Hayfield School's SEND Information Report

"To raise the aspirations of every child and give them confidence to fulfil their potential through positive experiences"

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How does Hayfield School know if children need extra help and what should I do if I think my child may have special educational needs?

All pupils that attend Hayfield School have a Statement of Special Educational Needs or an Education Health Care Plan, which describes their individual areas of special needs and informs his/her individual education plan. Hayfield School caters for children with Moderate Learning Difficulties, Social Communication Difficulties and other associated needs.

Currently class sizes at Hayfield range from 6 (for more complex needs), up to three older classes having between 14 and 16 children in.

As all classes have high staffing ratios each teacher is able to quickly identify any requirements for additional support on an ongoing basis throughout the year and discusses these in pupil progress meeting with senior leaders and parents.

The classteacher is the first point of contact for parents who think their child has developed additional needs and so may require alternative support.

How will Hayfield School staff support my child?

Each class has a high staff pupil ratio. The classteacher plans for all the pupils in his/her class, differentiates accordingly to suit the pupil's individual needs and is responsible for the assessment of their progress. Children are taught as a whole class, as groups, or 1:1 by both the class teacher and the teaching assistants.

Pupil progress meetings are held each term to discuss the progress of pupils with the Headteacher. These meeting focus on the targets that have been set for the child to attain by the final term in the Summer. The shared discussions will highlight what further support or intervention may be needed to increase progress and bring the child back on track to meet end of year targets.

A formal review (The Annual Review of the EHCP) is held once a year to discuss your child's progress, their current areas of special needs and any additional needs which have been identified

At Hayfield your child's needs are met through a wide range of approaches or intervention. Examples of interventions, approaches or strategies are : Social stories, fine motor skills, co-ordination, memory, speech and language programmes; Thrive Approach and SCERTS (Social Communication Emotional Regulation and Transactional Support.

Individual Support Plans outline targets and strategies planned for your child and copies of these sent home following a meeting with the class teacher and class team..

Hayfield School deploys a Speech and Language Assistant one half day a week, who works closely with the classes to deliver language targets. The school also buys in Occupational Therapy expertize to particularly work with children with Sensory Difficulties

If your child needs expert support other outside agencies such as a Paediatrician, NHS Occupational Therapy, CAMHS etc a referral will be made, with your consent.

The Governors at Hayfield School are responsible for the overseeing of all procedures in school and are regularly in school.

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

We believe it is important for children to develop relationships with a number of adults at Hayfield School and ensure all staff understand a child's SEN.

At Hayfield we follow two curriculum pathways that are followed depending on the needs of your child. Hayfield has a more 'formal' curriculum based on the National Curriculum and includes all the mainstream subject areas but has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. Phonics is taught discretely and is embedded across the curriculum.

Access to the curriculum is important to ensure we get right for children with Literacy and Numeracy difficulties and the school uses a wide variety resources to facilitate access to the curriculum, including: Numicon, Clicker 6, coloured overlays and ipads apps. It maybe your child needs specialist equipment eg. Writing slopes, pencil groups, posture support cushions and chairs and will be provided by school to help your child make progress.

Our children are consulted about their preferred learning style and what best supports them in their learning journey. They make progress in many ways not only through academic achievement. We teach using approaches to develop confidence, resilience and independence and offer opportunities for these skills to be transferred across the school setting.

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

Copies of your child's ISP will be sent home when they are reviewed and new targets set. Parents Evenings are held termly for teachers to discuss your child's progress. . At the end of each year you will receive a written report outlining progress made over the year and targets for your child to aim for the following year.

As all our children have Literacy difficulties, including reading and spelling difficulties, it is expected that they will be working outside their age related expectations as they progress through school. Parents are therefore asked to support their child's learning by completing reading and spelling homework set daily to maximise progress made while at Hayfield School.



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

Your child's well being and emotional health is as important as their academic progress. Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self esteem. High staffing levels enable additional time as required to support the emotional well being of individual children. Individual behaviour plans are used should there be the additional need.

The school offers a wide variety of pastoral support for pupils who encountering emotional difficulties, including:

- Teachers and Teaching Assistants readily available to discuss issues and concerns
- Clinical Psychologist, half a day a week, giving 1:1 sessions to identified children with low self- esteem and emotional difficulties. (School funded)
- Pressure Point Support Project, half a day a week, provides flexible early intervention to support children and families in need.
- Clubs and extra adult supervision from Teaching Assistants and Senior Leaders at lunchtime to support children who find them challenging.
- Pen Portraits are written with our pupils with social communication difficulties and their parents, to find out more about their views on school and their likes and dislikes. These are shared with adult stakeholders within school to help them support the child's learning and behaviour in school.
- If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the School Nurse – Lorraine, in consultation with parents/carers.
- Most Teaching Assistants are trained in first aid and in agreement with parents/carers medicines are administered in school but only where a signed medical consent form is in place to ensure the safety of both child and staff member.
- All staff are trained on how to use a defibulator and school has one on the premises.
- Teaching Assistants in the ASC classes have been trained by the incontinence nurse so are able to support children with toileting needs and follow the school's intimate care policy.
- All staff have been trained in Team Teach and receive refresher training when needed. Positive handling is used as a last resort to support a child's behaviour and only when the child is putting themselves or others at risk.

We pride ourselves on how we promote children's well being and emotional health at Hayfield School.

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

- Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behavioural and social needs of our children. The school accesses a range of specialist services including:
- School Nurse – weekly visits
- Speech and Language Therapist – one full day a week
- Occupational Therapist
- Educational Psychologists
- Clinical Psychologist- half a day a week clinic
- Physiotherapists
- Pressure Point
- Educational Welfare Officer
- Vision and Hearing Support
- Social services – Wirral Gateway
- Social Care Family Support Worker
- Paediatricians
- Local Authority Statement Team
- Wired/Parent Partnership
- Wirral Autistic Society
- Child and Family
- Minority Ethnic Achievement Service (MEAS)
- Special Educational Needs Assessment Advice Team (SENAAT) – Hayfield School runs the service

What training are the staff supporting children and young people with SEND had or are having?

Teachers at Hayfield School are specialist in teaching children with SEN and have got qualifications in Dyslexia, Autism or SEN. All staff, both teachers and teaching assistants have received training in Team Teach and mandatory safeguarding , manual handling and fire training.

Different members of staff have received training related to SEND including session on:

- Autism
- Social Communication Difficulties
- Speech and Language
- Dyslexia
- Dyscalculia
- Occupational Therapy and strategies to use within the classroom
- Social Emotional Behavioural Needs
- First Aid
- Intimate Care and Toileting
- Inclusive Physical Education from Claremount Sports College

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

As a fully inclusive school, all children participate in whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part.

Parents are asked to give generic permission for their child to participate in activities in support of the curriculum ie. A visit to the local church etc. Hayfield School uses the LA's Evolve system to plan all educational trips and children are risk assessed to enable them all to participate. If it is deemed an intensive level of 1:1 support is required a parent/carer may be asked to accompany their child during the activity.

How accessible is the school environment?

Hayfield School is a single story building and fully accessible. The building is light, classrooms have plenty of access, doors are wide and the site is both safe and secure. Display in the school is 'low arousal and considerate to sensory needs of our children with Sensory issues. We have a sensory room and areas in school for children to 'break-out' when in need of quiet. We have changing areas in two of the bathrooms.

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

On a daily basis the classteacher determines the level of support for individual children within the class. When children whose SEN circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this may be. Typically this support continues to be provided from within the class, but may be targeted at specific times. If evidence suggests that even higher levels of support maybe beneficial this is agreed by senior leaders as the resource is provided within the school. Due to the high levels of staff in each class this is not required very often and only in extreme situations would this additional support be requested from the Local Authority.

How are Hayfield School's resources allocated and matched to children's special educational needs?

Each child receives support matched to their own level of special educational need. This will vary across each day and throughout time in our school, as the level of support is directly related to their needs and circumstances.

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

*During parents evenings

*Parent workshops

*During discussions with other professionals

*Secondary transition meetings

*Annual reviews

*Parent coffee mornings

How will the school prepare and support my child when joining Hayfield School School or transferring to a new school?

Parents and children are welcome to look around Hayfield School at any time to see what excellent provision we offer and whether you feel we can meet the needs of your child.

Once a place has been confirmed at Hayfield School, we will contact your child's school and find out as much information as possible about your child. Your child if particularly worried or anxious will be offered some transition visits and an opportunity to meet their new class teacher and class friends . Often we find a short transition is most successful. The LA will liaise with the transport department and an official start date will be agreed.

If your child is going to be joining us at the start of a new school year; you will be invited into school for some enjoyable transition meetings. You will come to these with you child. On joining Hayfield School children with ASC have a personalised social story about school and the adults/children in their class to ensure a smooth transition.

Transition to secondary school can be a worrying time for both parents and the child so at Hayfield School we do extra transition visits and talk at length to Secondary teachers about the children's special educational needs. We ensure all paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally.

Who can I contact for further information?

- The first point of contact for anything related to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Class DoJo, Tapestry and Home School books can be used for communication or staff are always available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please telephone the school office on 677 9303.
- For matters not directly related to your child's progress parents are invited to contact the school office and the Deputy or Headteacher will be available to talk to you.
- If you feel your matter still has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website under policies.
- Considering a special school for your child can be a daunting time and we have parents and parent governors who are happy to talk with prospective parents to share their experiences of Hayfield School and answer any questions you may have.

