ensure that the school follows the guidance in allergy plans written by relevant medical professionals.

Social:

- The school makes every effort to ensure all children are fully included in activities where possible. All children are encouraged to work together. The school provides additional support and provision if it is required. We welcome and encourage parent volunteers to join in with trips.
- Before any trip or activity, an in-depth risk assessment is completed to identify the suitability of accessibility. Strategies are provided and shared with parents to prepare pupils for visits and activities. At times parents/carers may be asked to support their child with trips and visits.
- If children are struggling to understand how to make friends, a range of different strategies are used to support them with this including pastoral support led by the school's Wellbeing Lead (Soozii Lim).
- Staff and playground buddies will monitor children's interactions and encourage them to interact with others during playtimes. If there are any concerns, your child's class teacher, the SENDCo and possibly the Behaviour Lead will be notified.

Mental Health:

- Children are reminded that it is OK to discuss their emotions and that school is a safe place to do this. Class displays/resources encourage children to identify how they are feeling and why.
- The school has a well-defined wellbeing team and a named Wellbeing Lead to promote and develop the provision in school. This includes access to calm, therapeutic spaces around the school for children to access, a linked Wellbeing and Mental Health Schools (WAMHS) worker, trained Emotional Literacy Support Assistants (ELSAs) and a linked Play Therapist. The Play Therapist and ELSAs run 1:1 sessions with referred pupils and offer informal check-ins. Our Play Therapist also runs group sessions, parent/carer sessions and weekly drop-ins. These are designed to give children a

safe place to talk.

- The promotion of emotional literacy is embedded within the school curriculum and environment including classroom displays, assemblies and PSHE/Circle Time.

Child's views:

- The school has systems in place to capture pupil voice within our feedback policy so that children's contributions are acknowledged and recorded.
- Children contribute to their EHCP reviews and end of year reports.
- Pupils are always encouraged to contribute and share their ideas with their peers and/or staff.
- If a child has shared concerns or ideas with their parents/carers but they feel they cannot discuss them in school, parents/carers are encouraged to contact the class teacher, SENDCo or Headteacher as their advocate.

Attendance:

- It is important that children have good punctuality and attendance so they are able to make good progress with the support they are given. Please see the school's Attendance Policy for more information.
- It is important that if a child has a medical reason, the school is notified immediately and they return to school as soon as possible. If parents/carers are unsure about any issues relating to attendance, the Headteacher or SENDCo will be able to advise them.

How do we promote positive behaviour?

Halley House School believes it is vitally important to promote a positive, caring and supportive environment to enable all members of the school community to feel secure and respected, and therefore promote good behaviour for learning in all children.

Halley House strongly believes in reward systems which recognise all forms of social, academic and non-academic achievement and efforts. The rewards are awarded fairly and consistently and are related to positive behaviour. For more details regarding positive rewards see the School's Behaviour Policy.

We believe that the most effective way of promoting positive behaviour is to encourage this by operating a clear and consistent system that promotes positive behaviour for learning with a focus on reflective conversations when needed. In our school we believe the ideal incentives are the intrinsic rewards offered by:

- establishing warm relationships
- a stimulating and tolerant social environment
- positive role modelling
- making positive choices

- If there are concerns about a child's behaviour for learning their Class Teacher will keep parents/carers fully informed.

- Strategies will be shared and discussed with parents/carers and implemented.
- Additional support will be implemented if needed and advice requested from additional professionals if required.
- The Behaviour Lead, sometimes along with the SENDCo will keep parents/carers informed and, if necessary, hold a meeting with them and all the professionals involved with the child and family.
- Everything possible will be implemented to ensure a child is included at all times.

Which specialist external services does the school use when we think extra help might be needed?

Educational Psychologist – Dr Ed Chilton
 Speech and Language Therapist – Daisy Brookes
 Linked Specialist Teacher - Matthew Payne
 Play Therapist - James Smith
 WAMHS Link - Debbie Foreman
 EMHP - Narm Puvanachandran
 Linked School Nurse - Leslie-Ann Baptitse
 ELSAs - Lola Beckford and Nisha Ebofin
 HEALS Outreach and Engagement Link - Kial John-Lewis

In addition, the school may also work with the following agencies to support children and families:

Family Support Service and Early Help Services
 Young Hackney
 Children and Adolescent Mental Health Service (CAMHS)
 Occupational Therapy
 Children's Social Care
 Family Coaching Service
 Hackney HEALS (Hackney Education Alternative Learning Service) inc. REU (Re-Engagement Unit)
 Medical Needs Tuition Services

How accessible is the school environment?

- The school is fully accessible to wheelchairs on the ground floor of the school building and throughout the school grounds. We have a lift which enables access to all floors.
- The classrooms and corridors are clearly lit and kept clear to ensure children with visual difficulties are catered for.
- Halley House has accessible toilet facilities on each floor.
- When agencies advise additional equipment, where possible, it is provided. Equipment can also be loaned to parents to help support their children's needs.

- The school is secure and has restricted access for external entry/exits.

For further information on accessibility, please refer to the School's Accessibility Plan.

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For further information on accessibility, please refer to the [School's Accessibility Plan](#).

How do we prepare for children joining, leaving or moving within our school?

At Halley House we appreciate that the prospect of changing class, year group, Key Stage or school can be extremely daunting for many pupils. Pupils are well supported throughout all transitions. If a child is joining school in reception they will be invited to attend:

- Nursery Stay and Play sessions
- EYFS Taster Lessons (e.g. Outdoor Adventures)
- Parent open mornings and transition days in the summer term
- Home visits may be carried out at parental request. This provides an opportunity to discuss any concerns you might have about a child's progress, development or identified SEND.

- A phased introduction ensures that pupils in Reception in the school are given time to settle. For some children with SEND, this may need to be extended beyond the usual settling in period and will be under close monitoring and review by the SENDCo, Class Teacher and parents/carers.

If your child is transferring from another school:

- The SENDCo will liaise with the previous school and discuss existing needs and provision with the SENDCo from your child's previous setting.

- The SENDCo will liaise with relevant multi-agency professionals to discuss SEND provision once a child has moved schools and settled in.

- A range of strategies are used to support the transition. These may include school visits or the use of social stories to support the change.

If your child is moving to another school:

- The transition to a new school is carefully planned and parents are kept fully informed. A similar process to above is established to support the change.

In Year 6

- The school will run a range of transition groups in the summer term and identified pupils may be part of different groups depending on their focus to help them prepare. These could include spaces for children to discuss any concerns or worries about moving on to secondary school, as well as help them familiarise themselves with learning how to read timetables.
- The SENDCo will invite the secondary staff in to meet pupils and discuss any needs and share strategies.
- Visits may be made to the new school and, if possible, staff from the new school will visit a child in their current school.

Moving classes:-

- Information will be passed on to the new class teacher in advance and the current and new teacher and support staff in their new phase.
- Teachers as well as support staff will meet to discuss the learning, progress and needs of individual pupils.
- Transition support strategies are planned to support the needs of individual pupils.
- Meet the Teacher events are scheduled for the start of each academic year.

How are parents involved in school life?

At Halley House we encourage parental involvement and have an open-door policy to facilitate the dialogue between school and home.

- All parents/carers are automatically members of the school's Parent Teacher Association(PTA), Friends of Halley House (FoHH). FoHH have regular meetings in school to discuss how the PTA can support the school community. There are opportunities for active roles within FoHH.
- All parents/carers are welcome to volunteer to support classes, particularly during offsite trips and visits. Your much appreciated time and support is really valued in ensuring our regular offsite trips such as Outdoor Adventures and swimming lessons are sustainable.
- Parents/carers are encouraged to discuss any concerns at the first opportunity, via the class teacher. Following this, there is a graduated approach for who to seek advice from including the Phase Leader, followed by a member of the Senior Leadership Team, SENDCo or Headteacher.
- Sharing an understanding of children's needs is valued and encouraged.
- An interpreter will be arranged by the school, when necessary.
- Yearly curriculum meetings are held to inform all parents. Workshops on how to support the teaching methods used in school are provided for phonics and maths.
- Parents are encouraged to attend parent workshops that are held throughout the year.

Who do I contact for more information or to discuss a concern?

At Halley House, we encourage parents/carers to talk to the class teacher directly and regularly so that both can work together to support the child's overall development and progress.

- The SENDCo is available to meet with parents/carers to discuss a child's progress or any concerns/worries they may have.
- All information from outside professionals will be discussed with parents/carers with the person involved directly, or where this is not possible, in a report.
- The SENDCo will also arrange to meet with parents/carers to discuss any new assessments and ideas suggested by outside agencies for a child.
- Homework will be adjusted, by the class teacher, to reflect a child's individual needs.

In addition:

If your child is undergoing a statutory assessment for an EHCP the family will also be supported by the Hackney Learning Trust EHCP Team who will ensure that they fully understand the process.

Our Inclusion Manager/SENDCo is **Ms Soozii Lim**. Please send requests for contact via the school office either in person, by calling **0207 504 0548** or by email to office@halleyhouseschool.org.uk.

Halley House is committed to working in partnership with our families to support children with SEND. If however you have a concern that you feel has not been satisfactorily resolved please refer to our [Complaints Policy](#) and the [Department for Education's Complaint Guidance](#) for further support.

This offer to children with special educational needs and disabilities was prepared in September 2026 and will be reviewed in October 2027.