



Halling Primary School - SEN Information Report

How Halling Primary School Will Support Your Child

All children are unique and have different strengths and weaknesses within the school curriculum. They are all individually assessed, and some may need extra support. Additional support, and how it is delivered, is set out formally in our SEND Policy.

Children are defined as having Special Educational Needs if they have a learning difficulty which requires special educational provision to be made for them, over and above quality first teaching that takes place in all classes. A learning difficulty means that the child has greater difficulty in learning than most children of the same age and may require work that is 'different from or in addition to' work provided for their peers. A child has a disability if they have a physical or mental impairment that is substantial and long term (lasting for more than 12 months) and which has an adverse effect on their ability to carry out normal day-to-day activities. The disability prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age.

At Halling Primary School, we use a graduated approach. The graduated approach involves focusing on three key elements - an analysis of the pupil's needs, using assessment information from professionals working with the pupil, and, considering the pupil and parent/carer views. The provision is underpinned through a cycle of 'review', 'assess', 'plan' and 'do'.

Special Educational Needs and Disabilities (SEND) fall into various categories, which include:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

As each child is an individual, we endeavour to give support that is specific to their needs rather than a 'one size fits all' policy.



Key Staff and Expertise

The SENDCo has completed the National Award for Special Educational Needs Co-ordinator.

All teachers and support staff have a wide range of experience and have undertaken training in a variety of areas including:

- Safeguarding
- Autism Spectrum Condition
- Team Teach/ Positive Handling
- Therapy through Play/ Drawing and Talking Therapy/Lego Therapy
- ELSA (Emotional Literacy Support Assistant)
- Mental Health
- Sensory Processing Difficulties
- Phonics
- Positive Behaviour Management
- Attachment Disorder
- Dyslexia

Some staff have had training for supporting children with specific needs. Occupational Therapists and Speech Therapists also come into the school to model and advise staff on how to carry out the programmes they devise for specific children.

1. How does Halling Primary School know if children need extra help?

Some children may struggle in particular areas of the curriculum and will need extra support using other adults or activities to help them to progress.

We know when children need help if:

- Concerns are raised by parents/carers or teachers
- Information is passed through the transition process from pre-schools or nurseries
- There is a lack of progress within a particular curriculum subject, for example, English
- Poor attainment within national tests, year group assessments or teacher assessments
- There is a change in the child's behaviour



If you have any concerns about your child's progress or behaviour then contact your child's teacher to discuss them or the Special Educational Needs Coordinator (SENDCo), who helps children who need extra support.

2. How will I know how Halling Primary School supports my child?

Work and activities will be differentiated as appropriate to suit your child's individual needs. This may include additional general support by the teacher or teaching assistant in class. If your child has needs within a specific area, for example reading or solving calculations, then he/she will be placed within a small focus group. This will be led by the class teacher or teaching assistant. The class teacher will inform you as parent/carer of the frequency, duration and type of support that will be given. After a short period (approximately every 12 weeks) the teacher will report on the progress of the child. For some children, an individual Provision Map will be given to the parent/carer with this information detailed on it. This is part of the Graduated Approach: assess, plan, do and review.

Within school, teachers and the senior leaders will have Pupil Progress Meetings which are held at regular intervals to discuss the progress of children within each year group. This is an opportunity to decide if further support is necessary.

Sometimes a child may need more specific support through an outside agency, for example, Speech Therapist, Occupational Therapist or School Nurse. The required referral forms will be completed with the parent/carer and sent to the most appropriate agency. Once expert assessments are completed an individual programme is sent to both the school and parents/carers to carry out.

If your child is on the Special Needs Register, regular meetings will be held throughout the school year between the parent/carer, class teacher and/or SENDCo. The child's strengths and weaknesses are discussed and the support and aims are agreed. These are reviewed by the class teacher and parents/carers every two terms. The child's view of school and their progress is also recorded.

3. How will the curriculum be matched to my child's needs?

Tasks are planned to meet your child's individual needs within the curriculum. For children with physical needs, specialist equipment may also be provided, for example, sensory cushions, timers, specialised pens or pencils and writing slopes.



4. How will I know how my child is doing?

Your child's class teacher will keep you updated on how your child is doing within the curriculum in the following ways:

- Parent/Carer Consultation Evenings
- Written end of year school report
- Extra meetings that either yourself or the teacher has arranged after school or as part of the parent/school support agreement

Children on the Special Educational Needs Register will have a Provision Map, which outlines the extra support your child receives as well as documenting the progress being made within each provision given. A copy of the reviewed and new Provision Map is given to parents/carers three times a year.

Opportunities are given to meet with the SENDCo at Parent/Carer Consultation Evenings to discuss your child's support. Individual meetings with the SENDCo can also be arranged, where necessary, to discuss further help. These are arranged through the school office.

If outside agencies are involved, plans for activities will be set up through them for both home and school to follow. They will generally report on the child's progress either at an assessment or a review.

5. What support will there be for my child's overall wellbeing?

Class teachers, teaching assistants, the Pastoral Lead and the SENDCo are available for children who wish to discuss any concerns or worries they may have. Social Skills groups, Lego Therapy, Talk-Time and Therapy Through Play are all available, where necessary.

Pupils with Medical Needs

If your child has a particular medical need then a Care Plan will be put in place which is agreed between the parents/carers and staff.

Staff have completed basic First Aid training and EpiPen training. Several members of staff have completed the enhanced First Aid and/or Paediatric Training.

If your child has an asthma pump, it is kept in their classroom with them along with their asthma plan. We ask that parents/carers ensure medicine is within its expiry date.



6. What specialist services and expertise are available at or accessed by the school?

Outside agencies are accessed at various times by the school when specific expertise is required. The following agencies, which can be accessed by the school, include:

- AAP (Attendance Advisory Practitioner)
- Autism Outreach Team
- CAST (Child & Adolescent Support Team)
- CAMHS (Child & Adolescent Mental Health Service)
- Child Protection Advisors
- Educational Psychologist
- MCH Snapdragon Centre (Paediatricians, Speech and Language/Occupational Therapy, School Nursing Team)
- PASS (Physical & Sensory Service)
- Social Services
- Family Solutions

We hold In School Review Meetings (ISR) three times a year, when a variety of outside agencies may be invited to discuss the support and progress of specific children.

7. How will my child be included in activities outside the classroom including school trips?

All children (including those with SEND) are encouraged to be involved in roles of responsibility, for example, Head Pupils and the Communications Team.

Activities and school trips are available to everyone as they are a valuable element of the curriculum. Risk assessments are carried out and procedures are organised to ensure all children are able to participate. If a health and safety risk assessment suggest that an intensive level of support is needed for your child, additional staff are taken and you, the parent/carer, may be asked to accompany your child during an activity.

8. How accessible is the school environment?

All rooms accessed by the children are on the ground floor. There are two disabled toilets.



9. How will the school prepare and support my child when joining Halling Primary or transferring to a new school?

We endeavour to make transition between schools a positive experience and use a variety of strategies to prepare your child for this change in their life:

- Foundation Stage teachers and the SENDCo visit local pre-schools and nurseries.
- Pre-school children visit either with their parents/carers and/or with their key worker from pre-school - extra visits can be arranged if your child has specific needs with transition.
- Class teachers discuss information with each other as children move through the school.
- A transition time is arranged for children to meet their new teachers.
- Children with specific needs with transition may have extra activities and discussions in preparation for their new year group .
- Year 6 class teachers and the SENDCo meet with Year 7 Heads of Year/staff from feeder secondary schools. The KS3 teachers also meet with groups or individual pupils transferring to their school. The pupils also visit their new school sometime within the Summer Term.
- Any extra secondary visits or activities that are needed for children with specific needs are arranged in consultation with teachers, parents/carers and the child.
- All information about SEND, provision received, and progress achieved by the child is passed from the SENDCo to the new secondary school.
- Children with specific transition needs complete an information booklet about themselves and information they wish their new teacher to know. This is passed onto their next teacher.

10. How are the school's resources allocated and matched to the children's special educational needs?

Your child's needs are assessed on an individual basis, rather than a 'one size fits all' policy.

The school receives a nominal SEND budget, which is used to fund additional support staff, external agencies including: occupational therapists, speech and language therapists, learning support services, additional resources as well as additional training.

Additional resources are allocated according to a child's individual needs and come from the SEND budget, set each financial year. Where necessary, Element 3 or High Needs Funding (HNF) is applied for in order to meet the needs of those children with complex needs.



Provision is recorded on a Provision Map, which is reviewed to assess its impact and resources that may or may not be needed.

11. How is the decision made about how much support my child will receive?

- For Educational Health Care Plans (EHCP), we ensure the statutory requirements are met in discussion with other experts, recommendations from specific medical reports, for example, from Occupational Therapists or Paediatricians, or in discussions within In School Reviews.
- Through discussion with class teachers, parents/carers and the SENDCO.
- From information about support provided from a previous school or pre-school.
- Any extra provision given is recorded on a Provision Map, where copies are given to the parents/carers three times a year.

12. How will I be involved in discussions about and planning for my child's education?

- Meeting with the class teacher - as part of the Graduated Approach to review and plan your child's next steps
- Attending Parent/Carer Consultation Evenings
- Annual Reviews/PEP Reviews
- Involvement with the PTA
- Discussions with the SENDCO
- Each year group sends an information newsletter home each term, to inform you of the topics they are learning and any themed days they have planned

13. Who can I contact for further information?

- Halling Primary School operates an open door policy, where, at the end of the school day, you can speak with your child's class teacher
- If queries are about SEND then you may contact the SENDCO through the office: office@halling.medway.sch.uk
- Headteacher: headteacher@halling.medwaysch.uk
- The school website: [Halling Primary School - Home](#)
- Medway Council's Local Offer for SEND – available at www.medway.gov.uk



14. What do I do if I have a complaint about SEN provision?

The complaints procedure is laid out in the Complaints Policy which can be found on the school website: [Halling Primary School - Policies and Additional Info](#)

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SENDCo
September 2022
To be reviewed: September 2023