



SEN Information Report 2020-2021 (Updated September 2020)

Welcome to our SEND Information Report which we are required to publish on our school website and review annually.

If you would like to contact us please do so. The contact details are below:

**SENDCo: Maugan Collins BMus with Qualified Teaching Status
(Achieved Qualified SENDCo Award 2014)**

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SEN Governor: Joy Wilshire.
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The SENDCo can be contacted from Monday – Friday from 8.00am until 5.00pm.

Devon's Local Offer

Devon believes that children and young people with SEND should have the expectation to be part of their local community and be included and educated alongside their peers. Devon aims to provide a range of support and opportunities to enable this to happen, known as the 'local offer'. This sets out what you can expect to be available to support children and young people with special educational needs and disabilities aged 0-25 along with Devon's approach and underlying principles.

For more information, the local authority's local offer is published at

www.devon.gov.uk/send

1. What kinds of special educational needs are there, for which provision is made at Hayward's Primary School?

Hayward's Primary School is a mainstream school, which has a clear policy regarding the support of children with Special Educational Needs and Disabilities (SEND).



We recognise that children may have barriers to learning in the following areas as outlined in the Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and /or Physical Needs

Certain conditions associated with the four areas of need are listed below (this is not an exhaustive list);

Communication and Interaction	<ul style="list-style-type: none"> • Speech and Language Needs • Autism Spectrum Condition • Asperger's • Pathological Demand Avoidance
Cognition and Learning	<ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) • Profound Learning Difficulties (PLD) • Specific Learning Difficulties (SpLD); dyslexia, dyscalculia, dysgraphia • Processing Difficulties
Social, Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> • ADHD/ ADD (Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder) • Attachment Disorder • Depression • Anxiety
Sensory and/ or Physical Needs	<ul style="list-style-type: none"> • Sensory Processing Disorder • Hearing Impairment • Visual Impairment • Physical Disability

Hayward's Primary School aims to encourage all children to have an equal opportunity to contribute fully to the life and work of the school. Our aim is that learning takes place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem.

We believe that with the right teaching strategies and support, the majority of children with Special Educational Needs can be successfully included in mainstream education via differentiated learning within the classroom. However, we also understand that some children with SEND will need additional support outside the classroom to help overcome their barriers to learning (e.g pastoral support for mental health issues.)



Our teachers and specialist team of skilled teaching assistants work closely to identify children with SEND and to help them overcome their barriers, using a combination of specialised assessments and interventions.

2. How does the school know if my child /children need extra help and what should I do if I think my child may have special educational needs?

We aim to identify children needing extra help as early as possible so that we can determine the best support, by working closely with our local pre-schools, the child's previous school and support agencies. We also understand that children's needs may vary throughout their time in school. For example, whilst a sensory or physical need may often be brought to our attention before a child starts school, social emotional and mental health difficulties which may not present until later. The right support will be put in place as soon as a special need is identified.

We also recognise that parents and carers are the most significant people in a child's life and will always listen to concerns raised. Sometimes, children present differently at home to how they are in school. In these instances, we recognise that a child may be masking their needs in school. We will work with you to find the best path forward to support your child.

The Inclusion Team

Identifying SEND is the responsibility of the school's governing body working through the head teacher and school staff. The SENDCo is Maugan Collins, supported by a team of skilled teachers, higher level teaching assistants (HLTAs) and teaching assistants, who support the four areas of SEND (see section 1).

From September 2020, a specific Inclusion Team has been implemented to allow timely, measurable and specific support to be allocated to children in school where a need has been identified. This team meets every two weeks to triage the support a child requires to ensure they are receiving purposeful provision. Discussions with class teachers and progress made in interventions also contribute to ensuring the correct provision is in place for each child.

This team is led by Maugan Collins and is supported by Ruth Dixon (SEMH and SEND), Jill Taylor (Cognition and Learning), Jeanette Thom (Speech and Language), Denise Ord (EAL) and ??? (Physical and Sensory).

How the school identifies and tracks children with SEND

Children not making the expected progress and needing extra support are identified using a variety of assessment methods:

- Using information from the pre-school setting and home
- On entry base-line assessments when children start in Foundation



- Teacher assessments
- Pupil progress meetings
- Optional and Non Optional Standard Assessment Tests (SATs) in Reading, Writing, Spelling and Grammar and Maths.
- Assessments for Speech, Language and Communication (SLLC) and movement and co-ordination – by specialist teachers and teaching assistants.
- Assessment for children's emotional and development needs - through play therapy and the Boxall assessment profile, by trained teachers and our pastoral support team. (For more information, refer to Section 3d)
- Children with more complex needs may have assessments carried out by the school nurse, educational psychologist or other outside agencies after full consultation with parents.

Teachers use a range of general teaching and behaviour strategies before raising a concern about a child's progress. If the child is not responding as expected or is having difficulties with their learning (or behaviour) then the teacher will raise a concern either through approaching the SENDCo, data drop meetings or through using CPOMS. Parents, the school SENDCo or an outside agency may also raise a concern. If relevant, all parties involved discuss possible interventions and timescales

Examples of systems in place to identify and track SEND throughout the school include:

- Tracking the progress of pupils using Sims and Edukey assessment tools. The facilities within the programmes are used to identify underachieving children; this will be raised with the appropriate class teacher.
- Completing a SEND Audit each year in the Autumn Term using the assessments mentioned above.
- Updating the SEND Register each term. Children causing concern are highlighted through data reviews and termly 'monitoring lists'.
- Completing the SEND census (which is a mandatory request by the Local Education Authority) twice annually (in the autumn and spring terms). This also informs the SENDCo of the needs across the school.
- Meetings between the SENDCo and individual teachers each term, to discuss the SEND provision within their class to ensure all targets and provision in place are SMART.
- SMART targets are an acronym for Specific, Measurable, Achievable, Realistic, Timely. This ensures that the right provision is allocated to the specific needs of the child, that the child can achieve the target, the progress can be measured (both academic and social and emotional progress) and that support is time limited, allowing for provision to be amended if progress is not being made.
- These meetings are also a further opportunity to raise a concern about any particular child who may not be making the progress expected, and the reasons behind this. A **provision map** is used to record the range of support given to children within the class, which forms the basis of more detailed individual provision on a separate plan for those in greatest need of support.
- Marking of children's work and termly scrutiny of books by the Senior Leadership Team.



- Use of CPOMS to record incidents of concern around social, emotional and mental health/pastoral needs.
- The Inclusion Team also meet fortnightly to 'triage' the needs of the children where concern is raised and assign the most appropriate support required.

What should a parent do if they think their child may have special needs?

If a parent is concerned about their child's progress or well-being, they should speak to their child's class teacher, or alternatively make an appointment to speak to the SENDCo or head teacher (See Section 4).

Once a concern has been raised some further investigation may happen. This investigation may include an assessment by one of our specialist teaching assistants or SENDCo, as well as discussions with the class teacher and previous teachers if appropriate. Interventions and timescales will then be decided upon.

In some circumstances, behaviour described at home by parents is not observed in school. This is common and it is important to note that staff in school will always listen to the information reported by parents and act accordingly. We recognise that, in some cases, a child may be masking their anxieties which then overwhelm them when they get home. Alternatively, children can struggle in school to manage their behaviour whilst at home they are more calm. This could be attributed to challenges experienced by sensory overload, social interactions and increased learning expectations.

If a child has been identified as having SEND, Hayward's will use their own resources effectively to support them. For example, this could be by providing extra support in class, through pastoral support, or by bringing in specialist support from outside the school such as an educational psychologist or specialist advisory teachers

The graduated approach to intervention

The school takes a graduated approach to interventions. For most pupils, extra help will be provided within the classroom through Quality First Teaching. Where extra help involves spending time outside the ordinary classroom, it will nonetheless be in the context of the inclusive curriculum.

Provision at Hayward's can be summarised as follows:



Whole Class Provision - Quality First teaching

Accessed by the majority of the class

If children require targeted or enhanced provision, the goal is to return children to whole class provision at the most appropriate time. Regular assessment and discussion with parents will determine whether a child requires additional or less provision.

Universal provision - Low level need

Majority of interventions will be occurring in the classroom.

Targeted provision - Medium Level Need

Additional support is required, sometimes needing outside agency provision. This will be time specific

Enhanced Provision - High Level Need

(Including Children with an Education, Health and Care Plan and Children with a TAF (see below). Regular additional support is required.

Specialist support for children with SEND

In cases where a child has very complex needs, the support provided by Hayward's may not be enough. More in-depth planning and additional resources may be required to ensure that the best outcomes for children and young people are achieved.

TAF – Team Around Family

The TAF provides a coordinated and comprehensive system that includes support across education, health and social care and covers children and families at Hayward's Primary School. The process includes:

- Family Information and Assessment
- Team around the family meeting
- TAF – Early Help - Request for Additional Resources (not dependent on an EHCP)

The TAF assessment and meetings are aimed at early help, whilst the statutory element for additional support if your child has significant needs is the Education, Health and Care Plan. This can only be produced by the SEN 0-25 Team as it is a statutory plan in line with the Special Educational Needs and Disabilities Code of Practice, 0-25.

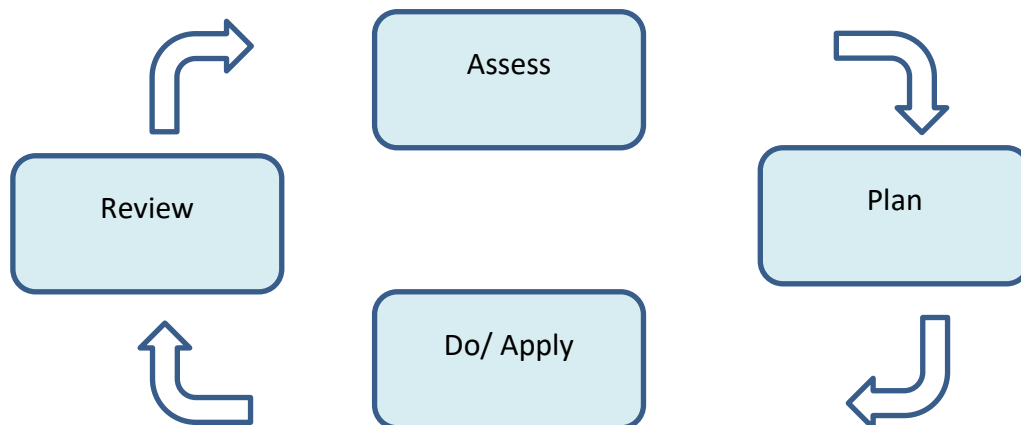
Most children and young people's needs will be met through the resources available to mainstream schools and through the school TAF process. If an Education, Health and Care Plan is required, the



assessment and planning process carried out by the SEN 0-25 Team should take 20 weeks. This looks at a child's needs and sets out the support they will receive for their education, health and social care.

The Graduated Approach

This graduated approach (set out in the 2014, Code of Practise), is based on the Assess, Plan, Do/ Apply, Review cycle of provision.



This cycle is outlined in more detail below;

Assess

- Use of assessment tools to reflect on the academic and social, emotional and mental health needs of each child. Examples of these assessments include the Boxall Profile, SEN Toolkits, end of year transition meetings, teacher assessments, PIRA and PUMA test data, SpLD resources, Language and Speech Link, previous intervention impact statements, reports from external agencies.
- Evaluation against local and notional benchmarks as well as the individual child's starting points.

Plan

- Inclusion Team fortnightly meetings to triage children and plan provision using toolkits/ external agency reports/ data analysis of curriculum objective/ PIRA and PUMA test/ Boxall.
- Termly time dedicated to write SMART Targets (SENDCo and Teacher) all recorded on EDUKey.

Do/ Apply

- Teachers to deliver high quality first teaching to all, including children with SEND, with clear differentiation and expectations of progress against learning intentions relevant to the child.
- TA's to deliver quality intervention in line with agreed SMART targets (6-8 weeks).
- Input impact of support on EDUKey.
- Inform parents of support package.

Review



- Evaluate the impact statements from classroom differentiation, interventions, re-assessments (Boxall) – teacher, TA, SENDCo.
- Incorporate child's feedback about the learning and intervention (linking to visible learning).
- Provide next steps for next cycle of support.
- Inform parents of progress.

3a) How does the school respond to difficulties in learning and how does it evaluate the effectiveness of its provision for such pupils?

After identifying that a child has SEND, the provision offered will depend on the level of need.

Types of support and need.

Universal provision supporting low level need

A child demonstrating 'low level need' may show some of the following;

- Despite receiving differentiated learning opportunities in class the child has shown little or no progress even when teaching approaches have been specifically targeted,
- They might have shown signs of difficulty developing literacy or maths skills which have resulted in poor attainment when assessed.
- They might have presented persistent emotional or behavioural difficulties, sensory or physical problems and may have communication and/or interaction difficulties.

One example might be a child falling more than a year below expectation or making very slow or no progress.

These children might require different learning materials, individual or group support, special equipment, additional support from a teaching assistant in class, as well as additional adult time to plan and/or monitor progress.

At this stage the children will be identified as having 'low level need'. The majority of the child's interventions will be met in the class setting and will require very little outside agency support. They may be referred to as 'keep up' interventions which may vary in terms of time spent and resources (including staff time) required.

Targeted provision supporting medium level need

The criteria for targeted provision could be that despite receiving support under the direction of the class teacher, the child may be;



- making little or no progress in specific areas over a long period of time
- working at assessment levels substantially below that expected of children of a similar age
- showing difficulty with developing numeracy and literacy skills
- demonstrating emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group,
- showing sensory or physical needs and requiring additional specialist equipment or regular advice or visits by a specialist service
- having communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

Targeted provision may be similar to that provided for low level need but sometimes include the following considerations:

- Outside agencies are involved wherever relevant e.g. in the generation of Individual Provision maps (IPMs), review meetings, 'TAF' meetings.
- A review meeting would look at what is in place, progress made in relation to the targets set, strategies tried and the generation of new targets. Parents, teachers and children are involved.
- Teaching Assistant support which could take place inside or outside the classroom.
- The class teacher retains responsibility for support provided outside the classroom.
- Where a child has additional support from a teaching assistant, the school endeavours to avoid a culture of dependency. The child may work with a range of teaching assistants in order to meet their needs in school.

Current targeted provision, which may be referred to as 'catch up' interventions, includes some or all of the following interventions:

Area of need		Intervention
Cognition and learning	Reading	1: 1 reading for children in year 1
		1:1 reading for Reception children
		1:1 reading for identified children in year 2
		Inference training (years 5 and 6)
		Accelerated Reader (whole school)
		Nessy Reading and Spelling Programme – 20 licences for an online programme which requires children to practise skills both at home and school
	Maths	Counting to Calculating
		Mind the Gap
		MyTTY Maths
		1:1 and small group conferencing
		Times Table Rock Stars
		Same day maths intervention
	Writing	Conferencing
		Response to marking
		Specialist teacher-led small writing interventions



	Spelling	Tailored programmes for small groups
		Nessy Reading and Spelling Programme – 20 licences for an online programme which requires children to practise skills both at home and school
Communication and Interaction		Speech and language tailored programme Language and Speech Link Understanding autism- The Big A
Sensory and/or physical needs		Fun Fit Funky Fingers Termly PE clubs led by the specialist PE teacher Specialist PE teacher for PE lessons
Social, emotional and mental health difficulties		Inclusive thrive-based environment Art Therapy Forest school Nurture groups Groundforce (gardening) Life skills – cooking and DT, craft Animals – Pet care

Enhanced Provision supporting high level need

Children working at 'High Level Need' will often require enhanced provision, which might occur outside the classroom. Funding for this comes from the school's budget. Where more than £6000 is needed per year to support the provision for an individual child, then the school is able to make a request for additional funding using the Education, Health and Care process. All this is done in full consultation with and consent of parents.

Individual Provision Maps (IPMs) will be established for these children and will be reviewed and set twice a year. In the event of the child having a TAF this may replace the need for an IPM.

Provision records

All children with SEND will have their support recorded on a class provision map, which includes information about the resources required as well as targets for progress. Provision maps are updated regularly as support is adjusted, and at least once per term when the class teacher meets with the SENDCo to discuss SEND provision within the class.

Children who need a higher level of additional support will have their own provision map or Individual Education Plan which will show the support they are receiving.

Individual Provision Map (Enhanced provision)

The Individual provision map (IPM) records the additional support the child receives. It allows a full record of the support the child has received to be passed on from teacher to teacher.



The IPM contains information about:

- The child's strengths and skills and areas of difficulty that the child might be facing.
- The teaching strategies and resources being used
- Three short-term targets set for the child, which will be shared with the parents / carers and will be the focus of our work with the child. The parents' / carers' perspective of the child's progress, including details of concerns and additional support that the child will be receiving from home, will also be included.
- Additional request for support (if necessary) allowing the parents or class teacher to seek additional support linked to our school provision maps.
- The review date of the plan
- The outcomes at the review date – filled in retrospectively by the class teacher or in advance to share with the parents.
- Progress - monitored through teacher assessment, parental and child view point, coupled with other forms of assessment used in the school e.g. checking maths and English books.
- SENDCo, class teacher and head teacher will use SIMS and Edukey to review progress of SEND children. The SENDCo will discuss with class teacher changes to provision if appropriate.
- Targets are reviewed with parents / carers before new targets are set. Children are involved in this process and encouraged to reflect on how they could improve.
- Teachers, the SENDCo and parents/carers will have a copy of any new IPM.
- In the event of significant changes occurring, such as a professional report suggesting changes to the current approaches being used, a new IPM may be produced.

Social emotional and mental health difficulties

The school supports personal and social development of all children, through PSHE and Citizenship, and through encouraging children to follow classroom and school behaviour rules. The code is reinforced through the use of 'Hayward's Heroes' – who demonstrate the values and behaviour expected of children at Hayward's such as perseverance, respect and honesty.

A child displaying unacceptable behaviour, who does not respond to whole school rewards and sanctions will have an Individual Behaviour plan.

The Individual Behaviour Plan (IBP) will be set up in consultation with the class teacher, support assistant, SENDCo, head teacher and parent and will allow the school to have an agreed policy for a particular child, which may not match that of their peers. The plan will consist of;

- A description of the behaviour difficulty
- An agreed whole school description for dealing with behavioural concerns
- A clear criteria for success which the child is aware of at all times
- Rewards and sanctions



- Any additional action that needs to be taken, which might include consultation with outside agencies e.g behaviour support.
- A 'Pastoral Support Plan' may be part of the IBP.

Evaluation of interventions

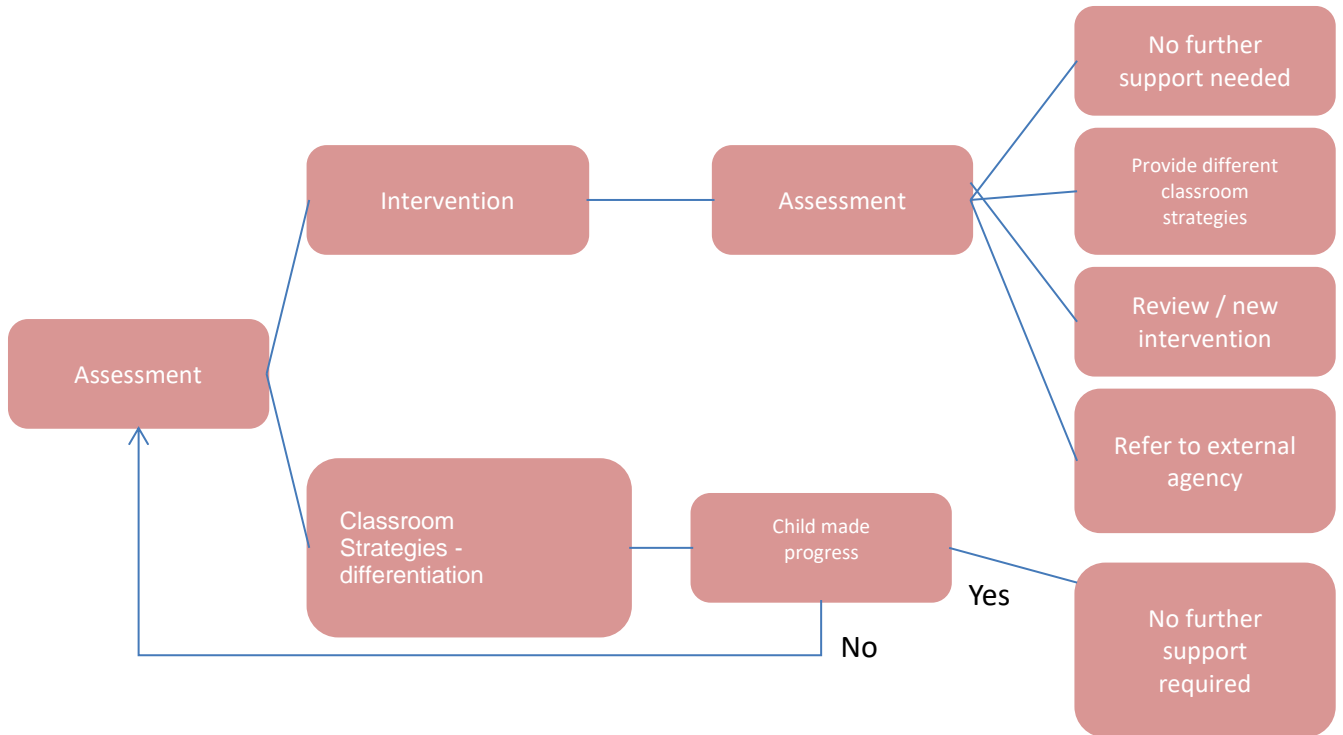
Evaluation of provision for children with SEND is carried out regularly. The method of evaluation may vary, depending on the needs of the child and the type of support they are receiving.

Interventions are run by trained, highly skilled teaching assistants. Time is set aside for them to meet termly with the SENDCo to discuss the progress of the children receiving the intervention, which is recorded on Edukey (our electronic provision map and data recording system). This allows the SENDCo and TAs time to reflect on the impact of the intervention on the child's wider progress both academically and pastorally. The interventions are evaluated using both qualitative and quantitative data, to ensure they are still meeting the child's needs. Where necessary, adjustments are made such as ending the intervention where sufficient progress has been made, or seeking an alternative method of delivering the help needed.

3b) How will both you and I know how my child is doing and how will you help me to support my child's learning?

Hayward's tracks the progress of its SEND pupils through SIMS and Edukey but also through regular meetings between the SENDCo and the teaching staff (including teachers and teaching assistants) involved in the education of the child.

The SENDCo meets termly with class teachers to discuss the provision being made for children who need extra support. This information is recorded on a Provision map (see section 3a) which shows the frequency and type of support a child is receiving. At Hayward's we use assessments at key points to identify additional need, and then carry out interventions appropriate to need. For example, children entering the Reception class who have been assessed with speech and language difficulties will receive targeted support from a skilled teaching assistant with additional training in speech and language. If they have been assessed as having delayed gross motor skill development, they may receive Fun Fit intervention, delivered by fully trained staff.



When a child is receiving an intervention, we aim to follow a model of "assess, apply and review", (see diagram) where (through time limited interventions) we measure progress and identify areas of further work and development. Results of these assessments will be shared with parents / carers at individual meetings or parents evenings.

Keeping parents informed about progress

- All parents/carers of children are invited once a term to a parents' evening to discuss their child's progress. This is where individual meetings can be arranged with the SENDCo for further discussion around their child's SEND needs.
- As part of the TAF, parents can express views about their child's needs.
- The school regularly holds parent/carer information afternoons to update families on new procedures.
- We arrange family workshops, family support sessions and Family SEAL afternoons.
- Parents can make appointments to see the SENDCo, Head teacher or class teacher at any time.

Parent/carers can find out more about support through:

- The school's website
- School SEND policy
- Weekly newsletters



- Unit letters which are sent out at the start of each term to inform parents/carers about what the children will be learning
- Home school link book / reading journal which is a daily opportunity for parents to make contact with the class teacher

3c) How will the school staff support my child? How will the curriculum be matched to my child's/young person's needs?

Children with SEND are supported in a variety of ways. Hayward's has a team of very skilled teachers and teaching assistants who are able to offer support in all areas of special need. For the child to get the best support, this will probably mean working with a wide range of adults, to help them in all aspects of their learning and development, and to ensure inclusion in the curriculum and life of the school.

At Hayward's, inclusion concerns every child in the school and is about equality of opportunity. As a school we are striving to become as inclusive as possible in our everyday practice, which helps SEND children and all others to work towards their potential. However at times it may be more appropriate for children to receive support which is different and additional to the main class teaching in order for those children to make progress.

Examples of inclusive teaching include:

- Differentiation of work within the class, through quality first teaching (e.g. through outcome, task, support provided) and, where appropriate, expectations of behaviour.
- Differentiation of homework e.g. by time given for the activity, adapted tasks for different abilities.
- Small group work or one to one coaching
- Every child has the opportunity to access all educational opportunities outside the school including sporting events and trips. Provision is highly differentiated within the planning, and risk assessments are carried out during all trips including residential. Children's needs and concerns will be discussed with parents as necessary and are considered on a risk assessment if appropriate.

3d) How will the school adapt the curriculum and learning environment for pupils with special educational needs?

We set aside part of the school's budget each year to provide resources to support SEND children and to help cater for differentiation in the classroom.

The funding pays to support children in the following ways:

- The SENDCo, who has time away from class responsibilities, to lead this area of the school.
- Additional teaching assistants
- Specialist PE and Music teachers to release teaching staff for conferencing time.



- The Inclusion Team teaches the core subjects to specific groups of children, reducing class size and meeting the needs of individuals, allowing for greater differentiation within Quality First Teaching.
- Other resources include: teaching assistant provision; books and equipment; specialist Thrive areas; our forest school known as Tanglewood; the school garden; administrative time managing the SEND paper work; completing TAFs on line and a structured staff training programme and targeted out of school extra-curricular clubs.
- The school has to prioritise the amount of time it needs to buy in to support from outside agencies such as the Educational Psychology service.

3e) How is the decision made about the type and how much support a child with SEND will receive?

Hayward's will try to meet the needs of all children through creative use of its skilled staff team. The type and amount of support needed will depend on the complexity of the needs. Decisions about support are made by the SENDCo, and teaching staff and approved where necessary by governors. Support that is additional to and different from Hayward's normal provision is carefully recorded so that where necessary, extra financial support can be applied for.

Access arrangements for public examination and assessments.

Children who have been receiving extra support in school for a reasonable length of time, or for whom the support is everyday practice, may be entitled to slightly different arrangements during public exams and assessments. Sometimes e.g. for year 6 SATs, the school has to apply for these additional arrangements; for other children the school has to provide evidence that the child receives extra support as everyday practice and this advice has been given to the school from other professionals e.g. a speech and language therapist. Additional arrangements can be;

- Extra time in examinations
- A scribe
- A reader
- Use of a computer

Parent / carers are consulted at all times and made aware of these arrangements as their children get older and start to become involved in more formal assessments.

For further information regarding accessibility to the school curriculum please see the school's Disability, Equality Scheme Policy.

3f) How will my child / children be included in activities outside the school classroom, including school trips?

- For activities outside the classroom such as PE, school trips and school residentials, detailed risk assessments are made using **Devon Guidelines**. This ensures that all children can take part in a safe way. Staff receive regular training, and parents/carers are informed where necessary.



- At **lunchtimes**, meal-time assistants on duty encourage participation of all children in games on the playground.
- For children who are identified as needing support which is different to and additional from usual practice, teaching provision is made for them to take part in clubs and activities such as cooking, Forest school, gardening, sewing, ICT based maths and literacy support clubs and /or physical activity clubs.

3g) What support will there be for my child's overall well - being?

We believe it is important to invest time in supporting children with social and emotional needs. We have invested a great deal in training staff to recognise children who may have these needs.

After an initial assessment, co-ordinated between school and home, an action plan is established and targets are set. This action plan includes school and home targets. After a period of three to four months, the assessment is redone and we reflect on where progress has been made. A new action plan is then established. This cycle continues until the child reaches age expected levels.

Children have access to nurture-based groups. These groups respond to the child's action plan and the activities link to areas identified in the assessment. These activities take place either in or outside the classroom, or in our dedicated areas around the school.

Alongside this, Hayward's has strong links with outside agencies which support both our children and their families. This includes the School Nurse, Children's Centre, Speech and Language Therapist, Visual Impaired team, Hearing Impaired team, Vranch House – Physiotherapy and Occupational Therapy Teams, Education Welfare officer, Child and Adolescent Mental Health Workers, school doctor, Educational Psychologist, Behaviour Support Team, English as an Additional Language advisory teachers, local food bank charity, South West Family Support and Family Support Practitioners.

Referrals to these agencies can come through the school nurse, family GP and the SENDCo. All of these referrals will be in cooperation with the family.

We now also have the Hero Hub, opened in September 2020, where children can access a nurture based environment to support play skills and emotional wellbeing. This is used in small groups or on a 1:1 basis throughout the day, including play and lunchtimes.

4 The name and contact details of the SEND co-ordinator at Hayward's

**SENDCo: Maugan Collins BMus with Qualified Teaching Status
(Achieved Qualified SENDCo Award 2014)**



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SEN Governor: Joy Wilshire.
Contact as above.

The SENDCo can be contacted from Monday – Friday from 8.00am until 5.00pm.

5. What specialist services and expertise are available at or accessed by the school?

What training have the staff supporting SEND had or what training are they having?

Early Help

The Devon Safeguarding Children's Board's (DSCB) Early Help strategy aims to support children and their families at the first signs of need, to make sure they are safe, happy, healthy and well educated through use of the **Threshold Tool**. All practitioners, whichever organisation they work for, must be able to understand the threshold for each level of need and recognise the shift in a child, young person or family's needs.

The Devon Threshold Tool adopts the 'Continuum of Need' model which provides a multi-agency, whole system approach to assessment, prevention and interventions for children, young people and their families. The adoption of this model provides consistency for professionals working across different services and geographical areas.

Early Help Coordination Centre

The purpose of the Early Help Coordination Centre (EHCC) is to provide support, advice and guidance, to assist practitioners involved with Early Help activity across Devon. This includes:

- Providing support and advice to practitioners
- Contacting agencies, where necessary, to identify a lead professional
- Signposting professionals and families to local services and support

The Early Help Advisors, based in locality areas, are able to provide support to partner agencies in their area to complete high quality assessments, which have clear, positive outcomes for children, young people and their families.



To contact the Early Help Coordination Centre

Call: 0345 155 1071 and ask for Early Help or email: earlyhelpsecure-mailbox@devon.gov.uk

Expertise and Support at Hayward's

We are fortunate in having a number of specialist trained staff who support the wide ranging needs of the children as well as having some teaching assistants who are qualified teachers. The teaching assistants meet together regularly with a member of the senior leadership team and SENDCo to receive training, updates and have an opportunity to share practice.

Every teacher and TA has a performance review twice a year where their role in school is reviewed and training needs identified. This is then linked with the wider school development plan. They attend appropriate courses depending on what has been identified as a need in their performance review, the courses available and the needs of the children they are working with.

Training can be school-led, led by an agency e.g. Babcock, health professionals or by the learning community and can include visits to other schools, settings, and conferences. The SENDCo (who gained the National Qualification for SEN co-ordination in 2014) is supported by close links to many outside agencies. (see section 3g). Mandatory Child protection training is given regularly by the school and Devon County Council.

The table below shows the range of specialist staff available to support children with SEND

	Universal provision	Targeted provision	Enhanced provision
Cognition and learning needs	4 x TAs who are qualified teachers 3 x Higher Level Teaching Assistants 16 x TAs supporting universal needs across the school. 2 x apprentices	16 x TAs trained for specialist 1:1 work and intervention work	1 x EMTA support TA (Supporting children with English as an additional language)
Social, and mental health emotional	3 x Forest school trained practitioners 3 x Solihull trained TA's - supporting parenting workshops and Family SEAL 1x play therapist 3 x pastoral needs TA's		
Communication and interaction (Speech and Language)	2 x TA's specialising in Speech and language		
Sensory and or	1 x specialist Fun Fit trained TA		



physical needs	(physiotherapy and occupational therapy support – trained by Vbranch House 1x Specialist PE teacher 1x TA trained to support visually impaired children 1x TA trained to support children with hearing impairments
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Teachers and teaching assistants receive regular training and guidance to meet the needs of our children. The SENDCo is responsible for arranging training according to the needs of staff and children. Staff training needs are analysed as a result of the performance management process and training tailored to give staff the skills they need including:

- having an awareness of the different special educational needs and disabilities of children in our school
- being able to plan and teach/support lessons which meet the needs of all
- understanding the social and emotional needs of children with SEND

The of training at Hayward's Primary School since September 2019 has included:

- PIPS Module 2 Passive Intervention and Prevention
- Teaching Spelling Effectively
- Lego Therapy Training
- SENDCo Network Meetings
- SCLN Network Meetings
- Devon Developing Vocabulary Project Launch
- Boxall Profile Training
- Child In Care Mathematics Project
- Assessing for Dyslexia
- Supporting School Age Children with Speech and Language Difficulties

6. How accessible is the school both indoors and outdoors?

The school building meets the requirements of the Disability, Equality Act 2010 and Health and Safety regulations. Any further adaptations needed for a child with specific and more complex needs would be made as necessary.

Under both the Special Educational Needs and Disability Plan for Success and the wider School Development Plan, resources are planned and budgeted for. More specialist equipment is either purchased or loaned depending on the requirement. The school can also request support from a local charity to support with specialised equipment.



Examples of equipment in use daily and accessible to the all children include: Soundfield auditory equipment, computers, Alpshasmarts, iPads, Dictaphones, specialised seating supports, coloured overlays to support vision, writing slopes, sand timers, pencil grips and resources to support handwriting. If the school needs to access additional support for very complex needs for enhanced provision, then through the DAF 2a: 3 the school can make a request to the local authority for additional funding. The Local Authority holds money in its High Needs block to provide additional support for pupils with an exceptional level of need.

7. How are parents involved in the school? How can I get involved? Who can I contact for further information?

Hayward's believes in involving and informing parents of decisions and actions made at every stage. All parents / carers of children who are on the SEND Register are invited to discuss their child's provision, the progress made and to look through the objectives for the following term. As part of all DAFs, parents complete an 'All about my child' document where they express views about their child's needs.

The school regularly holds parent / carer information afternoons to update families on new procedures, Thrive workshops, and Family SEAL afternoons for parents. An initial meeting of concern is always held with the SENDCo when a parent / carer raises a concern around academic, behavioural and or emotional needs. Our pastoral support team also support with these initial meetings of concern.

The SENDCo, Head teacher and class teachers are always available for consultations when booked via appointments.

8. What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?

All children at Hayward's may contribute their views about their educational support in the following ways:

- Self-evaluation and peer assessment – used throughout the school to encourage reflection on learning
- School council - the main forum for children to express their views and opinions on a regular basis.
- Weekly circle time - the views, discussions and information from this are passed on to the school council and then fed to the head teacher who will act on the information given.
- Librarian club - children can pass on information about books and activities to be run in the school library.
- Children who attend clubs before and after school and at lunch time have a say in how their club runs.
- School Ambassador Programme (Year 6 children only) - achieved by supporting the school and children in clubs and activities, as well as showing commitment to projects in the wider community.



- Use of Person Centred Paths as a tool to recording the child's views and action planning for the future.

In addition, children who have SEND give their views when they attend their review meetings and /or meet with the specialist teachers. These are recorded on the relevant paperwork and fed back to school teachers, parent / carers and the appropriate agencies. When attending meetings the children come with work to show and an agenda is set for them to ask questions and discuss their wishes, thoughts and feelings.

9. What if I have a complaint about SEND Provision at Hayward's Primary School?

We actively seek to work closely with parents. However, we recognise that parents of children on the SEND register may, from time to time, be dissatisfied with the support their child is receiving. We encourage parents to talk in the first instance to the class teacher. If not resolved, dependent on the nature of the complaint, the parent will be advised to consult;

- The SENDCo
- The Head Teacher
- The Governors
- The LEA

Any parent who has a complaint that is not quickly or easily resolved will be notified of the LEA's arrangements to provide information and advice on SEND matters. The school's full complaints procedure is set out in the School Prospectus.

10. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

The school's governing body has a nominated governor for SEN who links with the SENDCo each term to be aware of relevant issues and offer support. The school SENDCo, Senior Leadership Team (SLT) and governing body will be jointly responsible for the development of the school SEND policy, its implementation, review and the annual SEND audit to the Local Education Authority. The support by other services has been outlined in the previous sections.

11. What are the contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32?

Devon Information Advice and Support for SEND – DIAS (*formerly Devon Parent Partnership Service*): Provides impartial and confidential information, advice and support for children and young people from 0-25 years, who have special education needs or disabilities, and their parents and carers. Advice is legally based but easily accessible and covers all aspects of education, health and social care, including personal budgets. In addition, there is support for individual situations and questions answered about access to



services, SEN support, EHC plans, local policy, government legislation and how to participate. This service will be especially useful where mediation and dispute resolution are required. Visit the DIAS website for access to leaflets and further information. Phone: 01392 383080. Email: devonias@devon.gov.uk or visit: www.devonias.org.uk

Devon Parent Carer's Voice: A group which supports parents of children with additional needs. They also represent the views of parents and carers to organisations which provide services to children with additional needs and help parents to find local services. Phone: 07794 233249. Email: developmentworker@dpcv.org.uk. Visit: www.devonparentcarersvoice.org

DISCplus: A single point of contact where you can get information about education, health or social care for children, young people and their families. You can speak to a DISCplus information coordinator who can help you to find support in your area and sign up for the latest [DISCplus newsletters](#). Phone 0845 155 1013 or email discplus@devon.gov.uk for more information.

Family Information Directory: Has details of local support groups and leisure activities for children with disabilities and additional needs and their families. Visit: www.devon.gov.uk/disc

12. How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Transfer Arrangements

We work closely with the SEND departments of all schools and preschool settings, passing on all relevant information when pupils transfer either to or from Hayward's. When a child joins us who already has identified SEND, the school will liaise closely with the child's previous school, pre-school setting and parents / carers. Our SENDCo will contact the parents and arrange for a transition form to be completed, containing information about the provision needed.

Our Year 6 teacher has written a set of lesson plans to support secondary transition including how to read a map and timetable, understanding the uniform policy, reading menus and managing budgets. This work takes place in the summer term.

For children with SEND transferring from pre-school settings, the SENDCo and Reception teachers meet the preschool managers three times in the preceding year to gain an insight into the needs of the child. Further visits are made to the pre-school settings by a range of appropriate staff e.g. class teacher, speech and language therapist, pastoral / Thrive worker so that the children and families begin to build up a relationship with the school staff. A transition meeting is then held in the summer term with any individual family who may have a child needing targeted or enhanced provision.

When the child goes to secondary school, the SENDCo from both Hayward's and QECC (or differing secondary school) will meet prior to the child's visit to support a smooth transition. Additional visits can be arranged which will enable the SEN children in year 6 to make contact with members of staff who will help act as a point of reference for the child.



What happens if my child refuses to come to school?

Occasionally, your child may find it difficult to come to school. There are many reasons for this, but there is typically an element of anxiety involved. As a school, we make every effort to work with parents/ carers to alleviate these anxieties and will always make reasonable adjustments to our provision to meet the individual needs of the your child.

In extreme cases, we will put together a reintegration plan for your child in consultations with parents/ carers and any external agencies working with your child. This may include a reduced or in some cases a part time timetable where the school days is broken into smaller chunks, gradually building up to full time.

Whilst the child is at home, we will ask that they access Google classroom to complete work so they are not missing too much learning time, but we do appreciate high levels of anxiety may be barrier to this.

If your child is placed on a reduced or part time timetable, we will arrange for them to meet with a consistent staff member at the beginning and end of each day who will support the transition between home and school. We have found consistent communication is key to getting your child back into school.

What is your exclusion policy?

In extremely rare circumstances, Hayward's has taken the action of temporarily excluding a child from school. This action is taken if the child has shown intentional violence of and/ or extensive verbal threats towards a child or adult, or has significantly damaged school property. Where this happens, the Local Authority are notified and the school works within the systems prescribed by them.

Once the exclusion has finished, the child and their parents/ carers are invited back into school for a reintegration meeting with the Head Teacher (or member of the Senior Leadership Team if the Head Teacher is off site). At this meeting we will attempt to unpick what went wrong and how we can work together to ensure the same thing does not happen again. The child is then welcomed back unto school and continues with their learning.

Please see the school's exclusion policy for further details.



Hayward's Primary School

