



## Agate Momentum Trust SEND Information Report 2023 -2024

<i>Date of last review</i>	January 2023
<i>Date reviewed by Governors /trustees</i>	31 January 2024
<i>Cycle of review</i>	Annual

### SEND Information Report

As schools in Agate Momentum Trust, we are constantly looking at how we can improve the provision for our pupils. Hallsville Primary School and Scott Wilkie Primary School are mainstream primary schools catering for the needs of pupils aged 3-11years.

There are approximately 404 pupils on roll at Hallsville and 355 at Scott Wilkie. We are both single story buildings with two large playgrounds. We are both inclusive schools and strive to support all children to enable them to make the best possible progress and achieve well.

To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals, e.g. health professionals, speech therapists and educational psychologists to make sure that all children receive the support they need to do well at school.

To this end the information in these responses will be regularly reviewed and updated as necessary. At Hallsville Primary School and Scott Wilkie Primary School, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

Hallsville Primary School currently has 404 children on roll (November 2023) and there are currently 51 children on SEND register with a range of needs from universal to specialist.

Scott Wilkie Primary School currently has 355 children on roll (November 2023) and there are currently 49 children on SEND register with a range of needs from universal to specialist.

### Meet the SENDCo's

If you would like to contact Mrs Okwuegbuna at Hallsville, please call or email the school on 02074762355 or [ivie.okwuegbuna@hallsville.newham.sch.uk](mailto:ivie.okwuegbuna@hallsville.newham.sch.uk)

If you would like to contact Mrs Edwards at Scott Wilkie, please call or email the school on 020 7474 4138 or [Joanne.edwards@scottwilkie.newham.sch.uk](mailto:Joanne.edwards@scottwilkie.newham.sch.uk)

## Special Educational Needs



Additional needs can be broken down into four major categories:

Cognition and Learning



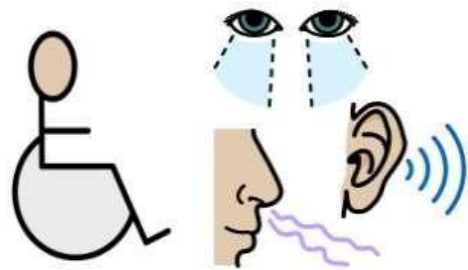
Mental Health & Emotional



Communication and interaction



Sensory and Physical



## Identifying and Assessing Need



At Hallsville and Scott Wilkie, we work closely as a team and if any staff have a concern about a child, they complete a cause for concern form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 - 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your

child is working on and the support they are receiving.

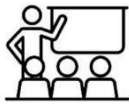
Some children will be monitored using the pre key stage assessment, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the ordinarily available guidance to help support children's learning within the classroom.



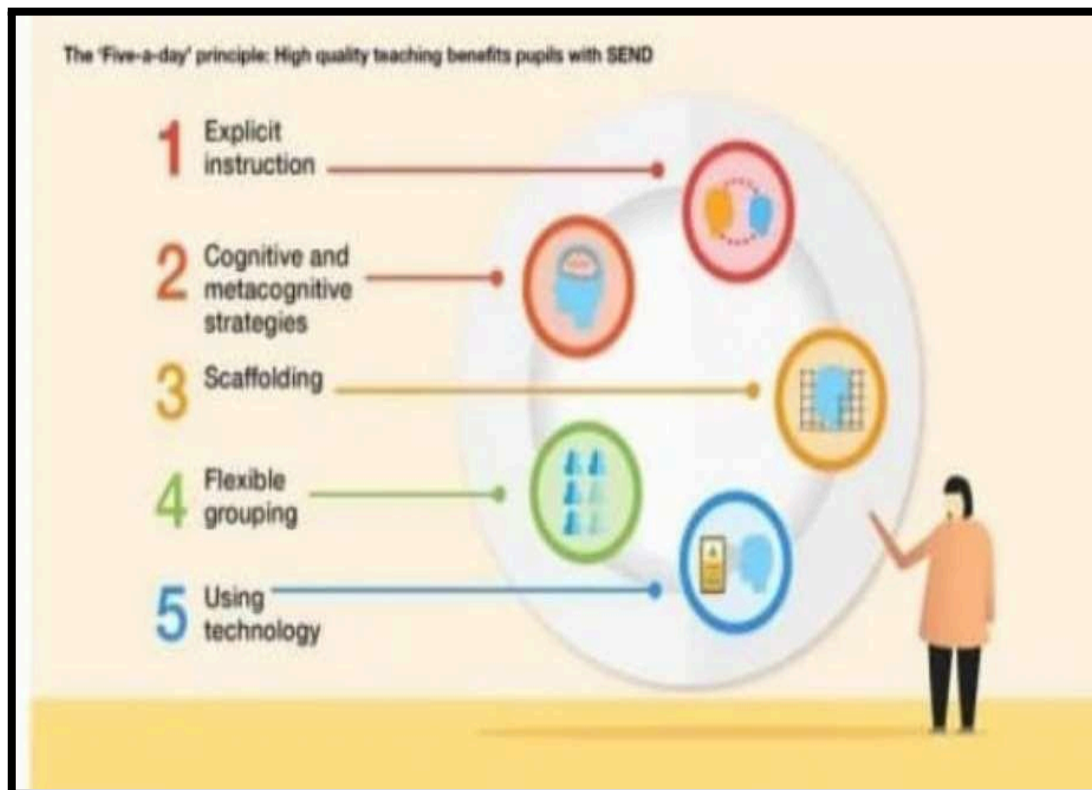
## Our approach to teaching children with SEND



We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

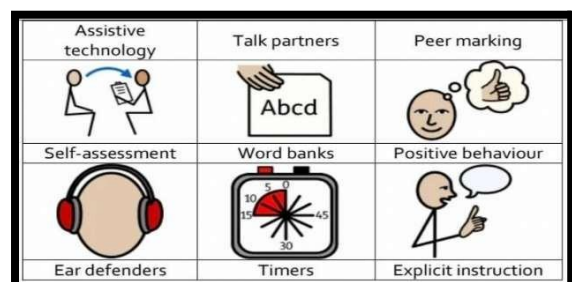
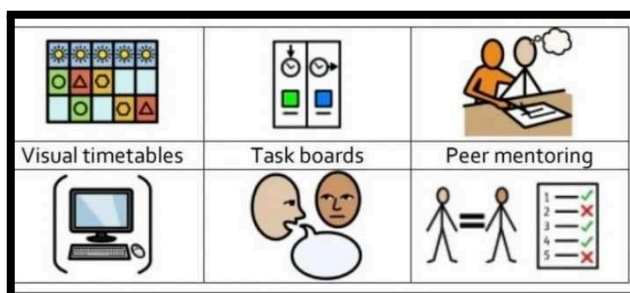
Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



## Curriculum Adaptations

Adaptions are often made to regular school, timetables and the use of a visual timetable is in place across the entire school as the help all pupils not just those with SEND needs.



We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises

## Parent consultation



At Hallsville and Scott Wilkie Primary School we work closely with parents and carers and recognize that they have much to contribute to our support for children with SEND.

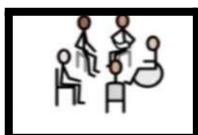
We hold drop-in sessions every term and the Senco's are available at parents' evenings to discuss any concerns.

We also hold coffee mornings where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision at our schools, direct parents to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for further meetings in the Autumn and Spring term. These meetings are used to celebrate your child's learning, look at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will be sent home after the meetings.

During the year a parental questionnaire is sent out to gain views on the school and SEND provision.




### Child consultations



Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

		
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.

## Evaluating Provision



Review progress in SLT meetings and discussing next steps.

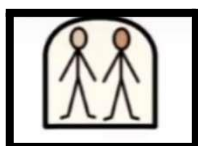
Reviewing children' individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals. Asking our children if they feel the adjustment or intervention is helpful and makes a difference. Monitoring by the SENDCO.

Regularly using a tracking tool to update targets and measure progress.

Holding annual reviews for children with Education Health Care Plans, SEND support plans and those requiring specialist support. Holding annual reviews for children with Education Health Care Plans

## Outside Agencies



We work with the following agencies to provide support for children with SEND: Pupil and School Support,

Language Communication and interactive service,

Newham Educational Psychology Service,

School Health Advisory Service, Speech and Language

Therapy, Visual and Hearing impairment team Sensory team

We will ask your permission before we arrange for any outside agencies come in and work with your child. Once the feedback has been received w will call you in for a meeting to share the advice

Staff training



At Hattlesville Primary School and Scott Wilkie Primary School we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins either school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership teams at both schools are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training is organized to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilized.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first. Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

Play Therapy	Lego Therapy	Child Development	Bucket time
Autism (Level 1)	Makaton – Level	Phonics (catch-up)	Team Teach
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
De escalation	Attachment	Reading for those who struggle	Sensory needs

Transition support





### Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold two taster sessions follow in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

### End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

### Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

### Clubs and Trips



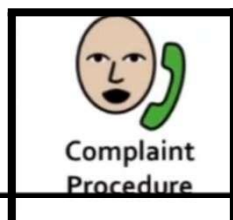
All our extra-curricular activities and school visits are available to all our children, including our before -and after school clubs.

All children are encouraged to apply for roles of responsibility in school e.g., school council, house group leaders, technical team etc.

No child is ever excluded from taking part in these activities because of their SEND needs or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favorably than other children and the arrangements we have made to help children with SEND access our school.

### Complaints Procedure



Your first point of contact is your child's class teacher and/or phase leader

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Heads or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office. Your first point of contact is your child's class teacher and/or phase leader.

<b>Hallsville Primary School</b>	<b>Scott Wilkie Primary School</b>
Assistant Head Teacher /SENDCO: Mrs Okwuegbuna	Inclusion Manager: Mrs Jo Edwards
SEND Teacher: Mrs Dominique Marques	SEND Teacher: Ms Lauren Sanders
Early Years Foundation Stage Lead: Ms Pointer	Early Years Foundation stage and Year 1: Ms R Hussain- Assistant Head Teacher
Year 1 and 2 Lead: Ms Wilson	Year 2 – Ms N Akhtar
Year 3 and 4 Lead/ Deputy Headteacher: Ms Iqbal	Year 3 – Ms R Dallas
Year 5 and 6 Lead/Assistant Head Teacher: Ms Khanom	Year 4 – Mr Chinniah
	Year 5 - Ms R Dallas
Head of School: Ms Jones	Year 6 – Mr Rahman- Assistant Head Teacher
	Head of School: Ms Quayum

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If you are not happy with the response, then you may contact the governors through the school office.  
Bola Denby-Chair of Governors

Inclusion and SEND Governor - Shirley Magwenzi and Shanie Nae Donkor