

Answers to Questions Parents frequently ask about...

## Hartley Primary School's Offer of SEN Provision

*(Please click on the question for a link to the answer)*

[How does the school know when a pupil has learning difficulties or special educational needs?](#)

[How is the curriculum matched to pupil's needs?](#)

[How does the school know whether pupils are making progress?](#)

[How are parents/carers informed about how their child is doing?](#)

[How does the school help and prepare the parents/carers of pupils with SEN to support their child at home, according to their needs?](#)

[What arrangements does the school make to support pupils transferring to or from another school?](#)

[How is support organized for pupils with identified special educational needs?](#)

[How does the school know if the extra support is helping pupils to make progress?](#)

[How are parents/carers informed about their child's needs and what support they are receiving?](#)

[How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?](#)

[What expertise and training do the staff who support SEN pupils have?](#)

[What specialist support or services does the school access for pupils with SEN?](#)

[How are classrooms and other areas of the school adapted to meet pupil's individual needs?](#)

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

[How does the School support pupils' overall well-being?](#)

[How does the school prepare their pupils for their next stage of education and for adult life?](#)

[Who can parents/carers contact to talk to about their child's special educational needs?](#)

[Who should parents/carers contact if they have a complaint about the SEN provision in the School?](#)

[Any questions not answered here or further information needed?](#)

These may be identified by

- Parents
- School staff
- Outside agencies involved with the pupil
- The pupil him/herself

These are identified through

- Parents'/carers' and pupil's views and perceptions
- Monitoring by the teacher and other school staff as part of ongoing observation and assessment
- The outcomes from baseline assessment results
- Performance against the level descriptors within the National Curriculum or P scales or Early Years learning goals
- Performance in external assessments and SATs
- Records and information from previous schools and Early Years settings
- Records and information from outside agencies

All aspects of a child's performance are considered to establish whether any issues they have are due to an early stage of English acquisition or arise from SEN.

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- All teachers are teachers of all pupils, whatever their needs, and teachers include all their pupils in all aspects of school life.
- Teachers plan and deliver a differentiated curriculum that meets the needs of all their pupils, with work at varying levels of ability.
- According to need, pupils have access to targeted interventions and extra support; for example small group work with an adult.
- Those with a high level of SEN will have a curriculum tailored to match their profile and level of development

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- All pupils' progress is monitored and assessed on an ongoing basis by all staff involved, through both formative and summative assessment
- The class teacher keeps frequently updated records of progress and uses these to plan next steps
- Teachers have termly Pupil Progress Meetings with members of the school's Leadership Group
- Teachers have termly meetings with the Inclusion Manager/ Learning Support teacher to review those with additional and different needs
- Subject leaders regularly review the progress made by those receiving interventions/ extra support
- There are regular reviews of progress by any outside agencies (e.g. speech therapy, occupational therapy) that may be involved
- Teachers consult parents about progress at termly open days/ evenings
- Teachers and other staff talk to their pupils about their progress on an ongoing basis
- Pupils monitor and record their own progress with targets
- Progress is measured in qualitative ways as well as quantitative; progress in levels of self confidence, in social skills, in attitude to learning and other areas are also monitored.

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- Through informal talks with the teacher at drop off and pick up times
- Through termly open days/ evenings
- Through termly meetings with the Learning Support Teacher, if involved
- Through the annual report, with a chance to discuss it in depth on Consultation Day
- For those with High Needs Funding, through the Annual Review Report and meeting
- Through liaison with any outside agencies involved
- Through any other meetings that may be organized, according to need

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- Parent workshops, run by our Family Support Worker
- Drop ins with learning support team members on topics of interest
- Referral to, and joint meetings with, outside agencies, as appropriate
- Half termly meetings with the Learning Support Teacher
- Parents are invited in as necessary to see new techniques, strategies or programmes being demonstrated
- Time limited initiatives e.g. Bags of Ability workshops run by Mencap, Parent Gym
- Referral to Triple P and Stepping Stones (Triple P for parents of those with SEN) courses
- Transition programmes and books to share over the holidays
- Social stories to share at home
- Signposting to other sources of support

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- There is close contact between relevant Hartley staff and those at the previous/receiving school
- Parents and the child are given an in depth admission meeting and a tour of the school, involving relevant staff
- Reports, records and data are shared as well as information about targets, strategies and methods in use to support the child
- A buddy system exists in all classes to help new pupils settle in
- Our Learning Mentors run a Mid Phase Admission group (The Launch Pad) for new pupils, to help them settle in to Hartley
- Other plans are drawn up as necessary, e.g. Hartley staff visit the pupil in his/her current setting or a staged transfer plan is implemented
- Class teachers and Learning Mentors run transition programmes to help pupils deal with changes of teacher, year group and particularly, the change to secondary school
- Visits extra to those experienced by the main cohort of pupils are arranged for those who find change more difficult , to enable them to become familiar with new locations, staff and routines
- Staff in receiving schools are encouraged to visit pupils here to see how they work and to talk to relevant people
- For those with a high level of need, books of photos of new staff and locations are made, and given to parents to share with pupils over the holiday/ before entry, to help smooth transition
- Other, individualized arrangements are made as necessary, e.g. school dinner trays are borrowed and used at home to prepare for staying to school lunches, or familiar objects and resources are transferred to make the pupil feel at home in their new environment

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- This varies a great deal, according to the needs of the pupil. Each pupil will have an individual package of support put in place, tailored to his/her requirements.
- Support can range from just an annual visit from a specialist from an outside agency to a very personalised and individualised timetable of support, delivered at all points of the school day by a team of school staff and therapists who work together to meet a pupil's high level of needs.
- The school employs an Inclusion Manager to oversee these arrangements, and a Learning Support Teacher to work with pupils with a high level of need and support class teachers in meeting those needs.
- There is also a team of Learning Support Assistants who work with pupils, under teachers' direction, to deliver group or individual interventions, provisions and therapies.

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- All pupils' progress is monitored and assessed on an ongoing basis by all staff involved, through both formative and summative assessment
- The class teacher keeps frequently updated records of progress and uses these to plan next steps and to organize extra support
- Teachers have termly Pupil Progress Meetings with members of the school's Leadership Group
- Teachers have termly meetings with the Inclusion Manager/ Learning Support teacher to review those with additional and different needs, their progress and the effectiveness of any provisions and extra support in place. They consider the support plan and make adjustments as necessary
- Subject leaders regularly review the progress made by those receiving interventions/ extra support
- There are regular reviews of progress by any outside agencies (e.g. speech therapy, occupational therapy) that may be involved.
- Teachers consult parents about progress at termly open days/ evenings/ other meetings
- Teachers and other staff talk to their pupils about their progress on an ongoing basis
- Pupils monitor and record their own progress with targets
- Progress is measured in qualitative ways as well as quantitative; progress in levels of self confidence, in social skills, in attitude to learning, in language development and other areas is also monitored.

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Parents are involved through

- Discussion with school staff, e.g. the class teacher or Learning Support Teacher or SENCo/Inclusion Manager
- Discussion with and reports from other relevant professionals after referral to outside agencies, such as the Child Development Clinic or Child and Family Consultation Service
- A copy of the pupil's individual action plan
- Termly and annual reviews of this plan
- Termly open days/ evenings
- The annual report, with a chance to discuss it in depth on Consultation Day or ...
- for those with High Needs funding, through the Annual Review Report and meeting
- Any other meetings that may be organized, according to need

Parents are notified of any changes to the support plan, e.g. if a support worker leaves and a new one is employed, or a short term provision is to be put in place

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- Detailed information is taken from the parents on admission as to the child's needs, strengths etc.
- If necessary, further meetings take place to plan jointly for the child's admission and support
- Meetings are also held when a concern is identified after entry to the school and /or when a referral to an outside agency is made and /or when a diagnosis is reached
- If a child has medical needs, a Care Plan is drawn up and parents/ medical professionals involved meet with relevant staff to ensure needs are met
- Throughout the pupil's time at Hartley, regular termly (and, for those with a high level of need, Annual Review) meetings are held that seek to gain parents input to target setting

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- All teaching staff are trained teachers of all pupils, whatever their needs
- Teachers follow a Continuing Professional Development programme that includes further training in supporting SEN
- The school's Inclusion Manager/SENCo has over 30 years teaching experience with a very diverse range of pupils and has been in her current role since 1998. She has completed the SENCo training course as well as many other courses in supporting SEN
- The school's Learning Support Teacher also has many years' experience of teaching and supporting pupils with SEN. She has the SENCo qualification and a master's degree
- The school's Learning Support Assistants are all very experienced and very well trained, e.g. they have all completed a 5 day course on Autistic Spectrum Disorder, and most have completed a demanding TA Course. They also continue their professional development with regular opportunities for training, both in house and externally
- If agency staff are employed, only those with experience and skills in working with SEN are employed, after a trial period to assess their suitability, from a tried and trusted agency
- The pastoral team, who support pupil's behavioural, emotional and social needs, are also very experienced and have the relevant qualifications as Learning Mentors. They also regularly undertake new training opportunities, e.g. they recently received training on helping pupils who have been bereaved and in drawing therapy
- Relevant staff are trained in medical procedures as necessary, e.g. use of an Epipen, or administering rectal diazepam

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There are many sources of support that Hartley draws on to enhance our support of pupils with SEN. The most frequently consulted are

- Speech and language therapy
- Occupational therapy
- Physiotherapy
- Newham's learning support services ( e.g. the Complex Needs and Dyslexia Service, the Language Communication And Interaction Service, Behavioural Support Service )
- Educational psychology services
- Newham's Child And Family Consultation Service
- Services for those with sensory impairments
- School nurses and doctors
- Epilepsy nurse
- Specialist nurses as appropriate e.g. from Great Ormond Street
- Child Development Clinic
- Developmental Advisory Clinic
- ICT support services
- Hospital Home Tuition Services
- Special schools/ resourced provision in the borough
- Social Services
- Conflict and Change
- Newham Parent Partnership
- Voluntary agencies

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Classrooms are arranged flexibly and are adapted as necessary on a case by case basis. For example,

- stair edges have been painted yellow to help those with visual impairments
- some classes have been arranged to allow for a distraction free “work station” for pupils with autism
- special diets have been arranged for those with allergies/ dietary conditions
- some classrooms have “calm zones” for pupils with emotional/ behavioural needs to retreat to if under stress
- seating arrangements are altered to take account of those in plaster casts or with other mobility difficulties

The school has a small sensory room/ soft play area accessed by those who follow a highly individualized, often sensory curriculum, by those following occupational therapy programmes and by those who need a calm, small space to help them interact with others.

Most areas of the school are protected by Derma guard, a UV filter placed on windows, doors etc. to protect those with photosensitivity.

There is a hygiene room on the ground floor for those not yet toilet trained and the nursery building also has showering facilities.

The ground floor of the lower building is accessible for wheelchair users and all floors of the upper school building are accessible by lift.

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All pupils have equal access to after school and lunchtime activities. All pupils attend all school visits, with any necessary adaptations made, e.g. an extra adult to support safety or use of a buggy on any long walks involved or protective clothing.

If pupils are not able to access residential visits due to the high level of care needed, they are still given the opportunity to experience the provision as a day trip, taken either by school staff for weekday visits or by parents at weekend events.

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All pupils' spiritual, moral, social and cultural wellbeing is at the heart of all we do at Hartley, it is embedded into the curriculum and ethos of the school

- The well being of all pupils is the responsibility of all school staff, in partnership with parents
- All pupils follow a PHSE and a PE curriculum
- There is a consistent Code of Conduct followed by all staff to ensure consistency and security
- Achievement in all areas and of all types is valued throughout the school
- The school employs three Learning Mentors who work in different phases of the school to support pupils' well being and to help overcome any barriers to learning they may be experiencing for behavioural, emotional or social reasons
- The Learning Mentors run group interventions to support pupils' self esteem, social skills, friendship skills, etc., and carry out one to one support work as necessary
- Some older pupils are trained as Peer Mediators to help solve playtime disputes, others are trained as Playground Pals to facilitate play and ensure no one is left out and feeling lonely at lunchtime
- We also have some trained Anti-Bullying Ambassadors who help enforce our anti bullying policy (which has been graded Excellent by Newham's Behavioural Support service)
- Incidents of bullying or racism are taken very seriously and are dealt with promptly
- Pupils are well supported on entry and exit (see above section)
- Many extra curricular activities are offered. Please see the "clubs" section in the parents' area of the website.
- Many educational visits are offered throughout the year
- Pupils have the opportunity for residential visits in Years 2, 5 and 6
- Healthy eating is encouraged through balanced school meals, fruit or vegetable snacks for the younger children and a tuck shop selling healthy snacks
- Healthy eating workshops have been held for parents and followed up with pupils
- The school has a School Council which meets regularly. Its members are rotated frequently and voted for by classmates. The council is involved in many areas of school life e.g. they were involved in meetings with the builders working on our new dining hall. They regularly organise charitable events
- The school employs a Family Support Worker to support parents and families with any difficulties they may have
- Other projects are run as necessary, e.g. year 5 recently completed a "Valuing Each Other" project, a group of recently bereaved pupils work together in a support group, and pupils with SEN have completed a 20 week Yoga programme
- A school nurse is here most Wednesdays and can be contacted through the school office between 9 and 10 a.m.
- Outside agencies are involved as necessary e.g. the Child and family Consultation Service
- The school's Safeguarding team meet once a fortnight

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- Through SMSC education and through the PHSE curriculum
- Pupils' independence is encouraged from an early age
- Pupils are given responsibilities throughout the school, e.g. as class monitors, school councillors, buddies for new pupils, reading partners for younger pupils, as Playground Pals or Peer mediators
- Pupils reflect on their own and others' learning and help set their own targets and monitor their progress towards them
- Year 6 pupils are streamed for some subjects to get them used to a secondary way of working
- Year 6 follow a transition programme to get them ready for transfer to secondary school
- All have visits to their new school. Those who need more have individual transition programmes drawn up
- Staff from Hartley and receiving schools liaise fully about the pupils and any special considerations that need to be made

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- In the first instance, parents/carers should talk to the class teacher about any concerns they may have
- If the school puts in place any additional and/ or different provision, members of the Inclusion Team will become involved
- The Learning Support Teacher has regular meetings with the parents of all pupils on her caseload
- The Inclusion Manager can be contacted on the school number, choosing option 3, or by requesting an appointment through the class teacher or school office
- The Family Support Worker can be contacted through the school office
- The school nurse is available on most Wednesdays between 9 and 10 a.m.

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- In the first instance, please contact the Inclusion Manager through the school office
- If the matter remains unresolved, please come to a Thursday morning drop in with one of the senior members of staff
- Thereafter, parents should follow the usual complaints procedure ( available from the school office)
- Parents may also wish to contact the

Newham Parent Partnership Service  
The Web Building, Ground Floor  
49-51 Broadway  
Stratford  
London  
E15 4BQ  
020 3373 2869

for further advice and support.

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Contact the Inclusion Manager through the School Reception

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