



Hayes Meadow Primary School SEND information report

		Awaiting photograph
Mrs Morgan SENDCo	Mrs Sivieri Headteacher	Mrs Cahalan SEND Governor

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

At Hayes Meadow, we believe every child belongs, is valued, and can succeed. We are committed to providing an inclusive education where all pupils flourish academically, socially and emotionally, regardless of their individual needs or starting points.

We recognise that children develop at different rates and that some will require additional support at different times in their school journey. Our inclusive approach reflects the SEND Code of Practice and is underpinned by our high expectations, strong relationships with all stakeholders and a commitment to ensuring every child achieves the best possible outcomes.

We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Who are the best people to talk to at Hayes Meadow Primary School about my child's difficulties with learning, special educational needs and/or disability?

Talk to your child's class teacher about your concerns. Talk to Mrs Morgan or Mrs Sivieri.

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'.

The QR code will take you to the Staffordshire Local Offer webpage



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 providing quality first teaching and then 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 when required.

All pupils are rigorously tracked in reading, writing and maths and all areas of the curriculum to identify where they may not be on track to achieve age related expectations. 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 in length 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 Headteacher 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 (SENDCo).

The SENDCo 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 SENDCo 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 Headteacher 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 SEND Governor

The Governor with responsibility for Special Educational Needs is Mrs Zoe Cahalan.

She 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 SENDCo.

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?

Our support for children takes a 3-tiered approach

Tier 1 - Universal Support

This is the 'Quality First Teaching' your child will receive from his/her teachers. The universal offer may include in-class group support with the curriculum. All classes are equipped to support children with speech and language, and communications needs.

Tier 2 - Targeted Support

It may be appropriate to consider making additional short-term special educational provision to remove or reduce barriers to your child's learning. Specific targeted one to one or small group interventions may be run outside the classroom. You will be kept informed of your child's progress towards learning outcomes via termly

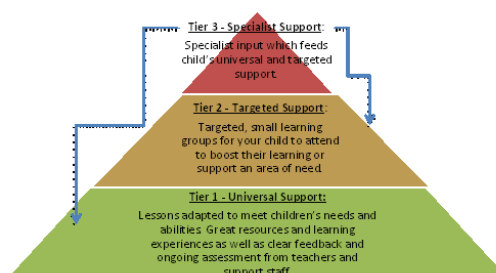
reviews.

Our targeted support includes Phonics intervention, Maths Pre teaching, Catch up reading, LEGO therapy, Zones of Regulation, nurture for 1:1 or small groups, lunchtime targeted play groups, staff led speech and language interventions, NELI.

The Hub provides a specialist provision for our pupils with complex special educational needs who have an Education, Health and Care Plan (EHCP) or are undergoing the statutory assessment process. Our pupils access a highly differentiated curriculum, with personalised learning targets and provision tailored to their individual strengths and needs through Sensory and Progressive groups. Provision is planned collaboratively by the Hub teacher and SENDCo, with progress assessed using B Squared, communication supported through Widgit symbols and Makaton, and ongoing liaison with local special schools to ensure best practice and continuous development of the provision. Where appropriate, pupils are fully included in whole-school events and experiences to promote belonging and inclusion. Admission to, and transition from, the Hub is guided by the school's separate Hub **Entry and Exit Policy**.

Tier 3 - Specialist Support

It may be necessary to seek specialist advice and regular long-term support from an external agency in order to plan for the best possible learning outcomes for your child. This could include the Educational Psychologist, CAMHs, Speech and Language Therapist, Occupational Therapist, Advisory Teachers, AIT and the Child Development Service. The school will prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through or an Educational Health Care Plan (EHC)



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. Teaching Assistants (TAs) or teachers 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. Some children may work within our 'Hub' for part of their school day to work on their specific targets.

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, SENDCo, Assistant Headteacher or Headteacher.

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.

For children with complex needs, a place in 'The Hub' may be offered (full or part-time). Here, children follow a highly differentiated curriculum tailored to their needs. This approach ensures they

can access learning alongside their peers while receiving extra support. The curriculum is designed to develop skills that will help your child gradually access mainstream education when ready.

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 (Headteacher)

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 SENDCo attends local cluster termly training days.
- The SENDCo and Headteacher attend the SEND & Inclusion HUBs
- 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.
- Termly staff meetings delivered by the SENDCo to update staff on SEND information.
- We liaise closely with special schools in our local area in particular 'The Grove' and The Rugeley School.
- Staff meetings are inclusive for our SEND 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)
- Vicky McTear – Specialist Dyslexia Services
- Educational Welfare Officers
- Social Services
- Speech and Language therapy
- Occupational Therapy
- Community Paediatricians
- School Nurse
- CYP
- Early Years forum

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.
- Access to our Hub and sensory room.

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

If your child is moving 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 through our school Pupil Passport 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 SENDCo 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 SEND budget is allocated to meet the needs of the children on the SEND Register.
- The progress and attainment of all children is tracked and resources are allocated according to need.
- The SEND 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, Headteacher and SENDCo. 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 Headteacher or SENDCo

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 Headteacher or SENDCo

headteacher@hayesmeadow.staffs.sch.uk

n.morgan@hayesmeadow.staffs.sch.uk

Review date: September 2027