

# Hague Primary School SEN Policy 2016-2017



Inclusion Manager: Alice Macfarlane

## HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

### Our vision and how we hope to achieve it

**Our mission statement is 'Enjoy learning and achieve great things for yourself and others.'**

Hague School aspires to be a creative and inspiring place to learn where all pupils know they have rights, feel safe, included and able to do their best. Whatever children's starting point, the school's 'Learning Culture' encourages pupils to take responsibility for their learning and relationships with others; to try things out, to be resilient and learn from their experiences. Expectations for attainment and progress, including those of children with special educational needs, are realistically challenging. Curriculum attainment targets and those agreed with parents for Individual Educational Plans are based on excellent staff knowledge of pupils and high quality support for learning which accelerates pupil progress and supports pupils to achieve their best at Hague.

### Type of school

We are a single form entry Primary School with a Nursery class. We have 220 children on roll Hague has a Deaf Provision for up to 16 Deaf/Partially Hearing children (DPH). The provision is oral-aural. Teachers of the deaf aim to develop children's speaking and listening with the support of radio aids. The school receives additional funding to meet the needs of 2 children per year group. The DPH children are included as fully as possible in their class and access to the curriculum, but may also be withdrawn for focused group teaching in one of several acoustically treated rooms, as appropriate to meet their need. Specialist teachers and learning support assistants provide access to all areas of the curriculum. The DPH team work with local audiology services and other professionals such as educational psychologists, social workers, health care professionals and the borough's Support for Learning Service (SLS) who will offer specialist advice within their field to meet the needs of children with hearing difficulties or any other special educational needs relating to access for learning or disability.

### Our OFSTED rating

We were graded Good in all areas at our last Ofsted inspection in January 2012.

### How we give pupils a voice

All children have a right to be listened to and be heard. At Hague we take this very seriously and are working towards Level 2 of Rights Respecting School status. This means that all children are introduced to the United Nations convention on the rights of the child. We focus on the following in particular:

- the right to be heard
- the right to be the best you can be
- the right to learn
- the right to be safe
- the right to play
- The right to special care if you have a disability



Every child at Hague is involved in drawing up their class charter and in Autumn 2015 The schools Golden Charter. Charters include the adults' pledge that they will listen to children and children's acknowledgement that they need to listen to each other.

The class charters are displayed in every class room and agreed annually in September.



of the child's performance in different areas to establish whether the problems are due to limitations in their command of English or arises from special educational needs. We may use an outside agency to perform a First Language Assessment to help us find out how strong their language skills are in their mother tongue.

If a child is due to start at Hague with an already identified significant educational need then we would do some or all of the following to ensure our support starts early:

- Visit the children at home/in their previous setting.
- Meet with the parents..
- Have a transition meeting with the child's previous setting.
- Arrange for the child to visit us in advance.
- Read any records carefully to gather as much information as we can.
- Contact any outside agencies that are involved to ensure continuation of care.
- Prepare a book of photographs to show the child key adults, his/her new class mates, main areas of the school.

If the school is concerned about a child's progress, parents/carers are always informed and consulted about the action school proposes to take. If parents/carers have any concerns with regard to their child's progress, they are encouraged to discuss this with their child's teacher in the first instance.

If a parent is worried that their child has a special educational need they should approach their child's class teacher and/or the Inclusion Manager. Staff are in the playground at the beginning and end of every day and this is an easy time to catch them and arrange to a mutually convenient time to talk about it. Alternatively, parents can ring the school office and ask to make an appointment to speak to the Inclusion Manager. We always inform parents when we make special educational provision for a child.

### **What we do to help children/young people with special educational needs**

Provision for children with special educational needs is a matter for the whole school.

The governing body, the school's head teacher, the Inclusion Manager, Teachers of the Deaf and all other members of staff, class teachers and teaching assistants, have important responsibilities.

*The special educational needs and disability code of practice: 0-25 years* gives four broad areas of needs that schools should plan for. These are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In practice individuals often have needs that cut across some or all of these areas. We seek to support children based on an understanding of their strengths and weaknesses. We have developed a wide range of ways to support children with special educational needs. These are personalised to meet the needs of the individual child.

Bearing in mind that *'high quality teaching is the first step in responding to pupils who have or may have SEN'* (Code of Practice), we teach children with special educational needs or disabilities alongside their peers. Lessons are planned to cater for the needs of all children including those with special educational needs or disabilities. All teachers plan lessons based upon children's prior learning and the steps they need to progress. Teaching Assistants and Nursery Nurses are used flexibly to support learning.

Support can be given in many different ways.

- Weekly planning meetings between class teachers, Teachers of the Deaf and Teaching Assistants
- Advice on how to support learning at home
- Regular contact between home and school, e.g. home/ school book, text, telephone conversations
- Ad hoc meetings
- Individual pupil/ teacher conversations
- The Hearing Impaired Outreach Service offer support for audiology
- Home visits
- Pre-school and school visits
- Attendance at review meetings
- Joint working visits with SLT and other professional services.



- Curriculum adaptations/differentiation
- Specific teaching interventions
- Support for behaviour
- Specified individual support
- Support for health needs
- Grouping of pupils
- Specific individual support
- Specialist teaching groups
- Support for communication needs/ assistive technologies

The Teacher of the Deaf will monitor progress and weekly planning meetings will discuss progress in relation to set targets and address any parental/pupil concerns. Pupil's progress is

monitored through the school's assessment tool 'Data Tracker'.

In addition, children with high level needs, particularly those who are deaf, are tracked through individual pupil assessment files which detail progress in areas including personal understanding of deafness, social emotional progress, P scales (pre national curriculum levels), language and communication assessment and progress in relation to other individual assessment data. Thus ensuring that progression in all aspects of a child's development is tracked.

At Hague we have different 'interventions' (support programmes) which we run to help children who are not making expected progress make as much progress as possible. Some of these children may have special educational needs and some may not. Partaking in an extra learning programme does not necessarily mean the child has been identified as having special educational needs. We run different programmes to address different needs such as:

- reading
- writing
- handwriting
- phonics
- maths skills
- social skills
- muscle control
- speech and language

These interventions may be delivered to a small group of children or 1-1. They are often delivered by Teaching Assistants who have been trained to deliver them effectively. Sometimes interventions are delivered by teachers, Speech and Language Therapists or other professionals. In order that children with special educational needs do not miss out on having a broad and varied curriculum every child's timetable is looked at carefully by their class teacher and the Inclusion Manager. We want to make sure that children are not withdrawn too frequently from their classrooms.



At Hague we evaluate our interventions regularly. We want to know that they are having the required impact on children's learning and progress. There are issues that can affect success. We record how much progress the children make and consider these issues:

- The skill of the person delivering the intervention, do they need more training?
- The child's personal response to the intervention (enthusiasm, amount of effort, completed homework)
- Whether the intervention is the best match for the child's needs
- The consistency of the delivery of the intervention

The Education, Health and Care Plan ("EHC plan") is issued by the Local Authority. This is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs. The EHC plan is child centred and sets out the immediate next steps or targets for the child to work towards. The IEP explains how the child will reach their target, it describes

- What school will do
- What home will do to support the child
- What the child themselves will do

Parents, teachers and the child meet to discuss the IEP which are being replaced by Education Health Care Plans. When the plan is first written and again the following term to review it. The IEPs are reviewed by a member of staff but also by the child. It is important that children themselves reflect on their progress and achievement. Children (depending on their age) are involved in deciding their next steps. Class teachers write the IEPs and they are overseen by the Inclusion Manager.

Hague recognises that where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. When appropriate, our staff are proactive in referring to outside agencies promptly and pursuing referrals in order that they don't get lost in the system/s. We discuss with parents the importance of attending the appointments in order that their child is not discharged without even being seen.

At Hague we use support available from outside professionals to improve teachers' understanding and knowledge of the SEN they are encountering in the classes they teach. For example we have regular visits from Phoenix Outreach Teachers (Phoenix Special School provides for autistic children.) These specialist teachers share strategies for supporting children at Hague who have a diagnosis of autism. In the past we have worked successfully with Outreach Teachers from The Cherry Tree School (a special school for children with behavioural difficulties.)

Tower Hamlets' Education Department has a strong ICT support team which we consult on a fairly regular basis. Their advisor will come into school and meet with us and observe any child that we think may benefit from being provided with extra tools for communication and learning, such as a touch screen monitor. They will also recommend any software or ICT programmes that the child could access to improve their learning.

### **How we adapt our teaching for children/young people with special educational needs**

'Differentiation' is a term used a lot in schools. It refers to changes that are made to help children succeed in their learning. For example teachers may do one or more of the following to differentiate for a child with special educational needs:

- provide the child with more time to complete the same task as their peers
- provide additional resources for the child to use to complete the task
- give the child an additional adult to support them

- change the task itself
- use carefully targeted questions at different levels
- use pictures and visual resources to support what the teacher is saying
- appoint a peer to support the child

A small proportion of children have significant special educational needs. It may be appropriate for them to have elements of the curriculum focused on in order that they can have enough time to practise and revisit key aspects of literacy and numeracy.

Every classroom is adjusted to improve the acoustic quality of the room specifically for the deaf children but enhancement of listening conditions benefits all of the children at Hague. Each of our two assembly halls is equipped with a soundfield system which improves reception for all pupils.

### **How we decide what resources we can give to a child/young person with special educational needs**

Part of the school's budget is for supporting pupils with special educational needs and disabilities. This is a slightly variable sum each year depending on the number of children in the Deaf Provision, levels of funding for EHC plans and analysis of pupil needs. 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 the ways we support children.

High learning support needs for a pupil or class needs are reviewed annually and evaluated termly by the Inclusion Manager and Head Teacher. Decisions about which support programme is best for a child are made by the Inclusion Manager in consultation with a child's Class Teacher and parents or carers. Parents are invited to contribute to planning through a meeting or if they are not able to come into the school in whatever way is best for them eg by telephone or email.

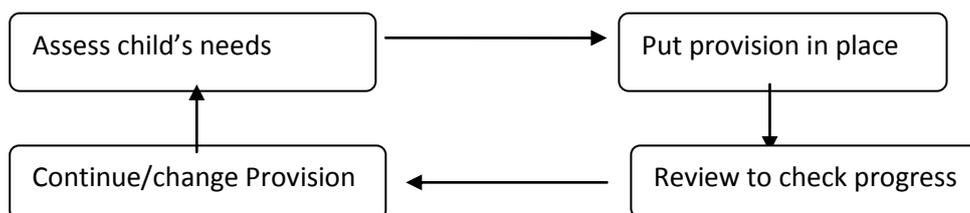
In exceptional circumstances, where we feel we are not able to meet a child's needs from our own SEN funds we will apply to the local authority for additional support for a child. Parents can do this too. We are happy to discuss all of this in more detail with parents.

Pupils, development, progress and attainment is monitored to ensure the interventions and learning support is having impact.

### **How we check that a child/young person is making progress and how we keep parents informed**

We review each child's progress in Reading Writing and Maths formally every term in Pupil Progress Meetings. In addition to this children with special educational needs will be having their progress in interventions recorded as the programme/strategy goes along. The adult delivering the intervention will be in communication with the Inclusion Manager therefore if there appears to be no impact the programme will be stopped and the manner of help reassessed.

This cycle of action can be seen as:



All adults that work with a child have formal and informal communication with parents. Informally they may comment on a day to day basis on the child's progress that day with the issue at hand, e.g. toilet training, behaviour, reading etc. More formally class teachers meet with parents of SEN children termly to discuss their child's IEP. These meetings are the ideal time for teachers to explain to parents how they can further support their child at home. Parents of all children receive a midyear and end of year written report on their child's achievement and progress.

School will talk to parents about any support outside school that could support their child. The Parents Advice Centre are also an excellent source of information and school can help parents get in touch with this service for further support.

### **Support we offer for children's/young people's health and general wellbeing**

Children need to be happy and be able to behave appropriately to learn well so all our class teachers work with children in their class on social skills, behaviour and wellbeing. Pupils who have specific needs may take part in structured social, emotional skills sessions. These sessions are particularly supportive for deaf pupils. If a child has a particular difficulty, their class teacher will have help from colleagues eg Learning Mentor, teaching assistants, the school nurse or the Special Educational Needs Coordinator (SENCO) to help support the child in class or in the playground. Some pupils have a named teaching assistant who is particularly focused on meeting pastoral, medical and social support needs.

The Medication in School Policy gives clear guidance about administering prescribed medicines and pupils who are able to self administer. All medicines given in school hours are recorded. Regular long term needs are met and monitored through a school health care plan. Staff have training to meet the medical needs of pupils. Children requiring personal care in early years are cared for by the teaching team. Changing /showering facilities are provided for young children.

Rigorous systems promote positive behaviour and good attendance at Hague.

Good attendance is celebrated through presentation of the 'Attendance Trophy' at weekly Good Behaviour Assembly. Attendance is also rewarded through termly and annual certificates for personal attendance. We work closely with parents and pupils who are finding regular attendance difficult to explore the reasons and overcome the barriers. This work is supported by our school Attendance and Welfare officer, Cecilia Diac, who comes in every two weeks.

[Exclusion is a last resort for all children](#) and is avoided through staff commitment to the 'Learning Culture' which promotes positive behaviour and attitudes to learning and towards others. Children are recognised through class nominations for recognition in weekly 'Good Behaviour Assembly or the termly Hague Star Values Assembly where badges are given to those who develop skills and attitudes to earn our Star Value Badges for: Communication, Creativity, Collaboration, Achievement and Responsibility

Good behaviour is constantly promoted through the use of Rights Respecting Language. Children are taught and encouraged to recognise that they have a responsibility to respect other people's rights. Assemblies promote the values, attitudes and inclusive ethos of the school.



Where pupil's behaviour impacts on the safety of others or their learning needs, the Behaviour Policy supports pupils and families through pupils being 'On Report', regular family meetings and work with the Learning Mentor. The

school takes exclusion procedures very seriously and only uses them in the best interests of the child. We have a clear school and class systems for responding to inappropriate behaviour which can be found in the Behaviour Policy. Children are referred to the Learning Mentor after termly Pupil Progress Meetings with the Deputy Head. He works with children who are struggling with their behaviour choices to look at some of the reasons behind the behaviour and to establish strategies for handling situations in a different manner to positive effect.

We use a range of resources to support teaching of Social, Emotional Aspects of Learning. We introduced 'Jigsaw' a new scheme during Autumn Term 2014 which has a more systematic approach to PSHE, emotional literacy, social skills and spiritual development. It supports key themes such as Celebrating Difference, Healthy Me and Relationships. It helps children to be mindful of themselves and others.

As a one form entry school we know our children very well. This helps ensure children experiencing difficulties, including those who are quiet or withdrawn, do not 'slip through the net' and go unnoticed. We address social issues that may arrive such as difficulties new arrivals may be experiencing quickly, and if appropriate, involving the whole class.

There are many opportunities for children to contribute their views including weekly class circle times and our School Council. We encourage all children to participate and share their views and any concerns. In particular we make sure SEND children's views are heard. We have clear Behaviour and Anti Bullying that underpin our good practice.

### **Specialist external services we use when we think extra help is needed**

Sometimes, a child will have needs that will benefit from additional support from specialists outside the school. In discussion with parents and carers and depending on a child's needs and what they tell us, we may draw on support from:

- Speech and Language Therapy
- Occupational Therapy
- Child Psychology
- Education Welfare
- Visually Impaired Service
- Behaviour Support Service
- Police Community Support
- Special Schools' Outreach Services
- Social Care
- Medical professionals including CAHMs, School Nurse

To ensure we support children's health and wellbeing, we work closely with medical professionals and social care to meet the needs of children within school. We have set procedures for the administration of medication in school. Children with allergies are clearly identified to ALL staff who work in the school and there is regular training of staff to ensure staff can administer emergency medicine if required.

We employ a Speech and Language Therapist to work in school one day a week and we purchase an Educational Psychologist to work in school. As and when needed, we work with a play therapist, to offer therapeutic support for children.

Sometime we recommend that the family attend training or support services to best support the needs of their child in school i.e. Strengthening Families to support consistent behaviour expectations at home and school.

### **The training our staff have had or are getting**

Every year, we have 5 staff training days. 1 is allocated for SEN/Disability awareness including meeting the needs of Deaf Children.

All staff (not only teachers) are required to attend this training. SEN/D is always a focus within training to make sure that every member of staff:

- Understands the different special educational needs and disabilities
- Knows how to plan and teach their lessons in a way that is appropriate for children with SEND
- Knows how to support the emotional needs of children with SEND
- Understands how important it is to work closely with parents and carers

In addition, support is personalised for staff and parents based on their need. For example, teachers new to teaching have additional weekly training sessions; teachers working with a child with a specific special need may have additional training and support or parents who have identified a concern at home may receive additional help

either from a member of school staff or an appropriate external service e.g. Speech and Language, Educational Psychology or the Parents Advice Centre.



The Deaf Provision at Hague ensures new staff have induction and regular support to ensure understanding of needs and knowledge of deaf friendly communication and teaching strategies.

Professional development sessions for all teaching and support members of staff and our school structure allows for 'on the job' training for all.

- All Teachers of the Deaf in Hague's Deaf Provision are expected to have the mandatory qualification or be working towards it.
- 2 Speech and Language Therapists come into school each week for deaf/partially hearing children.
- 5 Teaching assistants have been specifically trained in deaf awareness and deaf support skills.
- All staff are given training in deaf awareness and language needs.

### **How we include children/young people in activities and school trips**

All school activities, including trips and visits are planned to include all children. Where children have specific needs, parents will be involved in the planning of these trips / activities. Risk Assessments are routinely completed for all activities and support provided as identified by this process.

Our school trips are very carefully considered to ensure they do not exclude any child. We will make sure that we only choose places that are accessible to all our children, including those with SEND. Any residential school journeys will always be accompanied by a member of our staff who is a trained First Aider and in the event of a class with a high level of medical need we send two First Aiders.

In the case of a child needing additional adult support we use part of our budget to make sure that this can be provided.

Residential Trips: Parents are invited to inform us of any medical arrangements required beyond those known to us from school health care plans. These are recorded and planned for during the residential. A teacher is named and responsible for Medication arrangements. This may include personal care planning ie to support a child who is incontinent at night.



Pupils who come on school transport. The transport service is advised and either adjustment are made for the day or the school makes alternative transport arrangements for children to take part in trips or clubs.

The necessary budgeting arrangements would be made to ensure any child requiring additional support to attend After School Clubs or Lunchtime Clubs. We always consult with parents or carers when additional support is needed.

### **Our school environment**

Our school is a 3 storey Edwardian building. All areas of the ground floor are fully accessible for those with mobility difficulties. There is a disabled access toilet available on the ground floor.

Owing to the physical structure of our school building, the configuration of staircases, landings, corridors and classrooms does not easily lend itself to internal or external adaptations for lifts. It is not possible at this time to make the whole school building fully accessible.

However, we will make all reasonable adjustments e.g. holding meetings and assemblies on the ground floor where it is needed. We can move our classes if we need to in order to accommodate a child who joins our school who can only access the ground floor.

Governors are mindful of all future building projects or refurbishment reviewing disability access arrangements.

## **How we prepare for children/young people joining our school and leaving our school**

The EYFS staff plan for a smooth transition from home/other preschool settings to Hague Nursery with home visits, stay and play sessions and information for parents. We have a Toy Library one morning a week which offers parents the opportunity to introduce their infant to Hague from their earliest days. Transition work takes place between Nursery and Reception and then between Reception to Year 1.

We also ask parents to let us know if their child has a disability or they feel their child has any special needs so that we can make sure the right support is in place for their child.

Within school there are End of Year class to class handover meetings.

We have Year 5 visits to local secondary schools as well as a secondary club where children have taster art, science and technology lessons.

Secondary transfer consists of a taster day at their new school. The learning mentor works with particular children around transition to their new schools.

For Deaf children transferring to secondary school the ToD will contact relevant secondary schools to ensure that they are ready to meet the needs of the child concerned. Secondary staff are also invited to review meetings in the summer term, where individual transition plans will be agreed. Parents are supported to attend for secondary school visits.

Children with additional funding for their SEN (now called an EHC Plan) have particular care taken over their transition to any new school, whether this is their Secondary or another Primary School, and we will do all or some of the following:

- Arrange for the child to their new school with a TA from Hague
- Have a 1-1 meeting between the child and the Inclusion Manager to explore any issues
- Arrange for the child to receive a visit from a member of staff from their new school
- Make a book with pictures of the new key school staff and buildings
- Work with the child to make a 'one page profile' all about them
- Our Inclusion Manager will meet the SENCo of the new school
- Arrange Independent Travel training to support children in travelling to their new school independently.

Our Deaf Pupils have pre visits with their Teacher of the Deaf and parents to the hearing support provisions at the secondary school of their choice.

## **How parents are involved in school life**

At Hague we believe in working with parents/carers as partners and we hope that our parents will share that belief. We are always ready to speak to parents about any concerns they have about their child.

We have a parental engagement worker who organises parent voice sessions.

Regular themed coffee mornings are held in our bottom hall.

A range of courses is offered in addition to information sessions which seek to enhance parents understanding of their children's educational, health, communication and social needs.

Parents/carers are represented on the school's Governing Body.

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When we write to parents/carers, we always try to write in plain English.

We have a range of staff who help with interpreting when needed.

## **Who to contact for more information or to discuss a concern**

A parent's first point of contact if concerned about the well being of their child is the Class Teacher.

A parent or carer can also speak to

- The Inclusion Manager – Alice Macfarlane
- Teachers of the Deaf – Kelly Hitchins EYFS/KS1 or Kyrie Jefferys KS2
- Learning Mentor – John Waters
- The Deputy Head Teacher – Sue Walsh
- The Headteacher – Judy Coles

Other members of Senior Management Team: Alison Goodliffe KS1, Charlotte Boucher KS2

All members of staff are in the playground at the start and end of every school day. Parents and carers can make an appointment to speak to the Headteacher via the main school office.

If you are still unsure who to contact, speak to Tracy, Linda or Husena in the main school office. The school telephone number is 0207 739 9574.

**Our offer to children with special educational needs and disabilities was prepared by**

**Alice Macfarlane Inclusion Manager**

**In consultation with**

- **Judy Coles Headteacher**
- **Chris Owen Lead Teacher of the Deaf**
- **Cheryl Brotherston Teacher of the Deaf**
- **Lubna Parent Governor**

**A group of parents and staff were consulted in July/September 2014**

**Date agreed by governors: 15<sup>th</sup> October 2014.**

**To be reviewed annually, Autumn Term 2016**

**Signed:**

**Chair of Governors**

**Date:**