





WEAVERS FEDERATION PRIMARY SCHOOLS

Stewart Headlam and Hague

SEND POLICY

Document edition	Section	Details of Change
Colour Change	All sections	Change all the writing with color to black

Reviewed by	Date
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Weavers Federation Primary Schools Shared SEND Mission and Aims

Stewart Headlam School and Hague School aspire to be creative and inspiring places to learn where all pupils know they have rights, feel safe, included and able to do their best.

- Whatever children's starting point, the schools' 'Learning Culture' encourages pupils to take responsibility for their learning and relationships with others; to try things out, to be resilient and learn from their experiences.
- Expectations for attainment and progress, including those of children with special educational needs, are realistically challenging and ambitious.
- They are based on excellent staff knowledge of pupils and high quality support for learning which accelerates progress and narrows the gap in attainment between those pupils who have SEN/D and others.

Key Staff to contact via school office email or phone

- The SENCo & Inclusion Manager – Neelma Begum
- Qualified Teacher of the Deaf – Kelly Hitchins
- Qualified Teacher of the Deaf – Kyrie Clarke
- Learning Mentor – John Waters
- Hague Head of School – Alison Goodliffe
- Stewart Headlam Head of School – Nilufar Chowdhury
- Executive Head Teacher – Judy Knappett

Weavers Federation Governor responsible for SEND Emily Wright contact her via a primary school office.

Stewart Headlam and Hague are mainstream primary schools for children aged 3-11 years with one Deaf Resource Base (DRB) at Hague School.

Stewart Headlam is a 2 form school reducing to one form by September 2024.

Hague is a mainstream school with a Deaf Resource Base suitable for auditory/aural learners. The resource base has 16 places, usually allocating 2 places per primary year group. Hague is one of two primary provisions for deaf children in Tower Hamlets.

The schools share a Federation Nursery class at Hague School. Families can have 15 hrs universal for all 3 year olds with an additional 15 hrs for families who are eligible based on the DfE eligibility criteria.

The primary schools are hard federated with Swanlea Secondary School. This means we share 1 governing body between the 3 schools with a Primary Executive Headteacher leading across Hague and Stewart Headlam Schools. There is a Head of School for Hague and a Head of School for Stewart Headlam. The SEND and Inclusion Leader works across Hague and Stewart Headlam Primary Schools to identify and coordinate the special education needs and disability provision within the 2 schools. The primary schools work in close partnership with Swanlea SENCo and Leadership team.

The deaf children are included as fully as possible in their class, but may also be withdrawn for focused group teaching. Specialist teachers of the deaf and learning support assistants work with class teachers to ensure deaf children are able to access all areas of the curriculum. We are an auditory/aural provision and aim to develop our children's speaking and listening skills by building on residual hearing supported by digital hearing aid systems or cochlear implants.

Our Ofsted reports

Hague September 2022 GOOD

Stewart Headlam July 2023 OUTSTANDING

Both schools are commended for SEND provision.

How we give pupils a voice

All children have a right to be listened to and be heard. We are UNCRC Rights Respecting Schools. This means that all children are introduced to the United Nations convention on the rights of the child. We teach about all the rights starting with:

- the right to be heard Article 12
- the right to be the best you can be Article 29
- the right to learn Article 28
- the right to be safe Article 19
- the right to play Article 31



We have systems in place to ensure children with special educational needs in particular, are engaged in their learning path and listened to. E.g. person centred reviews.

Every child in both schools is involved in drawing up their class charter. The class charters are displayed in every classroom. Children with SEND are represented at School Council Meetings.

- There are many opportunities for children to contribute their views including weekly class circle times and our School Council.
- We encourage all children to participate and share their views and any concerns.
- In particular, we make sure SEND children's views are heard.
- We have clear Behaviour and Anti Bullying policies that underpin our good practice.

How we know if a child has special educational needs

As stated in the *Special educational needs and disability code of practice: 0 to 25 years 2014* the benefits of early identification are widely recognised. We have systems for identifying children's needs at the earliest point and then making effective provision.

- Generally, children with hearing loss are assessed by outside agencies before they arrive at school. Children attending Hague Deaf Provision have Education Health Care Plans. (EHCP)
- Once in school, the progress of all children is monitored regularly by their class teacher and key teacher of the deaf, which means that any learning, emotional or behavioural difficulties which affect progress, can be identified at an early stage.
- When a child is identified as requiring additional support, their individual needs will be met by the school's provision management systems in line with the SEN Code of Practice. School policy is to intervene as early as possible so children may be helped to overcome their difficulties and become increasingly independent learners. To enable this to happen the school's senior management team have a structured and continuous monitoring programme. All assessment is shared with parents through telephone conversations and meetings which may be at formally designated times or ad hoc as the need arises. All children with new Education Health Care Plans (EHCPs) are subject to an 8 week planning meeting and then a person centred annual review.
- The schools assess each child's current levels of attainment on entry to school. In Nursery this starts with an on-entry assessment and in Reception with the Baseline Assessment. Therefore, children who have come in with particularly low starting points and a slow rate of progress are quickly recognised by Week 7. Staff take a close look at what provision they can provide to accelerate progress. The EYFS have regular parents' meetings which are an ideal opportunity for parents to raise concerns about their child's development. All concerns are listened to and addressed.





All teachers at Stewart Headlam and Hague use assessment every day as part of their teaching.

- This may be more informal, such as noting a child who struggled with the sums that day or it may be carried out through a more formal process such as a spelling test, an end of term maths test or any of the National Tests (Phonics Test in Year 1, SATs tests in Year 2 and Year 6.)
- It is the day to day monitoring and observation that enables teachers to identify the children who need extra help early. They respond to this by altering their planning and teaching to see if, with reasonable adjustment, the child can resume adequate progress.
- If concern for a child continues then they will consult the school's Inclusion Manager. The Inclusion Manager will then observe, discuss, assess, meet parents and possibly refer to health or learning support agencies.
- At this stage the school puts in a more formal structure of support.

In KS1 and KS2 children are assessed termly.

- Their progress and attainment for Maths, Reading and Writing is monitored and tracked
- Attainment profiles allow staff to see children's attainment in relation to expected levels for their age, and more importantly, their rate of progress.
- Class teachers meet termly with the Leadership Team for Pupil Progress Meetings.
- In these meetings any children who are falling behind are identified and a plan is put in place to accelerate their progress.
- If they are children who have not been identified as SEN it is a chance to discuss them and consider if this may be the case.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care.

- Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different areas to establish whether the problems are due to limitations in their command of English or arise from special educational needs.
- We may use an outside agency to perform a First Language Assessment to help us find out how strong their language skills are in their mother tongue.

If a child is due to start at Stewart Headlam or Hague with an already identified significant educational need then we would do some or all of the following to ensure our support starts early:

- Visit the children at home/in their previous setting.

- Meet with the parents.
- Have a transition meeting with the child's previous setting.
- Arrange for the child to visit us in advance.
- Read any records carefully to gather as much information as we can.
- Contact any outside agencies that are involved to ensure continuation of care.
- Prepare a book of photographs to show the child key adults, his/her new classmates, main areas of the school.

If the school is concerned about a child's progress, parents/carers are always informed and consulted about proposed support for learning. If parents/carers have any concerns with regard to their child's progress, they are encouraged to discuss this with their child's teacher in the first instance.

If a parent is worried that their child has a special educational need they should approach their child's class teacher and/or the Inclusion Manager.

- Senior Leaders are in the playground at the beginning and end of every day and this is an easy time to catch them and arrange a mutually convenient time to talk about concerns.
- Alternatively, parents can ring the school office and ask to make an appointment to speak to the Inclusion Manager.
- We can discuss concerns and make arrangements to observe and monitor the child and if necessary carry out assessments.
- We always inform parents when we make special educational provisions for a child.

What we do to help children with special educational needs

***The special educational needs and disability code of practice: 0-25 years* gives four broad areas of needs that schools should plan for. These are:**

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In practice individuals often have needs that cut across some or all of these areas. We seek to support children based on an understanding of their strengths and weaknesses. We have developed a wide range of ways to support children with special educational needs. These are personalised to meet the needs of the individual child.

Bearing in mind that *'high quality teaching is the first step in responding to pupils who have or may have SEN'* (Code of Practice), we teach children with special educational needs or disabilities alongside their peers. Lessons are planned to cater for the needs of all children including those with special educational needs or disabilities. All teachers plan lessons based upon children's prior learning and the steps they need to progress. Teaching Assistants and Nursery Nurses are used flexibly to support learning. Support can be given in many different ways.

School systems around the child

- Weekly planning meetings between class teachers, Teachers of the Deaf (ToDs) and Teaching Assistants (TAs)
- Advice on how to support learning at home
- Regular contact between home and school, e.g. home/ school book, text, telephone conversations
- Individual pupil/ teacher conversations
- Home visits
- Pre-school and school visits
- Attendance at review meetings
- Joint working visits with Speech and Language Therapist (SALT) and other professional services.

In class support/Curriculum Support

- Curriculum adaptations/differentiation (see further in policy.)
- Specific interventions e.g. a Catch-Up programme
- Support for behaviour
- Support for health needs
- Grouping of pupils Specific individual support
- Specialist teaching groups
- Support for communication needs/assistive technologies

The Teachers of the Deaf will monitor progress and through weekly communication with class teachers or TAs will discuss progress in relation to set targets and address any parental / pupil concerns.

Pupils' progress is monitored and tracked termly based on formative teacher assessment and progress against interventions.

Summative End of KS1 and KS2 Assessment - the National Curriculum Assessments define assessment and adjustments for children with SEND to prevent disadvantage i.e additional time, quiet space.

- From 2021 - 2022 the engagement models must be used to report Year end attainment replacing P-Scales.
- The pre-key stage standards must be used to make statutory teacher assessment judgements for pupils who have reached the end of year 2.
- Teachers should base their judgements on a broad range of evidence, which will come from day-to-day work in the classroom.
- Each subject framework has four summative standards of attainment containing 'pupil can' statements upon which teachers will base their judgements.

The pre-key stage standards may also be useful for teachers to refer to for pupils of all ages for English and Maths

KS1 Standards 1-4

KS2 Standards 1-6

- Standard 6 (working at the KS1 expected standard)
- Standard 5 (working towards the KS1 expected standard)
- Standard 4
- Standard 3
- Standard 2

- Standard 1

In addition, children with high level needs, particularly those who are deaf, are tracked through individual pupil assessment files which detail progress in areas including personal understanding of deafness, social emotional progress, language and communication assessment and progress in relation to other individual assessment data. Thus ensuring that progression in all aspects of a child's development is tracked.



At Stewart Headlam and Hague we have a range of 'interventions' (support programmes) which we run to help children who are not making expected progress make as much progress as possible.

Some children may have special educational needs and some may not. Taking part in an extra learning programme does not necessarily mean the child has been identified as having special educational needs.

We run a range of programmes to address different needs such as:

- reading
- writing
- handwriting
- phonics
- maths skills
- social skills
- muscle control for fine and gross motor skills
- speech and language

These interventions may be delivered to a small group of children or 1-1. They are often delivered by Teaching Assistants who have been trained to deliver them effectively.

Sometimes interventions are delivered by teachers, Speech and Language Therapists or other professionals.

- In order that children with special educational needs do not miss out on having a broad and varied curriculum every child's timetable is looked at carefully by their class teacher and the Inclusion Manager.
- We want to make sure that children are not withdrawn too frequently from their classrooms.

At each school we evaluate our interventions regularly. We want to know that they are having the required impact on children's learning and progress. There are issues that can affect success. We record how much progress the children make and consider these issues:

- The skill of the person delivering the intervention, do they need more training?
- The child's personal response to the intervention (enthusiasm, amount of effort, completed homework)
- Whether the intervention is the best match for the child's needs
- The consistency of the delivery of the intervention

Individual Education Plan (IEP)

All children who are identified as having special educational needs will have an Individual Education Plan (IEP) written for them. This is a single sheet that sets out the immediate next steps or targets for the child to work towards. The IEP explains how the child will reach their target, it describes

- What school will do
- What home will do to support the child
- What the child themselves will do

Parents, teachers and the child meet to discuss the IEP when it is first written and again the following term to review it.

- The IEPs are reviewed by a member of staff but also by the child. It is important that children themselves reflect on their progress and achievement.
- Children (depending on their age) are involved in deciding their next steps.
- Class teachers write the IEPs and they are overseen by the Inclusion Manager.

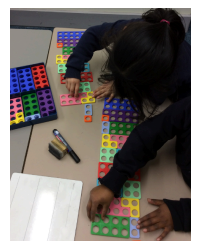
Stewart Headlam and Hague recognise that where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible.

- When appropriate, our staff are proactive in referring to outside agencies promptly and pursuing referrals in order that they don't get lost in the system/s.
- We discuss with parents the importance of attending the appointments in order that their child is not discharged without even being seen.

At Stewart Headlam and Hague we use support available from outside professionals to improve teachers' understanding and knowledge of the SEN they are encountering in the classes they teach. For example we may have regular visits from Phoenix Outreach Teachers (Phoenix Special School provides for autistic children.) These specialist teachers share strategies for supporting children at each school who have a diagnosis of autism.

Tower Hamlets' access and inclusion team provides ICT guidance for schools and families to consider the benefits of technology to facilitate learning and communication strategies.

Children that we think may benefit from being provided with extra tools for communication and learning, such as a touch screen monitor may be observed with parent consent. Advisors will also recommend any software or ICT programmes that the child could access to improve their learning.



How we adapt our teaching for children with special educational needs

'Differentiation' is a term used a lot in schools. It refers to changes that are made to help children succeed in their learning. For example teachers may do one or more of the following to differentiate for a child with special educational needs:

- provide the child with more time to complete the same task as their peers
- provide additional resources for the child to use to complete the task
- give the child an additional adult to support them
- change the task itself
- use carefully targeted questions at different levels
- use pictures and visual resources to support what the teacher is saying
- appoint a peer to support the child

A small proportion of children have significant special educational needs. It may be appropriate for them to have elements of the curriculum focused on in order that they can have enough time to practise and revisit key aspects of literacy and numeracy.

How we decide what resources we can give to a child with special educational needs

Part of the school's budget is for supporting pupils with special educational needs and disabilities. There is a limited amount of money and so we have to use it as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed the ways we support children.

The Executive Head is advised of pupil needs across the school so that this can be considered in SEND budget planning. Decisions about which support programme is best for a child are made by the Inclusion Manager in consultation with a child's Teaching Assistant, Class Teacher and/or parents or carers. Parents are invited to contribute to planning through a meeting or if they are not able to come into the school in whatever way is best for them e.g. by telephone or email.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own SEN funds we will apply to the local authority for additional support for a child. Parents can do this too. We are happy to discuss all of this in more detail with parents.

Pupils' development, progress and attainment is monitored to ensure the interventions and learning support is having an impact.



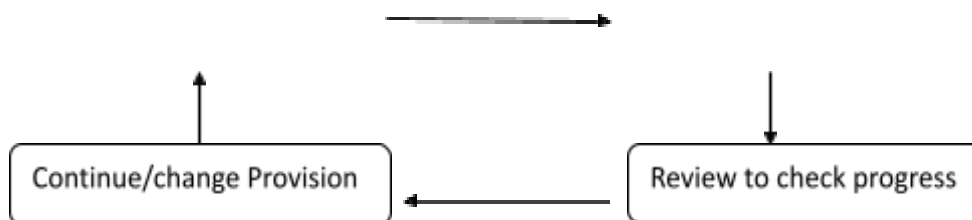
How we check that a child is making progress and how we keep parents informed

We review each child's progress in Reading, Writing and Maths formally every term. In addition to this, children with special educational needs will be having their progress in interventions recorded as the programme/strategy goes along. The adult delivering the intervention will be in communication with the Inclusion Manager therefore if there appears to be no impact the programme will be stopped and the manner of help reassessed.

This cycle of action can be seen as:

Assess child's needs

Put provision in place



All adults that work with a child have formal and informal communication with parents.

- Informally they may comment on a day to day basis on the child's progress that day with the issue at hand, e.g. toilet training, behaviour, reading etc.
- More formally, class teachers meet with parents of SEN children to discuss their child's IEP. These meetings are the ideal time for teachers to explain to parents how they can further support their child at home.
- Parents of all children receive an autumn term verbal update on progress at Parents Meeting and an annual year written report for achievement and progress.

School will talk to parents about any support outside school that could support their child.

- **The Parents Advice Team** is also an excellent source of information and school can help parents get in touch with this service for further support.

Support we offer for children's health and general wellbeing including medical needs, school attendance and behaviour support.

Children need to be happy and be able to behave appropriately to learn well so all our class teachers

work with children in their class on social skills, behaviour and wellbeing.



Pupils who have specific needs may take part in structured social, emotional skills sessions.

These sessions are particularly supportive for deaf pupils. If a child has a particular difficulty, their class teacher will have help from colleagues e.g. Learning Mentor, Sports coach or teaching assistants to help support the child in class or in the playground. Some pupils have a named teaching assistant who is particularly focused on meeting pastoral, medical and social support needs.



The policy for Supporting Children in School with Medical Needs gives clear guidance about administering prescribed medicines and pupils who are able to self administer.

- We have set procedures for the administration of medication in school.
- All medicines given in school hours are recorded.
- Regular long term needs are met and monitored through **a school health care plan.**
- Staff have training to meet the medical needs of pupils.

Children with allergies are clearly identified to ALL staff who work in the school - See Policy

- There is regular training of staff to ensure staff can administer emergency medicine if required.
- Children requiring personal care in early years are cared for by the teaching team.

To ensure we support children's health and wellbeing, we work closely with medical professionals and social care.

Attendance

Rigorous systems promote excellent attendance 97% - 100% and positive behaviour choices at Stewart Headlam and Hague. The schools individual policies give full explanation.

In summary:

Hague

- Good attendance is celebrated through presentation of the 'Attendance Trophy' at weekly Behaviour Assembly for the class with highest attendance 97%+
- Classes are challenged to have 97-100% attendance with agreed reward.
- Termly and annual certificates for attendance are awarded

Stewart Headlam.

- Excellent Attendance is recognised and celebrated through weekly, termly and annual certificates for personal attendance and whole class attendance.

The schools' Attendance and Home School Liaison Officers work closely with all parents and pupils to explore reasons and overcome the barriers for attendance particularly if children's attendance is at risk of dropping below 90%.

- This work is supported by our LA Attendance and Welfare officer.

Behaviour

Each school has clear school and class systems for responding to inappropriate behaviour which can be found in each school's Behaviour Policy.

Good behaviour is constantly promoted through the use of Rights Respecting Language. Children are taught and encouraged to recognise that they have a responsibility to respect other people's rights.

Assemblies promote the values, attitudes and inclusive ethos of the schools.

Hague

- Children are recognised in the weekly 'Good Behaviour Assembly' for demonstrating positive learning behaviours and Hague Star values. Communication, Creativity, Collaboration, Achievement and Responsibility.
- End of term Star Values Assembly celebrates and recognises children in all year groups who have demonstrated exceptional progress and understanding of the school's learning culture and star values. Star Value badges are given in recognition.

Stewart Headlam

- Children are recognised through weekly achievement assemblies.
- End of term Star Values Assembly celebrates and recognises children in all year groups with certificates of achievement for demonstrating exceptional progress and understanding of the school's learning culture

Inappropriate Behaviour for learning or behaviour choices

- Where a pupil's SEND behaviour characteristics or behaviour choices impact on the child's own safety or that of others or their own learning needs or that of others, each school's Behaviour Policy supports pupils and families so that supportive self-regulating behaviours and management strategies are consistent through home school partnership.

Exclusion is avoided where possible through staff commitment to the Stewart Headlam and Hague 'Learning Culture' which promotes positive behaviour and attitudes to learning and towards others.

- We use the exclusion strategy only in the best interests of the child in consultation with the parents and LA SEND team.

The Learning Mentor works with children particularly in KS2 who are struggling with their behaviour choices to look at some of the reasons behind the behaviour and to establish strategies for handling situations in a different manner to positive effect. He is out and about in the playground to identify social and emotional needs related to friendship issues in the playgrounds.

- The Learning Mentor's playground presence helps ensure children experiencing difficulties, including those who are quiet or withdrawn, do not 'slip through the net' and go unnoticed. We address social issues that may arrive such as difficulties new arrivals may be experiencing quickly, and if appropriate, involving the whole class

- Termly Pupil Progress Meetings and Learning Mentor (LM) meetings with the Heads of School or AHT Inclusion or Teachers of the Deaf, identify children who may benefit from working 1:1 or in small groups with the Learning Mentor.
- Parents will be advised that there is a LM support plan.

Personal, Social, Health and Economic Education PSHE for Children with SEND

- Both Schools use the 'Jigsaw' PSHE scheme and resources which has a systematic approach to PSHE. This includes emotional literacy, social skills and spiritual development. It is an inclusive scheme to support the age appropriate recognition of being unique, special, individual and equal regardless of differences.

Specialist external services we use when we think extra help is needed

Sometimes, a child will have needs that will benefit from additional support from specialists outside the school. In discussion with parents and carers and depending on a child's needs and what they tell us, we may draw on support from:

- Speech and Language Therapy
- Occupational Therapy
- Child Psychology
- Education Welfare
- Visually Impaired Service
- Behaviour Support Service
- Police Community Support
- Phoenix Outreach Services
- Early Help
- Social Care
- Medical professionals including CAMHS, School Nurse

Speech and Language Therapist works at Hague one day a week.

An Educational Psychologist works in both schools.

Sometime we recommend that the family attend Early Help support services to best support the needs of their child in school i.e. Strengthening Families to support consistent behaviour expectations at home and school.

The training our staff have had or are getting

Every year, we have 5 staff training days.

1 is specifically allocated for SEN/Disability awareness including meeting the needs of Deaf Children.

All teachers and support staff are required to attend this training. SEN/D is always a focus within continuous professional development CPD to make sure that every member of staff:

- Understands the different special educational needs and disabilities
- Knows how to plan and teach their lessons in a way that is appropriate for children with SEND
- Knows how to support the emotional needs of children with SEND
- Understands how important it is to work closely with parents and carers

In addition, support is personalised for staff and parents based on their needs. For example,

- teachers new to teaching have additional weekly training sessions;
- Teachers working with a child with a specific special need may have additional training and support or parents who have identified a concern at home may receive additional help either from a member of school staff or an appropriate external service e.g. Speech and Language, Educational Psychology or the Parents Advice Centre.

The Deaf Provision at Hague ensures new staff have induction and regular support to ensure understanding of needs and knowledge of deaf friendly communication and teaching strategies.

- Weekly training sessions for all teaching and support members of staff and our school structure allows for 'on the job' training for all.
- 2 Teachers of the Deaf hold a specialist Qualification.
- A Speech and Language Therapist comes into school each week for deaf children and those with speech language and communication needs.
- All teaching assistants have been specifically trained in deaf awareness and deaf support skills.
- All staff are given training in deaf awareness and language needs.

How we include children in activities and school trips

All school activities, including trips and visits are planned to include all children.

- Where children have specific needs, parents will be involved in the planning of these trips / activities. Risk Assessments are routinely completed for all activities and support provided as identified by this process.
- Our school trips are very carefully considered [with adjustments](#) to ensure they do not exclude any child.
- We will make sure that we only choose places that are accessible to all our children, including those with SEND.
- Any residential school journeys will always be accompanied by a member of our staff who is a trained First Aider.
- In the case of a child needing additional adult support to attend we use part of our budget to make sure that this can be provided.

Residential Trips: Parents are invited to inform us of any medical arrangements required beyond those known to us from school health care plans. These are recorded and planned for during

the residential. A teacher is named and responsible for medication arrangements. This may include personal care planning ie to support a child who is incontinent at night.



Pupils who come on school transport. The transport service is advised and either adjustments are made for the day or the school makes alternative transport arrangements for children to take part in trips or clubs.

The necessary budgeting arrangements would be made to ensure any child requiring additional support to attend After School Clubs or Lunchtime Clubs. We always consult with parents or carers when additional support is needed.

Our schools' environment Stewart Headlam School



Stewart Headlam is a 3 floor, Victorian building with a playground on the roof.

The ground floor is accessible for those with mobility difficulties.

There is a disabled access toilet available in the single storey 'Parents' Building' situated in the playground.

There are 30 stairs from the ground floor to the classrooms on the first floor and 60 stairs from the ground floor to the classrooms on the second floor.

Hague School



Hague school is a 3 storey Edwardian

Hague School is a 3 Storey Edwardian building with a rooftop playground. All areas of the ground floor are fully accessible for those with mobility difficulties. There is a disabled access toilet available on the ground floor. Finnis Street Gate has disability access ramp.

Every classroom is adjusted to improve the acoustic quality of the room specifically for the deaf children but enhancement of listening conditions benefits all of the children at Hague. The top hall is equipped with a Roger Wallpilot system which improves the listening environment for deaf pupils.

Owing to the physical structure of both school buildings and the configuration of staircases, landings, corridors and classrooms, they do not lend themselves to internal or external adaptations for lifts. It is not possible at this time to make either of the school buildings fully accessible.

We make all reasonable adjustments e.g. holding meetings and assemblies on the ground floor where it is needed.

Governors are mindful of all future building projects or refurbishment reviewing disability access arrangements.

How we prepare for children joining and leaving our schools

The EYFS staff at both schools plan for a smooth transition from home/other preschool settings to [Stewart Headlam and Hague Federated Nursery](#) with home visits, stay and play sessions and information for parents.

- We have a Toy Library one [afternoon](#) a week which offers parents the opportunity to introduce their infant to Hague from their earliest days.
- Transition work takes place between [SHH Nursery and each school's Reception Class](#) and then between Reception to Year 1.
- We also ask parents to let us know if their child has a disability or they feel their child has any special needs so that we can make sure the right support is in place for their child.
- Within each school there are End of Year class to class handover meetings [for teachers and support staff with opportunities for transition lessons](#).

We have the LA Year 6 transition visits to local secondary schools. We also have partnerships with Swanlea a local secondary and St Paul's Way Secondary which has a deaf provision to prepare for transitions.

Secondary transfer consists of a taster day at their new school. The learning mentor works with particular children around transition to their new schools.

- For Deaf children transferring to secondary school the KS2 Phase ToD will contact relevant secondary schools to ensure that they are ready to meet the needs of the child concerned, this may involve extra visits and liaison with the next teacher of the deaf. Secondary staff are also invited to review meetings in the summer term, where individual transition plans will be agreed. Parents are supported to attend secondary school visits.

Children with additional funding linked to their Education Health Care Plan, EHCP have particular care taken over their transition to any new school, whether this is their Secondary or another Primary School, and we will do all or some of the following:

- Arrange for the child to visit their new school with a TA from Stewart Headlam/Hague
- Have a 1-1 meeting between the child and the Inclusion Manager to explore any issues
- Arrange for the child to receive a visit from a member of staff from their new school
- Make a book with pictures of the new key school staff and buildings
- Work with the child to make a 'one page profile' all about them
- Our Inclusion Manager will meet the SENCo of the new school
- Arrange Independent Travel training to support children in travelling to their new school independently.

Our Deaf Pupils have pre visits with their Teacher of the Deaf and parents to the hearing support provisions at the secondary school of their choice.

How parents are involved in school life

The Stewart Headlam and Hague Federation believes in working with parents/carers as partners and we hope that our parents will share that belief.

- [SHH Nursery and each school's Reception class](#) have a 'Stay and Play' system where parents are invited to spend the first 10 minutes of the day playing with their child or helping them to write their name.
- We are always ready to speak to parents about any concerns they have about their child and encourage parents to chat at the end of the school day.
- Coffee mornings [and information sessions are held across both schools](#)

- A range of [LA Parent Support Courses](#) are sign posted in addition to information sessions which seek to enhance parents' understanding of their children's educational, health, communication and social needs.
- Parents/carers are represented on the school's Governing Body.
- When we write to parents/carers, we always try to write in plain English.
- We have a range of staff who help with interpreting when needed.
- Stewart Headlam has a Home School Liaison Officer who supports the above.

Who to contact for more information or to discuss a concern

A parent's first point of contact if they want to discuss something about their child is their child's Class Teacher.

A parent or carer can also speak to

- The SENCo & Inclusion Manager – Neelma Begum
- Qualified Teacher of the Deaf – Kelly Hitchins
- Qualified Teacher of the Deaf – Kyrie Clarke
- Learning Mentor – John Waters
- [Hague Head of School – Alison Goodliffe](#)
- Stewart Headlam Head of School – Nilufar Chowdhury
- Executive Head Teacher – Judy Knappett

Other members of Senior Management Team: [AHT SHH Ekram Ali](#)
[AHT SHH Mili Begum](#)

Members of the Senior Leadership Team are in the playground at the start and end of every school day. Parents and carers can make an appointment to speak to the head teacher via the main school office.

Concerns or Complaints:

If parents have concerns or complaints please follow the SHH Schools' Complaints policy and procedures. These are available on the school website. Hard copies can be requested from the schools.

If you are unsure who to contact, speak to:

Stewart Headlam

Jean or Motiur in the main school office. The school telephone number is 0207 247 1201.

Hague

Tracy, Minara or Tracy Ann in the main school office. The school telephone number is 0207 739 9574.

Our federation offer to children with special educational needs and disabilities was reviewed 5th July 2021 by the SHH Federation Leadership Team, AHT SHH SEND & Inclusion Manager and Teachers of the Deaf, Governor Rhiannon Elgin

SEND and Deaf Provision is monitored by governors.

Named governor with responsibility for SEND is Helen Jenner.

The policy has been updated for personnel / SHH Federation Nursery changes since September 2022.

2023 - There are no Covid restrictions in School - occasionally children and staff test positive. We follow current guidance from Public Health England if required.

COVID 19 Statement SEND APPENDIX - From September 2021

The school intends to be open for all pupils unless advice from UK Health Security Agency or School Business Continuity Risk Assessment indicates that children need to be at home due to significant increase in Covid infections in a class - or staffing capacity.

We have made provision for Home Learning if children need to isolate.

If well children can access google classroom and online learning.

There is currently no need to isolate if children test positive. They can attend school.

SEND learning support at Stewart Headlam and Hague has been reviewed for 'in school' provision and 'home learning'. Staff are adapting the curriculum to ensure no child misses out on learning opportunities.

The Schools' SEN provision takes account of social distancing for children and adults. We understand that young children and those children with particular social needs may find this difficult or challenging.

The school will manage all arrangements for teaching and learning to reduce the impact of disadvantage where possible. Our policy below stands but some aspects i.e. home visits will be curtailed until further notice. Some 1:1 interventions may be adapted. These will be explained to parents as necessary.

Home/School communication will be socially distanced and by appointment. Please contact admin@hague.towerhamlets.sch.uk to make an appointment with the class teacher or Inclusion Manager.

admin@stewartheadlam.towerhamlets.sch.uk

In light of social distancing restrictions to protect, children, staff and families there are a number of changes which have taken effect from 26th January 2022. Whilst some of the restrictions have been lifted the school continues to risk assess based on local knowledge and national recommendations. Staff may wear masks if meeting parents but do not wear masks for teaching or communicating with pupils.

Please note our risk assessments are updated as government advice to schools changes. School is mindful of children's additional learning and support needs which are affected by social distancing and will adjust as necessary particularly in relating to bubble class closures as we transition out of lockdowns, the more stringent restrictions as we move toward fewer restrictions

- EHCPs and IEPs are being reviewed for all children by the Inclusion Manager and QToDs, in the light of school resources and staffing capacity.

- Staff training is provided to update awareness of allergies and asthma in the context of Covid 19.
- We prioritise children with EHCPs to attend school where possible. Families are regularly contacted by the inclusion manager by phone, email and google meet to ensure that children have access to learning support resources.
- The speech and language therapists will be in contact with families direct to support home learning.
- Some educational support provision may have been adapted to facilitate home school learning or socially distanced teaching and learning provision in school. For example your child may be taught in a new class bubble with children of different year groups or have a staggered start or finish time.
- Annual Reviews will either be held remotely via Google Meet or where possible face to face from 26th January 2022.
- We will endeavour to ensure that new children starting at Stewart Headlam and Hague have a smooth transition supported initially by remote access and phased visits.

Behaviour – this statement below is reflected in the Schools’ Behaviour Policies

There is a need for all pupils to behave differently when they return to school, and adapt to the new systems we have put in place to support this, there are changes to the Behaviour Policy which may have an impact for some children with particular special needs related to social distancing. Whilst the usual expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and Peer-on-Peer Abuse Policy. These adjustments are set out below:

These changes are essential to protect everyone's safety. We will require all pupils and their parents/carers to agree to these principles at all times.

New principles:

- We expect all members of the school community to respect the altered routines for arrival or departure at the school.
- We expect all members of the school community to follow the instructions on hygiene, such as handwashing and sanitising
- All members of the school community must move around the school as per specific instructions (respecting one-way systems, out of bounds areas, socially distanced queuing).
- Staff will ensure that pupils, wherever possible, adhere to social distancing measures. Where pupils are not complying, appropriate sanctions will be used (see below).
- Pupils must immediately inform a member of staff if they are experiencing symptoms of coronavirus (fever, cough, loss of sense of smell or taste).

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from school and friends. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEND are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as BASS, Educational Psychologists or Early Help.

Sanctions

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures or involves deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- In the first instance, conversation(s) with pupil(s) which could include a verbal warning, and other behaviour management strategies **in line with our current behaviour policy**.
- If the health and safety of other pupils and staff members continues to be put at risk by the pupils not adhering to safety measures, then the parent/carer will be contacted and a fixed term exclusion will be applied **in line with school and Tower Hamlets exclusion guidance**. An individual risk assessment for that pupil will then determine the conditions and appropriateness for a return to school – wherever possible, the pupil will return to school under the mitigated conditions of the risk assessment. If after an appropriate risk assessment it is felt that a pupil who has been excluded cannot return, then the school will consult with the local authority before taking any other action such as a return to working from home

- The circumstances and actions taken around breaches of the modified behaviour policy will be fully recorded in accordance with school and borough policies.