



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 fulfill their potential. All pupils are entitled to a curriculum that meets their individual needs. This includes vulnerable pupils, gifted and talented, looked-after children, pupils with a disability and those learning English as an additional language. At Halley House 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 SEN Code of Practice 2015 and the Disability Discrimination Act 2001.

We practice the early identification of Special Needs through our monitoring and assessment procedures and by working closely with parents 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. Appropriate support is provided for pupils with Special Needs through a combination of intervention, additional provision and effective partnership working.

What size school are we?

Halley House is an expanding school and is currently 1-form entry in Years 4, 2 and Reception and 2-form entry in Years 3 and 1. When full, the school will cater for children from Reception to Year 6, and has capacity for 240 pupils.

Understanding SEN

Children are all different and 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 Special Educational Needs (SEN) Code of Practice (2015); for 0 to 25 years old (Statutory Guidance for organisations who work with and support children and young people with SEN), is the document that gives guidance on increasing options and improving provision for children and young people with Special Educational Needs.

This definition appears on page 4 of the document:

- xi** 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.
- xii** 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post A 16 institutions
- xiii** 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 A16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xiv A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xii. 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)

Special Educational Needs and Disabilities (SEND) could mean that a child has:

- Social, emotional and mental health difficulties - making relationships with adults and children, expressing emotions appropriately. Often these needs can result in behavioural concerns.
- Difficulty in the area of cognition and learning – in acquiring basic skills in school.
- Sensory or physical difficulties such as hearing or visual impairment which might affect their learning, medical or health conditions which may slow down a child's progress and/or involves treatment that affects the child's education.
- Communication and interaction difficulties - in expressing themselves or understanding what others are saying and interacting with others.

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 a special educational need or a disability (SEND), have a common entitlement to a broad and balanced curriculum that is accessible to them. While our focus is on 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.

At Halley House School 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 the school. We strive to develop an inclusive learning environment, eliminating discrimination and prejudice, where all children can enjoy, learn and succeed flourishing in a safe environment.

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

At Halley House, we practise the early identification of Special Educational Needs through our whole school monitoring and assessment procedures and by working closely with parents 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 SENDCo.
- 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.
- 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 and any concerns are highlighted and communicated to the SENDCo as soon as they arise.
- 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.

- 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.

What we do to help children with special educational needs

- Halley House has a whole school as well as individual class provision maps which are updated when needed. The provision map provides a clear picture of all the interventions that the school is currently providing. All the interventions are carefully selected to meet the needs of each child and are carefully monitored by the class teacher, subject leaders and SENDCo for suitability and progress.
- Any child who is identified as having a Special Educational Need 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.
- 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).
- The class teacher is responsible for updating and managing children's support plans, 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.
- All class based staff are experienced at recognising different learning styles and adapting their teaching and classroom practice to suit these styles.
- Lessons are carefully differentiated and equipment is carefully chosen to suit your child's learning need.
- 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.

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 Senior member of staff.
- The SENDCo supports teachers and support staff with the selection and effective use of resources and additional support for SEN pupils.
- All staff are regularly trained and informed, through staff INSET or the sharing of good practice with local colleagues, external visitors or courses, to improve teaching and learning at Halley

House. This may include whole school training on SEND issues or to support identified groups of learners in school.

- 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.
- Specially trained, experienced support staff can implement the teachers' modified/adapted planning to support the needs of children where necessary.
- Specific resources and strategies will be used to support children both individually and in groups.
- 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.
- Progress meetings take place termly where children's progress is discussed by the class teacher, Senior Leaders and the Headship Team.
- 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 progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The progress of children with an Individual Education Plan (IEP) is formally reviewed termly in consultation with parents.
- 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 they may have
 - 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:
 - Home/school book
 - Telephone/ email/ text
 - Letters/certificates sent home
 - Additional meetings as required
 - 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 (Modupe Adelaja) will create a care plan for the child.
- The plans will be updated each academic year or earlier should there be any changes to the

provision a child receives.

- We have at least one trained first aider on site at all times. A first aider will always attend each off-site trip.
- Children's social and pastoral care is very important and the sharing of your concerns with the Class Teacher and SENDCo will help us all work together effectively.
- All medicines are carefully monitored and recorded.
- The School Nurse visits the school every two weeks and can be contacted outside of the set visits.
- Dietary needs are discussed and any allergies shared with relevant staff. If needed, a food diary may be kept to support programmes given by a dietician.

Social:

- Children are fully included in activities where possible. All children are encouraged to work together.
- If children are struggling to understand how to make friends, a playground games club may be suggested to support them until they are confident enough to play independently. Social stories are also used as a strategy.
- New children (or if a child is lacking with confidence in the playground) are provided with a buddy.
- Staff and buddies in the playground will monitor children's interactions and encourage them to interact with others. If there are any concerns their class teacher and SENDCo 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.
- A well-being team, made up of staff, pupils and a variety of other stakeholders, is currently being established, with the intent that all children will have access to drop in sessions throughout the school day. These sessions are designed to give children a safe place to talk.
- Assemblies and circle times promote emotional literacy.

How 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 in others.
- We believe that the most effective way of promoting positive behaviour is to encourage children's good behaviour by operating a system of rewards and praise. In our school we believe the ideal incentives are the intrinsic rewards offered by:
 - Warm relationships
 - A stimulating and tolerant social environment
 - Positive role modelling
 - Doing what is right
- We strongly believe 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.
 - If a child has behavioural difficulties 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 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.

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).
- 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.

Child's views:

- Children contribute to their Termly Parents' Evening meeting every term.
- Children will contribute to their annual statement or EHCP meeting.
- 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.

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

Educational Psychologist – Ed Chilton
 Speech and Language Therapist – Rosie Oxenbury
 HLT Visual Impairment Team – Melanie Norton
 Hearing impairment Team – Jo Northway
 Family Support Service – First Steps
 Children and Adolescent Mental Health Service (CAMHS)
 Outreach
 Occupational Therapy
 Physiotherapy
 Early Years Support Inclusion
 School Nurse – Modupe Adelaja
 Social Services

Voluntary agencies:

National Autistic Society: www.autism.org.uk/
 MENCAP: www.mencap.org.uk/

What training have staff had already/what are they getting?

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff are able to attend training courses run by outside agencies that are relevant to the needs of specific children in their class
- Staff training takes place on a regular basis, including weekly staff meetings and INSET days.
- All staff have had access to training around current Special Educational Needs legislation, the Code of Practice and ways of working with children with special educational needs.
- Staff will be receiving up-to-date training on the role of the Speech and Language Service as

well as specific training on Colourful Semantics and Precision Teaching.

- All Teaching Assistants and Learning Support Assistants have access to regular training.
- During their Professional Development Interviews, support staff are set targets relating to their areas of interest, training needs or area of expertise.

How do we include children in activities and school trips?

- Safety is considered at all times and risk assessments are completed prior to all trips. This may involve individual risk assessments for specific pupils.
- Care plans are completed for any pupil with medical needs that may require additional support, supervision or medication.
- All children are included in all activities with their peers.
- 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 assessment is completed to ensure accessibility for all.
- 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.

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 disabled 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 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:-

- Play and Stay visits are arranged at school.
- Home visits may be carried out, providing 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 the school are given time to settle.

If transferring from another school:-

- If possible the SENDCo will visit the child in their current setting and liaise with the previous school.
- Social stories are provided when appropriate and visits can be planned 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 social story or photographs are used to show the child where they are going and the new support they will be getting.

In Year 6

- Identified pupils may be part of a small transition group to share and discuss any concerns or worries about moving on to secondary school.
- The SENDCo will invite the secondary staff in to discuss the child 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, as well as support staff, will meet to discuss the learning, progress and needs of individual pupils.
- A social story is provided for all the children who will benefit from a visual prompt.
- When needed, a transition programme is planned.

For further guidance please ask to see a copy of the school's Transition Policy.

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.
- Parents/carers are encouraged to discuss any concerns at the first opportunity, via the class teacher, 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 Mastery.
- 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 a Statement or EHCP the family will also be supported by the Hackney Learning Trust EHCP Team who will ensure that they fully understand the process.

SENDCo: Debbie Ashley (0207 504 0548)

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This offer to children with special educational needs and disabilities was prepared in September 2019. It will be reviewed in September 2020.