



Hayes Meadow Primary School SEND Information report



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Hayes Meadow's Special Needs Coordinator (SENCo) is Mrs Morgan

Governor for SEN: Mr Jack Andrea

"We encourage our children to enjoy finding their own strengths, to develop and celebrate their unique gifts and talents."

We believe that all children should have their individual needs met and should be given equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Needs whatever those needs may be so that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.
<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

What is the Special Education Needs Information Report?

The Special Education Needs Information Report

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report.

Our objectives are to:

- Identify as early as possible those children with special needs
- Regularly inform parents of their child's progress
- Liaise regularly with external agencies
- Create individual learning plans where appropriate
- Plan and differentiate appropriate work for all children

Roles & Responsibilities of the Class Teacher

The class teacher is responsible for adapting and refining the curriculum to respond to the needs of all pupils. He/she monitors each child's progress, identifies, plans and delivers additional support.

All pupils are rigorously tracked in reading, writing and maths. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon. This may mean small group intervention or individual support. These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress. Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head Teacher and members of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion will highlight any potential problems in order for further support to be planned.

Roles & Responsibilities of the Special Needs Co-ordinator (SENCO).

The SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with Special Educational Needs. The SENCO liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. They also have regular contact with a wide range of external agencies that are able to give more specialised advice.

Roles & Responsibilities of the Head Teacher

The Head Teacher Mrs S Sivieri, is responsible for the day to day management of all aspects of the school, including the provision made for pupils with Special Educational Needs.

Roles & Responsibilities of the SEN Governor

The Governor with responsibility for Special Educational Needs is Mr Andrea. He is responsible for supporting the school in evaluating and developing the provision provided for pupils with Special Educational Needs throughout the school.

What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns. If you have further concerns, contact Mrs Morgan, the SENCO.

How does Hayes Meadow School know if children need extra help?

Some of the ways we know when pupils need help are if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress

How will I know how Hayes Meadow School supports my child?

We understand that children learn at their own pace so we closely monitor progress using Individual Learning Plans for children who need specific targeted support. All parents are invited to contribute to their child's Individual Education Plan and we will keep you informed of any progress that is made in meeting the targets in the plan. If a pupil has needs relating to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills, then the pupil may be taught in a small focus group. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning. You will be kept up to date with their progress and areas of concern.

Occasionally a pupil may need more expert support from an outside agency such as the Special Education Needs Service or the Educational Psychologist. A referral will be made after appropriate discussion and with your consent to seek further advice and support.

How will the curriculum be matched to my child's needs?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements to ensure that all children experience success and challenge in their learning. Grouping arrangements are flexible with opportunities for both ability and mixed ability groups to maximise learning opportunities for all.

Teaching Assistants (TAs) may be allocated to work with the pupil individually or in a small focus group to support more specific needs. If a child has been identified as having a Special Educational Need, targets will be set according to their area of need. These targets will be shared and reviewed with parents and carers.

How will I know how my child is doing?

You will be able to discuss your child's progress at Parents' Evenings. Your child's class teacher is available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher, SENCO or Head Teacher.

How will you help me to support my child's learning?

The class teacher may suggest ways of how you can support your child. Mrs Morgan may meet with you to discuss how to help your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.

If outside agencies have been involved, suggestions and strategies are usually provided that can be used at home.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. The Class Teacher and Teaching Assistant are readily available for pupils who wish to discuss issues and concerns. Children are also welcome to talk to Mrs Morgan (SENCO) or Mrs Sivieri.

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse and or doctors in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

The school seeks other medical advice for other conditions as the need arises.

Where necessary, and in agreement with parents/carers, medicines are administered in school in line with the school policy.

What training do the staff supporting children and young people with SEND receive?

- The SENCO attends Local Authority Briefings to keep up to date with any legislative changes in SEN.
- The SENCO attends local cluster termly training days.
- All staff in the school receives training to meet the needs of all the children attending the school at any point in time. This may include Deaf awareness training, Dyslexia Training, ASD awareness training, Diabetes training, Visual Literacy etc. etc.
- Termly staff meetings delivered by the SENCO ~ update staff on SEN information.
- Staff meetings are inclusive for our SEN children.

What specialist services and expertise can pupils access in school?

At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The agencies used by the school include:

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Welfare Officers
- Social Services
- Speech and Language therapy
- Occupational Therapy
- Community Paediatricians
- School Nurse

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational needs better, the Educational Psychologist will

generally meet with the parents and carers to give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

How will my child be included in activities outside the classroom including school trips?

Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

How will the school prepare and support my child when joining Hayes Meadow School. Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions with the previous school/nursery prior to the pupil joining.
- All pupils attending a session in their new class where they spend some time with their class teacher and meet other pupils.
- All doors are fully accessible with ramps where needed.
- A disabled toilet is provided.

How will you support my child when they are moving to a new class or changing school?

If your child is moving child to another school, we will make sure that all records about your child are passed on as soon as possible.

When moving classes within school, information will be passed on to the new Class teacher in advance and a planning meeting will take place with the new teacher. All children visit their new teacher.

Towards the end of Year 6, transition days and opportunities to visit the high school will take place. The SENCO will liaise with the high school with regard to Special Educational Needs of pupils as necessary.

How are the school's resources allocated and matched to children's special educational needs?

- The school's SEN budget is allocated to meet the needs of the children on the SEN Register.
- The progress and attainment of all children is tracked and resources are allocated according to need.
- The SEN budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed. For example, we purchase a Service Level Agreement with SENISS to support children who have specific learning difficulties.
- We also use the school budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with class teacher, Head Teacher and SENCO. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies if they are involved.

The level of support is linked to the complexity and severity of a pupil's needs.

There is an expectation that pupils should develop independent learning skills as far as possible and not become reliant on adult support.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher
- Discussions with the Head Teacher and SENCO

Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the Head Teacher and SENCO.

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