



CONTACT DETAILS			
	SENCO	SEND LINK GOVERNOR	Who to contact with compliments, concerns or complaints
NAME	Ms J Griffin Mrs H Rhodes	Mrs C Whitfield	Mrs C Shiels (Headteacher)
CONTACT NUMBER	01482 846136		
CONTACT EMAIL	<a href="mailto:hps@eastriding.gov.uk">hps@eastriding.gov.uk</a>		
ADDRESS	Hallgate, Cottingham, HU16 4DD		

**1. What kinds of special educational needs does Hallgate make provision for?**

Hallgate Primary School is a mainstream primary school. We have provision to meet the needs of children with moderate, severe and multiple learning difficulties. We value the abilities and achievements of all our pupils and recognise them as individuals.

We ensure that pupils with SEN take as full a part as possible in all school activities. We recognise the need for a broad and balanced curriculum and our teaching is fully inclusive.

**2. How does the school identify and assess pupils with special educational needs?**

All children are regularly assessed and their progress tracked. If a child has made significantly slower progress than their peers, starting from the same baseline or if they make less than expected progress given their age and individual circumstances a cause for concern would be raised. Concerns may also be raised relating to ways in which a pupil behaves.

Children who are raised as a cause for concern are discussed by school staff, including the class teacher and SENCO, in the first instance. These discussions enable us to identify strategies that work well, what the main areas of concern are and what actions can be taken at an early stage to provide support.

Children who are considered as a cause for concern may be given a general SEN screening test, which highlights the child's strengths and main areas for development. Recommendations are then given to the class teacher and parents, to provide the children with support in class and at home.



If the child fails to close the attainment gap between themselves and their peers additional support and interventions would be put in place. If the child has significant gaps in their learning, they will be placed on the SEND register and their progress and interventions will be closely monitored by the SENDCo. At this point, a range of external professionals may be consulted for their guidance and support.

**3. Information about the School's policies for making provision for pupils with SEND.**

**How does the school evaluate the effectiveness of its provision for SEND pupils?**

The progress made by all children assessed as having Special Educational Needs is tracked each half term and all interventions and additional support are evaluated for their impact on individuals. Monitoring by senior leaders, school governors and external professionals (e.g. East Riding of Yorkshire Council) is also carried out throughout the year and improvements are identified and made, where possible.

**How does the school assess and review the progress of SEND pupils?**

The progress made by all children assessed as having Special Educational Needs is tracked each half term and all interventions and additional support are evaluated for their impact on individuals. Any testing carried out in school is shared with parents and the recommendations are also given to parents. Ideas of how to support your child at home will be shared with parents through informal meetings with the class teacher and/or SENDCo.

**What is the school's approach to teaching SEND pupils?**

All work will be differentiated to an appropriate level. Practical resources will be available to support completion of tasks. Additional adult support is provided where necessary. Small group work or one to one activities to address gaps in learning will be used. Additional time or the use of scribes will be used to support children in test situations. Children's preferred learning styles are used to support them to address gaps in their learning.

**How does the school adapt the curriculum and learning environment for SEND pupils?**

Children with additional needs may need specialist resources and classroom adaptations to help them access the curriculum. Some learners may require specialist technology or equipment to support their individual needs. All work will be differentiated to an appropriate level, including individual differentiation where appropriate. Our learning environments take into account the needs of all learners and provide additional support through working walls, key facts and information.

**What additional support is available to SEND pupils?**

When a child is identified as having SEN, additional support is provided to overcome the barrier to learning. This support is different for each individual, depending on their needs. This additional support may be provided in class or in another area in school, on a 1:1 basis or part of a small group of learners with similar needs. These



interventions will be delivered by a teacher or a trained/experienced teaching assistant. This support and its impact in class will be monitored closely, to ensure progress is made. We take into consideration the children's strengths and use these to support the children to access the curriculum. For learners with specific needs, they may need special equipment or technology to help them access the curriculum.

**What activities are available outside of curriculum to SEND pupils?**

All SEND pupils are catered for as individuals; the lunchtime and after school clubs are open to all pupils. Additional adult support is provided for a small number of individuals over the lunchtime period.

**4. Is there any support available to improve the emotional and social development of SEND pupils?**

Vulnerable pupils are supported through ELSA (Emotional Literacy Support Assistant) support; this takes place in the ELSA room, which is a quiet, nurturing environment. Children are nominated by their class teacher for a variety of reasons including, low self-esteem, anger management, friendships issues and listening skills. Support is provided by specially trained ELSAs and is supervised by the Headteacher.

**5. What training have the staff received in relation to SEND pupils?**

All our teachers are qualified and have undertaken specialist further professional development. We seek support and training from specialist outside agencies to help us meet all children's individual needs.

If a child with a specific need is admitted into our school, all staff will be briefed as to their needs and training will be provided as and when necessary for individuals working closely with that child. Parental knowledge and expertise will also be used to inform staff as to the best way to support individual children with additional needs.

**6. Information about equipment and facilities to support SEND pupils.**

The school is fully accessible with dedicated disabled parking bays and toileting facilities. The school is situated on a single level, but we do have ramps around the school as an alternative to the few sets of steps we have on site, along with a lift to access parts of the school. We have changing facilities, with a specialised adjustable changing bed.

Where a child has a specific need and specialist resources or equipment are needed to ensure they can access the curriculum, these would be purchased or loaned for the child to use in the time they spend at the school, but these resources would remain the property of the school. Staff will receive specialist training in relation to use of this equipment.

**7. How does the school consult with parents about SEND pupils?**

The class teachers are always available before and after school if you wish to talk to them. If the class teacher has concerns about a specific difficulty or lack of progress,



this will be discussed at parents evening or sooner if required, at an appropriately arranged meeting.

Parents will be consulted before any SEN testing is administered and the results of the testing and recommendations will be shared with the parents. If the class teacher and SENDCo want to place a child on the SEND register the parents will be informed in writing and invited to come into school to speak to the class teacher and/or SENDCo. For children identified with additional needs, individual plans and progress are monitored and evaluated termly by the class teacher and SENDCo. This information is shared with parents in writing and the opportunity to meet with the SENDCo to discuss progress or concerns is offered each term.

Parents are invited to make a comment about how they feel their child is progressing and the areas they feel still need further development.

General feedback on aspects of SEND is sought through our Parents' Forum, which meets regularly (at least half termly).

**8. How does the school work with young people with SEND and involve them in their education?**

Where staff have concerns, they will speak to a child and ask them about the things they feel they are good at and the things that they find more challenging. If a child is identified as having additional needs they are involved in the termly evaluation of their individual targets and the setting of new targets, which may be completed with adult support if needed.

Children's comments form part of each child individual plan. For children who have low self-esteem or social and emotional difficulties, they are supported through ELSA and given opportunities to share their worries and feelings.

General feedback on aspects of SEND is sought through our School Council, which meets regularly (at least monthly).

**9. Who should you contact to discuss concerns about SEND provision within the school?**

If your child is currently in school, the best person to talk to is your child's class teacher. If you need additional information about SEN testing or involvement of outside support agencies the SENDCo would be the best person to talk to. Meetings with both the class teacher and SENDCo are often the most productive.

**10. Which other outside agencies provide support to SEND pupils and their families within school?**

Speech and Language Therapist (SALT)  
Educational Psychologist (EP)  
Northcott Autism Advisory Service



Behaviour Support Teachers  
ELSA (Emotional Literacy Support Assistant) within school  
External SEN Advisory Teachers  
CAMHS  
School nurse (within the ISPHN service)

**11. How does the school support SEND pupils in transferring between phases of education?**

Liaison between the teachers and SENDCo and the sharing of information. Each individual will receive the level of support they require regardless of their key stage. The child's existing teacher will write a set of targets for the child to follow in their new class to aid transition and when the new teacher is more familiar with the child they will update or alter the targets accordingly.

If a child on the SEND register is moving to KS3, additional transition visits are offered. The SENDCo would meet with the SENDCo from the new school to share information and aid transition. KS3 SENDCOs are invited to attend transition annual review meetings. The SENDCo makes sure all information is shared with all other professionals to ensure a smooth transition between classes and schools. Typically, all information is sent to new schools electronically.

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

The school's local offer is available to view on the school's website. There is also a link to the local authority's local offer through the school website. The local offer website provides clear information about the range of services available for parents, children and young people from birth to the age of 25.

The Family Information Service Hub (FISH) also provides information on the local offer, along with details of support for families.