



SPECIAL EDUCATIONAL INFORMATION REPORT

Approved by:	Governing Body	Date: May 2023
Last reviewed on:	May 2023	
Next review due by:	May 2024	

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, home visits are carried out for any new starters to Harrington Hill. This gives key members of staff the opportunity to meet parents, observe children in their home environment and discuss any additional needs the child might have. All parents who identify that their child has an additional need individually meet with 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:

1. Communication and Interaction;
2. Cognition and Learning;
3. Social, Emotional and Mental Health Needs;
4. 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 Pete Brodie.

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 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?

There are many opportunities for children to contribute their views including our School Council and Eco Warrior Club. 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 regularly 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.

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);
- 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
- The school regularly provides training on Speech and Language strategies
- 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 of School, the child's class teacher and parents or carers.

Our school is a 2 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:

- One-to-one or small group teaching
- Precision Teaching
- Creative Arts 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)
- 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.

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.
- 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. As part of the ongoing project, we have an assigned CAMHS worker who is able to give advice and share resources on a whole range of areas to support wellbeing. In addition, we have an assigned Educational Mental Health Practitioner who helps promote children's wellbeing by supporting families, staff and pupils in school.
- The school employs a Creative Arts Therapist who works with individual children experiencing difficulties that affect their wellbeing.



SLT closely 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/Pastoral Support 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 Education:

We work closely with Specialist Teachers and Advisers from Hackney Education. 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 Head of School. 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.