

# SEN Information

Local  
Offer

The Children and Families Act 2014 requires school to prepare an SEN information Report to ensure that parents are fully informed about the provision the school is making for children and young people with Special Educational Needs and Disability (SEND). This SEN Information Report is the exemplification of the school's SEN Policy and is reviewed annually to ensure that it is meeting the broader requirements of the Children and Families Act 2014 and the related Code of Practice January 2015 and the Equality Act 2010.

This report has been written in line with the requirements of: -

- Children and Families Act 2014
- SEN Code of Practice 2014
  - SI 2014 1530 Special Educational Needs and Disability Regulations 2014
    - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
    - Schedule 1 regulation 51- Information to be included in the SEN information report
    - Schedule 2 regulation 53- Information to be published by a local authority in its offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

The report should be read in conjunction with the following school policies:

- Behaviour Policy
- Safeguarding Policy
- SEND Policy
- Complaints Policy
- Managing Medicines Policy
- Accessibility Plan
- Equalities Information

All available on the school website <https://www.hayes.torbay.sch.uk/>

## Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, p 4)

## Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. This definition provides a relatively slow threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' of Practice (2014, p5)

|  |   |
|--|---|
| Person with overall responsibility for SEN within school / college / organisation: | Debbie Torpey   |
| Contact Details:   | SENCO@hayes.torbay.sch.uk   |
| Web address of SEN Policy:   | <a href="https://www.hayes.torbay.sch.uk/">https://www.hayes.torbay.sch.uk/</a> |

## 1. What special education provision is available at our setting?



### What do we do here to meet your needs?

At Hayes, we have high expectations for all of our children. We believe in the importance of 'quality first teaching', which is provided for your child in order that they develop and progress as far as they are able. All of our teachers and learning support assistants support inclusion for all children. Where children are identified as needing additional support, extra provision is planned. The following interventions may be used to provide targeted support:

- 1: or small group work
- SENDCo support (Our SENDCo has the national Award for Special Educational Needs-coordinates the provision for SEND at Hayes and liaises with external agencies)
- SEAL and Baby SEAL (Social and Emotional Aspects of Learning) small group work
- THRIVE (reparative play therapy) individual/small group work to support social/emotional development
- Counselling (Our THRIVE Manager holds a diploma in Counselling)
- Pastoral/family support (We have a full time Pupil/Family Pastoral support worker)
- Forest School (We have a teacher who is a qualified Forest School Leader Level 3)
- School nurse advice available
- Speech and Language programmes
- Specific learning plans devised by the class teacher/SENDCo
- Specific Learning Difficulties (SpLD) interventions
- A range of literacy/numeracy interventions
- Tablets/other ICT access technology
- Access to Outreach Support

## 2. What criteria must be satisfied before children and young people can access this provision/service?



### What sort of needs would you have for us to be able to help you?

At Hayes Primary we follow the guidance as laid out in the Equalities Act 2010. All children are welcome regardless of any special educational needs. We discuss with parents how we will meet a child's special educational needs or disability, working in partnership with other agencies. If there is a waiting list, we follow procedures as outlined in our admissions policy. Please see our admissions policy for further information. <https://www.hayes.torbay.sch.uk/>

### 3. How do we identify the particular special educational needs of a child or young person?



#### How do we work out what your needs are and how can we help?

At Hayes, we follow the guidance set out in the SEN Code of Practice 2014.

We know when pupil need help if:

- Concerns are raised by parents/carers, teachers or the child
- There is a change in pupil's behaviour or progress
- We receive information on transfer from another school or from another agency identifying a particular need

Hayes School provides all children with a broad and balanced curriculum with 'quality first teaching' expected from all class teachers.

- Each pupil's learning programme will be planned by the class teacher so that it best meets the pupil's individual needs, with academic, social, emotional, and behavioural need of the child being taken into account.
- Pupil Progress Meetings are held each half term. This is a meeting where the class teacher meets with members of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential issues, in order for further support to be planned.
- When progress and attainment is lower than expected there will be a discussion with the SENDCo and extra support will be offered. This could be: small group interventions, 1:1 support, additionally support from Teaching and/or Pastoral Assistants or the use of additional equipment. We adopt a continuous cycle of Assess, Plan, Do and Review.
- Occasionally a pupil may need more expert support from Outreach Services, Health Professionals or an assessment from an Educational Psychologist. A referral will be made, with parental consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school.

### 4. How do we consult with parents and/or children and young people about their needs?



#### How do we find out about what you and your parents think you need help with?

Parents/Carers who wish their child to come to our school will be invited to view the school so that they can see for themselves the provision in action. We will discuss the child's needs with parents/carers and gather appropriate information to help the transition process to go as smoothly as possible.

- If the child is already receiving support from other agencies, a multi-agency meeting will be convened so that information sharing takes place.
- Parents/carers will receive regular feedback on the progress of their child from both the class teacher and the SENDCo, and have the opportunity to discuss their child's progress and the provision they are receiving. Where a child has an individual support plan, these will be shared with the parents/carers each term.
- The ways in which parents/carers can make a contribution to the delivery of the agreed targets will be discussed and agreed at these meetings.
- The school has high expectations that parents/carers will be actively involved in the education of their child. Interventions/additional support must be fully understood by parents/carer, in order that they can fulfil their commitment to support their child.
- Targets will be discussed with the child and they will be encouraged to give their opinion on what help they think they need to achieve their full potential. Parents/carers and pupils' views are also sought through questionnaires
- Parents of children with an EHCP are invited to contribute to the annual review which will, wherever possible, also include other agencies involved with the pupil

## 5. What is our approach to teaching children and young people with special educational needs?



### How will we teach you?

- We will provide a caring, stimulating environment where children gain confidence and self-esteem and consider themselves as valued members of the Hayes community
- We identify children with Special Educational Needs as early as possible in order to ensure that extra intervention is put into place as early as possible
- We support children with SEND in accessing the curriculum, particularly where they have difficulties with making progress with English and maths. We have intervention programmes for both of these subjects and children are taught in both small groups or on a 1:1 basis
- We will monitor your child's progress and review it regularly
- We will ensure that your child has equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities. We will ensure you are informed of your child's Special Needs, and promote effective partnership to involve outside agencies when appropriate
- We will refer to the various outside agencies when necessary. We will liaise with you to ensure your understanding of the support your child is having
- We will provide you with information so that you can continue to support your child at home
- We will maximise the opportunities for students with SEND to join in with all the activities of the school
- We keep a Special Educational Needs file with details of every child on the Special Needs Support Register. This information is reviewed and updated regularly

## 6. How can we adapt our curriculum for children and young people with special educational needs?



### What sort of things will you learn here?

When a child has been identified with special needs:

- Their work will be differentiated by the class teacher to enable them to access the curriculum more easily
- Teaching Assistants (TAs) may be allocated to work with the pupil in small groups or 1:1 to support the child and to target more specific needs
- They may be given an Individual Support Plan (ISP). Specific targets will be set according to their area of need, which will be regularly reviewed by school staff, including the SENDCo, and shared with parents each term
- If appropriate, specialist equipment may be provided. For example; writing slopes, pencil grips, coloured overlays

## 7. How will we ensure we get the services, provision and equipment that children and young people need?



**How will we make sure that you get all of the help that you need from different people?**

The school calls on the support of a variety of outside agencies and professions, including local authority advice, to gain access to expert guidance and specialist equipment.

However, there may be times when the school does not have resources and facilities to meet a particular need. Where this occurs, although the school will make every reasonable effort to do so, there may be occasions when it is not possible and the school will not be able to meet a specific need.

## 8. How is this provision funded?



**Who pays for this?**

- The school's budget includes money for supporting children with SEND. It is allocated each financial year and monitored by the Head Teacher, Governors and SENDCo
- Pupil Premium funding will also be made available to support children who may be particularly vulnerable as a result of the financial status of their family. Please see information about how pupil premium is spent on our web site or ask at the school office
- Additional provision for a child may be allocated after discussion with the class teacher at pupil progress meetings, or if they have raised a concern at another time during the year. It is used to provide additional support or resources
- Pupils with complex special educational needs and/or disability, who have an Education, Health and Care Plan (EHC Plan), previously a Statement of Educational Needs, have a "top-up" budget monitored by the Local Authority for additional support to meet identified needs

## 9. What additional learning support is available for children and young people with special educational needs and how do they access it?



**What else will we do to help you learn and how will this happen?**

At times, it may be necessary for us to consult with outside agencies in order to access more specialised advice/expertise. If additional support is needed, the school will seek support from other professionals such as:

- Educational Psychology service (at present the school has a 'buy back' agreement with regular visits booked in throughout the school year for referred pupil to access)
- Speech and language therapy/outreach service (at present the school has a service level agreement with this service which provides regular in school reviews of referred pupils by a therapist and a programme of work is provided for school staff implement)
- School nurse
- Paediatricians
- Outreach services
- CAMHS (Child and adolescent mental health service)

## 10. How do we support and improve the emotional and social development of children and young people with special educational needs?



### How can we help you learn about your feelings and relationships?

At Hayes, as an inclusive school, we believe that:

- Every child needs to feel that they belong, that they matter and that they are valued for their unique qualities
- Working in partnership with parents is vital, and that parental contributions are welcomed and valued

We believe that the healthy emotional and social development of all our pupils is at the heart of them being successful at school – making children ready and able to learn and make progress.

As a result, many staff at Hayes are THRIVE trained (an approach to supporting healthy emotional and social development). We offer 1:1 and small group THRIVE interventions, as well as lunchtime THRIVE support. We also have a Parent/Pupil Family Support Worker who works with both pupils and parents in school, and can signpost parents to help and support available in the wider community.

## 11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



### How can we help you to get ready to change to a different place or to leave here?

Many strategies are in place to ensure that transition is as smooth as possible. These include the following:

- Home visits from our Foundation Stage staff, as well as an induction meeting prior to starting Nursery
- Liaison between the previous or receiving schools prior to the child leaving/joining
- Discussion with the School Nurse, Health Visitor or Portage worker, as appropriate
- Liaison between class teachers prior to children moving classes
- All children have a transition session where they are able to meet their new teacher/spend time in the classroom
- Enhanced provision arrangements in the form of extra visits are arranged for children who will benefit from additional time prior to moving to secondary school
- Secondary school staff visit children here and liaise with our staff at Hayes prior to them joining their new school
- Where a pupil has more specialised needs, a separate meeting may be arranged with our SENDCo and the SENDCo of the secondary school, including the parents/carers and the child where appropriate
- Written information regarding the child is passed on to the next school

## 12. What other support is available for children and young people with special educational needs and how can they access it?



### What other help can we give you or help you to get?

School staff and the SENDCo can signpost parents and carers to other services available and we support and encourage parents to engage with these services. In addition, the Torbay Family Information service directory is a good online source for ideas on available support and services (<http://fis.torbay.gov.uk/kb5/torbay/fsd/home.page>)

SENDIASS Torbay provides free impartial advice, support and advice for parents and carers of children with SEND. They can be contacted on: 01803 212638  
Website <http://sendiasstorbay.org.uk>

## 13. What extra-curricular activities are available for children and young people with special educational needs?



### What other activities can you do here?

We have various different clubs running at different times throughout the school year. These are either run by internal school staff or outside visitors, subject to the necessary safe-guarding checks. As an inclusive school, all clubs are open to all pupils regardless of ability or specific needs.

#### 14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

All pupils on the SEN Support Register have an Individual Support Plan which is reviewed termly and discussed with the class teacher, SENDCo, parents/carers and child. The provision is reviewed and new targets are set, based on the progress and attainment of the child. Termly data is collated, and school and parents can track pupil progress and review the effectiveness of the plan. When pupils are achieving in line with their peers, additional support may no longer be needed. For pupils with an EHCP (Education and Health Care Plan), long term aims and specific objectives are reviewed each year at the Annual Review Meeting.

#### 15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?



All teaching and learning is regularly reviewed through monitoring of lessons by senior staff, using OFFSTED guidance. The impact of specific interventions used in the school is monitored through analysis of pupil progress data at half term meetings. Individual interventions are monitored through regular data review meetings, where staff is able to discuss the needs, progress and attainment of individual pupils, including those with SEND. Parents are encouraged to comment on provision through termly parent/teacher consultations or by making an appointment to see the teacher or SENDCo. Parents also have the opportunity, and are encouraged to complete a parent questionnaire at Parents Evenings. Children with SEND are given opportunities to comment through: self-assessment, pupil conferencing, and contributing to the School Council.

#### **What our parents say:**

“My son struggles in most areas of the curriculum and has considerable issues with concentration. He has been fully supported by the TA who has worked with him on an individual, group and class basis. This has given him confidence in tasks, and allowed him to reach his maximum potential.”

“My daughter has been really well supported through THRIVE and counselling. She has built up a great relationship with members of staff.”

Since my daughter has been diagnosed with Meares Irlen Syndrome, the school have been really supportive and have made all the necessary changes to suit my daughters learning. I am overwhelmed by the change in her attitude towards reading and writing, and her confidence has flourished overnight.”

#### **What our children say:**

“I like school a lot, it’s fun! The teachers help me when I am stuck.”

“I get help with my sounds and reading. I really like maths and literacy.”

“Mr X helps me and it’s fun! I like school, I actually love school!”

“I like reading because it tells a story. I love school because I like being here and I like working.”

### **16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?**



**How do we make sure that everyone that works with you has the right skills and can do the right things to help you?**

Training for all staff is regarded as an important part of school improvement at Hayes. All staff are encouraged to seek out or are signposted to relevant training to support and improve their role through our performance management/appraisal process.

Different members of staff have received training related to SEND, based on the needs of the children they are working with. Examples of training include the following:

- Whole staff THRIVE training to support pupils with social and emotional development
- Speech and Language training to support pupils with speech, language and communication difficulties
- Whole school positive behaviour management training to support pupils with challenging behaviour

The SENDCo attend the local SEN Network meetings which informs us of the relevant training/updates and allows schools attending to share examples of good practice.

### **17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?**



**How do we make sure that your parents know how we can help them?**

Hayes maintains a Special Needs Support register, and parents are informed of any identified needs or difficulties.

Parents are encouraged to comment on provision through termly parent/teacher consultations/review meetings, including information about Individual Support Plans, or by making an appointment to see the teachers or SENDCo.

Where more regular contact is considered appropriate, arrangements can be made for more regular contact. For example, a child may have a home/school book for daily contact, or there may be regular review meeting with parents or children on partial support programme or who may be on a part-time timetable.

## 18. How can parents, children and young people make a complaint about our provision?



### What can you do if you are not happy about something that has happened here?

At Hayes, we would always do our very best to work closely with parents and pupils to resolve concerns before it got to the stage of a complaint. If any parent has a concern they would be encouraged to meet with the class teacher initially, a then with the SENDCo or Head Teacher. In the event of a dispute, the School Governors, Head Teacher and Local Authority will work closely with parents to come to an agreed resolution. Parents are able to download the school's complaints procedure from the school website, or you can request it from the school office.

## 19. How can parents, children and young people get more information about the setting?



### How can you find out more about us?

If you would like more information about what Hayes can offer children with SEND, please contact us on 01803 557336 to arrange a visit, or visit our school website [www.hayes.torbay.sch.uk](http://www.hayes.torbay.sch.uk) or email us at [admin@hayes.torbay.sch.uk](mailto:admin@hayes.torbay.sch.uk)

### Information:

**Date: September 2019**  
**Headteacher: Mark Hanbury**  
**SEN Governor: Alex Howarth**  
**SENDCo: Debbie Torpey**

