

Hayward's Primary School SEN Information Report

Devon Guidance

October 2022 (Review due October 2023)

Under the Special Educational Needs and Disability Code of Practice (2015) the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) **must** publish information on their website about the implementation of the policy for pupils with Special Educational Needs (SEN) in the form of an SEN Information report. This report should be kept up to date with significant changes and published annually each September. The report differs from the SEN Policy in that the policy details the school's ethos and approach to SEN whereas the SEN information report describes what has happened and how the policy has been implemented in the last academic year. This checklist is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

The following guidance is designed to assist schools in deciding what information to include in the report. The guidance is not an exhaustive list of information but a suggestion of the types of information schools may wish to include.

The primary audience for the report is parents and carers therefore it is important to ensure the language used within the report is not education elitist and is written in plain English. Furthermore, best practice would be to involve and consult parents in the drawing up and review of the report. It is advised the report is published using a Dyslexia-friendly 'sans serif' font such as Arial, Comic Sans, Century Gothic, Verdana, Trebuchet or Calibri. Please also ensure your report is available in the range of languages appropriate to your setting.

Parent/carer questions	Key information	Links to SEND Code of Practice (2015)
School Policy and procedure		
<p>What kinds of SEND do pupils in the school have?</p>	<p>Hayward’s Primary School is a mainstream inclusive school which has a clear policy regarding the support of children with Special Educational Needs and Disabilities (SEND). Pupils at the school are aged from 4 years old – 11 years old (Reception through to Year 6) across 14 classes.</p> <p>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.</p> <p>Mrs Clare Bedford is our Special Educational Needs and Disability Co-ordinator (SENDCo) who has strong links with many other outside agencies who support the needs of the children. These agencies including: Educational Psychologists, Speech and Language Therapists, Advisory Teachers, the School Nurse Team, Occupational Therapists and the 0-25 SEND Team based at Devon County Council.</p> <p>The school supports children with a range of needs including: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and/or Sensory. We have a number of children who have a diagnosis of Autism, Speech, Language and Communication Needs as well as dyslexia.</p> <p>The schools latest Ofsted report highlighted: <i>“Leaders support disadvantaged pupils and those with SEND well. They have increased pupils’ access to the curriculum and wider opportunities. School leaders’ efforts to overcome barriers are well thought out. As a result, pupils thrive. Some older pupils with an education, health and care (EHC) plan receive a bespoke curriculum for some subjects in the ‘hub’. The curriculum for these pupils is ambitious, helping to support a successful transition to their next phase of education”.</i></p>	<p>The kinds of special educational needs for which provision is made at school</p>

<p>How do you know if a pupil needs extra help?</p>	<p>Hayward's Primary School is very lucky that it has a skilled set of staff who form The Inclusion Team. This is headed by Mrs Clare Bedford (SENDCo) and supported by Mrs Ruth Dixon (EYFS/KS1 Pastoral and SEND), Mr Ben Geale (LKS2 Pastoral), Mrs Ann Hext (Forest School Lead and UKS2 Pastoral), Ms Yvonne Crone (Garden Force), Mrs Jill Taylor (Cognition and Learning), Mrs Jeanette Thom (Speech and Language) and Mrs Louise Raychell (Family Support Worker).</p> <p>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 and support agencies. We also understand that children's needs may vary throughout their time in school. We aim to put the right support in place as soon as a special need is identified.</p> <p>We also recognise that parents and carers are the key people in their child's life and we will always listen to concerns raised. Sometimes children can present differently at home to how they are in school. In these instances we recognise that a child may be hiding their needs in school. We will work with you to find the best path forward in order to support your child.</p> <p>Teachers assess the children's learning throughout the year through on-going summative observations and assessments and more formative assessments. Our skilled teachers will use a range of general teaching and behaviour strategies as well as quality first teaching before raising a concern. Where children are identified as not making the expected progress or where teachers have on-going concerns, then discussions will take place in order for additional and differentiated provision and strategies to be put into place. These discussions will be with the SENDCo, head teacher, members of the Inclusion Team, termly data meetings or through our on-line recording system, Child Protection Online Management System (CPOMS). Discussions with parents will take place and outside agencies might become involved through a referral process and further assessments to fully understand the child's needs and barriers to learning.</p>	<p>Information about the school's policies for identification and assessment of pupils with special educational needs</p>
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	<p>Hayward's Primary School use a number of systems to support with the identification of a child's needs. These include:</p> <ul style="list-style-type: none"> - Tracking pupils data through SIMS (our data management system) - Formative assessments in English and Maths - Updating and monitoring the schools SEND register - Completing the SEND Census - Meetings with the SENDCo and teachers through regular staff meetings and training opportunities that we provide - Meetings with the SENDCo and TA's - Learning works and book monitoring by the Senior Leadership Team (SLT) - Use of CPOMS to record incidents of concern - Early Help and Team Around the Family (TAF) meetings 	
<p>Day to day support</p>		
<p>How do teachers help pupils with SEND? How will the school support my child?</p>	<p>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. At Hayward's, inclusion concerns every child in the school and is about equality of opportunity. As a school we are striving for high quality first teaching, 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 to and additional from the main class teaching in order for some children to make progress.</p> <p>Examples of quality first teaching:</p> <ul style="list-style-type: none"> - Differentiated work within class - Differentiated home work - Small group or 1:1 work - Every child has the opportunity to access all educational opportunities outside the school. Provision might be highly differentiated within the 	<p>The school's approach to teaching pupils with SEND</p>

	planning and risk assessments. School to discuss concerns with parents as necessary.	
<p>How will the curriculum be matched to my child's needs?</p> <p>Is there any additional support available to help children with SEND?</p>	<p>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:</p> <ul style="list-style-type: none"> - The SENDCo to lead this area in school. - SEND admin assistant – 1 morning per week to support with administrative tasks - Additional teaching assistants - Specialist PE and Music teachers to release teaching staff for conferencing time - Other resources include: teaching assistant provision, books and equipment, sessions at our on-site Forest School known as Tanglewood <p>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 is needed, school uses the Devon Graduated Response Toolkit.</p> <p>We follow a model of 'Assess, Plan, Do, Review' to ensure that children's needs are met throughout their time in school. The Devon Graduated Response Tool supports this by providing a clear pathway of identifying and assessing needs, planning and doing, and reviewing.</p> <p>Every child who has SEND needs and is on the SEND register, a My Plan is written every term with Specific Measurable Achievable Realistic Time-bound (SMART) targets outlining the child's needs and the interventions that are in place for them. This is regularly monitored and reviewed and plans are shared with parents each term. Where further interventions or referrals need to be made, this will be communicated to parents via the class teacher and/or SENDCo in order to support the child further.</p>	<p>How adaptations are made to the curriculum and learning environment</p>
<p>How will the school know how well my child is doing?</p>	<p>Hayward's tracks the progress of its SEND pupils through SIMS and Edukey but also through regular meetings between the SENDCo and the teaching</p>	<p>Arrangements for assessing and reviewing pupil's progress towards outcomes</p>

	<p>staff (both teachers and teaching assistants) involved in the education of the child.</p> <p>The SENDCo meets each term with class teachers to discuss the provision being made for children who need extra support. This information is recorded on a 'My Plan' which shows the frequency and type of support a child is receiving. At Hayward's we use assessments at key points of the year to identify additional need, and then carry out interventions appropriate to need. These 'My Plans' are shared with parents to inform them how their child is progressing.</p>	
<p>How will I know my child is making progress? How do you check on this?</p>	<p>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 discussions around their child's SEND needs.</p> <p>Where a family has an Early Help Plan in place, parents can express views about their child's needs and hear feedback from parents and the SENDCo regarding provision and support that is in place in school as well as any concerns.</p> <p>Parents can make appointments to see the SENDCo, Head Teacher, class teacher or Family Support Worker at any time by contacting the office.</p>	<p>How the effectiveness of provision is evaluated</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>For activities outside of the classroom such as PE, school trips and school residential, 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.</p> <p>At lunchtime, staff on duty encourages participation of all children in games on the playground or in alternative spaces arranged around the school.</p> <p>We have a specialist PE teacher who teaches PE across the school and provides a team of teachers to run clubs which are accessible to all.</p> <p>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, maths and literacy based groups and physical activity clubs.</p>	<p>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</p>
<p>How will you support my child's overall well-being?</p>	<p>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.</p>	<p>Support for improving emotional and social development</p>

Staff both teachers and teaching assistants have regular Continued Professional Development (CPD) training focusing on different areas of needs within Social, Emotional and Mental Health strand of the Code of Practice and the use of Relational Support Plans are embedded into provision.

We have a member of staff who is identified as our Mental Health Champion and 4 pastoral leads across the school.

All children access the Personal, Social and Health Education (P.S.H.E) curriculum and have access to pastoral support through explicit taught lessons as well as support from classroom staff. Children have opportunities to learn about internet safety, PANTS rule (an NSPCC approved scheme which supports children in understanding how they keep themselves safe from sexual abuse) and are always able to speak to staff. School has a Designated Safeguarding Lead (Mrs Clare Bedford) and Deputy Safeguarding Lead (Mr Andy Smith) as well as safe guarding officers. We talk with the children about the importance of having a 'Five Finger Network' that they use when they are worried. Regularly, and at least once per year, children are asked to draw around their hand and identify key adults at home and school who they can talk to if needed. This is then kept in school and children can refer to it as needed. If children struggle to identify key people, staff will support children in making the necessary networks.

School work in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies. We will always work collaboratively with parents to make sure that children have a successful time at school.

Information about administration of medicines can be found on the schools website <https://www.haywards.org/page/?title=Policies&pid=21>

Involving families

How will you help me to support my child's learning? When will we be able to discuss my child's progress?

Hayward's believes in involving and informing parents of decisions and actions made at every stage. School shares progress information with parents/carers through termly parent meetings, sharing of the 'My Plans,' Education Health and Care Plans (EHCP) Annual Reviews and for some families regular TAF meetings through the Early Help Assessment. Where a parent/carer raises a concern, then a meeting will be held to discuss actions and next steps.

There are also regular informal opportunities for contact about the child's progress in school through telephone calls or face to face communication. Initially, this would be with the class teacher. The SENDCo and/or Head Teacher would be involved if and when appropriate.

There are other opportunities for involvement and consultation with parents. For example:

- Open days
- Meet the teacher and class information sessions
- Parent forums which focus on a particular area such as home learning
- The school explains how learning is planned and how this can be supported outside of the school by sharing curriculum
- Weekly newsletters
- Tapestry accounts for EYFS

We offer a range of workshops throughout the year which will help parents understand how best to support their children at home. These workshops include:

- Supporting my child in the EYFS
- Early Maths
- Read, Write, Inc (RWI)
- Supporting my child with Reading
- Calculation Strategy and approaches

Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education

<p>How will my child be able to share their views?</p>	<p>All children at Hayward's may contribute their views about their educational support in the following ways:</p> <ul style="list-style-type: none"> - Self –evaluation and peer assessment - Pupil Surveys and questionnaires - School Council - Discussions with class teacher, teaching assistant, pastoral leads, family support worker, Assistant Head Teacher or Head Teacher - School Ambassador Program - Staff members asking specific children about their progress and likes by gathering their views to feed into Early Help Plans or EHCP Annual Reviews. 	<p>Arrangements for consulting with children with SEND and involving them in their education</p>
<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p>	<p>We work closely with the SEND departments of all schools and pre-school 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 meeting alongside the class teacher where appropriate.</p> <p>For children with SEND transferring from pre-school settings, the SENDCo and Reception teachers meet the pre-school managers to complete transition meetings sharing any reports, resources and provision that is already in place. The SENDCo and/or Family Support Worker will also join in with any TAF meetings during the summer term.</p> <p>When a child with SEND needs transfers to secondary school, the SENDCo from both schools and the current class teacher will hold a number of transition meetings and complete a transition document sharing the child's needs and provision in place. Additional visits to the secondary school is arranged during the summer term and when appropriate key members of staff from the secondary school will spend time at Hayward's getting to know the child. All documents are also shared with the secondary school.</p>	<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>

Staff skills and wider support

What skills do the staff have to meet my child's needs?

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 SLT (English lead 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 also links to 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.

Our highly trained and skills staff include staff who have had training in:

- Speech and Language including Speech and Language Link and Nuffield Early Literacy Intervention (NELI)
- Forest School
- Specialist PE teacher
- 3 members of staff hold the SENDCo Award
- Pastoral needs and mental health
- Dyslexia training
- Devon Graduated Response Toolkit
- Relational Support Plans
- Autism and the use of the AET Framework
- Boxall and Thrive
- Medical training including First Aid, Defibrillator and Diabetes Awareness and Management
- Bereavement

What specialist services are available at or accessed by the school?

Training can be school-led, led by an agency or by the learning community and can include visits to others schools, settings or conferences. The SENDCo (who gained the National Qualification for SEN Co-ordination in

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families

	<p>2014) will seek support from a range of outside agencies including: Educational Psychologist, Speech and Language Therapist, School Nurse, Occupational Therapist, Children And Mental Health Services (CAMHS), Bladder & Bowel, Children's Centre, Communication & Interaction Team, Social, Emotional & Mental Health Advisory teachers,</p>	
<p>What happens if my child needs specialist equipment?</p> <p>How accessible is the school and how does it arrange the facilities children need?</p>	<p>If specialist equipment is needed then the school will liaise with outside agencies such as the Occupational Therapists to ensure that the right equipment is provided to school.</p> <p>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. Our school accessibility plan, which highlights key areas for development, can be found here: https://www.haywards.org/page/?title=Policies&pid=21</p> <p>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 specialist equipment.</p> <p>Examples of equipment that we use daily and accessible to all children include: Chrome books, coloured overlays, writing slopes, timers, pencil grips, wedge cushions and writing slopes. For high needs children who have an EHCP in place funding is allocated to the school through the High Needs block funding.</p>	<p>How equipment and facilities to support children with SEND will be secured</p>
<p>How will my child manage tests and exams?</p>	<p>Class teachers, SENDCo and Head Teacher will have discussions with children and parents regarding access requirements for tests and exams. This is decided on individual needs. Some arrangements that can be put into place are:</p> <ul style="list-style-type: none"> - Additional time - Scribes - Movement breaks 	<p>Information regarding access arrangements</p>

Where can I get information, advice and support?

dependent on the nature of the complaint, the parent will be advised to consult with:

- The SENDCo
- The Head Teacher
- The Governors
- The Local Education Authority

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.

The SENDCo will be able to support parents further by signposting them to relevant services.

The Devon Information Advice and Support (DIAS) Service is available to give further impartial advice and support should you need it. Their website address is: <https://devonias.org.uk/>

Devon County Council site: Information, services and guidance in Devon is a useful website for families with links to support in all aspects of life: <https://www.devon.gov.uk/>

Where can I find out about other services that might be available for our family and my child?

Devon Children and Families Partnership site aims to make sure that children and families get the right support, in the right place at the right time. <https://www.dcfp.org.uk/>

The Children and Families Bill became active in 2014. From this date, Local Authorities and schools were required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25 years. This is known as the 'Local Offer.'

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

The support provided by Devon Local Authority for children with SEN and disabilities can be found at:

<https://www.devon.gov.uk/education-and-families/send-local-offer/>