# SEND Information Report

## A summary for children and families



Halley Primary School

Including all learners, achieving their best

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Including all learners, achieving their best

## "Including all learners, achieving their best"

At Halley we see ourselves as all learners and what we want for all our children is what we want for everyone.

**Learning for all | Challenge for all | Respect for all | Support for all**

## Halley's Values




## Mission statement

At Halley Primary School, we strive to create a safe and inclusive learning environment which fosters the holistic development of each child, through valuing individual strengths to support a positive self-image and resilience as a learner. We build strong and meaningful relationships based on mutual respect and value. We adopt a person-centred approach by making time to listen, seeking the views of the child and putting them at the centre of special educational needs (SEN) processes. We want children, irrespective of need, to be included in all aspects of school life and to be as independent as possible in order to develop the confidence to be autonomous individuals and well-prepared for the future as responsible citizens.

Our school community will acknowledge and draw on parental knowledge and expertise in relation to each child. We recognise that a child's education is more effective when parents are encouraged to fully engage with the school, helping to achieve positive outcomes.

# SEND at Halley

## SEND Team



**Shan Hardy**
Inclusion and SEND Lead

Our SEND and Inclusion provision for academic year 2025-26 was led by Shan Hardy. Shan has over 8 years experience in this role and has worked as a teacher and coordinator in a variety of roles for over 15 years.



**Alice Tomlinson**
SENDCo

Alice was employed by the school as SENDCo at the beginning of the academic year 2025-26. Alice has taught in Tower Hamlets since 2016 and led a Language Resource Provision prior to working at Halley.

The inclusion team included a higher level teaching assistant (HLTA) for interventions, teaching assistants and a number of HLTAs who supportedthe delivery of SEND provision. In addition, specialist staff from external agencies supported the school.

## SEND needs that were provided for

Last academic year the school provided additional and/or different provision for a range of needs, including:

★ **Communication and interaction**
for example: autistic spectrum condition and speech and language difficulties

★ **Cognition and learning**
for example: dyslexia, dyspraxia

★ **Social, emotional and mental health difficulties**
for example, attention deficit hyperactivity disorder (ADHD)

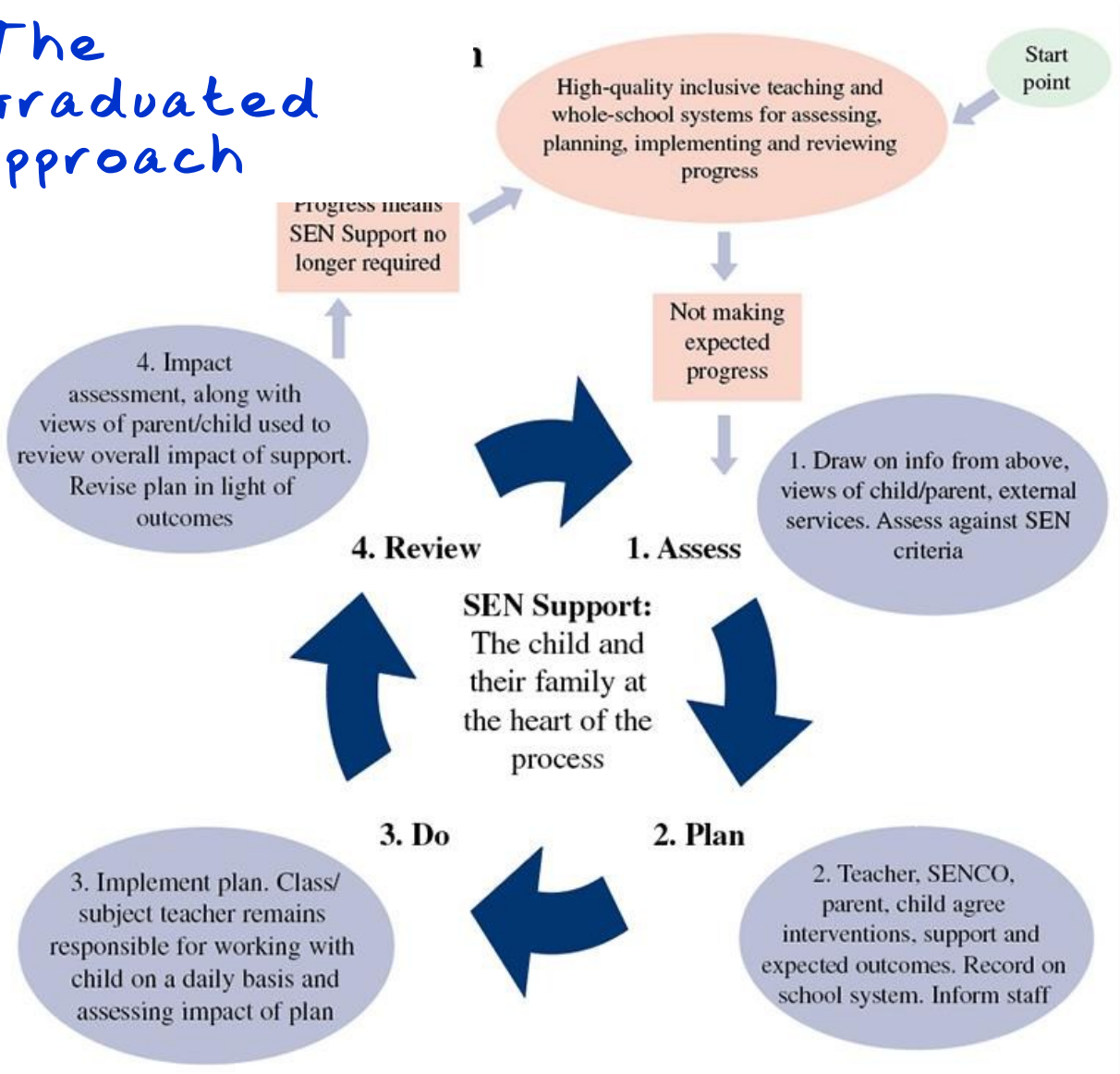
★ **Sensory and/or physical needs**
for example: visual impairments, hearing impairments and epilepsy

At the end of the academic year, Halley was approved to become part of the Phoenix Specialist Classroom Project. The specialist classroom, called Nova Class, will open in September 2026 and be led by Alice Tomlinson.

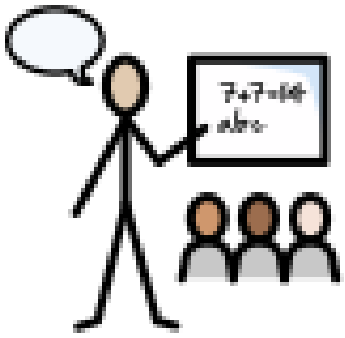
# Our approach to teaching pupils with SEND

The SEND Code 2014 has a single category of SEND support. At Halley our SEND register identifies two groups of children with SEND, those who require 'SEND support' and those in receipt of an 'EHCP'. A graduated response underpins all provision at Halley and is shown in the diagram below as a continuous cycle of assessing the child, planning for the child's needs, carrying out the plan and reviewing the impact.

## The Graduated Approach



# Quality First Teaching



Teachers are responsible and accountable for the progress and development of **all** the children in their class, including where pupils access support from teaching assistants or specialist staff. All children are entitled to receive quality first teaching and an inclusive, balanced and broadly based curriculum. High quality teaching where teaching is adapted is the first step in responding to children who have or may have SEND.

'Adaptive teaching' means teaching a pupil in ways and at levels which match their abilities and ways of learning yet provide challenge.

Not all children learn in the same way and may need to be taught and/or assessed in different ways. All children will receive help through 'adaptive teaching' but if a child does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with SEND, including those who have particular abilities or talents. The SENDCo (Alice Tomlinson) and Assistant Head teacher for Inclusion (Shan Hardy) will work with staff to ensure that those children who may need additional or different support are identified at an early stage. Identification for assessing pupils with SEND will draw upon the teacher's assessment and experience of the pupil as part of the whole school approach to assessment and monitoring.

# SEND at Halley



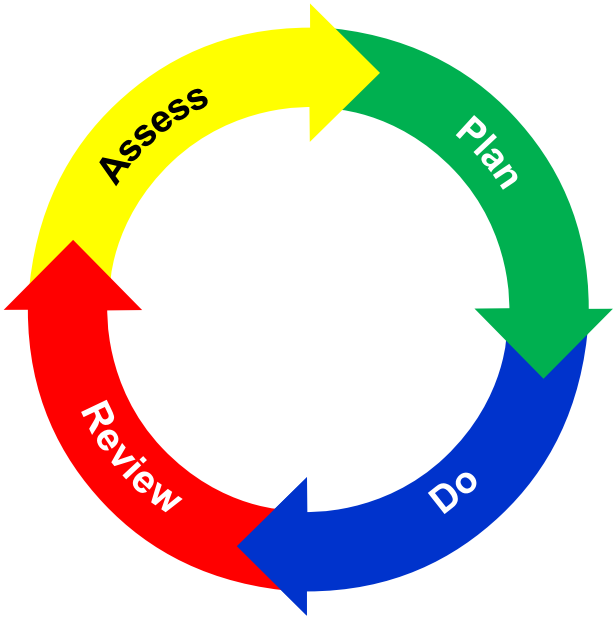
# SEND at Halley

## Assess:

- ★ Early identification is essential in ensuring that children receive the right support that they need early on. Before children started with us at Halley Staff in the Early Years Foundation Stage welcomed children to stay and play sessions, met with the child and parent(s) and worked in partnership with parents if concerns were raised.
- ★ All children at Halley received quality first teaching which was matched to the different ways that children learn and their current developmental level. Children were regularly assessed by their class teacher. Children were encouraged to self-assess during lessons so they had a clear idea of where they were with their learning.
- ★ Teachers met with the senior leadership team termly to discuss assessment data and teacher knowledge in a 'pupil progress and SEND meeting'. From these meetings groups or individuals would be identified as needing something additional to or different from other children alongside high quality teaching.

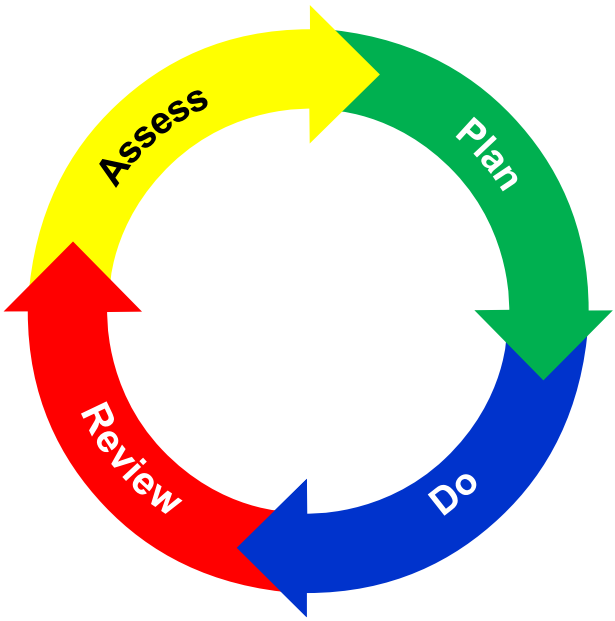
## Plan::

- ★ Causes of concern would be discussed with parents, class teacher and/or Inclusion and SEND Lead
- ★ Class teacher spoke with the child to find out how they feel about their own learning
- ★ The class teacher sought advice from the Assistant Headteacher for Inclusion and SEND (Shan Hardy)
- ★ In some cases more detailed assessments or observations took place
- ★ A plan of strategies would be put in place or a child may have received extra help through an intervention
- ★ If necessary with the agreement and support of parents specialist support and advice was sought



## Do:

- ★ High quality teaching was delivered
- ★ Interventions were delivered
- ★ Specific equipment was purchased and used
- ★ All children were ensured access to a broad and balanced curriculum including access to opportunities to attend after school clubs, trips, represent school communication team or join action groups




## Review: towards outcomes

In the review stage the school considered the following when making judgement of progress towards targets:

- ★ The views and experience of pupil's
- ★ The views and experience of parents.
- ★ Teacher's assessment and experience of the pupil.
- ★ Summative and formative assessment
- ★ Interview trackers
- ★ Progress and attainment data
- ★ Behaviour for learning information
- ★ The individual's development in comparison to their peers and national data.
- ★ Advice and assessment from external support services

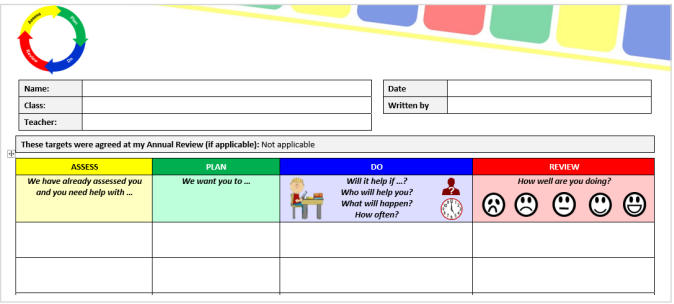


# SEND at Halley

## SEND register

If a child has been receiving support which is different from and/or additional to that of other pupils it may be decided the pupil needs to be placed on the SEND register. When a child receives SEND support, parents will be formally notified and the child's main category of learning need will be identified (page 4).

Termly targets are put in place in a a document called **'Assess, Plan, Do, Review Plan'** (sample illustrated below). Reports are shared biannually in the spring and summer terms.



| | | | |
|---|---|---|---|
| Name: | | Date | |
| Class: | | Written by | |
| Teacher: | | | |

These targets were agreed at my Annual Review (if applicable): Not applicable

| ASSESS | PLAN | DO | REVIEW |
|---|---|---|---|
| *We have already assessed you and you need help with ...* | *We want you to ...* | *Will it help if ...? Who will help you? What will happen? How often?* | *How well are you doing?* |
| | | | |
| | | | |

This might consist of:

- ★ Targeted support within the class from the
- ★ Targeted support in a discrete intervention led by class teacher, support teacher or teaching assistant
- ★ Specific use of strategies
- ★ Specialised equipment or use of facilities

## Access to the curriculum and learning environment

Halley is a barrier-free environment which makes it wheelchair accessible. The school has a fixed and mobile hoist to assist children who have reduced mobility.

Children attend all trips with their class. Class teachers will consider and make accessibility arrangements such as alternative forms of travel or trip social stories.

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

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

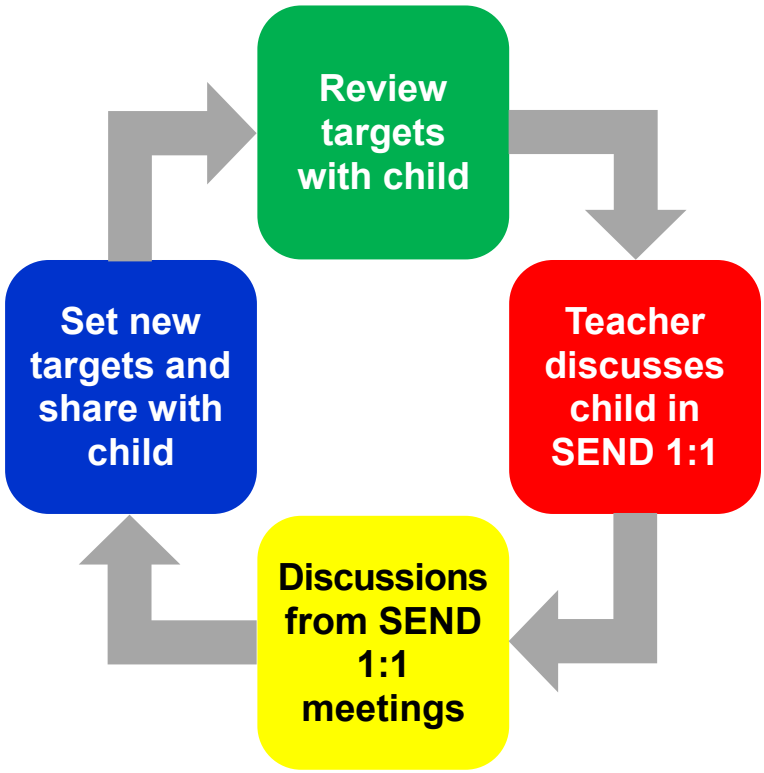
The school distributes marketing material from borough organisations to encourage parents to access services in the local community. The school will refer families to services or support them in the use of these services.

# SEND at Halley



# Consulting Pupil Voice

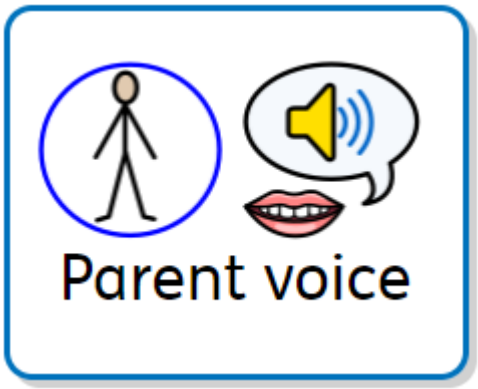



Halley School has a person-centred culture. Children with SEND often have a unique knowledge of their own needs and circumstances and their own views about what they have difficulties with and what sort of help they would like to make the most of their education. They are encouraged and expected to participate in decision-making processes. This takes place termly as part of the assessment cycle. Depending on the need of the individual child, targets set may be in the areas of learning, communication, physical, social and emotional well-being.

The school holds pupil-centred annual reviews. Children contribute to and attend all or part of their annual reviews as appropriate to their age and developmental level. Children contribute to their annual reviews through sharing their successes and reflecting on what they need to help them learn by creating a PowerPoint to share with attendees. Progress of outcomes is shared, previous targets are reviewed and new targets and actions are set with parents.

# Consulting Parent Voice




Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. The school recognises that parents hold key information and have the knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

All parents of pupils with SEND will be treated as partners and supported to play an active and valued role in their child's education.

Shan and Alice work closely with the Inclusion and welfare officer to ensure parents were fully informed and involved in decisions being made about provision for children with SEND.

Parents of any pupil identified with SEND may contact the Parents Advice Centre for independent support and advice.

Parents are invited to attend all reviews and 'Team around the Child' (TAC) meetings.

Parent conferences for all children are held termly with the class teacher. Information is gathered from parents to develop an understanding of the child's areas of strength and difficulties.

## Equipment, Facilities and staff development

Monies from the Government to the Local Authority provide the school with funding in its budget towards meeting the needs of pupils with SEND. The school plans and provides for pupils with SEND from its delegated budget. This includes Pupil Premium funding.

In academic year 2025-2026, the school spent this money on:

- ★ Training for all teachers and teaching assistants so they can meet pupil's needs more effectively
- ★ A team consisting of a HLTA to deliver interventions
- ★ Specialist equipment and adaptations for individual children
- ★ Interventions for all children who need additional support
- ★ Building works to convert the 'workshop' classroom into a space suitable for the Phoenix specialist class, including creating a secure outdoor space accessed via the classroom

The details of how individual pupils received support were recorded on their 'Assess plan do review' documents and annual review documents that were given to parents.

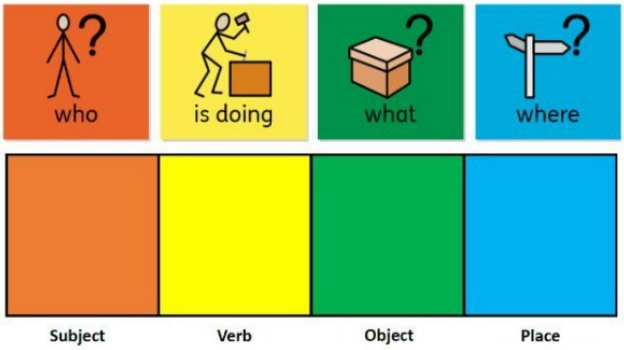
The school received additional funding for pupils with EHC Plans which provided additional support as detailed in each child's individual plan. In some cases, depending on individual need this funding was used to provide direct contact with specialized professionals with a Speech and Language Therapist employed by the school.

The allocation of resources including staff within the school were based on providing the best possible provision to meet pupils' needs and ensured that they made good progress and learnt well. The impact was measured by key school staff at SEND 1:1 meetings, pupil progress meetings and at annual reviews.

All teacher and support staff new to the school undertook induction on taking up a post. This included a meeting with either the head teacher or SEND and Inclusion Lead to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Halley staff have experience in meeting a range of special educational needs in a mainstream setting. Here are some training received last year:

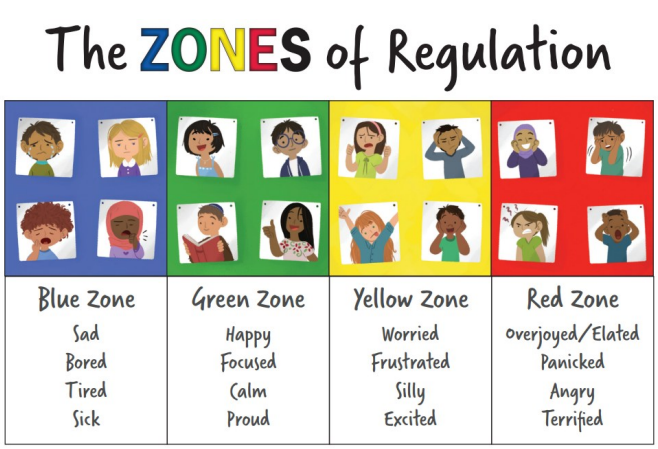
- ★ Visual impairment
- ★ Speech and language based intervention (i.e. colourful semantics, word aware, language for thinking)
- ★ Social, emotional and mental health based interventions (i.e. catholic children society training, zones of regulation)
- ★ Cognition and learning (i.e. maths, phonics)
- ★ Medical training (i.e. first aid, specific medical condition training, medical tracker
- ★ Team teach




## Interventions carried out during academic year 2025-2026

- ★ Colourful Semantics & Shape Coding
- ★ Language for Thinking/Emotions
- ★ PECS/Coreboard
- ★ Attention Bucket Time
- ★ Wellbeing group
- ★ Word Aware
- ★ Talk About Friendships
- ★ Intensive Interaction
- ★ Pegs to Paper
- ★ Listening games
- ★ Phonological Awareness
- ★ Academic interventions including: maths, reading and writing

For more information on interventions please use this link: [www.halley.towerhamlets.sch.uk/parents/send](www.halley.towerhamlets.sch.uk/parents/send)



# Supporting pupils moving between phases and preparing for adulthood

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.

Last year, when we knew that a child would be joining our school, we put in place the following:

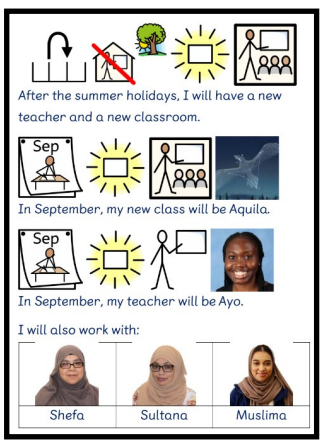
- ★ Transition planning meetings
- ★ The child and parents were invited to attend open days and visits
- ★ Where appropriate the child, key worker or parent would regularly visit the child's new class at Halley

When we knew that a child would 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 were invited to the child's Annual Review if they had an EHC Plan
- ★ Where children did not have an EHCP, transition meetings took place between Alice and the secondary SENDCo
- ★ Information was exchanged and further visits to the secondary took place as needed
- ★ Preparations with the children included a discrete transition intervention
- ★ Travel training took place for all children
- ★ All records were 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 books were made for children. The book were social stories about the changes that were going to take place

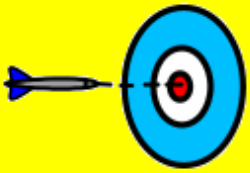



- ★ Transition days were held so children had the chance to spend three days in their new classrooms with new staff

## Challenges from 2025-2026



- ★ Finding ways to support children with more complex needs (Engagement model) and are at early stages of verbal communication
- ★ Supporting children with attendance difficulties who have special educational needs
- ★ Accessibility to an enriched curriculum: for example ensuring children attend school trips
- ★ Supporting relationship between peers in understanding one another's views, needs and preferences
- ★ Supporting children with complex needs to access age related learning in the mainstream classrooms
- ★ Funding challenges
- ★ Appropriate use of spaces in the building



## Further developments 2026-2027

- ★ Implementing restorative justices practices
- ★ Implementing a new 'relations and behaviour' policy based on developing an inclusive culture
- ★ Continuing to build on improving attendance for children on the SEND register and other vulnerable groups
- ★ To promote adaptive teaching through providing effective scaffolds
- ★ To build on consistent use of visual aids to promote vocabulary
- ★ To collaborate with Phoenix specialists to meet the range of needs in Nova Class (Phoenix specialist classroom)
- ★ Implementing consistent guiding documents to inform staff of individual needs and strategies
- ★ To use children's views to inform school decisions
- ★ To continue to using community circles to build relationships and community

# SEND at Halley

## Who do I contact 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 the class teacher feels an extended conversation is needed you may be asked to meet the teacher before or after school.

If there continues to be concerns then a parent can speak with the Assistant Headteacher Inclusion & SEND, **Shan Hardy**, (based in the office to the right of the entrance of the school) or the SENDCo, **Alice Tomlinson**.

If a parent is considering sending their child to Halley they should contact the General Office to arrange a visit (see school website for contact details).

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, Keith Clark. 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 Educational Health 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.

## Working with other agencies

Halley Primary School has strong links with external agencies. The school has sought assessments, advice and input from a range of services when the school felt children have not made adequate progress. Additional professional advice the school has made use of last academic year includes:

- ★ Educational Psychology Service
- ★ Speech and Language Therapist
- ★ Catholic Children Society therapy
- ★ Support for Learning Service
- ★ Phoenix Outreach
- ★ Occupational Therapy Service
- ★ Visual impairment team
- ★ Hearing impairment team
- ★ CAMHS / THEWS
- ★ Physiotherapy

## Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy. Last academic year, no complaints about provision of SEND were registered.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- ★ Exclusions
- ★ Provision of education and associated services
- ★ Making reasonable adjustments, including the provision of auxiliary aids and services

## Contact details of raising concerns

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with either the class teacher, assistant headteacher, Deputy Headteacher or headteacher. If the issue remains unresolved, the next step is to make a formal complaint.

If a parent wishes to make a complaint they are able to do so by following out complaints policy and procedure (February 2020) which can be found on the school website.

# Contact details of support services

**Parent Advice Centre**
Unit 1, Links Yard,
29 Spelman Street
London E1 5LX
Email: admin@parentcentre.org
Telephone: 020 7650 8936

**The Department for Education**
SEND Code of Practice
Available at:
www.gov.uk/government/publications/send-code-of-practice-0-to-25

**The Local Authority Offer**
Information about the
Tower Hamlets Local Offer
can be found at:
www.localoffertowerhamlets.co.uk

This provides a guide for parents on a wide range of services including those focused on SEND.

# Links with other policies and documents.

You will find the following policies on our school website:

- ★ SEND policy
- ★ Accessibility policy
- ★ Relationships and Behaviour policy
- ★ Medical Policy
- ★ Pupil premium statement

Contact Information:

**Headteacher:**
Shoshannah Thompson

**Assistant Head for Inclusion**
Shan Hardy

**SENDCo**
Alice Tomlinson

Admissions: General Office
Phone: 0207 265 8061
Fax: 0207 702 7637



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