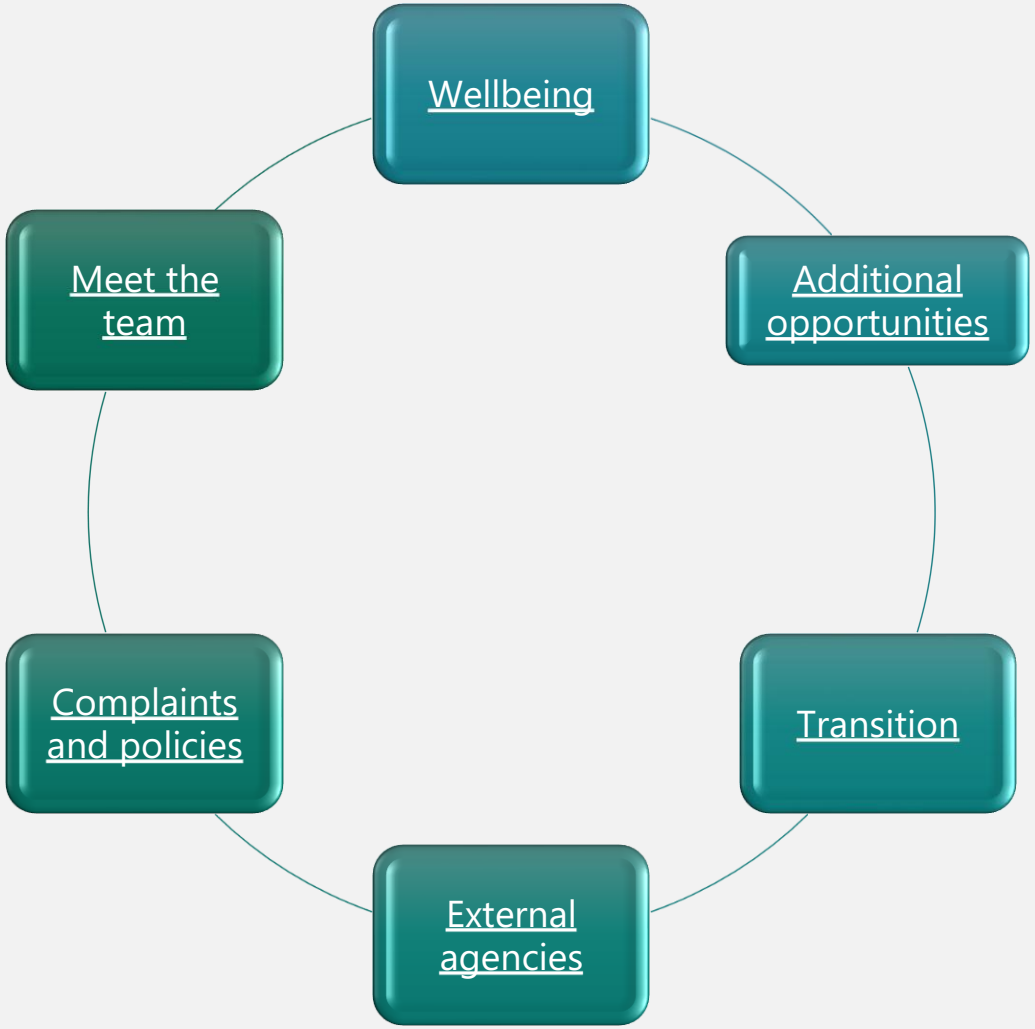
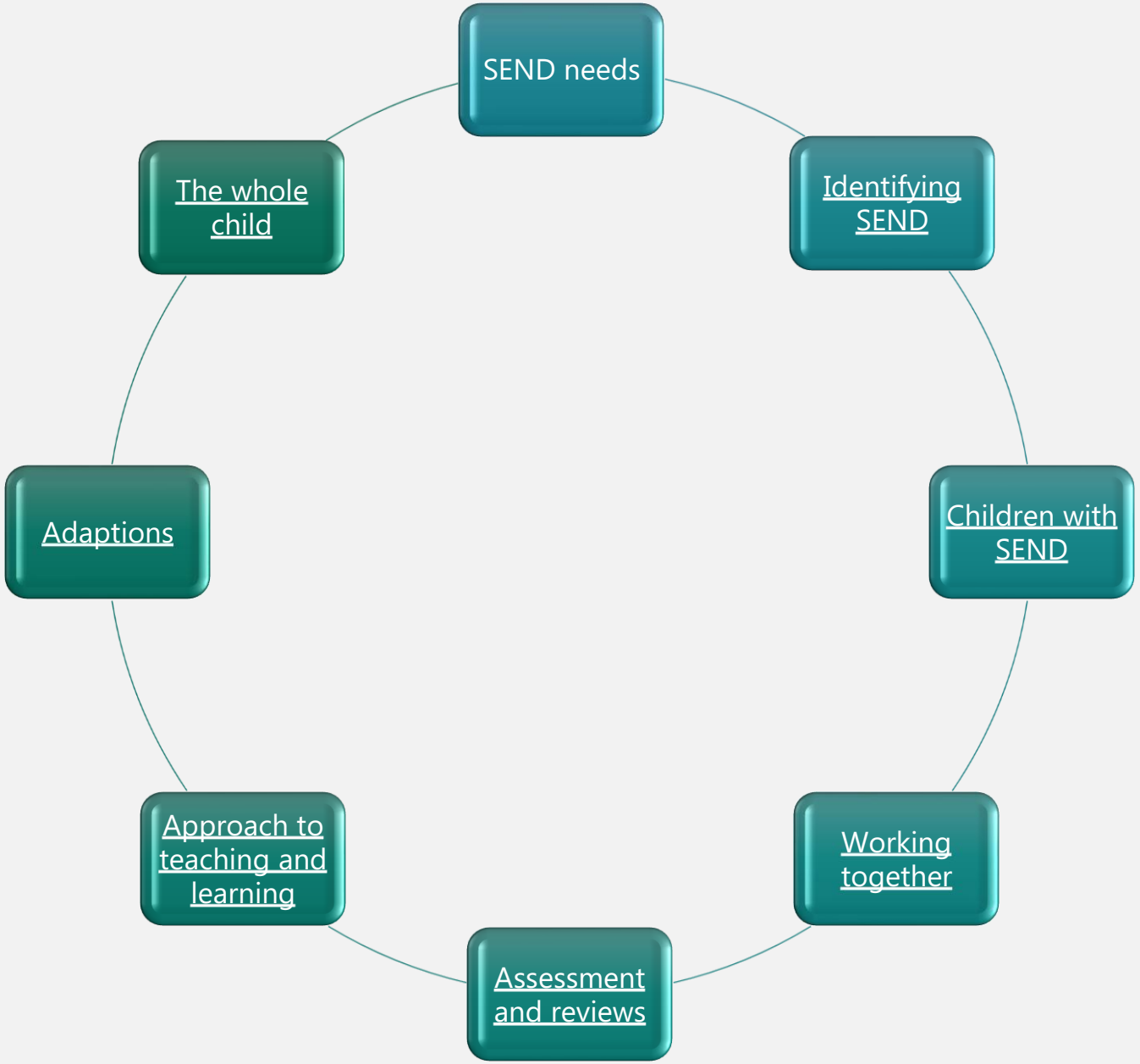
SEND INFORMATION REPORT

2026-27

HALSTOW
PRIMARY SCHOOL

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SEND NEEDS

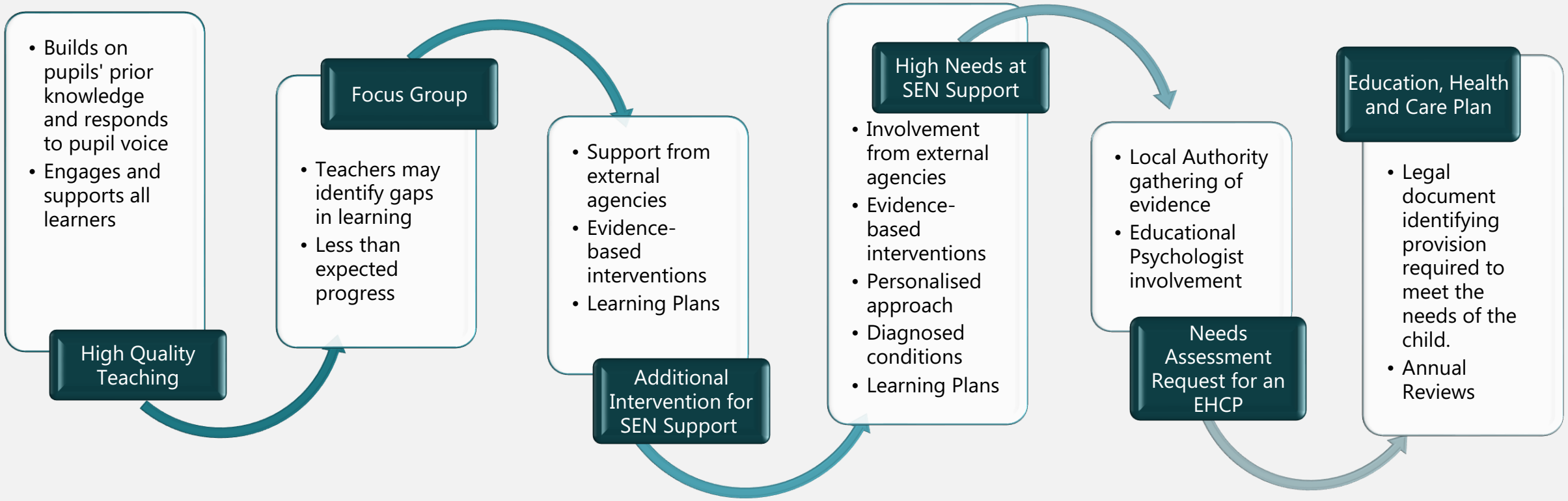
There are four main areas of need as identified in the Special Educational Needs and Disability Code of Practice (2015),

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

All staff within Compass Eko Trust receive training specific to a variety of Special Educational Needs and Disabilities. Each pupil in the school has access to high-quality teaching within the classroom. Some children may need extra support that is "***additional to and different from"*** their peers (SEND Code of Practice 2015, 6:15). In these cases, they may be placed on SEN support. Provision will be created for them, which will be linked to the graduated approach of assess, plan, do, and review. For those who need further support, an assessment for an Education, Health and Care Plan may be requested from the Local Education Authority.

IDENTIFYING SEND

When teachers notice signs that a child may have special educational needs, they will share this information with parents and caregivers, as well as the Special Educational Needs Coordinator (SENCo). After sharing this information, additional support or interventions may be offered to address the child's needs through a graduated approach.



CHILDREN WITH SEND

SEN Support

- Children with SEN Support have support that is ‘additional to or different from’ that provided as part of the schools’ universal provision. The class teacher and SENCO may also receive advice or support from outside specialists.
- Occasionally, after reflecting on progress, a child may be removed from the SEN register if deemed appropriate. This decision is made in consultation with parents and carers.

Education, Health and Care Plans

- An EHCP is a legal document that outlines the child's specific needs and the additional support they should receive.
- Teachers will meet with parents and carers throughout the year to celebrate their child's achievements and look closely at how we can improve the provision and what strategies are needed to meet outcomes.

WORKING TOGETHER



We know that parents and carers play a vital role in their child's progress, and we strive to build a strong working relationship.



Parents and caregivers are invited to attend meetings, Annual Reviews, school activities, and events to celebrate and review their child's progress.



Parents and carers should first contact the class teacher about any concerns, and the class teachers will refer the issue to the appropriate support, either internally or externally.



Children express their views, thoughts, and feelings through their School Council representative, meetings, annual reviews, and pupil voice initiatives.

ASSESSMENT AND REVIEW



A range of assessment tools are used to identify areas of need and measure progress. Some children may have specific assessments based on their area of need.

Parents will have regular opportunities to meet with teachers to discuss their child's progress.

Children who have EHCPs will also have an Annual Review, which is shared with the families and Local Authority to measure progress against the outcomes identified in their EHCP.

The provision for children with Special Educational Needs and Disabilities (SEND) is regularly reviewed and monitored.

APPROACH TO TEACHING AND LEARNING

" Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff" [Code of Practice; June 2014: 6.36]

We ensure children have access to high-quality teaching from their teacher. Where necessary, some children may receive additional provision to meet their individual needs.

Some children may require a personalised curriculum, timetable, or care that meets their specific health needs, as advised by medical professionals.

All children will be assessed as part of the school assessment cycle. This will review their progress against agreed outcomes and inform our graduated approach of assess, plan, do, and review.

ADAPTATIONS

We create an inclusive learning environment where everyone, including children with Special Educational Needs and Disabilities, are supported to access a high-quality curriculum. We make reasonable adjustments to our curriculum and learning environment to ensure all children can achieve their potential.

Adaptations could include personalised timetables and curricula, a visual timetable, an individual timetable, large fonts, specialist equipment such as large-print dictionaries, visual cues and aids, staff support, and evidence-based interventions.

Adaptions for the physical environment may include accessible toilets, hygiene suites, changing tables, high-visibility marking on steps, double doors in some areas of the building, fire evacuation chairs, lifts and ramps.

THE WHOLE CHILD

- We have high expectations of children with Special Educational Needs. We ensure that they *"achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood*" (Code of Practice 2015, 6.1).

- We ensure that all children are provided with relevant opportunities to develop their independence in an inclusive setting. Strategies we adopt to ensure **"***All pupils should have access to a broad and balanced curriculum"* (SEND Code of Practice, January 2015: 6.12) are:

    - a graduated approach linked to assess, plan, do, and review;
    - high-quality teaching supporting pupils on SEN Support or children with an Education, Health and Care Plan;
    - provision which is 'additional to and different from';
    - targeted evidence-based interventions; at times, adult support if the school decides it is appropriate; liaison with outside agencies.

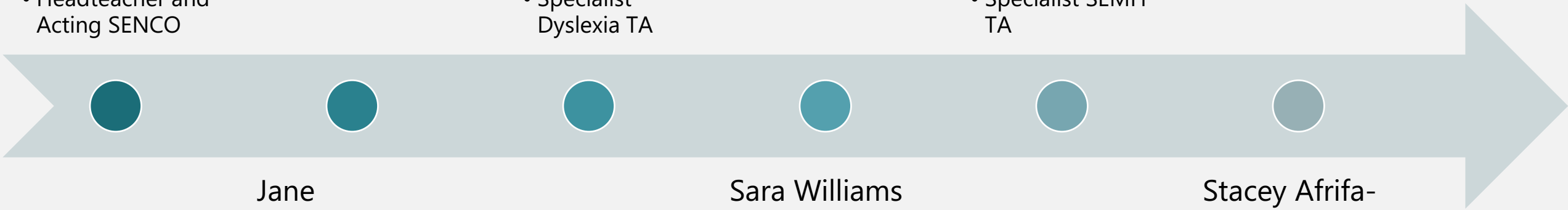
WELLBEING

- We help children to recognise their emotions and develop strategies to self-regulate.
- We teach the Zones of Regulation curriculum across the school and this is woven through all staff-child interactions. This helps children to build emotional literacy and learn strategies to help them regulate.
- We use a restorative approach to resolve conflicts.
- We have a pastoral team comprising a trained Learning Mentor, who is also a trained Emotional Literacy Support Assistant (ELSA) and a specialist SEMH TA.



INCLUSION TEAM

WE HAVE A TEAM OF SPECIALIST TEACHING ASSISTANTS AND LEARNING MENTOR AT HALSTOW PRIMARY SCHOOL.
ALL MEMBERS OF STAFF CAN BE CONTACTED ON 020 88582767



Ms. Tilley

- Headteacher and Acting SENCO

Jane Thompson

- Learning Mentor
- Emotional Literacy Assistant

Pati Fitton

- Specialist Dyslexia TA

Sara Williams

- Specialist Speech and Language TA

Abbie Higgins

- Specialist SEMH TA

Stacey Afrifa-Gyasi

- Specialist Speech and Language TA

ADDITIONAL OPPORTUNITIES

We have high expectations of children with special educational needs. We ensure that they *"achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood*" (Code of Practice 2015, 6.1).

We ensure that our school is inclusive by ensuring all children have access to:

- after-school clubs;
- classroom and whole school responsibilities;
- lunchtime activities;
- school residential visits;

TRANSITION



Any change or transition will be carefully considered and managed to ensure that the needs of each child are met.



When children transition between classes, they will visit their new classrooms and meet their new teacher. Some may require extra support during this transition, which could include additional visits, social stories, photos, or transition packs.



Children sometimes transfer to a different school, and we will work with the new school to ensure a smooth transition. For those with an Education, Health, and Care Plan, the Local Education Authority typically consults directly with the school.



We will work closely with families and other educational settings to ensure smooth transitions that meet the needs of children.

EXTERNAL AGENCIES

We work closely with external agencies to support children. Please click on the links to find out more.

Wellbeing and mental health

- Educational Psychology Service
- CAMHS

Speech and language support

- Oxleas Speech Therapy Service
- Therapy Links UK

Community Pediatrics

- Pediatricians
- Occupational Therapy
- Physiotherapy

Social Care

- Family and Adolescent Support Service (FASS)
- Social workers

Specialist Teachers

- Sensory Service - Visual & Hearing impairments
- STEPS Literacy and Mathematics Support
- ASD Outreach
- CENMAC

School Health Team

- School Nursing
- Health Visitors

Medical Professionals

- Specialist Consultants
- General Practitioners

COMPLAINTS AND POLICIES

Our policies and provision

- The school delivers the requirements of the National Curriculum and adapts this according to individual needs. Our approach focuses on teaching children the skills they need for lifelong learning and independence as they progress to ensure they are prepared for adulthood.
- A range of our school policies is available on our website. Please see the following documents:
  - **Special Educational Needs and Disability Policy**
  - **Equal Opportunities Policy**
  - **Accessibility Plan**

Greenwich Local Offer

- The Local Offer provides information on the services in Essex that are available for children with Special Educational Needs (SEN) and Disabilities aged from birth to 25.
- Special Educational Needs and Disabilities (SEND) Local Offer | Greenwich Community Directory

Complaints

- Please refer to the school's complaints policy.