



Guiding Principle

Halley's guiding principle is one of Inclusion, which is summed up in the school motto: **'Including all learners and achieving great things'**. Although it is recognised that children may need to be withdrawn at particular times for specific programmes to support their learning, they should be included wherever possible within the classroom where they will receive quality first teaching. The school aims to identify and break down possible barriers to learning and believes that diversity is an opportunity for learning not an obstacle.

Halley Primary School

About Us

Halley is a community single-form entry primary school with a nursery. The approximate number of children on roll is 242. The school caters for all areas of SEN within a mainstream context. The school **does not** have an additionally resourced provision. Our current OFSTED rating is good.

Vision

The School Mission Statement is concerned with the principles of:

- Independence
- Time
- Communication
- Achievement
- Relationships
- Equality
- Security



**INCLUDING ALL
LEARNERS AND
ACHIEVING GREAT
THINGS**

Halley Primary School
Halley Street
London
E14 7SS



We hope that as you read this you will gain an insight into our wonderful school.

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How do we ensure that children and parents have a voice?

Halley School has a person centred culture. Children with SEN have a unique knowledge of their own needs and have their own views about what they have difficulties with and what sort of help they would like, to make the most of their education. They participate in all decision-making processes including the setting of learning targets. They contribute to and attend at least part of their annual review and are involved in discussions about choice of schools and transition processes. Parent conferences are held three times a year.

All children have the opportunity to stand for School Council, to represent the views of their peers.

“During my discussions with pupils, one of them said, ‘there is a strong bond between teachers and pupils in our school.’ You have created a school community where pupils from a wide range of backgrounds feel a deep sense of belonging. Pupils and adults alike respect each other’s views, faiths and backgrounds. The support you provide to pupils who have special educational needs and/or disabilities is highly tailored to their individual requirements.”

Ofsted 2017



What should a parent do if they think that their child has special educational needs?

Any concerns that parents have will be taken seriously and should in the first instance be discussed with the class teacher. Parents are also able to speak with the Special Educational Needs Co-ordinator (SENCo). Parents of any child with special educational needs may contact the Parents Advice Centre for independent advice and support.



How does the school know if my child has special educational needs?

Early identification is essential in ensuring that children receive the right support that they need early on. Staff in the Early Years Foundation carry out home visits before children start school, meet with the child and parent(s) and work in partnership with parents if concerns are raised.

The Early Years team carry out observations and assessments as part of their everyday practice.

The Early Years teachers and Special Educational Needs Co-ordinator (SENCo) meet regularly to ensure that each is aware of any concerns so that early intervention can take place.

All children will receive quality first teaching which is matched to the different ways that children learn. Children are regularly assessed by their class teacher during learning time and at the end of each term. Children are encouraged to self-assess during lessons. As a child moves throughout school, there may be a concern that a child is not making progress in their learning, social development or wider needs.

The following will then take place to gather information on whether a child has special educational needs:

- the parent and class teacher will meet to discuss the cause of the concern

- the class teacher will continue to monitor and assess the child's progress



- the class teacher will speak with the child to find out how they feel about their own learning

- the class teacher will seek advice from the SENCo

- further more detailed assessments or observations will take place

- strategies will be put in place or a child may receive extra help through an intervention

- the impact of the support will be monitored

- it may be necessary with the agreement and support of parents to seek specialist support and advice



- an intervention and / or a referral to the Learning Mentor or Inclusion Advocate

-referral to a specialist service for assessment, advice or support

- progress and outcomes will be reviewed and shared with the child



What does the school do to help my child if he or she has special educational needs?

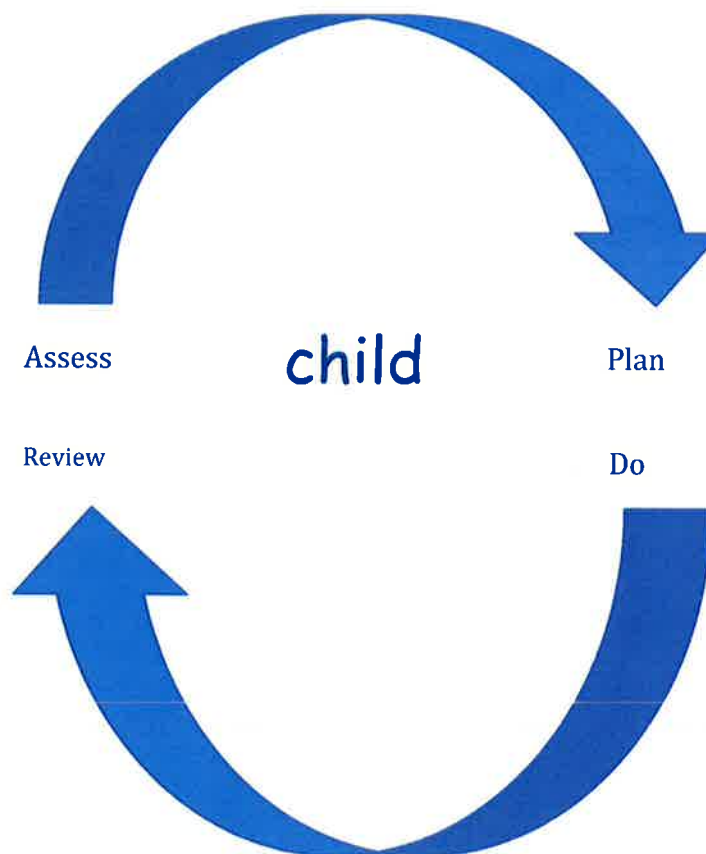
When a child receives SEN support parents will be formally notified.

-The child, parents, class teacher and SENCo will set targets and put a plan in place.

This might consist of:

-targeted support from the class teacher, support teacher or teaching assistant

-strategies to support learning, independence or emotional well-being.



Monies from the Government to the Local Authority provide the school with funding in its budget to meet the special educational needs of children. The school plans for children from its delegated budget. The school spends this money on:

-a team of support teachers and teaching assistants

-the SENCo., Inclusion Advocate and Learning Mentor

-training for all teachers and teaching assistants so that they can meet the needs of children more effectively

-cover time for class teachers to meet with the SENCo and specialist staff to plan provision for children

- equipment and adaptations to the environment



My child has a range of needs including medical. How will the school support my child?

The school accesses a range of services and seeks advice and support according to individual need.

Services that we work with include:

- occupational health
- physiotherapists
- speech therapists
- hearing impairment service
- disability advisor
- visual impairment service
- nursing and healthcare
- educational psychologist
- social workers

Professionals are invited to Annual Reviews and Team Around the Child Meetings.

“School leaders have taken action to improve pupils’ attendance, particularly for pupils who have special educational needs and/or disabilities. Purposeful partnerships with parents and external agencies, together with close monitoring by the inclusion team, ensure that pupils’ absence is followed up rigorously. Where appropriate, pupils who are absent from school due to continuing medical needs receive tasks to complete at home so they do not fall behind with their learning.”

OFSTED 2017



Medical training for staff takes place prior to a child with medical needs starting school. Care plans are written in consultation with parents and the nursing team. The school has qualified First Aiders and Paediatric First Aiders.

The school employs an Inclusion Advocate who works with vulnerable children and their families. She provides support to children with emotional and social needs.

The school has a Learning Mentor who works with children who need support because they are affected by their home situation, friendships or self-confidence.



What training have staff had to support children with special educational needs?

Staff at Halley have experience in meeting a range of special educational needs in a mainstream setting. Staff receive regular training and are trained in the following:

Braille

Signalong

A range of learning interventions

Talking and Drawing Therapy

Manual Handling

PECS

Oxygen management and training in complex medical conditions

Information technology to support access to learning

The SENCo holds the National Award for Special Educational Needs qualification.

The school employs a qualified Speech and Language Therapist who trains staff and works directly with a caseload of children, who have Speech, Language and Communication needs.

How does the school know how effective their provision is?

All children are entitled to high quality first teaching. Sometimes a child may need additional support.

The school runs a wide range of evidence based interventions such as Early Words, First Class at Number, Toe-by-Toe, Talk Boost, Catch Up and others.

These are planned and evaluated jointly by the person running the programme and the class teacher.



Interventions are monitored by the SENCo with the support of the School Business Manager for impact and value for money.

The range of support that children receive is detailed on the class provision map. On a termly basis the progress, attainment and impact of this provision is discussed and evaluated with school leaders.





What will the school provide to make sure that my child is included in all school activities?

Children attend all trips with their class. Class teachers will consider and make accessibility arrangements.

Children with special educational needs will have the same opportunity to attend activities outside of the school day in the same way as all children.

The Out of School Hours Co-ordinator will consider accessibility for children with special educational needs when planning clubs. Attendance will be monitored by the Out of School Hours Co-ordinator for equal opportunities.

The school is part of the Stepney Schools Partnership through which holiday events and outings are organised for children and parents.

How is the curriculum and environment accessible for children with special educational needs?

All children are entitled to quality first teaching and the class teacher is responsible for working with the child and providing a curriculum matched to the child's needs.



Halley is a barrier-free environment which makes it wheelchair accessible.

United Nations Convention on the Rights of a Child

Article 23 (Children with Disability)

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.



What preparations will be made for when my child starts and leaves Halley?

At Halley we recognise that joining a new school or moving to secondary can be both an exciting and also an anxious time for both children and parents especially for some children who have special educational needs.

When we know that a child will be joining our school we put in place the following:

-The SENCo visits the child's previous setting to learn more about the child, meet with key-workers and parents.

-Transition planning meetings are held as early as possible prior to transfer. Parents, school staff and professionals involved with the child's educational well-being are invited to attend. Information is shared and actions are taken.

-Any additional training needs for staff at Halley are put in place.

- The child and parents are invited to attend Open Days and visits.

-Preparations are made and if appropriate the child, key worker or parent will regularly visit the Halley nursery or reception.

When we know that a child will be leaving our school we put in place the following:

-visit(s) to the secondary school of choice on open days with Halley School staff

-secondary staff are invited to the child's Annual Review if they have an EHC Plan

-exchange of information and further visits to the secondary take place as needed



preparations with the child including 'All About Me' books

-travel training takes place for children who have an EHC plan

- all records are transferred to the next school within 15 days of the pupil ceasing to be registered

When a child is moving to another class at our school we put in place the following:

-transition meetings are held with the child, teacher and current special educational needs teaching assistant

-the current and future staff meet to handover information, observe and spend time with the child as appropriate



Who do I contact for more information or to discuss a concern?

The class teacher has daily contact with your child and is the first person to speak with if there is a concern or difficulty.

If there continues to be concerns then a parent can speak with the SENCo, Katherine Maciejewski who is based in the SEN room near the front entrance of the school.

Appointments can also be arranged with the Head Teacher, Wendy Otterburn-Hall via the school office.

If a parent is considering sending their child to Halley they should contact the General Office to arrange a visit.

If a parent wishes to make a complaint they are able to make an appointment to speak with the Head Teacher or put their complaint in writing. The Head Teacher will do all that she can to resolve the matter.

If a parent remains dissatisfied in the way in which their complaint has been handled, they are able to write to the Chair of Governors. All complaints will be dealt with under the terms of the Complaints Policy. A copy of this can be requested from the school office. Under The Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014 parents may seek advice on resolving a disagreement about an Education Health and Care Plan with the LA through the Disagreement Resolution Service or Mediation Service. The school will make further information about this process available on request.



Information about Tower Hamlets Local Offer can be found at www.localoffertowerhamlets.co.uk which is a guide for parents on a wide range of services including those focused on SEND.

We hope that you enjoyed reading about our school.

CONTACT INFORMATION:

Headteacher: Wendy Otterburn-Hall

SENCo: Katherine Maciejewski

Admissions: General Office

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HALLEY PRIMARY SCHOOL