



WIMBORNE

Academy Trust

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AT HAYESWOOD FIRST SCHOOL

<p><u>Hayeswood First School</u> Cutler's Place Colehill Wimborne Minster Dorset BH21 2LZ Tel: 01202 885279 Email: office@Hayeswoodfirstschool.net Web: Hayeswoodfirstschool.net</p>	<p><u>About Us</u> 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><u>Our Accommodation</u> Our school has 6 classrooms, two small 'break-out' rooms, 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><u>Specialist Facilities</u> 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 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. At this stage, the child may be placed on the school's Special Needs Register. 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.

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 the extracurricular school life and will review this as necessary. Some clubs may be targeted specifically at key groups of pupils, e.g. those who would benefit from opportunities for additional physical challenges.

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.

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

By email: 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">• Support with articulation of speech, transferring spoken sounds into their written form and vice-versa;

	<ul style="list-style-type: none"> ● Support with receptive language to build understanding of vocabulary, phraseology and key question starters; ● Support with higher level language difficulties, including the understanding of complex sentences, the expression of more advanced ideas, humour, inference and literal / figurative interpretation; ● Support in a small group setting with social interaction skills, including parallel learning, co-operation, collaboration, communication and compromise; ● Support with the development of imaginative capacity; ● 'Emotional literacy' support to develop social interaction skills and to enable appropriate expression of emotion in a social context; ● Support and training for teaching staff to maximise the effectiveness of provision. ● Regular monitoring of SEND provision by the school's inclusion leader; ● Referral to a specialist health and/or educational professional for advice, support and monitoring.
Sensory and / or Physical Needs	<ul style="list-style-type: none"> ● Support in school to provide enhanced sensory stimulation / feedback; ● Support with the development of gross and / or fine motor co-ordination skills through targeted programmes; ● 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; ● Support and training for teaching staff to maximise the effectiveness of provision. ● Regular monitoring of SEND provision by the school's inclusion leader; ● Referral to a specialist health and /or educational professional for advice, support and monitoring
Social, Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> ● Support to develop appropriate expression of emotions, and to secure emotional self-awareness and appropriate emotional self-regulation; ● 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; ● Support in forming positive productive peer relationships and establishing positive communication; ● Support for peers to ensure that behaviour of individual pupils with identified needs does not adversely impact learning for the wider group; ● Support and training for teaching staff to maximise the effectiveness of provision. ● Support for the child, and where appropriate also for the family, through the Common Assessment Framework process; ● Regular monitoring of SEND provision by the school's inclusion leader; ● Referral to specialist health and/or educational professionals, for advice, support and monitoring.

Cognition and Learning	<ul style="list-style-type: none"> ● Teaching programmes and approaches matched to the needs of the individual child. ● 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. ● Specialised teaching programmes implemented as appropriate to meet specific learning needs. Support and training for teaching staff to maximise the effectiveness of provision. ● Regular and systematic monitoring of pupil progress with parental feedback opportunities. ● Timely responsive adjustments to provision in the light of progress made. ● Regular monitoring of SEND provision by the school's inclusion leader; ● Assessment of cognition / learning needs by specialist qualified SEN teacher; ● Referral to specialist health and / or educational professionals for advice, support and monitoring
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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.

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

As a rights respecting school, 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 Colehill First School?

a) Directly funded by the school

- Support staff team, comprising 5 class based teaching assistants, 1 emotional literacy support assistant (ELSA), 1 specialist teaching assistant providing speech and language support, and 2 specialist teaching assistant providing support for 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.

- 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.

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?

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
- Children's centres - provide parenting advice, support and information, home visits and parenting groups
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
 - Dorset Parent, Carer Council - provide a voice for parents <http://www.dorsetparentcarercouncil.co.uk>