

HARTLEY PRIMARY SCHOOL

SEND INFORMATION REPORT

SEPTEMBER 2015

The kinds of special educational needs that are provided for in the school

All kinds of special educational needs are provided for at Hartley Primary school; everyone is welcome and will have their needs met!

Arrangements for identifying children and young people with special educational needs and assessing their needs

Identification

SEND may be identified by

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

SEN 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 descriptor assessment framework used within the school or P scales or Early Years learning goals
- Performance in external assessment schemes 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 SEND.

Assessment

- 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
- 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 is also monitored.

The name and contact details of the SENCO

Mrs Ann Murray is Hartley Primary School's inclusion leader and SENCo. She may be contacted through the school office, by selecting Option 3 when telephoning, or by email at ann.murray@hartley.newham.sch.uk

Arrangements for consulting parents of children and young people with special educational needs and involving them in their education

Parents are fully consulted and involved, in a variety of ways

- Through informal talks with the teacher at drop off and pick up times
- Through discussion with school staff, the class teacher or Learning Support Teacher or SENCo/Inclusion Manager
- Through termly open days/ evenings for all pupils
- Through termly reviews of Action Plans with the pupil, the parent(s)/ carer(s) and all staff 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 discussion with and reports from other relevant professionals after referral to outside agencies (see below)
- Through any other meetings that may be organized, according to need

The school also involves parents/carers of pupils with SEN in other ways, such as

- Parents workshops, run by our Family Support worker

- Drop ins with learning support team members on topics of interest, often requested by the parents themselves
- Parents invited in as required to see new techniques, strategies or programmes being demonstrated
- Time limited initiatives e.g. Bags of Ability workshops run by Mencap, Parent Gym, Developing Language workshops run by a speech therapist
- Referral to Triple P parenting courses 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

Arrangements for consulting young people with special educational needs and involving them in their education

- Class teachers and support staff involve all their pupils in continuous feedback on their progress and next steps.
- All pupils have the opportunity to comment on their learning and regularly evaluate their own and their peers' learning.
- Those with individual action plans are involved in target setting and review, termly and/or annual, according to their abilities.
- Reasons for and progress in interventions are discussed with the pupil
- There is a place on the school council for a pupil on the SEND register

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this review

- All pupils' progress is monitored and assessed on an ongoing basis by all staff involved, through both formative and summative assessment
- Pupils are involved in these ongoing assessments with their teachers
- Pupils monitor and record their own progress with targets and help set new targets, according to their ability
- 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 at least termly meetings with the Inclusion Manager/ Learning Support teacher to review the progress of those with additional and different needs/ action plans and set new targets
- 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
- Progress is measured in qualitative ways as well as quantitative; progress in levels of communication, self confidence, social skills, self

help skills, independence, attitude to learning and other areas are also monitored, assessed and reviewed

Parents/ carers are involved in assessment and review in a variety of ways

- Through informal talks with the teacher/learning support teacher/ learning support assistant at drop off and pick up times
- Through termly open days/ evenings
- Through termly meetings with the Learning Support Teacher and class teacher to review Action Plans and targets and set new ones
- 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, both on site or at clinics etc.
- Through any other meetings that may be organized, according to need

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

- 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, so that all information is shared and the pupil's transition is made as smooth as possible
- Reports, records and data are shared as well as information about plans, 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 and EMA team 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 each summer to help pupils deal with changes of teacher, year group, building 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 what works for them 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, or a pupil with a visual difficulty is given touch typing lessons

- Pupils are prepared for adult hood from the earliest times at Hartley as they learn to make choices and express their views, are supported to make and maintain friendships and also working relationships
- The PHSE curriculum, followed by all, prepares pupils for later life
- Progress in life skills is closely monitored and given due weight for those with SEND
- The learning support teacher runs a weekly life skills class for pupils with a high level of need

The approach to teaching children and young people with special educational needs

- All Hartley pupils access a broad and balanced curriculum, differentiated to meet their individual needs
- Quality first teaching is delivered to all pupils.
- For those with additional and different needs, a variety of approaches, based on research and developed in conjunction with outside agencies such as speech therapists and advisory teachers, are employed
- Some examples include using visual supports for those with autism, movement breaks built in to the day for those with sensory difficulties, a touch typing course for a student with failing sight, small group work for those developing their oral skills
- 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, in partnership with parents, 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.

How adaptations are made to the curriculum and the learning environment of children and young people with special educational needs

- 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 tailored to 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

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 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 independent in using the toilet. 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

The expertise and training of staff to support children and young people with special educational needs, including how specialist expertise can be secured

- 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. most have 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, e.g. one is about to start a 10-part course working alongside the parent of a pupil with autism whom she supports

- If agency staff are employed, only those with experience and skills in working with SEND are taken on, 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 on drawing therapy.
- Relevant staff are trained in medical procedures as necessary, e.g. use of an Epipen, or administering rectal diazepam

There are many sources of external support that Hartley draws on to enhance our support of pupils with SEND. 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

Evaluating the effectiveness of the provision made for children and young people with special educational needs: How does the school know whether pupils are making progress?

- All pupils' progress is monitored and assessed on an ongoing basis by all staff involved, through both formative and summative assessment and scrutiny of data
- 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 the progress of 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 least 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.

Details of extra-curricula activities that are available for pupils with SEND, and how pupils with SEND are enabled to engage in activities available with pupils who do not have special educational needs

- 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 /use of a buggy on any long walks/ 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.
- A block of weekly horse riding sessions is arranged for older pupils with a high level of need

How the school supports pupil's overall well-being and contributes to their emotional and social development; how it listens to the views of children and young people with SEND and the measures it takes to prevent bullying

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 the 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
- There are "drop boxes" in each phase for pupils to share any concerns or worries they may have
- A team of year 6 pupils is trained as Peer Mediators to help solve playtime disputes
- Another team is trained as Playground Pals to facilitate play and ensure no one is left out or 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)
- 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 nurse runs sessions for pupils and for parents on areas such as Keeping Active, Hand Washing and Healthy Eating
- The nurse is here each Wednesday and runs a drop in through between 9 and 10 a.m.
- The school has a School Council which meets regularly. Its members are rotated frequently and voted for by classmates and there is an

extra place on the council for a pupil with SEND

- The Council is involved in many areas of school life e.g. they held meetings with the builders working on our new dining hall, and with head teacher candidates.
- The Council regularly organises charitable events to raise money for external charities or the school
- The school employs a Family Support Worker to support parents and families with any difficulties they may have
- He runs/signposts many initiatives such as Triple P programmes, parents sessions and organizing short break holidays for vulnerable pupils
- Other projects are run as necessary, e.g. year 5 completed a “Valuing Each Other” project, a group of recently bereaved pupils work together in a support group, and pupils with SEND have completed a 20-week Yoga programme.
- Pupils with challenging behaviour are supported, in partnership with parents, in a variety of ways, such as by use of social stories or individual behaviour plans
- Outside agencies are involved as necessary e.g. the Child and family Consultation Service, the Educational Psychology Service and the Behaviour Support Service
- Each fortnight, a safeguarding meeting is held to share any concerns and plan a course of action. The two acting heads/ child protection officers, the inclusion manager/ SENCo, family support worker and learning mentors attend, along with the school’s attendance officer and the school nurse when available
- A weekly drop in for parents to meet with a senior member of staff is held every Thursday

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s special educational needs and supporting their families

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 (both assigned sessions and those bought in, both run by the NHS)
- 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 or St Thomas'
- 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, as appropriate (e.g. the Children's Country Holiday Fund)

The contact details of support services available for parents of children and young people with SEN

Newham Parent Partnership Service

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

Details of the school's contribution to the local offer and where the local offer is published

- Hartley primary developed its local offer after consultation with the local authority, with parents and with pupils.
- Hartley's local offer is published elsewhere on this website
- The Local Authority's Local offer is published on their website

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

- All the arrangements identified in the Local Offers and in this document also apply to pupils looked after by the local authority who have SEND.
- Hartley has a nominated person who acts as advocate for such pupils to ensure they are not disadvantaged in any way and that their particular needs are met.
- Currently, this nominated person is Mrs Murray, the Inclusion Manager
- Personal Education Plans are drawn up for looked after pupils, with all involved
- These are regularly reviewed to ensure no disadvantage and to take steps to address any issues

Additional support for learning that is available to children and young people with SEND

- 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, in partnership with parents, 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.
- Decisions about how much support individual pupils receive are made on a case by case basis, according to need, context and available resources. It may also vary over time as a pupil's needs change

Arrangements for providing equipment and facilities for children and young people with SEND and how these will be secured

Any equipment or facilities that have been recommended and can be said to be reasonably needed by pupils with SEND will be provided

This may be from

- within the school's own budget (e.g. visual timetables, numeracy resources)
- provided by health services (e.g. walking frames, modified seating)
- provided by the local authority (e.g. Derma guarded windows, transport provision)

Arrangements for handling complaints from parents of children with special educational needs about the provision made at the school

- 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 leadership team
- 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.

The arrangements for the admission of disabled persons as pupils at the school

- Hartley's admission arrangements for disabled pupils or those with medical needs are the same as for all pupils
- All reasonable adjustments are made to meet the needs of disabled pupils

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

- The whole school ethos that all pupils are treated equally; all staff follow this view, and it is expected of the children and parents also
- Pupils with a disability are included in all aspects of school life, be those aspects curricular, extra-curricular, academic or social
- All reasonable adjustments are made to ensure their full inclusion, e.g. a child with spina bifida had her classrooms on the accessible ground floor, a pupil with UV sensitivity had PE lessons indoors, but never misses any, a pupil with hearing aids is placed in classrooms on the quieter side of the building
- Disabled pupils are able to access all off site visits residential trips, with adapted activities and arrangements carefully planned for their need
- Assemblies are held that celebrate differences
- We support anti bullying week and have a robust anti bullying policy and anti-bullying ambassadors

The facilities provided to assist access to the school by disabled pupils

- The ground floor of both sites is accessible by ramp
- The upper school building has lift access to all floors
- There are accessible toilets on both sites
- Most staircases are edged in yellow to aid those with visual impairments
- Many areas of the school are protected with Derma guard, to enable access for pupils with photosensitivity

The accessibility plan prepared by the governing body or proprietor
(under paragraph 4 of Schedule 10 to the Equality Act 2010)

HARTLEY PRIMARY SCHOOL

ACCESSIBILITY PLAN

2013-2016

	targets	strategies	time frame	outcome
SHORT TERM	<ul style="list-style-type: none"> ensure accessibility issues are at the forefront of all planning for expansion make staircases more accessible for those with VI explore accessible community visits explore barriers to differentiation in the classroom 	<ul style="list-style-type: none"> leadership group works closely with LA, governors, architects and contractors. Input from IET/local schools that have recently expanded yellow edging to at least one staircase in each building e.g. horse riding at Beckton meet with various groups, e.g. teachers in year groups, pupils, support staff to discuss current practice and issues 	Feb 2013	<p>In Place</p> <p>Most done, 2 still to do</p> <p>Sessions run every Tuesday</p> <p>Ongoing, at SEND reviews</p>

<p>MEDIUM TERM</p>	<ul style="list-style-type: none"> • involve the school community in developing accessibility in the new and current sites • ensure good physical access to the new site and between sites • ensure curriculum access is improved in both sites • support staff to deliver even more effective differentiation in the classroom 	<ul style="list-style-type: none"> • consult with staff, pupils and parents, ensure good communication regarding the changes • careful consideration given to the organisation of the new, larger school (physical, curriculum and communication) • e.g. toilet provision, lift access to all floors in the new site, ramps, playground space, lunchtime provision, logistics of moving between sites • e.g. access to good teaching areas, whole class and small group, relocate and refurbish sensory room/ soft play area, access to ICT after the suite is refurbished as a classroom 	<p>Feb 2014</p>	<p>All took place</p> <p>In place, after delays due to canteen building works overrunning</p> <p>Inside provision in place, see above re outside space</p> <p>Several well laid out and well-resourced small group rooms as well as new classrooms, sensory room redecorated, pupils have access to laptops/ tablets</p>
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		<ul style="list-style-type: none"> through INSET and ongoing support with planning and provision 		In place, monitored through the monitoring/ appraisal process
LONG TERM	<ul style="list-style-type: none"> all the above ongoing Derma guard areas as necessary keep inclusion policies under review, ensure all other policies keep accessibility issues in mind at review ongoing INSET to teaching staff, support staff and governors around accessibility issues continue to improve outcomes for all pupils 	<ul style="list-style-type: none"> e.g. new dining area, replacing Derma guard once its effectiveness is compromised inclusion manager and working party, ongoing e.g. teaching assistants re ensuring learning is accessible to all, midday staff re pupils with care plans/ behavioural issues, learning support staff re small group interventions see SIP 	by Feb 2016	<p>In place</p> <p>ongoing reviewed each summer term</p>

