

HANGLETON PRIMARY SCHOOL SEND INFORMATION REPORT



Welcome to our SEND Information report, which is part of the Brighton & Hove Local Offer for learners with SEND.

Approved by: Governing Body

Date: September 25

Next Review due by: Sept 26

Hangleton Primary School is part of the Eko Trust family of schools with over 350 pupils on roll. We are proud of our inclusive approach to all children and their education. The curriculum is wide and balanced and the environment and atmosphere of our school are physically and emotionally supportive and stimulating. Pupils at Hangleton are taught to respect difference and embrace the variety and richness which it brings and generates. Children feel safe and cared for and are nurtured so they grow into rounded, caring citizens.

The aim of this information report is to explain how we implement our Special Educational Needs and Disability (SEND) [school policy](#) and share with you how SEND support works in our school.

What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment



Who can I contact for further information?

If you are concerned that your child may have a special educational need, you should contact your child's class teacher or the Special Educational Needs Co-ordinator (SENCo) **Sophie Betts** by arranging a meeting with them via the school office – 01273 916213 or via their school email sophie.betts@ekotrust.org.uk

Our SENCO is Sophie Betts. Sophie is about to embark on gaining her NPQSENCO. Sophie has been a teacher for over 10 years and has recently undertaken the role of EHCP lead- working closely with families of children with SEND and external agencies often via our local providers at BHISS (Brighton and Hove inclusion support service).

All of our teachers receive in-house SEN training and are supported by the SENCO to meet the needs of pupils who have SEN.

How does Hangleton know if my child needs extra help?

Teachers in our school are continuously monitoring and assessing the children's learning and emotional well-being. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning which are then addressed. Pupils who don't have SEN usually will close these gaps quickly. There are a variety of ways in which we monitor children's attainment and can identify those who need extra support.

- Assessments are carried out each term, ensuring that we are fully aware of how each and every child is progressing.
- Teachers can initiate the process of monitoring and assessing if a child may have an SEND need via our SEND identification pathway - in the first instance by completing an initial concerns form
- The Senco will spend time in class meeting the child and talking to the adults working with the child to gain a better insight into potential barriers to learning, this may lead to discussions with parents and referrals to diagnose needs such as autism.
- Pupil progress meetings between staff members where individual children are discussed and their needs addressed. We hold separate SEND pupil progress meetings to discuss the progress of our pupils with SEND and child who are of initial concern but not yet on the SEND register



- Transition information shared with other agencies e.g. Pre-school Special Needs Service (EY BHISS) , Speech and Language Service (SaLT), Vulnerability Index shared with secondary schools etc.
- At key points throughout your child's life, they will take part in statutory assessments which can also be used to identify additional needs.
- A teacher can raise concerns about a child at any point, and we have a variety of tests and screeners that can be used to identify areas of need, for example the DyslexiaGold dyslexia screener tool
- Boxall profiles and Landscapes of the Mind questionnaires are used to assess a child's social and emotional well-being.
- Just Right Profiles and Pupil Passports are also utilised to identify a children strengths, difficulties, triggers and support strategies where appropriate

If a teacher has a concern over a child's progress or attainment they will, initially, discuss this with parents/carers and with the Special Educational Needs Coordinator (SENCo). A follow up meeting may then be arranged to explore what further support and advice may be sought. Based on all of this information, the SENCo will decide whether your child needs SEN support. If it is deemed that they do then they will be placed onto the school's SEN register.

What should I do as a parent if I think my child may have special educational needs?

Come and talk to us. You can make an appointment to see your child's class teacher and/or Sophie Betts (SENCo) at any time throughout the year.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

How will school support my child?

At Hangleton Primary School, we have a SENCo who coordinates provision for children identified on the Special Educational Needs register. The SENCo works in close consultation with all staff to devise and monitor support for the children.

Within the inclusion team we have:



- An Inclusion mentor, who oversees and supports children with their social, emotional and mental health development overseeing and supporting their personal welfare. She is experienced in working and supporting children from Early Years Foundation Stage through to Year 6 and has previous experience working within Key Stage 3 and 4.
- A Specialist Social , Emotional and Mental Health Teaching Assistant who provides nurture interventions and wellbeing supports (ELSA and Mental Health First Aider trained).
- 2 Specialist Speech and Language Teaching Assistants delivering 1:1 and small group speech and language programmes for children with significant speech and language needs.
- A number of Teaching Assistants trained to deliver reading, phonic and maths interventions
- Specialist Teaching Assistant trained to support children with Autism and social communication and interaction difficulties delivering bespoke interventions
- Advice and support from a Specialist Literacy Teacher

The *Blossom Room* in Key Stage 1 and *The Hub* in Key Stage 2 are utilised as calming, reflective learning spaces. We also have an alternative lunchtime provision space set up for certain children who require a quieter environment due to their sensory or emotional needs. For those children who may have a high level of need or require specific adult support, we work as a team to provide a cohesive and supportive network of support. This may involve targeted 1:1 support, small group work or targeted withdrawal interventions.

Your child's class teacher will deliver daily high-quality teaching targeted at each individual child's needs.

In our Foundation Stage, teaching assistants support during the mornings and afternoons and may run additional interventions within the classroom depending on the needs of the children. Within our Key Stage 1 and 2 classes, additional teaching assistants support within the mornings and deliver targeted interventions across the week.

If identified on the Special Educational Needs (SEN) register, a Individual Learning Plan (ILP) will be created and shared with you – with precise targets for your child and provisions to support your child in achieving these. These plans are reviewed across the term.



The school has a SEN link governor who meets with the SENCo reports back to the Governing Board.

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best.

The content of every lesson is matched to each of the children's differing abilities and needs, to enable them to access the curriculum more easily.

This may take the form of:

Providing additional adult support in a small group or 1:1 basis. Providing learning tasks that present different levels of challenge and /or provide particular specialist equipment for the children to use. Classrooms are resourced to support learning tailored to the children's individual needs.

Varied use of ICT or assistive technology to support learning throughout the school.

Training for staff on how to make learning more accessible to those with additional needs.

Support and advice will be sought from specialist outreach workers or relevant external services.

Consistent approaches to learning throughout the school including use of visuals, scripts, systems, trauma and mental health informed practices.

Specific targeted intervention programmes being delivered in addition to classroom learning to support your child.

Your child's progress will be measured closely and assessments carried out to provide additional information.



What are our admission arrangements for children with disabilities and how will school include my child alongside pupils who do not have SEND?

The school follows the [Brighton and Hove admission arrangements](#)

Accessibility and Inclusion

Hangleton Primary School is built over 4 levels, with stairs. There are disabled toilet facilities on the ground floor level of the school. There is ramp access at the front of the building's main entrance and low level thresholds on all other external doors. The school is laid out in such a way that the majority of classes can be accessed step free. The school does not have a unit or special facility to cater for specific special educational needs.

All pupils with special educational needs are included in a mainstream class and receive their additional support (in class and/or targeted withdrawal intervention) as part of a broad and balanced curriculum. We ensure that the curriculum is suitably tailored to ensure every child's needs are met and children with disabilities are able to access education which promotes inclusion and achievement alongside their peers. This includes planning careful adaptations which may be needed on school trips and/or special events to enable successful and positive experiences for the child. All of our extra-curricular activities and school visits are available to all our pupils and we will make whatever reasonable adjustments are needed to make sure they can be included.

Children with sensory or mobility impairments or a specific learning difficulty may access the curriculum through specialised resources such as ICT/assistive technology or recommended specialised equipment such as typoscopes, sloping writing desks or adapted chairs where this has been recommended.

Details of plans and targets are contained in our [Accessibility Plan](#) which can be viewed on our school website.

Personal and intimate care support is offered where identified as appropriate. This is undertaken with the child's modesty and privacy as our utmost priority.

How will I as a parent and my child be included in activities outside the classroom including school trips?

We make every reasonable adjustment necessary for all of our trips to be inclusive so all children can attend. We work closely with all involved with the child to plan and guide us in order to make the trips as successful as possible for our children. The accessibility of all school trip destinations are checked in advance. Risk assessments are carried out and procedures are put in place to enable all children to fully participate. Reasonable adjustments will be made so that children with special educational needs can fully participate. After school activities are run by both school and external providers. All external providers are aware of our school's commitment to inclusion and it is their responsibility to discuss appropriate provision with you in order to accommodate your child's needs. We may at times ask for parental volunteers to support a school outing; this is voluntary and individual class teachers will contact parents directly.



How will I as a parent, and school, know how my child is doing?

We offer a high level of communication with all members of a school community. Through careful monitoring and reviewing the school has a clear picture of how your child is progressing. All staff involved with your child's learning are kept informed of changes and progress.

This may be shared with you in a variety of ways including:

Meetings or correspondence at any time throughout the year with the class teacher, phase leader, SENCo, Deputy Head and/or Headteacher. Home – school books – enabling communication between home and the class teacher.

Review meetings

Daily updates at the end of the day with your child's class teacher. Email, phone or face to face contact with SENCo, class teacher and/or Specialist Literacy teacher.

Meetings with the inclusion mentor. Termly parent evenings.

Meetings with external agencies following observations or assessments e.g. Educational Psychologist, Outreach workers. Copies of any reports provided by external agencies.

It is important to us at Hangleton, that you feel comfortable to come in and speak to any member of staff at any time throughout the school year. There is no need to wait for scheduled parents evenings to discuss your child's needs, by contacting the school office, an appointment can be made with the relevant member of staff at any time in the term.

How will you help me to support my child's learning?

We encourage you as parents/carers to work with us and support any extra interventions or provision that your child may undertake e.g. some interventions may require support at home such as reading at home or playing maths or phonic games. This will be clearly explained to you and we will work with you to enable this to be implemented.

Where appropriate, we will refer to outside agencies (with your consent) for additional advice, support and programmes. Parents /carers should receive copies of these reports and a meeting may be offered to discuss in detail the findings. Parents / carers can request a copy of these reports at any time.

As all children's needs are different, we have to be flexible in the way in which we assess and meet their needs. There is no one set way we decide on the provision and support we can offer a child as they are all different. We have regular meetings with the senior leadership team, class teachers and parents to review the needs of each child. The child's voice is also captured through discussions and reflective work which is also considered. We are flexible and will change the support needed for your child according to his or her changing needs. It is a process between parents, school, child and where appropriate outside agencies and we all work together to make sure your child is being supported in the best possible way. It is important that you tell us if you



think things are changing so we can keep this in mind. Support is reviewed regularly in order to ensure your child is making progress.

What support will there be for my child's overall wellbeing (mental health and emotional, social development)?

At Hangleton we believe that a child's social and emotional well-being is key to ensuring academic progress and ensuring your child is a successful learner.

We are able to offer a range of support to children experiencing social, emotional and mental health difficulties including:

A safe, caring environment where all children thrive. Clear safeguarding procedures and policies.

Safeguarding training for all staff.

A clear, structured behaviour policy, which is adhered to by the whole school that follows trauma and mental health informed approaches and practices.

A full-time inclusion mentor

Specialist SEMH Teaching Assistant (ELSA trained and Mental Health First Aider)

Nurture interventions. School counsellor

Meadow room and Blossom room (reflective space) including alternative lunchtime provision

Personal and intimate care support where identified as appropriate. This is undertaken with the child's modesty and privacy as our utmost priority.

Individual Behaviour plans, Pupil Passports and Just Right profiles are used for children who need support with their emotional regulation and where this impacts on their behaviour.

Zero tolerance approach to bullying.

Trained first-aiders and a clear medicine policy. Appropriate staff have 'Epi-pen' training delivered.

What support is in place for looked-after and previously looked-after children with SEN?

Our SENCo (Sophie Betts) is also the designated teacher for looked after children. All teachers understand how a looked after or previously looked after pupil's circumstances and their SEN might interact and what implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.



What specialist services and expertise are available at or accessed by Hangleton Primary School?

At Hangleton, we work closely with many external agencies and will access support from any agencies we feel are appropriate to the individual needs of the children within our school.

These include:

- Educational Psychologist
- Speech and Language Therapists
- School and Community Nursing Team
- Brighton and Hove Inclusion Support Service (BHISS)
- Specialist Literacy Support teacher
- Children and Adolescent Mental Health Service (CAMHS)
- Seaside View Child Development Centre – (inclusive of Physiotherapists, Occupational Therapists and Disability Social Services Team)
- Ethnic Minority Achievement Service (EMAS)
- Front Door for Families (Multi Agency Safeguarding Hub)
- Hill Park Outreach Support Service
- Early Help / Integrated Team Families
- Dialogue Counselling Service

What training have the staff, supporting children and young people with SEND, had or are having?

Staff are provided with training as appropriate to support children in the classroom with Special Educational Needs and Disabilities (SEND). Staff meetings and audits of skills identify areas of need and appropriate training is sought according to the needs of the school. On an individual basis, any adults working with children with a very specific need, are provided with any necessary training; often accessed through external agencies.

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

There are many instances of transition in a child's school life: entering the school, moving from one year to the next, moving to another school and finally moving from primary to secondary. A high level of communication is used in all of these instances. We will gather as much information as possible to help us prepare for your child starting our school.

If your child is joining us in Reception at the beginning of the year, we may offer:

Opportunities to have 'taster' sessions in class. Holiday activities such as parent/child picnics.

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Welcome booklets to be shared at home with your child with photos of key staff and information for you.

Individual meeting times with your child's new teacher. Relevant

staff visits to early year settings.

Meetings with SENCo as required.

Reception welcome evening.

If your child is joining us in the middle of a school year, we will endeavour to:

Meet with you and the child prior to their start date.

Introduce your child to key staff members and give them an individual tour.

Set them up with a buddy in class.

Communicate with previous school so a clear understanding of your child is known by all staff.

Meet with you whenever necessary to ensure that your child is settled.

Transition from one year to the next is carefully planned, your child will have a taster session with their new class teacher, and teachers will communicate to ensure that a smooth transition is in place. We have a very good relationship with the secondary schools in the area and we share all information with them about your child so they are able to plan and deliver the needed support. Additional visits can be arranged if needed. Within school transition support groups are delivered to prepare children for the move onto secondary school.

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

As part of our general budget, we receive funding to support children with Special Educational Needs. We review this annually and the school frequently spends additional money on top of this to support our children. Needs are identified and resources and funding matched appropriately according to the level of need. In a case where a child has very significant and/or complex needs we may make a case to the local authority requesting additional funding through the higher needs funding block. Such funding will then be used exclusively to provide the necessary help and support your child needs.



How is the decision made about what type and the level of support my child/young person will receive?

How can I be involved in the school community?

It is important for us at Hangleton Primary School to work closely and in a mutually supportive manner with our parents. There are several ways that you can become involved; as a parent volunteer in the classroom; by joining 'Hangleton Friends' PTA; by becoming an elected parent governor if a vacancy arises; or simply attending our parent's

'Connect' coffee morning, attending parents evenings and pupil reviews, joining parent workshops or volunteer reading in class. Please feel free to request a meeting with your child's class teacher, the inclusion mentor (Jenn Westwood), SENCo (Sophie Betts), Executive Headteacher (Clara Daly) or Interim Head of School (Kim Hearn-Fryer) at any time.