



SEND Information Report

November 2020

Approved by: Eko Trust Board

Date: 12th November 2020

Review Date: November 2021

What is the school SEN Information Report?

Hackney New Primary School's SEN Information Report sets out in one place, what we provide for children and young people with special educational needs and/or disabilities (SEN/D) throughout their time with us. It is here to explain how we support them onto the next stage of their education. Our SEN policy

(<http://hackneynewprimaryschool.org/our-school/policies-and-information/>) gives more detail about our day to day procedures.

The policy has been designed to be as accessible as possible for all parties, if you do have any questions please see the Inclusion Manager/Headteacher.

Hackney Local Authority also publishes on its website a Hackney Local Offer - setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It explains the procedures for requesting an assessment for an Education Health Care Plan (EHCP) - which has replaced the SEN statement*. You will also find information about:*

- Where to go for advice and guidance on SEN and Disability matters
- Leisure activities for children with SEN/D
- Links to Frequently Asked Questions
- Direct links to other services in Hackney who can help

Covid-19 updates to the SEN report

Our School's response to the reopening of school's following Covid-19

At Hackney New Primary School we are proud of our response to the emotional well-being of our school community during the Covid-19 pandemic. The School has been open throughout to vulnerable and key worker children/ all children with SEND. As well as online teaching we have ensured that all families have been contacted by a member of staff regularly. We have worked to ensure that families receive the necessary support whether that be food parcels, signposting to local services or dedicated email address monitored by key staff members. As children have returned to school we recognise that all of the school community have experienced change and for some trauma. Consequently, all staff have undertaken training in supporting children, with some undertaking training in well-being. We have also joined the WAMHS in schools initiative that are committed to improving support for pupil's emotional and mental wellbeing. We have a CAMHS link worker Chandi Gedara who will come to school once a month to support school staff and pupils. Our CAMHS link

worker will help us think about our pupils' needs in school, how best to support them, and how to refer them to specialist services if they need more help.

Our recovery curriculum allows for children to talk through their experiences during lockdown and subsequent worries and concerns so that they are in a place where they are able to learn. We recognise that some of our children have thrived whilst being at home and spending more time with their families whilst others have found this more challenging. We are mindful that some children will have slipped in their learning and our curriculum is tailored to ensure children move forwards with their learning.

We have a Covid-19 risk assessment that is regularly reviewed by the senior leadership team to ensure that all children and adults are safe within the school environment. Year groups are within year group bubbles to ensure our risk assessment is successful. Adults are undertaking interventions but making sure that they have PPE and keeping socially distant. Currently, we are not taking children on school trips or out to forest school and outdoor learning.

The purpose of our SEN Information Report?

The purpose of our school's SEN Information Report is to inform parents and carers about:

- How we welcome into our school children with special educational needs and/or disabilities;
- How we support them in all aspects of school life and remove barriers to achievement;
- How we work in closer partnership with parents/carers and children;
- How we make effective provision for all of our children with special educational needs and disabilities - SEN/D
- We will keep our SEN Information Report under review - by asking parents and children what is working well and what they want to improve
- The next review date for our SEN Information Report is November 2021

What kind of school is Hackney New Primary School?

We are a Hackney primary school for children from 4-11

years-old. We are a Free School with a music specialism.

There are two classes for each Year Group; 25 children in each class. We currently have a Reception, Key Stage 1 and Years 3,4 & 5 cohort and we will grow by two more classes until the school is full next year.

Children start school in the Year they turn 5 in one of our two Reception Classes.

Following the successful opening of its secondary school on Kingsland Road, Hackney New School Academy Trust gained a Funding Agreement from the Department for Education to open a new community primary school in September 2015. We are now in our 5th academic year of opening and are currently oversubscribed. Pupils of Hackney New Primary School will be given priority when applying to Hackney New School. Hackney New Primary School's named SENDCo is Hannah Woodley and the named Governor responsible for SEN is Philippa De'Ath.

Our Vision

Our vision for Hackney New Primary School is to provide students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society. Smaller class sizes of 25 help ensure that every child receives the attention and support they need to thrive at school.

Our curriculum is underpinned by the development of core skills. These skills can be fostered through the discipline of learning a musical instrument, the problem solving and collaborative skills they will be developing through our Outdoor Learning lessons or the love of books that will help them access worlds beyond their own. No subject will stand alone. For example, great mathematicians need to be able to enquire, to puzzle, to collaborate and to communicate well, and these skills will be woven into every aspect of our school day.

Our strong focus on music adds a rich dimension to school life at Hackney New Primary School. Children learn to love, create, interpret and respond to music using their voices, using instruments, through discussion, technology and working together to develop high quality performances.

How we learn with and from other schools and professionals

We are a learning community and believe that it is important to work with other schools, educational settings and professionals to make sure that our knowledge, expertise and skills on SEN/D issues are up to date. We work very closely with a range of professionals in support of our children with SEN/D. These include our link Speech and Language Therapist*, Educational Psychologist*, Hackney Ark*, REU* and R-U-N* (an organisation who provide mental health and play therapy support to both children and families) and CAMHS*.

Communicating the SEN Information Report

- We have placed this information here on our website - <https://hackneynewprimaryschool.org/our-school/our-local-offer/>

- You will also find our SEN Policy on the website - [h http://hackneynewprimaryschool.org/our-school/policies-and-information/](http://hackneynewprimaryschool.org/our-school/policies-and-information/)
- If you want to talk to a member of staff we will arrange for a member of staff to meet you and answer your questions: please let us know if you need an interpreter or British Sign Language signer - we will do our best to provide this support
- Hackney New Primary School's Local Offer links to the information which Hackney Local Authority provides for parents and carers of children with SEN/D. You can see this on their website <http://www.hackneylocaloffer.co.uk/>

Who to contact for more information

- Our Headteacher - who provides leadership on inclusion and high achievement for all is Miss Afreedi
- Our Inclusion Manager (the first person to talk to about any SEN questions or concerns) who leads on the day to day operation of our SEN procedures following guidance in the SEN Code of Practice is Hannah Woodley. She is also our Assistant Headteacher.
- Our Inclusion Governor - who has responsibility for monitoring and supporting the school on SEN matters on our governing body is Ozge Acar

The staff can be contacted via the School Office at: hnpinfo@ekotrust.org.uk
020 3019 3470

Our SEN Information Report

We present our SEN Information Report in order to inform parents/carers about twelve important aspects of our SEN/D provision:

1. Effective Leadership, Management and Governance
2. Developing the skills and expertise of staff
3. The contribution of specialist services
4. Identification, assessment and planning for children with SEN/D
5. Reviewing children's progress
6. Inclusive teaching and effective support
7. Ensuring access to the curriculum
8. Providing accessible classrooms and special resources
9. Working in Partnership with parents and carers
10. Listening to Children and Young People
11. Managing transitions - joining and leaving our school
12. Providing support for safety, personal well-being, attendance and health

1. What do school leaders and Governors do to make sure that all children feel welcome, included and achieve their potential?

The Inclusion Manager manages the day to day provision and plans the programmes of support for individuals and small groups of pupils with SEN/D. The Inclusion Manager works closely with outside support agencies (i.e. Speech and Language Therapy) to co-ordinate their work in school and with families. The Inclusion Manager and/or Headteacher is always present in meetings held by outside agencies with parents.

The Inclusion Manager keeps a list of children (SEN/D Register) we identify as having SEN and/or a disability. We carefully monitor the progress and well-being of children with SEN/D and the quality of our provision, including teaching and support. For example, senior leaders observe lessons and hold discussions with teachers and support staff. If something is not working well, we change it in order to improve our provision - we outline these changes in our School Development Plan.

The Governing Body challenges us to make sure we constantly improve the quality of provision for children with SEN/D and the outcomes they achieve. Three members of the governing body are also parents at the school and are able to represent the views and concerns of all parents, including those with children with SEN/D. We fully involve our Governors when we review and revise our SEN policy and our Local Offer at the end of each school year.

Frequently Asked Questions

Q. How do you make sure that staff new to the school are able to meet my child's needs?

- A. All staff new to the school have an induction programme delivered by the Headteacher which includes specific time allocated to our SEN/D Policy. We provide detailed information about the range of needs in their class, personal support and detailed guidance on how to provide high quality teaching and support. We work alongside parents/carers to do this.

Q. Will there be someone in the school who understands my child's needs as soon as he/she starts?

- A. As soon as we know that a child is coming to our school with particular needs, we review our provision and provide relevant on-going training. In particular, we will provide relevant training and guidance for your child's Class Teacher on meeting his/her needs.

Teaching and support staff work closely with relevant members of specialist services which provide support for our school. The services working in our school this year are:

*The glossary at the end of this document explains what each of these teams does within the school.

Specialist Service	Frequency	Examples of what they do
Speech and Language Therapists*	41 days direct work per year. (1 day a week) 21.5 days indirect work per year. (half a day a week)	Observation of children Advice to staff, parents and children Support for assessments Planning and supporting interventions Staff training Parent workshops
Educational Psychologists*	8 days per year broken down according to children's needs. Time assigned in agreement	Observation of children Consultations with staff and parents Planning and running individual

	with the Senior Leadership Team (Headteacher/Inclusion Manager)	interventions Termly reviews with staff and parents
Hackney Ark*	By referrals for specific children	Assigning the most relevant support according to specific needs Planning interventions and support with staff Advice to staff, parents and children
R-U-N*	By referrals for specific children and families - currently on a trial basis of 5 hours per week	Confidential support to families experiencing a range of mental health or behavioural challenges Therapeutic play

REU* Re-engagement unit	By referrals for specific children	The aim of the service is to provide support for children whose behaviour means that they are having difficulty engaging with learning. Advice for staff and training
CAMHS link worker*	Once a month visit	This is part of the WAMHS in schools initiative. This focuses on pupils wellbeing and mental health and ways that the school can support pupils. This is called a 'whole school approach'.
School Nurse*	12 visits per year	Health Professional, who monitors, supports and gives advice to families and schools on all aspects of children's well-being and health needs

Each service has referral and eligibility criteria - meaning that service support is targeted towards the children and families with higher levels of need

These services provide a range of support including:

- Working one to one and/or small group work with children
- Providing training for teaching and support staff
- Helping us as a school to assess needs, plan next steps and review progress
- Working to support families either alongside the school or confidentially depending on the need

We **will always** involve you in any decisions about whether your child has a special educational need and the best ways to provide support. If your child requires these services we will involve you in the process at every stage; we will ask you to sign a referral form and more often than not to meet with the relevant external professionals before the support can go ahead.

You can find more information about specialist services who work with Hackney schools through the Hackney Local Offer homepage, by choosing the relevant age range for your child (i.e. 4-10 years): www.hackneylocaloffer.co.uk.

4. How do we identify, assess and plan support?

Our starting point is to have a 'listening conversation' with parents/carers during the home visits that occur before children start school; we recognise that parents are the first educators of their child and we need their knowledge to plan effectively. We strive where possible to arrange these during the Summer Term prior to the child starting school.

During this visit, we ask whether parents/carers have any existing concerns about their children - for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once s/he starts school.

If a child attended a Nursery or Children's Centre we look to arrange group Nursery visits to the school in the summer term before children start. While this is an opportunity for the children to spend time in the setting with their peers before joining us, it also allows staff to have discussions with children's Key Workers about any needs we might need to plan for. We also use their Nursery/Children's Centre transition reports provided to plan the best programme of support. If appropriate, we will also visit the Nursery/Children's Centre to take part in a hand over meeting if outside professionals (such as Speech and Language Therapists) are already Involved.

In addition, we assess all children in the first half term in our school through careful and sensitive classroom observation and an early review of progress through their

Reception Baseline assessment. During this process, we ensure we listen to children to find out how they are settling into school. The initial phase of the assessment

looks to ascertain children's Well-being and Involvement according to the Leuven Scales. If a child is particularly unsettled and is coming out with low well-being and/or involvement then we would delay their assessment to allow them more time to settle. There is a six week window to complete children's Baseline assessment. We continue to assess and monitor all through the child's time in school so that we can look out for any special educational needs that might arise later on.

We take great care to establish whether lack of progress is because a pupil has English as an Additional Language (EAL) rather than a specific Special Educational Need.

We also work with specialist services - for example Educational Psychologists and Speech Therapists - who provide expertise in finding out the type and range of the child's needs, for example, in terms of language and communication needs to slow progress in acquiring reading and number skills.

We are committed to personalised planning and regular assessment and review to make sure that your child makes progress.

You can see more details on how we identify children with SEN/D in our SEN policy: <http://hackneynewprimaryschool.org/our-school/policies-and-information>

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Frequently Asked Questions

Q. If my child has been assessed as having a SEN, what happens next?

- A. Class Teachers regularly assess the progress of the children in their class and if they have any concerns, they talk to the Inclusion Manager and discuss what the next steps will be. Sometimes this will mean extra support from the Class Teacher and/or Teaching Assistant or through a small group intervention*. Sometimes we will involve a specialist service but will always discuss this with parents/carers first.

Q. Will my child have a personal plan?

- A. All children with SEN/D will have a personal plan; we use a variety of approaches. When we have assessed your child's needs we will meet with you and agree a plan and short term targets for progress. The targets will focus on the most important areas of need.

Q. What should I do if I think my child has a SEN?

- A. You should contact the school and ask to talk to your child's Class Teacher. S/he will then talk to the Inclusion Manager about possible next steps. The Headteacher/Inclusion Manager will always talk to you about your concerns and may begin an assessment of needs. If there is an agreement that your child has a special educational need the school will work with you to plan a programme of support.

Q. "I am a Carer of a boy in Year 2 - he has been looked after (LAC) for two years. I think that he may have special educational needs. Who do I talk to about this?"

- A. Arrange a meeting with the Headteacher and Inclusion Manager. S/he will assess his needs and make provision which will help him to make progress. We will also make sure that we work closely with the school's designated teacher* for LAC and with services and link workers to make sure that we "join up" our support.

5.How do we review your child's progress?

It is very important for our school that ALL of our children enjoy success and achievement and make accelerated progress in their learning.

We use the information we have about each child who has been identified as having SEN/D to plan a personal programme of SEN support.

We develop this in partnership with parents and the child - working with the Inclusion Manager and the Class Teacher.

This plan will include short term targets and will describe how we will support your child to achieve these targets.

Once a term we review how well all children - including those with SEN/D - are progressing. We call this our Pupil Progress Review meeting.

We will arrange a meeting with parents of children with SEN/D to discuss how well s/he has progressed: we will agree new targets and sometimes different ways of supporting, for example, a small language group with a trained member of staff.

We make sure that parents/carers know the next steps for learning for their child and how they can support them with their learning at home.

We will report formally three times per year during children's Parent Meetings on the general progress of all children, including those with SEN/D and for some pupils we will provide more frequent reports. We also provide an end of year summary of attainment through our Online Learning Journal Tapestry that all parents/carers are given access to.

Frequently Asked Questions

Q. What should I do if I am worried about how my child is progressing and how often will I be able to discuss my child's progress?

- A. You will be able to meet your child's Class Teacher each term at the parent consultation meetings. We deliberately arrange these during school hours in order to allow for additional time. Each meeting is 20 minutes long and is a structured conversation* between parents/carers and the Class Teacher with equal input from home and school. We will also invite you to a meeting once a term to discuss your child's progress. Outside of these scheduled meetings, if you have any concerns and worries about your child at any time please contact the school office and we will arrange a meeting to discuss these concerns. We can also respond to particular questions over the phone or by email if you find this helpful.

6. How do we make sure that teaching and support help your child to learn and make progress?

We know that high quality teaching and well-matched support will make a big difference, not only to the progress of children with SEN/D, but to all children in the school. Making sure that this happens in all classrooms is one of the most important priorities for our school leaders. We make sure that all Class Teachers and Teaching Assistants have a clear understanding of the learning needs of all the children in their class.

At Hackney New Primary School we recognise that good practice for children with SEN/D is good practice for all which is why we are passionate about embedding

inclusive quality first teaching that allows all children to succeed across the whole school. We take a low-threshold, high ceiling approach to our teaching and learning to ensure that each child takes something away from the learning being delivered (for example, using a counting stick in Reception with numbers to 10; counting forwards, backwards, finding a hidden number, counting in 2s etc.). Each child comes away from a given teaching point having progressed their understanding and can apply that new knowledge to their independent play/learning.

In addition, leaders work with Teachers and support staff to provide effective teaching and support for children with SEN/D in a variety of ways. These include:

- Supporting the Class Teacher to take full responsibility for the learning and progress of all children
- Using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material
- Access to quality teaching resources to support all children's learning. For example, using Numicon in maths. Numicon is a multi-sensory resource that can be used in a variety of ways to explore number patterns, structures and relationships. We introduce Numicon into children's play in Reception and it is then used right the way through the school to support children's understanding of number.
- Providing a stimulating, rich and interactive learning environment
- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- Providing additional adult support from well-trained and well supervised Teaching Assistants
- Making available specialist equipment and digital technology to support access to participation in learning - both in school and at home

We help all children to develop their skills as learners - and to persevere when they find learning difficult.

Frequently Asked Questions

Q. How can I help my child with learning at home?

- A. We will meet formally with you once a term and share strategies of how you can support your child at home. We also provide additional guidance to parents on how to help children at home through a comprehensive selection of parent workshops (see Section 9. Working in partnership with parents and carers). The dates for these are communicated in the school

calendar that is shared electronically with parents at the beginning of each term, as well as weekly reminders in the school newsletter. Parents and carers also receive ideas for how to support learning at home through the termly Home Learning menus.

7. How do we make sure that children with SEN/D enjoy a broad and balanced curriculum?

We provide a curriculum that is broad, balanced, motivating and accessible to all children.

We work hard to ensure that all of our children achieve in lots of different ways as well as with their academic learning - for example, in music, foreign languages, forest school, leadership and taking on responsibilities. Children with SEN/D play a full part in the life of our school.

Children are encouraged to take responsibility, either in class or whole school, such as School Council. This gives children the opportunity to communicate more confidently with other children.

Music lies at the heart of what we do. It is widely recognised that musical performance rewards individual effort and teamwork. Learning to play an instrument teaches focus, concentration and perseverance. Playing an instrument is a true gift and something that children can continue to be rewarded by for the rest of their lives. Learning how to perform, compose and appreciate music is both beautiful and joyful and this one of the many reasons why we are passionate for music to sit at the centre of our curriculum. Much research has also pointed to the therapeutic support music can provide to children's mental wellbeing and how it can help children who have behavioural difficulties and/or are dealing with emotional stress. We arrange educational visits and journeys and make sure that all of our children can take part. We do a risk assessment* and when necessary make reasonable adjustments to plans and arrangements.

Rather than a model of specialist interventions where children are removed from class to carry out individual or small group work specific to their needs in subjects such as English or mathematics, we strive where possible to always include all children within a whole class environment. This means that our teachers work to ensure their planning is fully inclusive and can target all children's needs together. For example, in Phonics it may be that the class are focussing on a new digraph* sound for the session. For some children, letter formation is the success point where for others, it might be including the focus digraph within a word that is built into a sentence. All children are given the opportunity to achieve this, but will recognise their own success point within the activity framework presented by the Class Teacher and are celebrated in equal measure according to their achievement

within the session. It is then about targeting TA or Class Teacher support to those children that might require a little more scaffolding.

Away from the core curriculum, specific interventions are run to support individual children's development, particularly around language and communication and behaviour. In these cases, children take part in small group work either within or outside of the classroom environment (depending on what is most appropriate) with a member of support staff/Class Teacher. These are short targeted sessions that are supported by targets set by the Speech and Language Therapist. Similarly for behaviour, play therapy sessions are either delivered by a specialist from R-U-N or the school teaching staff. For example, one of our teachers is running a Lego Therapy intervention to support children's ability to work alongside their peers with turn taking and sharing. These groups are well taught by a trained teacher or teaching assistant. Our Inclusion manager monitors the quality and effectiveness of these interventions every term by meeting with staff and having review meetings of Interventions.

We also adapt the curriculum to include children with SEN/D, for example:

- Providing quiet time or short movement breaks for a student with emotional needs
- Providing a visual timetable* and a Now & Next board* to support transitions
- Providing PECS* symbols to promote and support language development
- Providing visual supports on the table- phonic sound mats, task planners, sentence checkers, help prompts
- Providing social stories* to help children overcome their fear of a new social situation.
- Providing sound buttons* to help working memory during written tasks
- Providing assistive technology
- Providing assistive resources for home support
- All staff have emotion flashcards* within their classroom
- Play therapy and sensory room* to help regulate a child's emotional levels

Frequently Asked Questions

Q. What happens if my child is not making progress in reading? Is there any extra support?

- A. We provide additional support through a variety of approaches, including targeted English support in the classroom. Class Teachers plan inclusive interventions from support staff during whole class teaching where they would sit with specific children and support their understanding. For example, this might be through the use of visual aids such as Phonics fans or an additional copy of the core text* to look at.

Q. Will my child miss out on important lessons in the classroom if they are taken out for an intervention?

A. We will always try to make sure that a child does not miss important parts of a lesson. We always make an informed judgement on when is the most appropriate time according to their needs and will assess what they would get or otherwise from missing a whole class activity. Interventions last no longer than 10-15 minutes and therefore would cause little disruption to their day.

Q. How will my child get involved in extracurricular activities?

A. The curriculum includes a wide variety of clubs and activities that take place after school and we monitor the attendance of our most vulnerable children at these activities. If a child needs help to get involved, we provide that help.

8. How do we make sure that our school classrooms are safe, accessible and stimulating?

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible. Our school building is fully accessible and in line with planning regulations. We have a lift that operates and is accessible to all floors within the building and a disabled toilet on each floor.

Please see our accessibility plan here :

[h http://hackneynewprimaryschool.org/our-school/policies-and-information/](http://hackneynewprimaryschool.org/our-school/policies-and-information/)

We also have a range of equipment designed to support the development of children's coordination and motor skills and ensure that we provide the most relevant resources according to each individual child's needs. For example, for some children with specific needs, we provide specialist equipment including digital technology and supportive educational Apps.

Specialist teams, for example Physiotherapists and Occupational Therapists can provide guidance, advice and equipment for children with particular access or support needs.

Q. What specialist resources and equipment are available for my child?

A. We aim to provide a service that meets your child's needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our school.

9. How do we work in partnership with parents and carers?

We know that the active involvement of parents/carers in supporting the education

of their child is one **of the most important factors** in ensuring a child's success and achievement.

We know that parents are the first educators of their child and that we need their knowledge to plan effectively.

We will always involve parents and children in planning and reviewing progress. We hold termly parent meetings. We deliberately arrange these meetings during school hours in order to allow for additional time. Each meeting is 25 minutes long and is a structured conversation* between parents/carers and the Class Teacher with equal input from home and school.

We make every effort to communicate clearly and regularly with parents and carers of children with SEN/D about, for example:

- How we support their children
- Their achievements and their well-being
- Their participation in the full life of our school

We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading.

We welcome and value feedback on how well we are working with our parents. Twice per year we invite parents to complete our Parent View survey - once in November and once in June. We ask parents to comment on a wide range of school related issues such as pupil progress, leadership and behaviour. This survey is looked at by the local authority and Department for Education.

We also encourage parents to be actively involved in the school in a range of ways including:

- Weekly Parent Workshops focussed on specific areas of the school curriculum. These are interactive and allow parents the opportunity to step into the shoes of their children and gain a real insight into how best to support their child at home
- Regular parent socials nights where parents have the opportunity to interact and get to know each other as well as getting to know school staff better who also try to attend
- We invite parent volunteers into school to help in a range of ways; for example, Forest School, Outdoor Learning, Music trips and general classroom assistance.
- We have weekly parent readers that come in and help support children's reading in different year groups.
- We have a very active parent fundraising committee open to all parents to get involved in. This committee fundraises for and organises our Christmas and Summer Fayres as well as specific projects to assist the school such as fundraising for musical instruments.

Frequently Asked Questions:

Q. Who do I talk to in the school if I have questions about my child's SEN?

- A. The first person to talk to is your child's class teacher who will always be happy to meet you, listen to your concerns and discuss how well your child is making progress in day to day lessons; about friendships and personal development.

Q. How do I raise concerns about my child?

- A. If you have questions or concerns about the particular special educational needs of your child, the school's Inclusion Manager will listen carefully to your concerns, explain the different ways in which the school supports your child and when possible and appropriate come to an agreement about changes to provision and/or support.

It will also be possible to meet members of the specialist services who are working with your child - Inclusion Manager will organise this meeting.

Q. How will you make sure I am involved in planning and reviewing?

- A. We will review every child's progress each term and we will invite you to come to the school to discuss progress and next steps with your child's Class Teacher and the Inclusion Manager. A careful record will be kept of all meetings and an overview of records, provision and the progress of your child. These meetings are in addition to the Parent Meetings that occur for all children in the school each term.

Q. What can I reasonably expect from the school?

- A. We will involve you when we are assessing your child's needs; when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well he/she is progressing. We keep records of our work with children with SEN/D which you can look at and contribute to.

Q. Where can I find information about how the school works in partnership with parents and carers of children with SEN/D?

- A. You will find information and support in several places, for example:

- Our weekly newsletter, which contains information about meetings with teachers and workshops with parents
- Our SEN policy on the school's website:

[h http://hackneynewprimaryschool.org/our-school/policies-and-information/](http://hackneynewprimaryschool.org/our-school/policies-and-information/)

You will also find lots of information about how different services in Hackney provide help and support to children with SEN/D and their parents - on Hackney Learning Trust Local Offer website: www.hackneylocaloffer.co.uk

Q. How can you help me to help my child at home?

A. We will meet formally with you once a term and share strategies of how you can support your child at home. We also provide guidance for parents on how to help children at home with a range of school-related activities such as reading, writing and mathematics through our comprehensive Parent Workshop programme. These are held weekly throughout the year and the programme of workshops is sent around at the beginning of each term with the school calendar.

Q. What if I am unhappy about my child's provision or progress?

A. We always work hard to make sure that our parents are happy with what we provide for their child/children. However, we will address worries, concerns and complaints as soon as possible through a telephone call or face to face meetings where we will listen carefully to your concerns.

If you feel we have not been able to address your concerns satisfactorily, we have a complaints procedure that you will find on our website:

<http://hackneynewprimaryschool.org/our-school/policies-and-information>
or from our office.

If you would prefer to speak to an independent adviser, you may wish to talk to Hackney's SENDIAGS, a confidential service offering free support to parents of children with SEN/D. You can contact them on:

0207 275 6036

SENDIAGS@learningtrust.co.uk.

10. How do we listen and respond to children?

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of its children, especially those most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- Clear and well communicated policies and systems to support children in expressing any worries or concerns they have; i.e. giving children the right to choose a preferred adult to talk to.
- PSHE (Personal, Social and Health Education) remains a core part of our curriculum from Reception through to Year 6. It is central to our core vision of ensuring children at Hackney New Primary School not only strive for academic excellence but also develop a strong self-belief, intellectual curiosity and a responsibility towards others and the world around them. During the class PSHE sessions, children are encouraged to talk about themselves and their feelings within a safe environment. Each year the children work through six core topics; Being Me, Celebrating Difference,

Dreams & Goals, Healthy Me, Relationships and Changing Me.

- Talking to children during teacher lesson observations to understand their experiences of the lesson
- Inviting children to make personal contributions to their Annual Report (i.e drawing a picture or being part of a “All about me” section which will be added to their annual review)
- Weekly whole school Makaton assemblies where children learn a range of signs to support communication
- Doing an annual questionnaire on “pupil voice” - giving children their say.
- Developing a School Council where members are voted in by their own class to share the views of their peers around ways to see the school improve.
- Making sure that our School Council is inclusive and represents the whole of our community
- Encouraging children to contribute to their own online learning journal through Tapestry, uploading their own photographs and work they have done both in school and at home
- Encouraging children to respond to feedback given through a developmental marking scheme*
- Ensuring that our safeguarding procedures are strong and that all staff are well trained

Frequently Asked Questions

Q. Who can my child talk to if s/he is worried about something?

- A. We make sure that every child has at least one trusted adult with whom they can talk and share any worries or anxieties with. Trusted adults are those whom the child feels they can talk to about any concerns or worries that they have and will help them to do something about them. A child's trusted adult can be their immediate Class Teacher and/or Class TA, but equally any other member of staff on the school team. Crucially, a child's identified trusted adults are those whom they feel will respect their trust the most.

11. How do we support children joining our school and leaving our school as well as making transitions?

When a child joins the school in one of our Reception classes, two members of staff will make a home visit and we also arrange for feeder Nurseries to make visits to the school during the summer term prior to children joining. We always encourage parents to visit our school before making an application and do this by running school tours twice per week during the Autumn term and beginning of Spring prior to the application deadline. We plan carefully to help children to feel safe and settle in.

We create a Starting School book for all children joining us that we bring to your

child's Home Visit. The book is shared just like a storybook and goes through what children can expect to be doing when they join us. The images are representative of what our school actually looks like making the transition that much smoother for all children.

Where appropriate, we also create specific Transition Books* for children with SEN/D when moving up to their next class that include images of their Class Teacher and support staff as well as their new classroom. These are shared in

school at the end of the Summer Term before moving up and sent home over the Summer Holidays.

When a child moves up to the next class, we organise Hand-Over meetings where Teachers and support staff make sure that the new Teacher and Teaching Assistant (TA) have a clear understanding of the needs of all the children. Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them.

When a child comes to our school in the middle of a term, we plan a range of support - depending on the particular needs of each child. This might well involve a team of "Buddies" to help her/him settle in to the new class and provide help to find their way around the school.

Other transitions	The key focus	Who involved	What we do
Primary to Secondary	<ul style="list-style-type: none"> ➤ Support for a move to a new building and curriculum ➤ Support for 	<ul style="list-style-type: none"> ➤ Primary and Secondary SENCOs ➤ Inclusion Governor 	<ul style="list-style-type: none"> ➤ Attend induction days ➤ Hold transition

	friendships and well being ➤ Planning support for learning ➤ If attending HNS, making visits to the school and meeting the staff		meetings with parents ➤ Invite Visits to our schools ➤ Secondary SENDCO attends Year 6 Annual Reviews
Mid-term admissions	➤ Support for coming to a new school - e.g. learning, friendships and well-being	➤ SENDCO ➤ Headteacher ➤ Inclusion Governor	➤ Meeting pupils and parents - including Class Teacher ➤ Assess needs ➤ Go through classroom routines and weekly timetable ➤ Tour of the school ➤ Assign a pupil "buddy"

*We are in a unique position in having a close relationship with Hackney New School, where our pupils will be given priority for admissions. This allows us not only to work closely together strategically, but it also allows us to foster those relationships between the children and staff in order to make what can be a difficult transition that is much smoother.

Frequently Asked Questions

Q. What happens when my child - who has a SEN Education Health Care Plan - moves to a secondary school?

A. We invite parents and the Secondary school SENDCO/Inclusion Manager to take part in the Annual Review of the Education Health Care Plan in Year 6 We then provide extra escorted and supported visits to the secondary school: these involve a tour of the school and a meeting with the Form Tutor*. We then discuss with the secondary SENCO any extra support for each child depending on his or her needs. A transition book* will also be made so that it will help support the child with any worries around the change of school. This often involves a "Buddy" arrangement - a Year 8 child makes friends with the new pupil and helps him/her through the first term.

Q. Who do I talk to about my child moving between Reception and Year 1 and between Key Stage 1 and Key Stage 2?

A. It depends on your child's needs. The starting point would be your child's current Class Teacher. You might then want to talk to the Inclusion Manager.

Q. What might change about my child's support when he/she moves to secondary school?

A. Our Inclusion Manager will make sure that the Secondary school is fully aware of his/her needs and explain what was most effective and successful for him/her in the primary phases of education. The Secondary school will then plan a programme of support suitable for the secondary curriculum.

Q. How do I find out about who the new point of contact will be in the new school?

A. You should request a meeting with the school's SENDCO/Inclusion Manager as soon as possible after your child starts secondary school. The SENDCO/Inclusion Manager holds all the records on children with SEN/D new to the school.

12. How do we support children's health and general well-being including their safety, attendance and positive behaviour?

The school takes the personal development and well-being of children very seriously.

We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy lifestyles.

We also know that some children with SEN/D are particularly vulnerable when it comes to making and keeping friendships.

We address many of these issues in our PSHE (Personal, Social and Health Education) curriculum - see [Section 10. Listening to Children and Young People.](#) We encourage children to develop confidence and resilience through teaching, social play opportunities and through more targeted support where this is needed. You can read more about our approach to behaviour in our policy: [h <http://hackneynewprimaryschool.org/our-school/policies-and-information>](http://hackneynewprimaryschool.org/our-school/policies-and-information)

We have a zero tolerance of bullying and talk about all aspects of bullying in assemblies and lessons; if bullying did occur we work with the children involved to make sure that it does not happen again.

We have a whole school policy on anti-bullying:

[h http://hackneynewprimaryschool.org/our-school/policies-and-information](http://hackneynewprimaryschool.org/our-school/policies-and-information)

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships. We will always consult and involve parents in the decision to offer this support. Our specialist help includes:

Specialist Support	Available	Examples of what they do
R-U-N	According to children's/families needs	Therapeutic play support Behaviour support for parents/carers Counselling support for parents/carers
Parent workshops to support with behaviour and routine at home	Run within the annual parent workshop cycle	Work with parents/carers to provide strategies to support at home with behaviour
CAMHS worker	Assigned according to children's needs	Works with children and sometimes parents/carers, for example, at times of crisis such as bereavement

We have an up to date policy on how we manage medical needs. See our website: [h http://hackneynewprimaryschool.org/our-school/policies-and-information](http://hackneynewprimaryschool.org/our-school/policies-and-information)

The Headteacher has responsibility for Health and Safety concerns across the school.

Children with serious medical needs have an Individual Medical Care Plan which sets out:

- The medical condition and resulting needs, e.g. medication + treatment; environmental issues
- Support for educational and emotional needs
- Who provides support: their role and training and who needs to be aware
- Arrangements for working with parents/carers
- Support for long term absence
- Support on School trips and journeys
- Emergency procedures

When a child with medical needs is absent long term from school we make sure we keep s/he in touch with learning and friendships. We support all children to attend school regularly, for example through providing an enjoyable and stimulating curriculum and through home support where this is needed. Our school Nurse provides training and support with medical needs, such as yearly training on how to use an EpiPen and Asthma training.

We provide specialist support and up to date training for staff on

safeguarding, keeping children safe and meeting children's emotional needs.

All of our staff and governors have **an up to date DBS***

check. Frequently Asked Questions

Q. Who will watch out for my child at playtimes to make sure they are safe and well?

- A. We have a policy whereby teaching and support staff share lunch and playtime duty alongside a member of the Senior Leadership Team. This means that there will always be at least one member of staff from your child's class out on duty to support their play. If a child has specific physical needs, we ensure there is a suitably trained additional adult on duty to support them. Additional morning or afternoon play times are supervised by the Class Teacher and TA.

13.How do we know we are successful?

We work with you to create plans and clear outcomes for your child. We constantly monitor important evidence to ensure that your child is making the expected progress - we take action where we are not successful.

These are the facts and data we look at to make sure we are meeting the needs of children with SEN/D:

- A. Their academic standards and good progress
- B. Their behaviour - for example, few exclusions
- C. Attendance - high
- D. Their involvement in activities, visits and clubs
- E. Taking responsibility - involved in the full life of the school
- F. Destinations and smooth transitions - e.g. feedback from secondary school
- G. Parent feedback - confidence and trust
- H. Parental complaints - few and resolved

We also want to understand the experience of children with SEN/D and are constantly reviewing how best we do this. We look to ask about:

- A. Children's sense of inclusion
- B. Positive attitudes to self, peers and school: positive friendships
- C. Their personal resilience and confidence as learners

GLOSSARY - WHAT WORDS AND PHRASES MEAN

WORD / PHRASE	WHAT THIS MEANS
1. Effective Leadership, Management and Governance	
SENDCO	Special Educational Needs Co-ordinator
2. Developing the skills and expertise of staff	
Teaching Assistant	Additional adults who support the learning process, social behaviour and needs of children
Makaton	Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.
3. The contribution of specialist services	
Speech and Language Therapists	Professionals from the local NHS Health Service who identify, assess, support, monitor, offer advice to children, school
	and families for children with functional, motor or sensory needs.
Educational Psychologists	A professional who supports, monitors and thinks with the school, assesses and identifies children's needs. They tackle challenges such as learning difficulties, social and emotional problems, issues around disability as well as more complex developmental disorders.
Hackney Ark	Hackney Ark is a centre for children and young people with disability and special educational needs (SEN). It brings together services from across the fields of health, education and social care to provide an integrated response to the needs of disabled children and their families. There is a wide range of therapists and support available at Hackney Ark by referral.

R-U-N	Independent adult and child mental health support service. Fully trained counselling professionals support individual children and families with a range of emotional and psychological needs. Their support ranges from coping with challenging behaviour through to family bereavement and is assessed on an individual basis. Referrals can be made independently or through the school and information shared is strictly confidential.
REU Re-engagement Unit	The aim of the service is to provide support for children whose behaviour means that they are having difficulty engaging with learning, resulting in them being at risk of exclusion. The REU works with the child, the teachers, the family and other involved professionals to help create change for the child. It is made up of multi-skilled education professionals including teachers, learning mentors, family support workers and youth workers.
WAMHS in school	The WAMHS (Wellbeing and Mental Health in schools) initiative is to support school staff and pupils and think about ways that we can meet children's needs, how best to support them, and how to refer them to specialist services if they need more help. This might mean school staff discussing pupils with the CAMHS link worker to decide what help needs to be given. The CAMHS link worker also advises schools about how to make schools a success for all pupils- this is called a 'whole school approach'.
Health visitor/School Nurse	Health professional, who monitors, supports and gives advice to families and schools on all aspects of children's well-being and health needs.
CAMHS Team	Child and Adult Mental Health Service- Supporting the emotional and personal development of children.
4. Identification, assessment and planning for children with SEN/D	

Small group intervention	Small groups of children (4-6) are taken out of class to complete a short targeted intervention according to their needs (i.e. a small language group that works towards targets set by the Speech & Language Therapist)
Designated Teacher (LAC)	The designated teacher should have lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve.
7. Ensuring access to the curriculum	
Risk Assessment	A risk assessment is a tool for conducting a formal examination of the harm or hazard to people that could result from a particular activity or situation.
Visual Timetable	Visual Timetables enable pupils to understand what they are doing when over a period of time such as the school day. They give structure to the day and can reduce anxiety levels. Symbols are used to represent the tasks, activities or lessons and these are taught to the pupils.
Emotion Flashcards	A range of visual emotion flashcards used to support children in communicating their feelings. Each card has a visual representation of that emotion on the front, with a set strategies the child can choose from to make to help them deal with that emotion (i.e. feeling angry - take 10 deep breaths)
PECS	The Picture Exchange Communication System, or PECS , allows children with little or no communication abilities to communicate using pictures.
Transition Book	These can be made with children with particular needs for them to take home. This book contains photos of their new classroom and new staff with some information. This can be shared regularly at home and discussed with the child in a positive way.

Social Stories	A Social Story is an individualized short story that describes social relevant cues in any situation. It breaks down a challenging social situation into understandable steps by providing information and by being highly descriptive to help an individual with understanding the entirety of a situation.
Now and Next Board	A Now & Next Board helps a child with transitions within a busy school day. They will have a picture/symbol of what activity is happening now and then next. This helps the child to better prepare for changes in routines.
Sensory Room	A sensory room is a room designed to develop a person's sense, usually through special lighting, music, and objects. It can be used as a therapy for children with limited communication skills.
Sound Buttons	To help children with written work by recording sentences on a sound button to help with their working memory.
8. Providing accessible classrooms and special resources	
Hackney New Primary School	We have two SEN rooms within the school that are used by our Speech and Language therapist and Play Therapist. Additional to this, the rooms are also used for sensory time and interventions/group work.
Accessibility	Our school building is fully accessible and in line with planning regulations. We have a fully working lift that has access to all four floors with a disabled toilet on each floor of the school building. Please have a look at our accessibility plan.
9. Working in Partnership with parents and carers	

Structured Conversations	<p>The structured conversations approach gives teachers time away from the classroom for a series of focused, managed conversations between the teacher and parents/carers. A structured conversation allows teachers the time to listen to the opinions/views of parents/carers present, recap key points from a conversation, summarise complex ideas discussed and set smart targets that the parents and the teacher can all sign up to. These are then reviewed at the next meeting. These meetings allow us to develop effective partnerships with parents, get parents/carers more involved in their children's learning, develop effective learning targets and develop more individualised approaches to learning.</p>
11. Managing transitions - joining and leaving our school	
Form Tutor	<p>A Form Tutor's role is central in both caring for students and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour. In a large school environment the Form Tutor's role is for the pastoral care of their Form Group. The Form Tutor should be active in looking after the interests of the "whole child" and be the first point of contact for the child if they have a concern.</p>
12. Providing support for safety, personal well-being, attendance and health	
DBS Check	<p>The Disclosure and Barring Service (DBS) helps employers make safer</p>

	<p>recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). All staff employed directly by the school undergo an Enhanced DBS check prior to employment. Any regular volunteers in the school (i.e. after school enrichment specialists) are required to provide a valid DBS certificate from their place of employment/individual submission.</p>
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