

Hayfield Lane Primary School

Brief description of the school

Hayfield Lane Primary School upholds children's right to education and recognises the diverse educational needs within its community. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and, where necessary, seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

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

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

We work in partnership with parents and carers

Our open door policy encourages partnership working with parents/ carers. We ensure that review meetings and Team Around the Child meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs

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

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

How we support children to access the curriculum

- Class staff teams know the profile of their class and individual needs and learning activities are planned to match children's learning needs.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- If children have a Statement of Special Educational Need or an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available.
- Classes are well resourced and for children with additional needs specialised equipment can be arranged where necessary.
- We will ensure that all staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

How we provide additional support if your child has learning needs

Some children may need increased support to access learning because:

- a. they have a significantly greater difficulty in learning than the majority of children of the same age;

b. they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally accessed by children of the same age.

We support English and Mathematics

Strategies and interventions are in place to support English and Maths. Teachers and teaching assistants make sure the classroom environment is language rich and have well-organised wall displays to support learning in all areas of the curriculum.

For children with specific learning needs activities include: reinforcement and focussed teaching in small groups, specific programmes for literacy such as Read, Write, Inc and for maths such as Numicon, Plus 1 and Power of 2.

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

We support speech and language development

Teachers make sure their classes have lots of language support and activities. We work in partnership with speech and language therapists to plan and deliver support for children with specific difficulties.

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

We support children's physical needs

Physiotherapists and Occupational Therapists provide specific advice and guidance for target children. They also provide training for staff. Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups.

All of the learning spaces are on one level so are accessible to all. We have some adaptations such as ramps and toilets with disabled access.

We support children's medical needs

The school nurse visits school to carry out checks with children and to provide advice and training to staff. She also assists in writing Health and Care plans for children. In school we have a medical area for use by children and adults who are hurt or unwell. Medicines are stored safely in the school office and administered following the Local Authority policy. All members of staff are first aid trained and there are some members of staff who have training in school for specific medical needs.

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

We support children's emotional well being

Emotional well-being is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions. When they are about to change class they are helped to make their own transition book, which they can revisit during the summer holidays. To promote positive friendships, we may use a 'circle of friends' or 'circle time' involving the whole class. Emotional Artwork is used to help pupils experiencing more challenging times within their school career.

We promote positive behaviour

Our Behaviour Policy describes the high standards of behaviour and conduct expected in school. In each class there are shared and displayed expectations about the rights and responsibilities of everyone in the class. We make sure all

staff know and understand the reasons behind any difficult behaviour and how to respond. In class, the teaching assistant may support targeted children to stay on task and focussed on learning. In the playground, staff will involve targeted children in specific activities. We expect all pupils to be supported in following expectations outlined in our behaviour policy, however, occasionally where there is a medical need, additional help to reinforce positive behaviour will be provided which can lead to personalised in-school rewards.

Where difficult situations have occurred, staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again. For some children we use 'social stories' or comic strips to help their understanding.

How we promote developing independence

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

We monitor and track progress of all children so that the support provided is as effective as possible.

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 teachers' planning responds to this. For particular children more in depth assessments may be required. Some of these can be carried out by our SENCO and sometimes we ask external agencies to carry these out.

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

We support children during unstructured parts of the day

Lunch and playtimes are staffed to ensure safe adult: child ratios. There is a range of equipment available and different activities are led by staff and playground leaders. Specific interventions for children with additional needs include having a named member of staff for support, being guided to specific areas or activities, being able to access the indoor games club during morning and afternoon breaks.

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

We will try to ensure that all barriers to equal access in our school are removed or overcome.

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

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

We work in partnership with other agencies

Hayfield Lane Primary School works in partnership with the NHS for Speech and Language Therapy, Bentley PLC (for children with Emotional and Behavioural Needs), Doncaster Local Authority for the Educational Psychologist service, Rossington Children's Centre for support for families and Child and Adolescent Mental Health Service (CAMHS). We have an extensive knowledge of

services to support children and families in the local community and this is also accessible on the Local Authority website as their Local Offer.

How we prepare children to join our school

How we prepare children to move on from our school

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

We welcome the full engagement of parents and carers and, where necessary, seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

Contacts for more information

Head teacher/ Principal: Mrs L. Tempest

SENCO and Deputy head: Mrs Vicki John-Lewis

Chair of Governing Body:

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Website:

SEND Policies and SEN Information Report link(s):