



Address	Hallbrook Road, Broughton Astley, LE96WX
Contact number	01455 285693
Headteacher	Mr Tim Barrow
Special Educational Needs Coordinator (SENDCo)	Mrs Ros Dawson sendco@hallbrook.leics.sch.uk
SEND Governor	Ms E Harrop
Website address	https://www.hallbrook.leics.sch.uk/
Age Range	3 – 11 years
Ofsted	June 2023 – Requires Improvement
Number of children with SEND	44 pupils on the SEND Record. 6 children with EHCPs Pupils have access to the Calm Room (SEMH) provision, a sensory base (The Lighthouse) and 7 pupils have SALT support.

1. The kinds of special educational needs for which provision is made at the school.

“How does the setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?”

Hallbrook Primary School is part of Success Academy Trust. The local Authority Admissions Policy is followed when admitting children to the school and we follow the advice and direction of the Local Authority admissions team as detailed on our website www.hallbrook.leics.sch.uk. We aim to provide a school that is fully inclusive of all children. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children, including those with Special Educational Needs and Disabilities (SEND) Parents of children with SEND can apply for a place at Hallbrook by following the Leicestershire Local Authority Admissions Policy, which can be found on our website. Where children have SEND with an Education Health Care Plan then SENA at the Local Authority will be consulted as part of the admissions process.

Provision is currently available for children with the following needs:

- ADHD – Attention Deficit and Hyperactivity Disorder
- ASD – Autism Spectrum Disorder
- Social, Emotional and Mental Health difficulties
- Speech and Language difficulties
- Visual Impairment
- Hearing Impairment
- General Learning Difficulties
- Fine and Gross Motor difficulties
- Attachment Difficulties
- Specific Learning Difficulties e.g. dyslexia, dyscalculia, dyspraxia
- Sensory Processing Difficulties

This list is not exclusive and at any time we will adapt our provision, where possible, to meet the needs of children who are admitted to Hallbrook.

At Hallbrook, we are a mainstream school and have a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is



taken, the more responsive the child is likely to be. We regularly track pupils' progress and analyse data to identify if there is evidence that a pupil is not making expected progress.

Along with pupil tracking, any of the following can trigger a concern:

- Parent/Carer
- Child
- Class teacher
- Widening gap between self and majority of peers
- Feedback from service providers or other professionals
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- School testing and assessment

If a concern is raised, then the class teacher would talk to you about your child's progress and suggest ways in which you could help at home. Additional support in class or through a targeted intervention group will be provided. If difficulties persist, the SENDCo may become involved. At this point, there may be a need for more specific assessments in school. The class teacher and SENDCo will discuss the next steps with you and your child.



2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

“How do you identify children with special educational needs?”

A range of assessments are used in school to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school.

Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness;
- show signs of difficulty in developing skills which result in poor attainment in some curriculum areas;
- present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school or strategies put in place by the pastoral support;
- have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment;
- have communication and/or interaction difficulties, and continue to make little or no progress despite the provision of a differentiated curriculum.

In these cases, additional 'in-school' tests or standardised tests are used to help us identify the specific need of the child. The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties.

Assessment processes that may be undertaken within school to identify a Special Educational Need include:

1. A Goodman's Strengths and Difficulties Assessment and/or a Boxall Profile – for those children who present with a social, emotional and mental health need.
2. DRA – Diagnostic Reading Assessment.
3. BPVS – British Picture Vocabulary Scale.
4. Single Word spelling test (Vernon).
5. Small Steps tracking assessments for those who we have identified as having a specific or general learning difficulty.
6. Running records for reading.

The SENDCo is trained in the use and analysis of the standardised tests mentioned above.

At Hallbrook we ensure that training is provided so that staff have the knowledge, skills and experience needed for working with children with SEND and are trained to identify pupils who may have more specific needs (e.g. ADHD, Speech and Language issues, SEMH, Dyslexia, Autistic Spectrum Disorder, visual impairment, hearing impairment, sensory issues).

The school can also seek quality support and advice from other specialist agencies such as the Autism Outreach Service, The Specialist Teaching Service, CAMHs, Occupational Therapists, Speech and Language Therapists, Paediatricians and the Educational Psychology Service. If required, after consultation with parents, school will seek to involve and work in partnership with these outside agencies to identify children with SEND.

More detail is provided in our SEND policy which is available on the school website

www.hallbrook.leics.sch.uk

3a. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have Education, Health and Care (EHC) Plans.

“How will you support my child?”

“How does the school know how effective its arrangements and provision for children with special educational needs are?”



If your child is identified as having SEND, in addition to in class support, the specific support needed to address your child's area of need will be provided. Interventions are provided in a variety of areas including: reading, maths, writing, speech and language, social skills, emotional or mental health strategies. If your child has an EHCP (Education Health Care Plan) or is in receipt of high needs (SEN Intervention) funding, we will put provision in place as outlined in that plan.

Class teachers, working with the SENDCo, monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEND. SLT, School Governors and Subject Leaders are also involved in this monitoring process by conducting formal and informal observations, learning walks, pupil interviews, work scrutiny and observations of interventions. In addition, a record of all additional support and outcomes is kept. To monitor the effectiveness of additional support for children identified as having SEND, an Edukey provision monitoring system is in place as well as an individual **learning** plan and interventions tracker/small steps tracker or speech and language plan will monitor whether they achieve targets for progression. Where a child's academic targets are in line with whole class targets, a one-page profile will outline the day-to-day strategies needed to support them. We believe that it is important that the child's voice is listened to and wherever possible we involve them in compiling their one-page profiles including their strengths and difficulties. We endeavour to include them in their own target setting and monitoring their own progress. If pupils have an EHCP, we invite them to their annual review meetings so that they can have a voice and meet the professionals involved in supporting their needs.



3b. The school's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs.

“How will both you and I know how my child is doing and how will you help me to support my child's learning?”

We meet with parents and pupils three times a year and parents of pupils on the SEND record are offered parents evening appointments to discuss progress, next steps and amend provision if necessary. Some pupils identified as having an additional need will have an individual learning plan, a copy of which will be sent home. These targets will be reviewed three times a year. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCo if they have any concerns. Regular contact is kept between parents and teachers via dojo messages, messages from the office, email, or phone calls. We also hold workshops and open learning sessions for all parents on a range of curriculum areas, including phonics, reading and maths strategies.

3c. The school's approach to teaching pupils with Special Educational Needs.

“What is your approach to individual learning?”

Class teachers all deliver high quality teaching that is differentiated for individuals; they are trained to differentiate the curriculum and take into account ability and different ways in which pupils learn: visual, auditory, kinaesthetic. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered. We also consider recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

The classroom environment is designed to be as friendly as possible for those with SEND and every classroom includes the following:

- Visual Timetable
- Learning Objectives and child friendly Success Criteria readily on display - remove
- Working Walls that support learning
- Scaffolds for writing (remove as not just for writing) – various types are available
- Toolkits including: Phonics and Spelling Mats, Talk Tins, talking postcards and resources linking to individual learning plans
- Talk Partners – peer support

The school supports class-based staff by providing a range of training opportunities run by school-based staff and external agencies. Areas covered recently include:

- Autism Spectrum Disorder – ASD
- Attachment Difficulties training
- Trauma Informed training
- Visual impairment training
- Hearing Impairment training
- Emotion Coaching
- Positive Handling Training

3d. How the school adapts the curriculum and learning environment for pupils with special educational needs.

“How will the curriculum be matched to my child's/young person's needs?”

The school complies with relevant accessibility requirements, with plenty of space for small groups and individual withdrawal sessions including our quieter 'Calm Room' and sensory (The Lighthouse) base.



The building can be accessed by wheelchair users and includes a toilet for disabled, changing and shower facilities.

Staff are highly trained and have experience of working with a wide range of agencies. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEND pupils (e.g. laptops, reading books, maths equipment, coloured overlays, sensory equipment). We group pupils according to their needs and regularly review groupings to respond to pupil progress.

3e. Additional support for learning that is available to pupils with special educational needs.

“How is the decision made about the type and how much support my child will receive?”

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, teaching assistants and/or the SENDCo; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough support to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting. As outlined above, there will be regular meetings with parents/carers of children with SEND about the outcomes for their child and how this will be supported. Where appropriate, the child will also be consulted.

External advice may also be sought from the following people:

- Educational Psychologist
- School Nurse
- Paediatrician
- Autism Outreach Service
- Specialist Teaching Service
- Occupational Therapist
- Speech and Language Therapists
- Oakfield Short Stay School – for those with challenging behaviour

When allocating additional support to classes, the Senior Leadership Team will base their decisions on the advice of those above as well as:

- Makeup of each cohort
- Cohort specific data re attainment
- Cohort specific data re progress
- Behaviour profile of specific cohorts
- Expertise of teachers

3f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.

“How will my child be included in activities outside the classroom including trips?”

We provide a range of extra-curricular activities (clubs, trips and residential visits) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents to meet specific needs. For example, if your child has ASD or SEMH difficulties, it is possible that he/she may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand using social stories and either invite a parent along or endeavour to provide any additional one to one support required. Our pastoral is skilled in providing support strategies for pupils before trips and residential visits.

Also, in line with our policy for Inclusion, children with SEND will be encouraged to take part in activities that are run in school:

- Differentiated competitive sports teams – this is taken into account with inter and intra school competitions;
- **Inclusive sports clubs;**
- Brick by Brick Therapy;



- The Calm Room – an indoor space provided for calm time and children when they are dysregulated;
- 'The Lighthouse' - a sensory base for children who needs a quieter space for activities,
- 'The Hive' – intervention base for group/individual targeted support
- Breakfast and After School Clubs are fully inclusive;
- Music Activities –tuition arranged for SEND children where appropriate with peripatetic teacher;
- SEND children encouraged to take part in Young Voices and choir activities;
- School council;
- Enhanced transition arrangements for SEND children on transfer to secondary school.

3g. Support that is available for improving the emotional and social development of pupils with special educational needs.

“What support will there be for my child’s overall well-being?”

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and the school leadership team monitors happiness and well-being through pupil interviews and surveys. Where pupils are found to have needs around emotional and social development, provision is put in place to support (e.g. nurture groups/ pastoral support and progress monitored using the Goodman's Strengths and Difficulties Questionnaire and Boxall Profile.

Some pupils may have needs related to social, emotional and mental health issues and we work closely with parents to support such pupils in school. We have a medical policy and if your child has additional medical needs, we will make arrangements by implementing a care plan. Staff have paediatric first aid training including EpiPen training every three years. Your child’s safety is of paramount importance to all staff in school. We have a safeguarding policy and two members of staff are trained Designated Safeguarding Leads and all staff are regularly trained in looking for signs which indicate a concern.

4. In relation to mainstream settings and maintained nursery schools, the name and contact details of the SEND co-ordinator.

“How will I be able to raise any concerns I may have?”

In the first instance, we would encourage you to share any concerns you may have with your child’s class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENDCo or Head Teacher.

The SENDCo at Hallbrook Primary School is Mrs Ros Dawson and her contact email is sendco@hallbrook.leics.sch.uk
Tel: 01455 285693

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

“What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?”

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. Training needs are identified by staff themselves or by SENDCo to meet the needs of children in school or those known to be coming into school. All teachers and staff undertake induction on taking up post and this involves an introduction to the school’s provision and procedures, including discussion of the needs of individual pupils.

The school has had recent training in:

- ASD (Autistic spectrum disorder) – Making Sense of Autism
- Phonics
- How to ensure you maintain a dyslexia friendly classroom
- Supporting pupils with maths



- Emotion Coaching
- Intensive Interactions

The SENDCo regularly attends and TELA SENDCo meetings to keep up to date with local and national developments and to share best practice.

The role of the SENDCo is to identify what training is needed and to ensure that any specific requirements will be met. We work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language Therapists
- Educational Psychologist
- Specialist Teaching Service
- Community Paediatricians
- Health Visitors/School Nurse
- Autism Outreach Service
- Child & Adolescent Mental Health Service
- Family Support Worker/ Social Worker
- Virtual School
- Oakfield Short Stay School

Following specialist advice and input, trained support staff are placed within classes to deliver interventions and support. They work closely with children during the school day to implement the advice given and to maximise the impact of the support. Regular feedback sessions take place between support staff, class teachers and the SENDCo to ensure that the impact of specialist expertise is as high as possible and to ensure that there is an impact on progress.

At Hallbrook we employ SEND Learning Support Assistants and Senior Learning Support Assistants.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

“How accessible is the setting both indoors and outdoors?”

Accessibility of the school is reviewed annually. The school is on one level and ramps can be put in place to enable movement around the school for wheelchair users. A disabled car park space is located at the front of the building.

We have a disabled toilet and shower/changing facilities.

We use various recording devices for literacy and giving instructions: talking postcards, talking tins, wipe boards.

A range of resources, including chewelry, ear defenders, pencil grips, fidget aids, chair bands, ‘wobble cushions’ and weighted blankets are available for children identified as having sensory needs.

The school has access to ICT facilities including fixed PCs and laptops.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

“How are parents involved in the setting? How can I get involved? Who can I contact for further information?”

We believe that it is of paramount importance to involve parents in their child’s education. We hold extended parent’s evenings for parents of pupils on the SEN record in the Autumn and Spring terms and a drop-in session in the Summer term for parents of children with SEND as well as a termly SEN parent’s coffee/information/drop-in session. Additional meetings can be held with the class teacher, SENDCo or both. We provide half-termly(remove) Individual learning



plans **three times a year** for all children on the SEND Record and a comprehensive written report in the Summer Term.

We adopt several other strategies to communicate with parents depending on your availability: informal meetings with staff at the end of the school day, home-school diaries, emails and phone call discussions.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

“How will my child’s views be listened to?”

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by involving pupils in pupil interviews and pupil surveys. Pupils are encouraged to put themselves forward as School Council Representatives so they have the opportunity to be involved in making whole school decisions. Pupils are involved in the writing of their one-page profiles, setting of their targets and are encouraged to reflect on these. Where children have an EHCP, these are reviewed annually in a pupil-centred review meeting.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

“What should I do if I have a complaint?”

We would encourage parents in the first instance to discuss their concerns with their child’s class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCo, Head Teacher or other member of the Senior Leadership Team.

The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues, as **is** the SEND Governor Mrs E Harrop. There is a complaints policy in school, in which such procedures are outlined (contact the school office for details or look on the school website).

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of special educational needs and in supporting the families of such pupils.

“Who else has a role in my child’s education?”

Governors are aware that in addition to teachers and SEND support assistants, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEND. These include access to Health and Social Care Professionals, Voluntary organisations and Local Authority Support Services as detailed previously.

At Hallbrook we have **2** SEND Governors Mrs E Harrop who support the SENDCo in action planning and monitoring and evaluating SEND interventions.

They take a lead role on the Governors curriculum and standards committee as well as attending our SEND parent’s coffee drop in sessions.

Governors at Hallbrook also take part in learning walks and conduct pupil interviews.



11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

“What other support services are there who might help me and provide me with information and advice?”

If you need support in finding an organisation or support service for your child, please contact Mrs Ros Dawson (SENDCo) at Hallbrook Primary sendco@hallbrook.leics.sch.uk, who will be happy to help you navigate through the Leicestershire local offer.

http://www.leics.gov.uk/local_offer

You may also like to access the Leicestershire local offer Facebook page

<https://www.facebook.com/Leicslocaloffer>

You may find the SENDIASS service useful in providing advice.

sendiass@leics.gov.uk

Tel : 0116 3055614

Autism Outreach Service

sts@leics.gov.uk

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

“How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?”

At Hallbrook Primary we deliver 'meet the teacher' sessions during either the summer or autumn terms, to which parents are invited, enabling them to meet the new teacher, hear about the following year's curriculum and discuss any specific concerns. Open mornings enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to TECC have a planned transition programme. Children with SEND/less confident/vulnerable children are accompanied by a member of the support staff (and/or SENDCo) for a planned programme of additional induction. SENDCos liaise and records are passed on.

Children entering school in EYFS, visit the school on a number of occasions prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENDCo and class teacher in pre-school meetings for children who may have additional needs.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum. Comprehensive transition arrangements are in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEN staff who will be supporting children at their new setting.

13. Information on where the local authority's local offer is published.

“Where can I find the local authority's Local Offer?”

We work closely with the local authority to ensure that our school offer of SEN complies with the new Code of Practice. The local authority's local offer can be found on their website at

http://www.leics.gov.uk/local_offer

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