



# WIMBORNE Academy Trust

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AT HAYESWOOD FIRST SCHOOL

<p><b><u>Hayeswood First School</u></b> Cutler's Place Colehill Wimborne Minster Dorset BH21 2HN Tel: 01202 882379 Email: office@Hayeswoodfirstschool.org Web: hayeswoodfirstschool.net</p>	<p><b><u>About Us</u></b> We are an academy first school for pupils aged 4-9 years of age, within Wimborne Multi-Academy Trust. Children are grouped into 5 single year group classes from Reception to Year 4 inclusive. On leaving Hayeswood First at the end of year 4, a large majority of pupils transfer to St Michael's CE Middle School in Colehill, approximately 1.5 miles away.</p>	<p><b><u>Our Accommodation</u></b> Our school has 6 classrooms, two small 'break-out' rooms, a working room, a library, an ICT suite and a hall. The school has large classrooms, and both grassed and tarmac play areas. There is also an Early Years outdoor learning playground.</p> <p><b><u>Specialist Facilities</u></b> There are no SEND specialist facilities currently on site at Hayeswood First School but a disabled toilet is available</p>
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### **If I am concerned that my child at Hayeswood First School has difficulties with learning, Special Educational Needs and/or Disabilities, what should I do?**

Step 1. Speak to your child's class teacher, preferably at a time when both of you can have an extended conversation. Explain your concerns as fully as possible. Agree together a way forward to best meet your child's needs. This may then lead on to step 2, or you may wish to proceed directly to step 2, as detailed below.

Step 2. Arrange a time, via the School Office, to see the SEN Leader to discuss your child's needs further.

### **If the school has concerns about my child's learning, how will they let me know?**

At parent consultation meetings each term your child's teacher will update you regarding your child's learning, including their attainment, relative to national expectations, and their progress. If there are concerns then these will be communicated as part of this termly update process. Urgent concerns may be raised at any time during the school year outside of the usual parent consultation process. The school seeks always to keep parents fully informed and is committed to planning for success in partnership with parents at every stage.

### **Once my child is identified as having additional learning needs, what will happen next?**

Class teachers assess each child's progress regularly and meetings are held termly between class teachers, senior leaders and the SENCo to discuss the progress of all pupils across the school. During these meetings, provision for pupils whose progress is below expected is discussed in detail. The school responds using a three stage process: 1. Plan: an individualised provision plan will be written to support your child in overcoming their learning barriers. This plan contains specific outcomes for children's progress and will be shared with parents at the earliest opportunity. 2. Do: The provision detailed in the plan will be put in place in school, and any home support agreed with parents. 3. Review: The child's individual plan will be reviewed termly and progress with achieving outcomes will be evaluated. The reviewed plan will also be shared with parents, enabling parents to contribute to the review.

### **What will happen if, despite the support provided, my child continues not to make progress with his / her learning?**

After following the three-stage process, any ongoing concerns will be further discussed in school and with parents, and outside agency support will be sought if appropriate. This will enable specialist agencies to advise the school and confirm that the provision is the most effective possible in order to meet needs. The child may be placed on the school's Special Needs Register at this stage. This will be discussed with parents. Once pupils are placed on the SEN register, their progress will continue to be reviewed termly and if their learning barriers are effectively addressed they may cease to be placed on the register in due course.

At HFS we also recognise that needs are sometimes affected by other factors, which are not educational but nevertheless impact on learning. Below are some examples of other influences upon progress:

- Attendance and punctuality
- Behaviour where there is no underlying SEN
- Bereavement and family issues
- Disability where there is no impact on progress and attainment
- English as an additional language
- Health and welfare
- Looked after and previously looked-after children
- Pupil premium pupils
- Service children

These needs are also supported through our joint working with professionals and services such as Early Help, Attendance Officers, Mosaic, Dorset's Virtual School, The Educational Psychology Service and Dorset Multi Agency Service Hub.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, the content of the lesson, etc.
  - Adapting our resources and staffing
    - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### Access to Extra-Curricular Opportunities

All extra-curricular opportunities are open to pupils with SEND, without exception. The school encourages pupils with SEND to play a full and active part in extracurricular school life and will review this as necessary.

### Contact us;

The first point of contact is always the class teacher then Sarah Fairman the school's SENCo or the head teacher. All of these people can be contacted through the school office.

Our academy committee member linked to SEND is Behula Johnson, she can be contacted via the school office.

In the unlikely case that a formal complaint needs to be made about our SEN service contact should be made with Mrs Liz West the CEO of Wimborne Academy Trust. 01202 922670

A link to our complaints policy is [here](#)

By email: [info@wimborneacademytrust.org](mailto:info@wimborneacademytrust.org)

## Types of Support Available for Children with SEND (and their families) at Hayeswood First School

Category of Need	Support available (dependent on the school's assessment of children's needs)
Communication and Interaction	<ul style="list-style-type: none"> <li>● Support with the articulation of speech, transferring spoken sounds into their written form and vice-versa;</li> <li>● Support with receptive language to build an understanding of vocabulary, phraseology and key question starters;</li> <li>● Support with higher-level language difficulties, including the understanding of complex sentences, the expression of more advanced ideas, humour, inference and literal/figurative interpretation;</li> <li>● Support in a small group setting with social interaction skills, including parallel learning, co-operation, collaboration, communication and compromise;</li> <li>● Support with the development of imaginative capacity;</li> </ul>

	<ul style="list-style-type: none"> <li>● 'Emotional literacy' support to develop social interaction skills and enable appropriate expression of emotion in a social context;</li> <li>● Support and training for teaching staff to maximise the effectiveness of provision.</li> <li>● Regular monitoring of SEND provision by the school's inclusion leader;</li> <li>● Referral to specialist health and/or educational professional for advice, support and monitoring.</li> </ul>
Sensory and / or Physical Needs	<ul style="list-style-type: none"> <li>● Support in school to provide enhanced sensory stimulation / feedback;</li> <li>● Support with the development of gross and / or fine motor coordination skills through targeted programmes;</li> <li>● Adaptations to the environment and / or specialist equipment to support pupils with sensory or physical needs, as advised by the LA specialist team or local health professionals;</li> <li>● Support and training for teaching staff to maximise the effectiveness of provision.</li> <li>● Regular monitoring of SEND provision by the school's inclusion leader;</li> <li>● Referral to a specialist health and /or educational professional for advice, support and monitoring</li> </ul>
Social, Emotional and Mental Health	<ul style="list-style-type: none"> <li>● Support to develop appropriate expression of emotions, and to secure emotional self-awareness and appropriate emotional self-regulation;</li> <li>● Regular opportunities to communicate with a key adult (and if appropriate also a circle of trusted peers) to enable effective expression of emotions and to reduce /eliminate perceived isolation;</li> <li>● Support in forming positive productive peer relationships and establishing positive communication;</li> <li>● Support for peers to ensure that behaviour of individual pupils with identified needs does not adversely impact learning for the wider group;</li> <li>● Support and training for teaching staff to maximise the effectiveness of provision.</li> <li>● Support for the child, and where appropriate also for the family, through the Common Assessment Framework process;</li> <li>● Regular monitoring of SEND provision by the school's inclusion leader;</li> <li>● Referral to specialist health and/or educational professionals, for advice, support and monitoring.</li> </ul>
Cognition and Learning	<ul style="list-style-type: none"> <li>● Teaching programmes and approaches matched to the needs of the individual child.</li> <li>● Teaching adapted by adjusting the level, pace, learning style, amount and nature of adult support, resources used (including technology) and the learning environment as appropriate to the needs of the child.</li> <li>● Specialised teaching programmes implemented as appropriate to meet specific learning needs. Support and training for teaching staff to maximise the effectiveness of provision.</li> <li>● Regular and systematic monitoring of pupil progress with parental feedback opportunities.</li> <li>● Timely responsive adjustments to provision in the light of progress made.</li> <li>● Regular monitoring of SEND provision by the school's inclusion leader;</li> </ul>

- Assessment of cognition / learning needs by specialist qualified SEN teacher;
- Referral to specialist health and / or educational professionals for advice, support and monitoring

### **SEND Needs currently at Hayeswood First School**

Our school currently has 8% are identified as having a SEN. Schools use lots of letters when discussing SEN. A guide to some of the common acronyms can be found [here](#).

Our school currently provides additional and/or different provisions for a range of needs, including

- Communication and interaction, for example, autistic spectrum disorder, and speech and language difficulties. We currently have 33% who have this area as their main SEN.
    - Cognition and learning, for example, dyslexia. We currently have 41% who have this area as their main SEN.
  - Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD). We currently have 17% who have this area as their main SEN.
  - Sensory and/or physical needs, for example, visual or hearing impairment. We currently have 9% who have this area as their main SEN.
- However, pupils may have needs in more than one category of need and we aim to ensure that plans match individual learning requirements.

### **How does the school allocate extra support to pupils?**

The school maintains an 'Inclusion Register' of all pupils with additional identified needs of any kind. This includes pupils with SEND, pupils eligible for Pupil Premium funding, pupils with medical and healthcare needs, pupils with English as an additional language, pupils known to be in challenging circumstances (e.g. they may act as a carer for an adult member of the family), amongst other categories. The school prioritises the use of its resources, including staffing hours, equipment and finances, wholly due to pupil need. Those pupils whose learning and well-being needs are relatively high will attract a proportionately greater share of resources. The school regularly reviews its allocation of resources through its monitoring processes which take into account academic achievement, pupil well-being, engagement and participation. The levels of support offered to children may well change over time as a result of this monitoring, and this will be shared and discussed with parents as part of ongoing consultations.

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

Hayeswood First School has close links with external agencies and specialist services including Educational Psychologist, Child and Adolescent Mental Health Services, Speech and Language Support, Hearing and Vision Support, Occupational Therapy Services, Locality and Family Support Team.

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

Ongoing training is built into our School Development Plan and is provided to all staff to enable them to effectively support the pupils with SEND throughout the school. Training offers staff awareness of strategies and approaches to a diverse range of needs. Training is provided by a range of agencies within Dorset Local Authority. In the last academic year training has included Safeguarding, Pre-Teach training, epi-pen training,

PEIC-D, Precision Teach training, Aces and mental health, specialist teacher training around behaviour support and sensory overload. We have one TA who has completed the ELKIN training and one who is trained to support refugees.

**How will my child/ young person be included in activities outside this classroom including school trips?**

All curricular provision and extra- curricular opportunities are carefully planned to ensure that they are made accessible to all pupils including those with SEND. There are no exceptions, wherever necessary we make reasonable adjustments to provision to ensure inclusion of all children. Hayeswood First School encourages children with SEND to take an active part in all aspects of their learning. Strategies that are employed in the classroom will be extended when extra - curricular activities such as school trips occur

**How does the school respond to behaviours resulting from a child's special educational need?**

The school recognises that every child has both a right to learn and responsibility to ensure that others can learn too. This philosophy underpins the school's behaviour policy. Children with special educational needs are supported in every way, including with their behaviour and social interaction.

**Other than the class teachers, who else is providing services to children with SEND at Hayeswood First School?**

**a) Directly funded by the school**

- Support staff team, comprising 5 class-based teaching assistants, 1 emotional literacy support assistant (ELSA), all staff trained in supporting pupils with sensory needs.
- SEN leader overseeing, monitoring and evaluating the provision across the school, working with the Trust and the Local Authority and liaising with outside agencies including educational / health professionals.
- Partnerships with qualified specialists providing pupil assessments and reviews and giving advice and support to teaching staff.

**b) Paid from central healthcare / education budgets but delivered in school**

Speech and language therapist appointed by the local health authority, assessing, monitoring and reviewing pupils in school with speech, language and communication needs; School health team, appointed by the local health authority, providing support to the school in meeting pupils' medical / healthcare needs.

- Educational psychologist to support the school's provision in meeting the needs of learners with more complex profiles;
- Behaviour support service, appointed by the local education authority, to support the school's provision for pupils presenting with challenging behaviour.

**What are the arrangements for supporting children and young people who are looked after by the local authority and have SEN?**

Looked After Children (LAC) with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. The process will start with a Short Note and following the identification of need a Support Plan or EHCP to meet the requirements of the pupil and the addition of a PEP (Personal Education Plan).

When a child becomes looked after his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their

potential and reflects any existing education plans, such as an EHCP, SEN Support Plan or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

### **How are pupils with SEND supported in moving to Middle School?**

We have excellent communication with the middle schools to whom we send pupils at the end of year 4. Pupil information is shared so that children feel 'known' as soon as they move up to their new schools. If required, the school can arrange personalised transition plans for SEND pupils and their families, enabling them to make additional visits to middle school over and above the planned transfer days.

### **How can parents / carers get involved?**

We consider the involvement of parents to very important and the key to the children's success is when all parties are working together. In the first instance parents /carers should speak to their child's class teacher to find out how they can support their own child's learning. Parents can also discuss this with the school's inclusion leader. Parents or carers wanting to support in class during school time should also in the first instance speak to their child's class teacher.

If appropriate the following outside agencies are available to support families of children with SEND.

- Dorset family partnership zone - support and work with families in a variety of ways including access to parent support groups.  
[www.dorsetforyou.gov.uk/east-dorset-family-partnership-zone-contact](http://www.dorsetforyou.gov.uk/east-dorset-family-partnership-zone-contact)
- Children's centres - provide parenting advice, support and information, home visits and parenting groups  
[www.dorsetforyou.gov.uk/childrens-centres/wimborne](http://www.dorsetforyou.gov.uk/childrens-centres/wimborne)
- Dorset Special Educational Needs Information, Advice and Support Service (SENDIASS) offers impartial information and support to parents and carers of children with special educational needs [www.dorsetforyou.gov.uk/parent-partnership-service](http://www.dorsetforyou.gov.uk/parent-partnership-service)
  - Dorset Parent, Carer Council - provide a voice for parents <http://www.dorsetparentcarercouncil.co.uk>
  - For additional information about Dorset's Graduated Approach please click [here](#)