



Helping all children, regardless of their needs, to be the best version of themselves

Special Educational Needs & Disabilities (SEND) Information Report for Parents 2017-18

Introduction

We are a fully inclusive school and this is reflected in our broad and rich curriculum, our warm and caring ethos, in the relationships you see between adults and children, and in the positive way children interact, work and play together, regardless of their individual needs.

As a Derbyshire Local Authority (LA) school, we are supported by Derbyshire's Local Offer, which is the range of services and provision that the LA provides to support children and young people with special educational needs and/or disabilities (SEND) in Derbyshire. You can find out about these services on their website at www.derbyshiresendlocaloffer.org/. The school SEND Information Report utilises 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 Mental 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.

Good communication between school and home is crucial in ensuring that your child's academic, physical, social and emotional needs are identified, assessed and addressed. We operate an open door policy so that you can feel confident that your concerns are being listened to and that the school will do all that it can to ensure that your child will get the support he or she needs.

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 Special Educational Needs Coordinator (SENCO - see below) where appropriate, aiming for all children to achieve their potential
- Providing personalised teaching for each child in their class
- Writing Individual Education Plans (IEPs) or My Learning Programmes (MLP) for children with identified SEND and sharing them with parents
- Ensuring that the school's SEND policy is followed in their classroom for all the pupils they teach with any SEND

The SENCO/Inclusion Manager: Mrs McKenzie

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 that provide extra support for those children who need it (for example Speech and Language Service, Education Psychology 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, and ensuring that the SEND policy is being adhered to in everyday practice
- 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. In this regard, the headteacher will liaise with outside agencies and services to ensure that the support children need is being provided
- The Head teacher makes sure that the Governing Body is kept up to date about issues regarding SEND

The SEN Governor: Mrs Cook

Responsible for

- Ensuring that the school has policies and procedures in place, regularly reviewed by the governing body, that ensure the needs of SEND pupils can be identified and addressed
- Making sure that the necessary support is given to all pupils with SEND 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 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, financially supported by the local authority (LA).

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching or intervention (catch up support).

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

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 additional 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 warrant a statutory assessment. If this is the case, they will ask you and all the professionals involved to write a report outlining your child's needs. If they do not think your child needs a statutory assessment, they will ask the school to continue with the current support they are providing or make suggestions of how the school can better support your child's needs.
- After all the reports are received, the Panel of professionals will decide if your child's needs are severe, complex and lifelong. If this is the case they will write 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 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 to achieve.
- An additional adult may be used to support your child with whole class learning, small group work or to access individual learning programmes.

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 expected 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 or 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 on a regular basis.
- The impact of intervention is evaluated regularly to ensure that expected progress is being made, and where this is not happening, additional support can be given or changes made to the child's individual learning plan to improve learning outcomes.

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

School Provision

- Teachers working with groups or individuals
- Teaching assistants and higher level teaching assistants working with groups or individuals, supporting learning in class or running intervention programmes, e.g. phonics, spelling, reading, maths etc, or providing Nurture, 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 SEND? What training do the teachers have?

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

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.

All teachers, and where relevant, support staff, have received training on:

- Being a Dyslexia-friendly school
- Understanding Autism and children on the autistic spectrum
- Attachment disorder
- Mental health and wellbeing

Adults working with children with a specific need, such as a hearing or visual difficulty, are trained by the relevant external services working with the school.

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.
- Tasks/strategies/resources/support of teacher and/or teaching assistant are all tailored to meet the needs of groups and individuals, as appropriate.
- Individual learning needs and targets specified on IEPs and MLPs will be communicated to all adults working with the child to ensure that his/her needs are being addressed as well as possible.

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 or a MLP. These plans include targets that the class teacher sets to support your child in their learning. These targets may be learning targets or targets related to a child's social/emotional/behavioural difficulties, and they will be reviewed once each term (or sooner if the targets are achieved sooner or circumstances

change). Sometimes, outside professionals are consulted when writing these plans (for example, the Behaviour Support Service or Visually Impaired Service).

- Children with an EHC Plan will be formally reviewed at an Annual Review meeting attended by all adults involved in the child's education.
- The SENCO will also check that your child is making good progress and will work 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 will meet with you at a pre-arranged time (or without appointment for a brief conversation/query at the end of the school day) to discuss your child's progress or any concerns you may have and to share strategies and information about what is working well at home and at school.
- The SENCO or headteacher 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 written report.
- IEPs and MLPs 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 Primary School accessible to children with disabilities?

- The school is fully compliant with the Equality Act 2010 requirements.
- The school is on one level with easy access, double doors and ramps.
- There are two disabled toilets and changing facilities.
- We ensure that, wherever possible, equipment used is accessible to all children, regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible to children with SEND.

12. How will we support your child when he/she is joining our school, moving to another class and leaving 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 taster sessions if this is desired.

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 and that these records are treated as confidential.

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 all information and records. If appropriate the SENCO will be involved in this meeting.

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 before they start.
- Transition to secondary school will be carefully considered for children with an EHC Plan at the Annual Review when the child is in Year 5.

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

We understand that some children have behavioural, social and/or emotional needs (BESD) 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), while 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 provides much of this support. This, combined with leading by example, the teaching of British values, the provision of good pastoral care and having a warm and caring ethos, will support children's social and emotional development in school. However, there are also interventions that we provide in school to support more specific difficulties.

- 'Jungle Group' – a nurture group that is run by a trained higher level teaching assistant, designed to support children with some level of behavioural, social or emotional need, helping them to build relationships, confidence and self-esteem.
- '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 in school, then outside agencies can be consulted, e.g. the Educational Psychology Service, Behaviour Support Service, CAMHS or the Multi-Agency Team (MAT).

Should you require any further information with regards to SEND provision at Hayfield, please do not hesitate to contact the school.
