

HARRINGTON HILL PRIMARY SCHOOL

SPECIAL EDUCATIONAL INFORMATION REPORT

JUNE 2021



REVIEWED:

June 2021

NEXT REVIEW DATE:

June 2022

Striving for Excellence. Achieving Together.

Striving for excellence. Inspiring to achieve collaboratively through respect, happiness and creativity. We are independent and reflective for continuous improvement.

About our school

Harrington Hill Primary School is committed to ensuring that all children have an equal opportunity to develop and fulfil their potential. We believe that all children, including those identified as having special educational needs or disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Our school motto is 'Striving for Excellence. Achieving Together.' At Harrington Hill, we want to raise the aspirations of all of our children regardless of whether they have any Special Educational Needs/Disabilities or not. We believe that every teacher is a teacher of every child, including those with SEND, and we aim to raise the expectations for all pupils with SEND. In accordance with the SEND code of practice, we focus on outcomes for the children not simply hours of support provided by additional adults.

We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community.

How do we identify children's individual needs?

Harrington Hill is committed to early identification of Special Educational Needs (SEN).

During the summer term before starting Nursery, children and their parents are invited into school for an open afternoon, where they meet key members of staff and have the opportunity to discuss any additional needs their child might have. All parents who identify that their child has an additional need individually meet with the Head Teacher/Deputy Head Teacher and the Special Educational Needs Coordinator (SENCo) prior to them starting Nursery to ensure the appropriate provision is put in place.

We work closely with all external agencies to ensure all pertinent information is known to the school prior to the child starting with us.

In the case of children starting Harrington Hill in Reception or part way through a year, we liaise closely with their previous setting to plan for a smooth transition. If a child is already identified as having SEN in their nursery setting, before attending Harrington Hill, our SENCo will visit them in their nursery and meet with the SENCo to ensure all information is shared.

In order to make sure any unknown special needs are picked up early, all pupils are assessed within their first half term at school. Our regular assessment and monitoring procedures, including the review of termly assessments through our pupil progress meetings, continues throughout the children's time at our school to look out for any special needs that may develop later. A range of evidence is collected through assessment and monitoring arrangements, as well as regular formal discussions between the SENCo and the class teachers. If evidence suggests that

any pupil is not making the expected progress, or their needs have changed, the class teacher will invite the parents/carers to school to discuss these additional needs with the SENCo. Following this, the class teacher and parents/carers, work with the SENCo in order to decide if, or how, additional provision is implemented.

What kind of Special Educational Needs are provided for at Harrington Hill Primary School?

There are four categories of SEND that we strive to cater for. They are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Needs;
- Physical and/or Sensory Needs.

Who should I contact at the school if I am concerned about my child's progress?

Your child's class teacher should be the first person you approach if you are concerned about your child's progress, or if you feel that their needs have changed. Your child's teacher may liaise with the SENCo for advice, or to arrange a meeting with you.

The SENCo at Harrington Hill Primary School is Hester Enthoven.

To contact the SENCo please contact the school office on:
02088067275 or admin@harringtonhill.hackney.sch.uk

What support is available for pupils with SEND?

If your child has been identified as having additional needs, you will be invited to meet with the SENCo and the class teacher to plan the appropriate provision and support for your child. The type of support could include:

In class support:

The teacher will support your child through differentiated tasks or provide additional resources to support their learning.

Small group support:

Your child will be supported in a small group setting. This may be as part of the main lesson or as an additional session to help them understand and access the learning of the main lesson.

Individual support:

Your child may need additional 1:1 support to achieve specific targets. This will often be through interventions with an adult outside of the classroom. This also may include working with a specialist.

Occasionally a pupil may need an additional assessment and support from a specialist from outside of school. These may include:

- Speech and Language Therapists;
- Educational Psychologists;
- Specialist SEND Teachers;
- Occupational Therapists;
- Physiotherapists;

- Hackney Ark;
- Child and Adolescent Mental Health Services (CAMHS);
- SENDIAGS (The Hackney SEND Information, Advice and Guidance service);
- Young Hackney;
- Reengagement unit;

Where this is the case, a referral will be made, with your consent, and forwarded to the most appropriate support agency. If appropriate, the pupil will undergo an assessment and support is usually provided to the school and parents/carers. How is the effectiveness of my child's provision assessed?

How do we measure children's progress and involve parents/carers?

The progress of all children is monitored regularly – both formally and informally. All class teachers have regular meetings with senior members of staff where they review the progress and attainment of all the children in their class – and review the support that each child is receiving.

Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways. These include;

- Informal meetings with teachers;
- Meetings the SENCo;
- Parents evenings;
- SEND review meetings;
- Annual Review meetings, for children with an Education Health Care Plan;
- Multi agency meetings, for children that have support from external agencies - e.g. Speech and Language, Occupational Therapy, Educational Psychologist.

How do we consult with young people with SEND and involve them in their education?

Children contribute their views on their education through our School Council and our regular pupil voice survey. We encourage all children to participate and share their views and any concerns. In particular, we make sure SEND children's views are heard by:

- Teachers are expected to continually discuss their targets with them.
- As appropriate, they are involved in their school support plan reviews.
- Other methods of accessing 'pupil voice' for those unable to articulate their thought on their provision.
- Children with an EHCP attend, and contribute to, their annual review.



What SEND training and resources do we provide?

We understand the importance of training in special needs, inclusion and disability equality. We recognise that teaching and support staff will need regular training on aspects of SEND and inclusion in order to update policy and inform practice. At the start of each academic year an Inclusion staff training session is run by the SENCo for all staff. We keep training needs under review.

- All staff discuss their individual training needs at performance management review meetings;
- The SENCo meets weekly with teaching assistants (TAs) for training sessions;
- We hold regular SEND training sessions for all staff;
- The SENCo is available for informal discussions and can meet with staff at any time to advise on best practice;
- We have Specialist Teachers in school when required. They work closely with the teachers and teaching assistants, training them in various strategies and interventions that are needed to support a certain child;
- The school regularly provides training on Speech and Language strategies,
- Online training is offered to all staff on areas they are interested in or want to upskill on;
- At times, we also have whole school training on particular issues and we invite external trainers into school to provide training and support to staff;
- Staff can request to attend training at any time;

We also work closely with other professionals such as specialist teachers and therapists who provide advice and guidance to staff for supporting children with specific needs.

How do we ensure the accessibility and inclusion of children with SEND?

All children are entitled to a broad and balanced curriculum that is also relevant to the world they live in. Most children with SEND are taught alongside their peers in mainstream classes where they study the National Curriculum. All teaching staff have a good understanding of ways in which they can adapt their lessons, planning and assessments in order to meet the needs of children with SEND. They do this by:

- Providing work at an appropriate level;
- Adapting tasks and questions to ensure suitable levels of challenge;

- Ensuring a suitable and inclusive learning environment;
- Being sensitive to the individual needs of children;
- Removing barriers to learning;
- Providing appropriate resources;

A small number of children with SEND are taught in smaller groups at certain times of the day. This is to ensure that they are able to access learning at a suitable pace, with more targeted support.

Part of the school's budget is for supporting pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about which support programme is best for a child are made by the SENCo in consultation with the Head Teacher, the child's Class Teacher and parents or carers.

Our school is a two-storey building. All areas of the building are fully accessible for those with mobility difficulties. We have a lift to enable access to the bottom and top floor. There are also disabled toilets available on both floors.



We will always make sure that we make any reasonable adjustments we can by e.g. holding meetings and assemblies on the ground floor where it is needed. We can also move our classes if we need to in order to accommodate a child who joins our school who can only access the ground floor. All resources required e.g. computer room, library and the dining hall, are located on the ground floor.

We ensure that all children have access to off-site educational trips, residential visits, extended school clubs, breakfast club, after school club – regardless of SEND requirements. We use Risk Assessments to ensure the safety of all pupils before embarking of these activities, particularly for those pupils with additional SEND. Parents/carers are consulted on any additional provision needed in order for their children to fully participate in activities.



What additional learning opportunities are available for pupils with SEND?

If your child is not making progress, despite the provisions put in place in class, the school offers a range of support and interventions. Some examples of recent interventions include:

- Toe-by-toe
- One-to-one or small group teaching
- Precision Teaching
- Art Therapy
- Emotional Literacy Support Assistants (ELSA)
- One-to-one reading
- Social skill groups (e.g. Lego Therapy)
- Attention Autism
- Intensive Interaction
- Picture Exchange Communication System (PECs)
- Yoga
- Forest school



How do we evaluate the effectiveness of our SEND provision?

We evaluate our SEND provision on a regular basis in a variety of ways:

- We hold half-termly review meetings to monitor the impact and effectiveness of our interventions. These are held in conjunction with the Speech and Language Therapists.
- Termly MAP (Multi-Agency Planning) meetings are held with the school's Educational Psychologist, the school nurse, Speech & Language Therapists, Pastoral team and other professionals to evaluate the provision, as well as identifying children's needs.
- During termly Progress Review Meetings, the children's progress and their provision is evaluated with class teachers and senior managers in the school. As a result, we make necessary changes to our interventions and/or other provision.
- Our regular SEND review meetings with parents/carers and class teachers evaluate the children's progress and the impact of any interventions.
- The SENCo liaises with other staff to assess the impact of interventions throughout the school – through observations and learning walks, progress measures and reviews, questionnaires and pupil feedback.

Can my child get transport to school?

- At Harrington Hill Primary School, we work closely with the Hackney Education Transport Service and parents/carers in order to ensure that children with SEND get access to suitable transport to/from school, if appropriate. CParents/carers can find out more information by following the link below:

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/advice.page?id=XATR8-VsbNE>

- Please note that Harrington Hill Primary School does not have its own vehicles to transport children to/from school. All applications for transport must be made directly to Hackney Education Transport Services (details in the above link).

How do we support children with transitions?

We understand that many children with SEND can find some transition times more difficult. These can be the daily transitions (e.g. from classroom to playground, or changing lessons) or more significant transitions (e.g. changing class, moving to secondary school). Some of the ways in which we support children with these changes are:

- Providing children with reminders of changes coming up;
- Using visual timetables and/or reminders;
- Using timers to 'countdown' to changes in tasks;
- Using now and next boards
- Talking to individuals about any changes to routines;
- Class handover meetings;
- Social stories;
- Class swap days;
- Year 6 Transition groups (in the summer term);
- Support for Parents/carers when looking at secondary schools;
- Transition meetings with parents/carers, class teachers, support staff, SENCo and other professionals;



What support will there be for my child's overall well-being?

We have a strong commitment to supporting the social and emotional wellbeing of all children. In particular, we are aware that many children with SEND can be more vulnerable in terms of social development and/or emotional wellbeing. There are many factors which can contribute to children experiencing some emotional difficulties – including aspects of their life outside of school. Where possible, we try to work closely with families so that we can provide appropriate support and sign-posting if appropriate. The school offers a wide variety of pastoral support for pupils who have emotional difficulties, these include:

- All members of staff are readily available for pupils who wish to discuss issues and concerns.
- The school has a learning mentor with an open door policy for children with friendship and emotional difficulties. The learning mentor holds interventions such as 'Circle of Friends' for children who need additional support.
- The school has a Pastoral Lead.
- All classes hold daily mindfulness activities.

- Classes hold 'Circle Time' activities that address specific concerns and worries relevant to the class.
- The school delivers a Personal, Social and Health Education Curriculum called Jigsaw.
- The school works closely with CAMHS services.
- The school is part of the Wellbeing and Mental Health in Schools (WAMHS) Project, through which we have a CAMHS worker in school once a fortnight who supports the school in a variety of ways to improve the wellbeing and mental health of our pupils and staff.
- All classes have a Feeling Flower chart and a Worries Box.
- Each year we hold a Wellbeing Week for staff and pupils.

We have regular meetings between the Pastoral Team and SLT to monitor behaviour across the school. Where children struggle with following the accepted rules of the school, we provide support in the form of:

- Visual behaviour reward charts, with links to rewards at home;
- Increased communication between home and school;
- Individual Behaviour Plans;
- Additional support for their learning;
- Support at lunchtime;
- Small group or individual work to support self-esteem;
- Adaptations to the timetable;
- Referral to outside agencies (e.g. Re-Engagement Team, Speech and Language Therapists; Behaviour Support Team; CAMHS; Educational Psychologist);

What support and training do we offer for parents/carers?



Parents and carers are involved in developing and setting targets for all children here at Harrington Hill. Parents/carers are always invited to reviews on their child's progress, as well as relevant workshops on how to help their child at home.

Hackney SENDIAGS hold regular meetings/events for parents/carers and can provide support and advice on a number of issues affecting families with SEND children. They can be contacted on (020) 7275 6036 or via email on SENDIAGS@learningtrust.co.uk. More information can be found on the Hackney Local Offer website:

<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=VjthH04BZoM&localofferchannel=0>

Links with Hackney Learning Trust:

We work closely with Specialist Teachers and Advisers from The Hackney Learning Trust. We are fully committed to providing the best services for SEND children.

You can find more information on SEND provision in Hackney and the Local SEND Offer on the Hackney Local Offer website:

<http://www.hackneylocaloffer.co.uk/kb5/hackney/fsd/localoffer.page>

What do I do if I am unhappy with the support my child is receiving? How do I make a complaint?

If you do have any concerns, questions or complaints around SEND, please discuss these with either the SENCo or Headteacher. We will do our best to resolve the issue or provide reassurance.

If you do not feel that your complaint has been dealt with appropriately and you wish to make a formal complaint, then you can do so by following the school's Complaints Policy which can be found on our website.

FAQs:

We have asked parents/carers of SEND children at our school to provide us with some common questions. Please let us know if we have missed any!

Who should I contact if I have a concern about my child?

You should contact your child's class teacher. They can arrange a meeting with the SENCo. You can arrange to speak to your child's class teacher before or after school. You can telephone the school office to arrange this if you do not normally collect your child. The telephone number is 02088067275

How do I find out what my child's targets are?

Every term you will be invited to a parent/carer consultation meeting with your child's class teacher. At this meeting, you will review progress, provision and possibly set targets with the class teacher. Please contact your child's class teacher if you are not sure what their targets are.

How do I know what support my child is receiving?

At the Parent/carer meetings you will be told what additional help or support your child is receiving and how well this is going. You will have an opportunity to contribute towards other ways in which you think we can best support your child. You can also meet any other adults who may be involved in teaching your child. If your child is receiving an intervention outside of the classroom, then we will let you know.

How can I contact the Speech and Language Therapists?

If you are concerned about your child's speech, language or communication – then speak to your child's class teacher. If your child has already been referred to the Speech and Language Service, then you can contact a therapist via the school office on: 02088067275. The school's Speech and Language Therapists are Janey Eastwood and Hadassah Lax.

What is an Education Health Care Plan (EHCP)?

If a child's additional needs are very complex and the child needs to access resources above and beyond what the school is able to provide, then parents/carers or school staff can request that the Local Authority carry out a Statutory Assessment of their needs. If it is decided that the child does

require additional support or resources, then the Local Authority will issue an Education Health Care Plan (EHCP). This legally entitles the child to receive specific support and must be reviewed regularly. More information on the Statutory Assessment process can be found on the Hackney Local Offer website:

<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>