

# Hunters Hall Primary School

## Special Educational Needs Information Report 2023



**I can be anything I want  
If I just believe in me**

<b>Written by</b>	<b>Lisa Cooper</b>
<b>Date Ratified by Governors</b>	<b>September 2023</b>
<b>Date for review</b>	<b>September 2024</b>
<b>Signed-Chair of Governors</b>	<i>John R. Allen</i>
<b>Signed-Headteacher</b>	<i>[Signature]</i>

Type of School	Mainstream Primary School – Local Authority Maintained
Contact Details	<p>If you would like to visit the school or speak to the school SENCO or Inclusion Manager regarding SEND related issues, please contact the school directly on 0208 270 4768 or email <a href="mailto:office@hunters-hall.bardaglea.org.uk">office@hunters-hall.bardaglea.org.uk</a></p> <p>The school SENCO is Judith Ozer The Inclusion Manger &amp; Assistant Head is Lisa Cooper</p>
Accessibility	<p>At Hunters Hall Primary, all classrooms are located on one level. The corridors are wide, allowing wheelchair access. There is a disabled toilet. Fully wheelchair accessible:</p> <ul style="list-style-type: none"> <li>• Main Office Entrance</li> <li>• Entrances to all Key Stages</li> <li>• Wheelchair lift to access upper floor</li> </ul>
Definition of SEND	<p>The Code of Practice 2015 A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>They have a learning difficulty or disability if they have:</p> <ul style="list-style-type: none"> <li>• A significantly greater difficulty in learning than their peers of the same age, or</li> <li>• A disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools</li> </ul>
What types of SEND do we provide for?	<p>Hunters Hall Primary School provides for areas of SEND including:</p> <p><b>Social, Emotional and Mental Health (SEMH)</b> e.g. attention deficit hyperactivity disorder (ADHD), anxiety, self-harming</p> <p><b>Cognition and Learning</b> e.g. specific learning difficulties (SpLD) such as dyslexia, moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD)</p> <p><b>Communication and Interaction</b> e.g. autistic spectrum disorder (ASD), speech and language and communication needs (SLCN)</p> <p><b>Sensory and/or Physical Needs</b> e.g. visual or hearing impairment</p>
How do we identify and assess pupils with SEND?	<p>Some pupils are admitted to school with identified SEND. On entering Reception, the pupils are screened to identify any speech and language issues.</p> <p>We will assess each pupil's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> <li>• Is significantly slower than their peers</li> <li>• Fails to close the attainment gap between the child and their peers</li> <li>• Fails to match or better the child's previous rate of progress</li> </ul> <p>This may include progress in areas other than attainment, for example, speech and language needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.</p> <p>Pupils failing to make progress are discussed at pupil progress meetings and interventions can be put into place.</p>

	<p>Any member of staff can make referrals to the Inclusion Team about any pupil they are concerned about. Pupils with individual targets relating to their need are assessed using appropriate tools such as PIVATS</p> <p>Please Click on the link below for more information on how Hunters Hall assess children with SEND</p> <p><a href="#">Assessing children with SEND – Assess Plan Do Review</a></p>
<p>What is our approach to teaching pupils with SEND?</p>	<p>Teachers are responsible and accountable for the progress and development of all pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.</p> <p>The learning provision that we offer has three graduated stages:</p> <p><b>Wave 1</b> – A range of teaching strategies and resources are used to deliver Quality First Teaching to all pupils e.g. personalised curriculum, adapted visual aids</p> <p><b>Wave 2</b> – Small group support to improve pupils learning for those who find it difficult to learn effectively in a large group or require a group catch up intervention e.g., in class support, small group withdrawal.</p> <p><b>Wave 3</b> – Targeted support / intervention or physical activities to meet pupil’s individual specific needs following the guidance from external specialists e.g. Speech and Language Therapist, Occupational Therapist, Educational Psychologist</p> <p>Please click on the attached provision map to see the intervention on each level. These levels of support are organised to meet each individual’s learning needs</p> <p><a href="#">Cognition and Learning</a></p> <p><a href="#">Physical Impairment</a></p> <p><a href="#">Social, Emotional and Mental Health</a></p> <p><a href="#">Speech, Language and Communication</a></p>
<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<p>All our pupils are encouraged to work alongside each other in all lessons and activities. This means that we provide support at break times to enable pupils with physical needs, that make them vulnerable, to access the outdoor provision and enabling socialisation. Our after school activities are accessible for all and we provide additional staff when necessary to enable all pupils including those with SEND to take part.</p>
<p>How do we consult parents of pupils with SEND and involve them in their child’s education?</p>	<p>The Inclusion Manager and SENCO are available to discuss any concerns or queries that parents/carers may have.</p> <p>Parents are invited to attend Parents Evenings and termly reviews. The termly review provides an opportunity to talk about their child and discuss any concerns they may have. Parents/carers of a pupil seen by an outside agency such as an Educational Psychologist will have a meeting before their child is seen and will receive a written report.</p>
<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>Children with an EHCP are asked for their views before reviews are carried out.</p>

<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Pupils who are unable to access the curriculum will be assessed using the Engagement Model or PIVATS. These children are likely to have individual targets related to their needs. These will be reviewed termly in order for progress to be measured and new targets to be set.</p>
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p>As a school we have invested in the Thrive Approach which looks at emotional wellbeing for our pupils. As a school we employ a counsellor/art therapist for two days a week to support identified pupils and their parents. We have staff trained in Talking and Drawing – this allows pupils to discover and communicate emotions through a non-directed technique.</p>
<p>What expertise and training to our staff have to support pupils with SEND?</p>	<p>At Hunters Hall we have an Additionally Resourced Provision (ARP) for pupils with Speech and Language needs. This has enabled us to provide training for all staff on Speech and Language strategies to use in the classroom to support all pupils including those with SEND.</p> <p>Staff have attended training provided by outside agencies including Autism, Makaton Sign Language, SCERTS, PECs, Structured Teaching, Positive Handling, Talk Boost, ESSAL. Two members of staff work with Occupational Therapy and Physiotherapy in order to provide support and programmes for our pupils with Cerebral Palsy.</p> <p>We have support staff trained to deliver a variety of interventions that can include pupils with SEND such as First Class @ Number, Better Reading Partners and Toe-by-Toe. All Teaching Assistants receive regular training in order to develop their knowledge and practice, specific to meeting the needs of children with SEND.</p> <p>Two members of staff are trained to deliver Sound Training which is a reading programme.</p> <p>External agencies involved:</p> <ul style="list-style-type: none"> <li>• LA Advisory Team</li> <li>• School Nurse</li> <li>• Educational Psychologist</li> <li>• Speech and Language Therapist</li> <li>• Occupational Therapist</li> <li>• Advisory Teacher for the deaf</li> <li>• Community Paediatrician</li> <li>• Mental Health Support Team</li> <li>• Joseph Clark outreach service for visually impaired</li> </ul>
<p>How will we secure equipment and facilities to support pupils with SEND?</p>	<p>As a school we purchase specialised furniture, equipment and resources to ensure our pupils make progress for example writing slopes, pencil grips and sensory equipment.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>All pupils are discussed when moving from Early Years to Year One including the needs of those pupils with SEND. Provision is made for those who will have difficulty with the demands of the year group both academically and socially and emotionally.</p> <p>There is a similar meeting between KS1 and KS2. The local authority meets with parents of pupils with EHCPs at the end of year 5 to discuss choices and transition to KS3. The local authority also facilitates a meeting with secondary and primary schools to discuss SEN and vulnerable pupils. Our learning mentor also supports additional visits to secondary schools to help these pupils.</p> <p>There are planned activities for pupils with SEND when transferring between phases and for some pupils from one year to another. Children</p>

	with high needs have two transition books, one to take home and one to keep at school. The transition book contains photographs of their new class teacher, new TAs, lunch time staff, classroom, and other areas of the school so that parents/carers and their current teachers can have regular discussions with the children during the summer holiday.
How do we evaluate the effectiveness of our SEND provision?	As a school we: <ul style="list-style-type: none"> <li>• Track the progress of all our children with SEND.</li> <li>• Review the impact of interventions after 10 weeks</li> <li>• Hold termly SEND reviews with parents and class teachers</li> <li>• Monitoring by the SENCO and Inclusion Manager</li> <li>• Hold annual reviews for pupils with EHC plans</li> <li>• Have regular visits from our Link Advisor and submit data on pupil progress.</li> </ul>
How do we handle complaints from parents/carers of children with SEND about provision made at the school?	Parents should initially make contact with the class teacher or year group leader. If they are not able to deal with the concerns, then parents are invited into school to meet with Senior Staff for an initial consultation. If the issue can be resolved, then appropriate steps will be taken to ensure provision is adapted. Parents can make a complaint to the governing body if the issue is not resolved.
What support services are available to parents?	The school has a Family Support Worker who is able to meet with parents/carers and direct them to the appropriate service. He can be contacted through the school office on 020 8270 4768.
Policies	The following policies are published on the school website with more information on support arrangements for pupils with SEND: <ul style="list-style-type: none"> <li>• SEND Policy</li> <li>• Inclusion Policy</li> <li>• Behaviour Policy</li> </ul>
Send offer from the LA	Please click on the link below to see the Local Offer from Barking and Dagenham for children and young people with Special Educational Needs and Disabilities. <a href="https://www.lbbd.gov.uk/local-offer">https://www.lbbd.gov.uk/local-offer</a>