

# LB TOWER HAMLETS: SCHOOLS SEND REPORT

Harbinger Primary School

## HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

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

We aim to be an educational community:

- where high standards of learning and teaching enable all children to develop as purposeful, independent learners;
- providing a safe and inspiring place for all within it, where mutual respect and co-operation flourish;
- which teaches the National Curriculum in a manner that motivates children to achieve highly, reflect on their progress and value their own success;
- which ensures each child has access to the whole curriculum in order to promote equality of opportunity;
- working in partnership with parents and carers, other professionals and outside agencies in order to ensure the individual's needs are fully met;
- where we work to support all children to make good progress, whatever their individual starting point and needs;
- which responds appropriately to pupils' diverse learning needs;
- which strives to overcome potential barriers to learning and assessment for individuals and groups of pupils;

### The type of school we are

Harbinger is a one and a half-form entry community primary school with 355 pupils aged from 3 to 11.

### Our Ofsted rating

April 2016 Harbinger was inspected by Ofsted and graded as a 'Good School'

### How we give pupils a voice

We are committed to ensuring pupils and parents have a voice so that they are fully engaged in learning and in setting targets for achievement. We do this by:

- Ensuring pupils are involved in target setting and identifying teaching and learning strategies that work for them;
- Incorporating their views in their learning;
- Encouraging self-advocacy and independence;
- Teaching pupils about Emotional Intelligence and learning styles;

We listen to pupils' and parents' opinions on all aspects of school life through:

- Parent and pupil questionnaires (spring term);
- Parents' evenings (autumn term and spring term);
- School council;
- Annual meetings for children with statements or Education Health and Care Plans. These meetings are run on person-centred lines so that the young person, their class mates, their family and any other relevant professionals all have the opportunity to contribute fully by identifying what works for the child, what is going well and where improvements can be made;
- A family liaison worker - who supports families in need and organises various groups, information sharing and classes for parents to attend.

### How we know if a child has special educational needs

- During the summer term before a child starts school, we meet their parents/carers to talk about their strengths and needs. We ask parents/carers to let us know if their child has a disability or if they feel their child has any additional needs so that we can ensure the right support is in place.
- Each child is assessed on entry in autumn term so that we can identify those children who might need some extra help as soon as possible.

- We assess all children four times a year to monitor attainment and progress, and class teachers have regular meetings with the Special Educational Needs Coordinator (SENCo) to discuss any children for whom they may have concerns.
- We liaise with external agencies who may help us identify needs.
- We listen to parents'/carers' points of view and learn from the extensive knowledge and experience they have of their own children.

### What we do to help children with special educational needs

Harbinger has developed a variety of ways to support children who have additional needs:

- If we are concerned that a child is not progressing as expected, the SENCo and class teacher discuss where the difficulty lies and arrange for appropriate support to be put in place;
- The class teacher, supported by the SENCo, makes a plan to support that child in class. The plan focuses on the child's area of difficulty, and describes what we hope the support will achieve within a certain period of time. This may be through particular intervention with a Teaching Assistant (TA), the Literacy team, a learning mentor or any other involved professionals;
- We review that plan at the end of the period of support to see if the child has made progress or if we need to consider changing the nature of the plan or referring to another professional for support;
- We use the school tracking system to monitor progress and attainment of children with SEND and to evaluate the effectiveness of interventions;
- We listen to feedback from pupils and parents about the provision offered;
- In planning for a child we take account of his or her specific needs. We are prepared to make adaptations and develop staff knowledge and skills to support children with a need or disability we have not yet encountered, as well as routinely using a number of adaptations for frequently occurring special educational needs. *For example we think about seating arrangements and size of typeface for a child with a hearing or visual impairment; we use language displays and sentence starters to support children with limited language skills; we use visual timetables for children with communication difficulties or autism. We also run literacy and speech and language interventions to support children with additional needs to make accelerated progress to catch up with their peers;*
- A variety of ICT resources and software are available to support children with SEND, including iPads and appropriate applications.

### Staff and Roles

- SENCo to oversee and coordinate the programmes and well-being of SEND pupils;
- Large team of teaching assistants who work on a 1:1 or small group basis with pupils in the classroom
- Specialist team of Literacy TAs;
- Speech and Language intervention TAs for children with communication needs, overseen by a speech therapist from Mile End Hospital;
- We have two Learning mentors to support pupils to overcome barriers to learning (4 days) ;
- We employ a Home-school liaison worker to support parents (3 days);
- We employ a school social worker for advice and intervention with children and families (1 day);
- We have two play therapists offering 1:1 counselling for pupils (2 days);
- We use local schools and amenities to ensure pupils have access to supportive learning environments not available at Harbinger. *For example George Green's School Hydrotherapy pool, Arnhem Wharf soft play room;*
- School Nurse service;
- Attendance and Welfare officer.

### How we adapt our teaching for children with special educational needs

- Every teacher is responsible for planning for and teaching all children, including those with additional needs. Planning includes personalised tasks for those working at different levels;
- Children with additional needs work with and alongside their class peers and the activities they are asked to do are differentiated to meet their needs, so that they can work towards the same learning intention as all children at a level appropriate to their abilities;

- Some children may need additional support available via interventions which may sometimes take place outside the classroom/ school.

### How we decide what resources we can give to a child with special educational needs

*Allocation is decided by the SENCo and Head teacher after seeking information and advice from parents, class teachers, and other professionals who know the child - prioritised by need*

1. Pupils with Statements /Education Health and Care Plans:
  - allocate time and provision to meet targets agreed - including those supporting their safety and well-being (human resources);
  - allocate physical resources to support pupils to access the school curriculum (e.g. laptops);
  - ensure physical and emotional needs are met (organising counselling / physical development provision e.g. swimming).
2. Pupils with additional needs (SEND Support)
  - allocate TA support time in all classes using time weighting system for those with additional needs (i.e. those classes in which there are more pupils with identified needs are allocated more time) - teachers use time to support groups/ pupils as best meet their needs;
  - check prior achievement and/ or progress to allocate further TA time where concerns are flagged;
  - allocate groups or 1:1 speech and language sessions;
  - allocate groups or 1:1 literacy intervention using pupil tracker and advice from SENCo/ class teacher;
  - allocate time with counsellors / learning mentors.

The success of the school's policy and provision is evaluated through:

- Monitoring classroom practice by the SENCo, SLT and phase co-ordinators;
- Analysis of pupil tracking data, teacher assessment and test results:
  - For individual pupils
  - For cohorts/ groups
- Value-added data for pupils on the SEND register;
- Regular monitoring of procedures and practice by SEND Governor;
- Termly monitoring of procedures and practice by the Inclusion Team including:
  - The class pupil profile
  - Individual Education Plans
  - Meetings between SENCo and Teaching Assistants
  - Progress on the School Development Plan

### How we check that a child is making progress and how we keep parents informed

- Senior leader and Class teacher meet termly to discuss every child's achievements, progress and well-being at a Pupil- Progress Meeting;
- SENCo reviews the progress of children with SEND termly and meets with class teachers and individual pupils 2 times a year to discuss any new children causing concern and to set targets for the next term;
- Annual report to parents - with pupil comment;
- Parents/carers meet class teachers two times a year to discuss progress;
- Parents/carers invited to attend review meetings of children with Education Health and Care plans/ statements. These review meetings are run on child-centred lines and we involve the child in setting up and participating in the meeting. We attach a lot of importance to the views of both children and parents/carers and involve them as fully as possible through review meetings;
- Exchange of ideas and resources with parents/carers to help school and parents carry out support consistently and successfully. We value the input of parents/ carers;
- Parents/carers may make an appointment to see the class teacher or SENCo to discuss how their child is doing at any time during the year;
- We run training and classes to support parents/carers in a range of areas (e.g. Preventing and treating common childhood illnesses - in conjunction with GPs , nurses and dentists);
- Pupils are invited to contribute to review meetings;
- Pupils are asked to contribute to their IEPs;

- Pupils comments are shared with parents at Parents' evenings;
- Pupils comment on their annual reports.

### Support we offer for children's health and general wellbeing

Our School Values - agreed by pupils and staff are - "Togetherness Well-being Learning" - We recognise that children's physical and mental health are of primary importance and have a huge impact on school life and learning.

- Two trained learning mentors in school give classroom support to children who are experiencing emotional barriers to learning;
- Two play therapists work with children with specific emotional needs;
- We refer to the Tower Hamlets NHS service for children with mental health needs (CAMHS), so that expert professionals can offer more extensive care to families in need;
- A nurse from the School Nursing Team visits fortnightly - she/ he can meet parents /carers who have concerns about their child's physical health, offer advice and refer on to other health services.
- Children with medical needs have a care plan written with the parent and the school nurse, and parental authorisation is sought before any medicine is given to a child;
- Staff are trained to administer certain medical interventions and may receive additional training where necessary;
- We have an effective and positive whole school behaviour policy - a copy of which can be provided
- For children whose emotional difficulties lead to challenging behaviour we have access to the behaviour support teams in the borough;
- The Support for Learning Service is available to observe and advise;
- Attendance and Welfare officer to support and advise parents and staff.

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

Sometimes a child's needs will mean that we refer them to an external specialist for advice and support.

Services that we may refer to include:

- Speech and Language therapy (we have a speech therapist who works part-time in school)
- Educational psychology
- Specialist literacy support
- Behaviour support team/Cherry Trees Outreach
- Phoenix School for Autism
- Visually-impaired and Hearing Impaired services
- Social services
- Child and Adolescent Mental Health Services
- Health/ nurse or specialist
- Occupational Therapy

We always discuss referrals to external services with parents first and only proceed with their permission and approval, (except sometimes to social services, if we have concerns about a child's safety).

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

- First Aid
- Epilepsy
- Asthma
- Child protection
- Autism
- Phonics and Early Words
- Emotional Intelligence
- Growth Mindset

We will audit teaching and support staff to ascertain their strengths and areas for development and plan training needs accordingly

- We train staff individually if they are supporting children with particular needs;
- Some teaching assistants/ Nursery Nurses are also trained to run groups in the Early Years to develop the skills of children who enter school with any language delay.

### How we include children in activities and school trips

- We always include pupils in trips and activities outside the classroom, unless their behaviour on previous trips has given us concern for their safety;
- Children with additional needs or disabled children are supported by an appropriate adult to ensure their safety and ability to participate;
- A risk assessment prior to the trip ensures that preparations to remove any possible barriers to participation are made in good time;
- Parents/carers may be invited to take part in trips and activities where appropriate, and are always consulted before arrangements are finalised where children with complex needs are concerned;
- There are a number of clubs and other activities that take place before or after school and children with SEND are considered as a priority for these activities.

### Our school environment

Harbinger is on three levels and does not have a lift - we do not have appropriate provision for wheelchairs.

There is an accessible toilet and changing facilities on the ground floor.

In school we have a range of equipment to support children with SEND, but if any child needs additional equipment this may be purchased from our SEND budget or acquired from specialist services.

### How we prepare for children joining our school and leaving our school

- The family of each child entering the nursery receives a home visit so that we can meet the family and see the child in a familiar environment;
- We ask the family to share information about their children's likes and strengths and to inform us about any areas of concern;
- We share our expectations with the family and pass on information about the curriculum, school procedures and ways parents/carers can support their children at home;
- There are workshops run by teachers to help parents support their children at home;
- Each class spends an afternoon in the summer term with their teacher for the following year;
- Staff conduct detailed handover meetings to share information about children moving from one year group to the next;
- When children move on to another setting we always communicate with that school to pass on important information;
- Before moving to secondary school, all children in Year 6 do a variety of transition activities;
- Children with special educational needs may also receive additional support: for example, special visits to the SEND department at their secondary school, support with transition skills from the speech and language therapist, and travel training to help develop safety awareness when in public places;
- The SENCo also communicates with secondary colleagues to pass on information about strengths and areas of need.

### How parents are involved in school life

- Parents/carers are always invited to annual reviews of children with Statements of SEND or Education and Health Care Plans;
- We have parent conferences to meet with parents/carers to review their child's achievement, and some parents/carers may have longer 'structured conversations' with the relevant class teacher if there is a concern that they are not making expected progress;
- We have two parent representatives on the school governing body;
- We have a number of staff who are able to translate informally to aid communication with Bengali speaking parents;
- For longer or more formal meetings, or to support families who speak other community languages, we book the assistance of an interpreter;
- We have a variety of workshops, information sharing, classes and a Toy Library to support parents and help them feel comfortable coming into and communicating with school.

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

Parents/carers are encouraged to talk to school staff to ask questions, pass on information or raise any concerns they may have.

They are invited to make an appointment at a convenient time to talk with any of the following members of staff:

- The child's class teacher
- SENCo - Jubeda Ahmed
- Headteacher - Mandy Boutwood
- Assistant Headteacher - Matthew Warhurst
- Assistant Headteacher - Gemma Caller

Parents/carers may be able to catch these members of staff at the beginning or the end of the day for a more informal chat.

Information about the school and its policies can be found on the school website at:

[www.harbingerschool.co.uk](http://www.harbingerschool.co.uk)

The Local Authority local offer may be found at:

[www.towerhamlets.gov.uk/localoffer](http://www.towerhamlets.gov.uk/localoffer)

**Our offer to children with special educational needs and disabilities was prepared in September 2015.**

**It was reviewed in October 2016.**