

## The Hayfield School

### Brief description of the school

The Hayfield School is an 11-18 Academy with approximately 1100 pupils on role. In February 2014 it was judged to be a good school with several outstanding features, with GCSE results significantly above the national average. Our success places us amongst the highest achieving schools in Doncaster and South Yorkshire. At The Hayfield School we welcome students with SEND as part of our community and we will ensure that all students have an equal opportunity to engage in the curriculum.

We recognise that we will need to consider the individual needs of students when planning the curriculum.

We will ensure that the needs of all students are identified, assessed and that appropriate support strategies are put in place. If additional specialist advice and support is necessary we will contact the appropriate external agencies.

At The Hayfield School we recognise the vital role of parents in the identification, assessment and response to their child's special educational needs: they are the "experts" in their own child. We work in partnership with our parents, valuing their views and contributions and keeping them fully involved in their child's education.

We believe it is vital that we take into account the views of students about their education. We therefore make every effort to involve the child in decision making about their SEND provision.

We are committed to effective collaboration with parents and agencies working with our students and adopt a multi-disciplinary approach to meeting students' special education needs. We actively support the establishment and maintenance of close links with all agencies working with the student.

We will adopt a 'whole school approach' to SEND. All staff work to ensure the inclusion of all students. We are committed to ensuring that students with SEND can fulfil their potential and achieve the best possible educational outcomes.

### How we identify if your child may need additional help and/or has special educational needs (SEN)

We aim to identify SEN as early as possible to secure the best long-term outcomes for the student and their families. We build on information from our partner primary schools, accessing each pupil's current skills and levels of attainment on entry, but also doing our own screening assessments early in Year 7 (e.g. using LUCID LASS 11-15.) We make reasonable adjustments for any pupils identified as having a disability, in line with the Equality Act 2010.

Using information from partner primary schools, outside agencies and our own information and assessments, students will fall into the following categories:

- They have a statement of special education needs or an Education, Health and Care Plan (EHCP) or a formal assessment procedure is in progress;
- They have significant special educational needs which are monitored and reviewed as part of an SEN Support Plan, incorporating a graduated approach in Assess-Plan-Do-Review cycles;
- They have additional needs for which careful, regular monitoring and some differentiated provision is required.

## How we involve parents and carers in meeting the needs of their child and in whole school developments

We recognise that parents are the “experts” in their own child, and our person-centred planning approach encourages partnership working with parents/carers. We listen to what parents / carers tell us about their children and use that information to make sure everyone who works with a student with SEND understands their needs. In addition to actively using the student planner the SEND department work with the student to write a Learning Support passport with their Key LSA. This is then sent home for parents/carers to amend and agree, before it is shared with all of the teaching staff and LSA’s in the school. These Passports are reviewed as a minimum every year, but with students who have a Plan this would happen more frequently.

Parents/carers of SEN support students are invited to attend meetings to discuss progress and targets are agreed: these will become termly. Parents / carers of students with a statement / EHCP are invited to attend an annual review to review their child’s progress. In advance of these meeting, parents are provided with a written report that includes attendance, punctuality, comments on progress from subject teachers and the form tutor.

## How we will involve your child in the planning and review of their support

Pupils are encouraged to attend the annual meeting with parents/carers and be actively involved in the identification of targets and how they can be monitored and achieved. They write a Learning Support Passport that helps to identify how best to support them in their lessons. This passport is shared with all teaching and support staff to support effective planning of learning. Our pupils have a Key LSA who is their direct link with school and the SEND department.

## How we match the curriculum, teaching and learning approaches if your child has SEN

The SEND department will ensure that all staff know and understand the needs of identified students. All staff will have access to training, advice and resources to enable them to deliver high quality teaching and to contribute to developing fully inclusive practice.

Each subject department will determine how the needs of the students are best catered for. Some subjects are taught in mixed ability groups whilst others are set by ability. The match between a student’s ability and an appropriate curriculum is crucial. The subject departments are encouraged, in consultation with the SENCO, to develop their provision for students with special educational needs in order to ensure full access to the national curriculum.

## How we provide additional support if your child has learning needs

Our priority in providing support is to grow, over time, the students own independence, and ensure over time that the support itself does not render the student dependent on having an adult next to them in lesson. All support is tailored to individual needs, and to encouraging the student’s socialization in the classroom. It is absolutely not about a “label.” We are responsive to the child’s needs as they present themselves in school, and so it’s not about the barrier of dyslexia, but about the awareness of what a student’s strengths are and strategies they can use in school to continue to make progress.

For all areas of SEND, the SEND department will provide support and advice to colleagues. The nature of this support is negotiable with the subject teacher, and

may be determined by the needs of the individual student and / or the teaching group.

Students with a statement / EHC Plan or those identified as requiring SEND Support will, where appropriate, be supported by an Learning Support Assistant. The school may use support within the classroom to ensure students feel fully included, however we are committed to early intervention and developing students emotional literacy so they can cope with the stresses of the school day – both of these realities mean that withdrawal from a full timetable of lessons can be necessary. For some students this is for a short six week programme, for others it will be for a term or year to boost literacy, and for others it may be needed for their whole school life with us, to support them with their social and emotional needs. An example of the former is where students who have struggled up to Y6 with literacy generally (and phonetics specifically) do two additional hours of lessons on this, instead of an ICT, Creative or Humanities lesson. For us this is a priority, as the statistics show that early intervention on literacy in Years 7 and 8 has a huge impact later on in student's school lives.

The Hayfield School is firmly committed to “changing the size of the box” to fit the student, e.g. it may not be appropriate for every student to do 11 full GCSE courses, or for every student to study a Languages subject for GCSE.

#### **How we provide additional support if your child has social and communication needs**

The school uses support within the classroom to ensure students feel fully included, but we are committed to early intervention and developing students emotional literacy so they can cope with the stresses of the school day – both of these realities mean that withdrawal from a full timetable of lessons may be necessary.

The school aims to provide accredited training for all the Learning Support Assistants who work with children on the autistic spectrum, and we work closely with colleagues from the ASD Team, who provide additional support for pupil/parents/carers. Staff are fully aware of the needs of our ASD pupils and are provided with strategies to use, in order to best support them.

The ASD Pupils receive additional transition in order to prepare them for the move from primary school to secondary school; this includes after school visits, break time and lunchtime, as well as the four days all Y6 pupils' experience.

The SEN team work closely with the Educational Psychology Service and Occupational Therapy to support pupils with a diagnosis of ADHD.

#### **How we provide additional support if your child has physical, sensory and/or medical needs**

We work closely with all NHS services, carefully planning with them and the family the necessary support.

Physiotherapists and Occupational Therapists provide specific advice and guidance for targeted children and can also provide training for staff. The school has a good working relationship with the Hearing Impaired and Visually Impaired teams, who support some of our pupils. They provide invaluable resources and advice to enable us to support our hearing impaired and visually impaired pupils and help develop relationships with their parents or carers.

Students with physical needs will have an Individual Care Plan completed, recording any moving and handling support and personal care they need – in line with our Intimate Care Policy. The school has a fully equipped Care Room for this.

### How we provide help to support your child's emotional health and well being

Emotional well being is supported by making sure that children who find 'change' difficult are well prepared for any changes or transitions. This might include additional visits to the school, prior to moving from Year 6 to Year 7 and similarly when vulnerable pupils leave Hayfield, the school endeavours to make transition as smooth as possible.

Developing student's emotional literacy is really important so they can cope with the stresses of the school day – this reality means that withdrawal from a full timetable of lessons may be necessary. For some students this is for a short six-week programme, and for others it may be needed for their whole school life with us, to support them with their social and emotional needs.

The Hayfield School is firmly committed to "changing the size of the box" to fit the student, e.g. it won't always be appropriate for every student to do 11 full GCSE courses, or for very student to study a Languages subject at GCSE.

The school has a break time "Toast" club and a lunchtime "Spitfire Club" which can be accessed by SEND/vulnerable pupils. This area is supervised by SEND staff. Pupils accessing these clubs are encouraged to develop socially through the joining in of games and conversation.

Pupils who have additional emotional needs will receive further support from the outside agencies we work closely with, for example school nursing service, IFSS (Integrated Family Support Service) and CAMHS (Children and Adolescent Mental Health Service).

### How we promote developing independence

All of our SEND support has as its overriding aim the development of the student's independence.

We ensure that we encourage independence in the review of EHCPs and support plans and consider carefully the Learning Support Assistant timetable so that students do not become too dependent on particular support. The outcomes written into EHCPs and SEN support plans at times of transitions are carefully structured so that they reflect the student's ambitions for further education, employment, independent living and participation in society.

Some students complete a travel-training programme with the SEND department in conjunction with ASCETS. All students with high level SEND are supported before, during and after their college/further education visits and applications to ensure that they are all fully aware of all the options that are available.

### How we measure and review your child's progress against their targets and longer term outcomes

We have a system to track and monitor all children's progress using an electronic database and progress tracker. Through day-to-day teaching and learning, children are continually assessed and their teachers' planning is adjusted to meet individual needs. For particular children a more in-depth assessment may be required. Some of these are carried out by our SENCO or by external agencies. (This is particularly in the case for applying for a Statement of Special Educational Need of an Educational Health and Care Plan).

Parents receive a termly written report that includes attendance, punctuality, comments on progress from subject teachers and the form tutor.

### How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

The SEND department has a set of rooms to be used by students with SEND. Within this area there is the Spitfire Club at lunchtime for playing games and socialising and a quieter Learning Support Classroom for work and homework. It is considered a safe haven from the wider school environment that can be overwhelming for students with SEND. This area is supervised by SEND staff during break and lunchtimes. Staff encourage students to develop their social and communication skills through participation and conversation.

Please see the school's accessibility plan for information on access to the physical environment. For example, there are ramps to improve wheelchair access to the ground floor of the buildings, toilets for the disabled and a lift for first floor access to the library.

### How we include children with SEND in the life of our school

Students with special educational needs are fully integrated within the school. All students have an awareness of SEND that is addressed within PS lessons and tutor period time. The SEND department will ensure that the complex needs of some SEND students are explained to their peers where appropriate.

The school ensures that reasonable adjustments are made to the behaviour policy, behaviour reports and isolation procedures in order to be compliant with the Equality Act 2010.

Any extra-curricular activities are carefully planned to ensure that all students, regardless of SEND, have access to all opportunities.

### How we ensure that all our staff are trained and supported to meet a wide range of children's needs

All staff have ongoing Professional Development training to ensure that they are aware of the new Code of Practice, and the four broad areas of SEND need and how it can be incorporated in their planning for learning. E.g. most recently all staff have had recent CPD on working with students with ASD and Dyslexia.

As part of the Quality First teaching all teachers have regular training around differentiation and the effective use of teaching assistants.

All LSA's have received DMBC/Virtual Schools Attachment training.

Five of the LSA team are currently embarked on a L3 Diploma in Supporting Teaching and Learning in the Classroom.

Future plans include specialist training on ASD, Dyslexia, ADHD and Attachment. The teaching assistants are trained in using strategies to best support students in the classroom working in partnership with the class teacher. Staff use their in-depth knowledge of students with SEND to plan and prepare personalised approaches to teaching. Learning walks focused on SEND, emphasise the importance of differentiation within a lesson plan and a strategic seating plan. Appropriate resources are kept in the SEND department and are available to all staff.

### External support and expertise we can call upon to help us to meet children's needs

The SENCO maintains close communication with outside agencies to support student progress. This will be particularly the case in applying for an EHCP, holding

an annual review of a statement or EHCP and liaising with expertise in developing SEN support plans and interventions. The school utilises these services to provide specific advice and guidance and to provide training for staff. These support services are listed below.

- DMBC Special Educational Needs Service
- Educational Psychology Service
- Autism and Social Communication Education and Training Service (ASCETS)
- Children and Young people's Mental Health Service (CAMHS)
- Attendance and Pupil Welfare Service
- Doncaster Children's Services Trust

### How we prepare children to join our school

We ensure that we work closely with our partner primary schools to share as much information as possible. A member of the SEND department will attend the annual reviews of statements/EHCPs of year 5 and 6 pupils to ensure that we have a detailed and accurate picture of need. The SEND Department meets with the staff at partner primary schools to discuss all other pupils who are currently on their register for SEN support or as having additional needs. This enables us to plan as early as possible the provision that may be required for the cohort.

We now have a regular termly pyramid SENCO meeting, so that best practice strategies for assessment and teaching and learning can be shared amongst colleagues.

Prior to joining Hayfield School, students identified as having an additional need are invited with their parents or carers to make visits to the school in individual and small group basis. Typically these visits take place during Year 5 & Year 6. They are also invited to the annual SEND parents/carers evening, where can talk to all the key members of staff and see examples of the support and intervention work we do with students.

### How we prepare children to move on from our school

As part of the PS scheme of working during year 11, all students complete a personal statement, CV and practice letter of application. Outside speakers are invited in to lead sessions on interview techniques as part of these lessons. Pupils with SEND are supported through these lessons to ensure that they are able to participate.

Students have interviews with the Learning Mentor and Careers Inc. (our Partner Careers Education Advisers), that helps them to discuss their goals and aspirations and consider their options. The Learning Mentor is invited to attend annual reviews and SEN support planning meetings for students in Years 9 to 11, and all have a Careers plan in place before the annual review takes place. Where students have specified a particular further education provider a representative is invited to attend the year 11 annual review and SEN support meetings.

Where necessary, students are then supported in the completion of application documents. Our pupils with statements/EHCPs or SEN Support plans are supported through their transition by a member of the SEND department. This often involved accompanying students on visits and interviews at further education providers. Our staff can then pass on all our information in the pupil's file to the new setting, in order for a successful transition.

### How we deploy our resources to meet the needs of children with SEND

Resources for pupils with special educational needs will be allocated by departments according to their spending priorities identified in their development plan. Each department's capitation should be spent on appropriate resources for pupils with special educational needs.

It is recognised that most resources will be for all pupils and therefore accessible to pupils with special educational needs. This may include, for example, textbooks that are differentiated to a suitable degree. Some resources, on the other hand, may be allocated specifically for pupils with special educational needs. This could be special items of equipment or textbooks.

We have a fully equipped Learning Support Classroom for 1:1 sessions and small group work, and this is attached to a Learning Support English classroom. Both have ICT facilities, with both assessment and appropriate learning software uploaded on to all machines.

The library is also be resourced accordingly.

### Contacts for more information

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**SEND Policies and SEN Information Report link(s):**

<http://hayfield-school.co.uk/policies-letters/>