

Hayfield Primary School

SEN Information Report 2015-16

Introduction

All Derbyshire schools approach meeting the needs of children with Special Educational Needs and Disabilities (SEND) in a similar way and are supported by the local authority (LA) in ensuring that all pupils, irrespective of their needs make the best possible progress in school.

At Hayfield we are also supported by Derbyshire's Local Offer (this is a list of information about services and provision that the LA provides to support children and families, which they are required to publish on their website). The school SEN Information report utilizes the LA Local Offer to meet the needs of SEN pupils as determined by school policy.

There are four broad areas of need according to the SEN Code of Practice. These are 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Health Difficulties' and 'Sensory and Physical Needs'.

At Hayfield School we know that everyone is different and that everyone learns in different ways, this is especially true of children with special educational needs and we are passionate about ensuring that all our children are included in all aspects of education as far as possible.

FAQs

1. Who are the best people to talk to at Hayfield about my child's learning or SEND?

The class teacher

Responsible for

- Teaching and assessing the learning and the progress of all children in their class. Identifying additional support that any child needs and liaising with the SENCO (see below) where appropriate, aiming for all children to achieve their potential
- Providing personalised teaching for each child in their class
- Writing IEPs (Individual Education Plans) for children with identified Special Educational Needs and sharing them with parents
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND

The SENCO/Inclusion Manager: Mrs Pinkerton

Responsible for

- Developing and reviewing the school's SEND policy and sharing it with staff and governors
- Monitoring the support for all children with SEND in school and having an overview of who requires extra support and what interventions are being provided

- Maintaining records and administration required for providing a service that works as efficiently as possible
- Ensuring that parents of SEND children are involved in supporting their child's learning and are also involved in reviewing that learning
- Liaising with outside agencies who provide extra support for those children who need it (for example Speech and Language Service)
- Providing specialist support, training and resources for teachers and support staff to enable them to address the needs of their SEND pupils and help them to make the best progress possible

The Head teacher: Mrs McKenzie

Responsible for

- The day-to-day management of all aspects of the school, including the support for children with SEND
- The Head teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring your child's needs are being addressed so that they can achieve their potential
- The Head teacher must make sure that the Governing Body is kept up to date about issues regarding SEND

The SEN Governor: Mrs Cook

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends Hayfield School so that they can achieve their potential

School contact telephone number: 01663 742 357

2. What are the different types of support available for children with SEND?

Class teacher input via excellent classroom teaching (Quality First teaching)

For your child this would mean

- High expectations for all children in the class
- Teaching is built on what your child already knows
- Different teaching styles to suit all learners
- Specific strategies for individuals (these may be suggested by the SENCO)
- Careful monitoring of children's progress to identify gaps in learning which are then dealt with using extra support

Specific group work

Intervention individually or in small groups, which may be run by teachers or teaching assistants.

Learning Support

This means that a pupil has been identified as needing some extra specialist support in school from professionals from outside the school. This may be from Local Authority (e.g. ASD Outreach Team, Behaviour Support Team, or the Visual Support and Hearing Impaired Services (for pupils with visual or hearing needs)) or from outside agencies such as the Educational Psychology Service and the Multi Agency Team (MAT).

If intervention by these services is requested you may be asked to give your permission for the school to refer your child to the appropriate specialist professional. This will help the school and you to understand your child's needs better and be able to support them more effectively in school.

Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means that your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from the Behaviour Support Service or Visual Support and Hearing Impaired Services or the Speech and Language Service. Alternatively support may be needed from SSEN (Support Service for Special Educational Needs) which provides focussed one to one teaching for pupils.

For your child this would mean

- The school (or you) can request that the LA carries out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child
- After the request has been made to a panel of professionals (with a lot of information about your child, some of which will be provided by you) they will decide, based on the information in the paperwork, whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this they will ask the school to continue with the current support
- After all the reports are in the Panel of professionals will decide if your child's needs are severe, complex and lifelong. If this is the case they will write a Statement of Special Educational Needs or an Education and Health Care Plan (EHCP). If this is not the case they

will ask the school to continue with the current support and also set up a meeting in school to ensure a plan is in place to make sure your child makes as much progress as possible

- The Statement or EHCP will outline the number of hours of individual/group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups with your child

3. How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher.

If you continue to be concerned that your child is not making progress you may speak to the SENCO.

The school's SEN Governor can also be contacted for support.

4. How will the school let me know if they have any concerns about my child's progress in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this in more detail with you and to

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child

5. How is extra support allocated to children and do they progress?

- The school budget, received from Derbyshire LA, includes money for supporting children with SEND
- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school
- The Head teacher and SENCO discuss all the information they have about SEND in the school, including children already receiving support, children needing extra support and children who have been identified as not making as much progress as expected

From this information they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all the support given within the school and is reviewed regularly and changes made as needed, so that the needs of children are being addressed and resources deployed as effectively as possible.

6. Who are the other people providing services to children with SEND in school?

School Provision

- Teachers working with groups or individuals
- Teaching Assistants working with groups or individuals and providing Positive Play, Socially Speaking etc

Local Authority Provision

- Autism Outreach service
- Educational Psychology Service
- Visual Support Service and Hearing Impaired Service
- Speech and Language Therapy Service
- Parent Partnership Service
- Behaviour Support Service
- Multi Agency Team (MAT)

Health Provision delivered in School

- School Nurse
- Occupational Therapy
- Multi Agency Team
- CAMHs (Child and Adolescent Mental Health)

7. How are teachers in school helped to work with children with SEN? What training do the teachers have?

The SENCO's job is to support the class teacher in planning for children with SEN.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Individual teachers and support staff also attend training courses that are relevant to the needs of specific children in their classes.

8. How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are addressed. Support staff, directed by the class teacher, can adapt planning to support the needs of individuals if necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted to meet your child's learning needs.

9. How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher
- At the end of each key stage (ie at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something that the government requires all schools to do and the results are published nationally
- Where appropriate, children have an IEP (Individual Education Plan). This includes targets that the class teacher sets to support your child in their learning. These targets may be learning targets or targets to improve behaviour and these will be reviewed once each term

(or sooner if the targets are achieved sooner). Sometimes outside professionals are consulted when writing these IEPs (for example, the Behaviour Support Service or Visually Impaired Service)

- Children with a Statement of SEN/EHC Plan will be formally reviewed at an Annual Review meeting with all adults involved in the child's education
- The SENCO will also check that your child is making good progress and works closely with your child's class teacher to provide the best support possible

10. What Support do we have for you as the parent of a child with SEND?

- Your child's class teacher can meet with you to discuss your child's progress or any concerns you may have and to share information about what is working well at home and at school, so that similar strategies can be used
- The SENCO can also meet with you to discuss your child's progress or any concerns you may have
- All information from outside professionals will be discussed with you with the person directly, or where this is not possible, in a report
- IEPs will be reviewed with your involvement each term
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child

11. How is Hayfield School accessible to school with SEND?

- The school is fully compliant with DDA requirements.
- The school is on one level with easy access and double doors and ramps
- There is a disabled toilet and changing facilities
- We ensure that wherever possible that equipment used is accessible to all children regardless of their needs
- After school provision is accessible to all children, including those with SEN
- Extra-curricular activities are accessible to children with SEN

12. How will we support your child when they are joining our school, moving to another class and when they leave to go to secondary school?

If your child is joining us from another school

- The Foundation Stage Leader visits pre-schools prior to children starting in Reception and, if appropriate, the SENCO will visit with her
- Your child will be able to visit our school and stay for a taster session, if this is appropriate

If your child is moving to another school

- We will contact the SENCO of the school they are going to and ensure they know about any special arrangements or support that need to be made for your child
- If necessary a planning meeting will be arranged with the SENCO of the new school
- If necessary transition visits to the new school will be arranged for you and your child
- We will make sure that all records about your child are passed on as soon as possible

When moving classes in school

- Your child will experience a 'moving up morning' where they will be taught for a morning by their new teacher
- Your child's class teacher will meet with their new teacher to pass on information and records. If appropriate the SENCO will be involved in this meeting
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In Year 6

- The SENCO will discuss the specific needs of your child with the SENCO of your child's secondary school. If appropriate a transition review meeting, to which you will be invited, will take place with the SENCO of the new school
- Your child will participate in learning which will support their move to the new school
- Where possible your child will be able to visit their new school, on several occasions if needed and staff from the new school may want to come and meet your child

13. How will we support your child's emotional and social development?

We understand that some children have emotional and social needs that need to be developed. Some of these needs may require long term support throughout their primary years (for example, a need to learn how to relate to their peers appropriately) and others may be of a shorter duration (for example, support in coping with the feelings associated with a bereavement). Needs such as these can manifest themselves in a variety of ways, including behavioural difficulties.

All classes follow a structured Personal, Social and Health Education (PSHE) programme which will provide much of this support. This, combined with leading by example, religious education and moral teaching as well as good pastoral care, supports the children in school. However, there are also interventions that we provide in school to support more specific difficulties.

- 'Socially Speaking' - a group intervention enabling children who have difficulties relating to their peers appropriately supported by peers who can act as good role models
- 'Positive Play' – a structured intervention which targets an individual's specific emotional or behavioural needs

If your child's social and emotional needs cannot be fully met using systems in place then outside agencies can be consulted (for example the Educational Psychology Service, Behaviour Support service or CAMHS).

