

Hayfield Lane Primary School



SEND Information Report

2025/2026

The governing bodies of maintained schools and maintained nursery schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The name and contact details of the SENDCo (mainstream schools) and further contacts where parents/ carers may have concerns

Mrs L Tempest- Headteacher (Designated Safeguarding Lead)

Mr B Pell-Culshaw - Deputy (Deputy Designated Safeguarding Lead)

Mrs D Brooks- SENDCo (Deputy Designated Safeguarding Lead)

01302 770427 or office@hayfieldlane.co.uk

The kinds of special educational needs that are provided for in school

We currently provide for children with to following needs:

- Cognition and Learning
- Social and Emotional Mental Health
- Physical/Sensory
- Communication and Interaction

Policies for identifying children and young people with SEN and assessing their needs

SEN Policy

Inclusion Policy

Access Policy

Safeguarding Policy

Health and Safety Policy

Arrangements for consulting parents of children with SEN and involving them in their child's education

Parents are involved in meeting the needs of their child and in whole school developments through:

- Our open door policy parents can discuss any concerns they have regarding their child with their child's class teacher or the SENDCo.
- Children with an identified SEND will be involved in termly review meetings (APDR) in which their child's progress is discussed in detail and parents are encouraged to play an active role in these meetings. Parents will receive an updated copy of their child's support plan.
- Parent's feedback and opinions are sought through discussions and more formal feedback and questionnaires.
- Parents are sent all information regarding groups/courses/support they may find useful.
- Parents are invited into school regularly to celebrate their child's successes.

Arrangements for consulting young people with SEN and involving them in their education

Children are an integral part of the planning and reviewing process their voice is heard through:

- Pupil interviews and questionnaires
- All about me pages of their support plans.
- Attendance at SEND support plan review meetings

Use of child friendly language in documents and in meetings where children are present.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

All children identified by the school as having SEND have a SEND support plan which is reviewed on a termly basis as a minimum requirement, reviews can be more frequent if necessary. At a meeting in which all stakeholders are invited.

Children's short-term targets are reviewed by all including the child and outcomes are set for the next 12 weeks. (Plan, do, assess, review planning cycle). If a child achieves their targets sooner than 12 weeks an extra review meeting will be called. Progress towards these outcomes are measured in many evidence based ways as identified on the support plan these may include samples of work, curriculum level or behaviour logs. Each measure is personalised and matched to that child's specific needs.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

To support children with SEND in their transition to Key Stage 3 we; begin discussions around secondary provision as soon as required for each individual pupil.

We will then:

- Invite representatives from the secondary schools to attend our reviews
- Involve specialist professionals in supporting this transition to work around specific areas such as travel.
- We arrange additional visits to the Secondary School where members of our school staff accompany children and also invite members of the child's future school into our school to work alongside the child in a familiar environment.
- The SENDCo attends transition meetings at the secondary schools to share information for all SEND pupils and giving guidance on the provision needed for each pupil to have a smooth transition.

We support transition from year group to year group by:

- Allowing pupils to spend time in their new environment at different times of the school day.
- Holding transition meetings where teachers share key information for each pupil, at which SEND support plans are shared and any other plans such as medical or intimate care plans will be shared with the new class teacher.

Extra transition activities for SEND children who need visual prompts whereby the children can look around the classroom and take photos to be used as reminders over the summer for the routines and expectations during the next school year.

Approach to teaching children and young people with SEN

- At Hayfield Lane Primary School, we are strong believers in the Social Model of Disability and our approach is centred on children and removing barriers to learning.
- All children including those with SEND receive 'Quality First Teaching.' Teachers are highly skilled and have access to a wide range of resources to support the facilitation of effective learning. As part of this teachers differentiate the curriculum and make adjustment for any child that is finding learning difficult.
- Should children require further support to access their learning or the environment a personalised support package is put in place to meet the individual needs of our children.
- Small group, targeted interventions are led by skilled HLTAs, which focus on gaps in learning and support the children to consolidate this knowledge.
- 1:1 interventions are timetables for individuals who have a specific challenge within learning. These take on elements of the precision teaching style and are short, repeated activities which take place daily.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN

Learning Environment:

We strongly believe that a friendly, safe environment is crucial for all children to learn. We understand that the school and classroom environment and the organisation of resources within it can impact significantly on children's learning.

Considerations are given to: heating, lighting, acoustics, the appropriate use of colour and access. Resources to support learning such as visual resources, ICT resources and our use of the outdoor space are also used effectively to support children with SEND.

Curriculum:

Children with SEND receive a personalised curriculum to support their particular needs. These may include specific interventions, nurture time, specific resources to support their learning in class such as the use of ICT or seating cushions. The style and type of curriculum children receive is dependant entirely on the children's needs and these needs are reviewed as part of the assess, plan review, do cycle.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

- SENDCo attends SENDCo network meeting for regional and national updates as well as pyramid network meetings.
- All school staff are offered training related to their current skills and needs this may involve specialists delivering training, visits to other schools or training courses delivered externally.
- The SENDCo has completed the National Award for SEN co-ordinator and has used the knowledge gained from this to improve practice and the provision for SEND pupils.
- School also seek and advice and support of specialist agencies such as Educational Psychologists, Speech and Language Therapists, BOSS, ASCETS, Early Years Inclusion Team, School Nurses etc. where necessary.

Evaluating the effectiveness of the provision made for children and young people with SEN

- At each assessment point data is analysed by class teachers, the SENDCo and CSLT, interventions are evaluated and provision maps are updated with the next stage of provision for SEND pupils.
- At the end of each term the SENDCo updates SEND data grids which monitor the progress made by each SEND pupil.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

As an inclusive school all pupils are able to engage in activities alongside the children who do not have SEND. These activities include:

- Novel Study enrichment activities
- Maths Mastery enrichment activities
- School Trips
- Class workshops (can include parents)
- Residential Trips
- Whole school events such as sports days and performances

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

As part of our TA team we have a Thrive practitioner, who works with individual child or small groups of children to provide support with classroom learning and emotional and social development.

At Hayfield Lane Primary School we provide:

- Lunchtime and playtime clubs offering children alternative provision over the lunchtime period.
- Nurture programs which provide support for social and emotional development.
- Forest School which supports pupils emotional and social development
- Thrive which supports pupils emotional and social development
- Scotty's Heroes which supports pupils emotional and social development
- Regular support from our EP service
- Clear rewards and sanctions
- Achievement assemblies
- Personalised timetables
- Regular parental contact

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

Our school prides its self on the strong links we have with external professionals and the local community.

We have links with:

- our School nurse team
- we meet with our Educational Psychologist on a termly basis and she is able to attend meetings and provide advice and strategies to support children with SEND
- our school has strong links with the ASD team (ASCETS) and have received regular support, advice and training from the service.
- our school has a strong link with the HI team who come in regularly to maintain equipment and attend meetings involving HI children.
- our school has strong links with the incontinence team who provide support to individual children and families.
- our school has strong links with the OT and physio teams who regularly support school and work with children and provide targets which inform each individuals support plan.
- our school has strong links with the BOSS team who support children who find regulating their emotions challenging by conducting observations and providing advice and strategies to support the children.
- our school has strong links with the Early Years Inclusion who work with our youngest children in both FS1 and FS2 by conducting observations and providing advice and strategies to support the children.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Our school has a robust complaints procedure. Parent of children with a SEND should speak to their child's class teacher in the first instance. Following that an appointment can be made with the school SENDCo. Should parents feel dissatisfied with the response that an appointment can be made with the Headteacher and the school's complaints procedure will be followed.

The Governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (*see separate Complaints Policy*)

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

Information about our school's contribution to the Local Offer can be found at:

<https://www.hayfieldlane.org/special-educational-needs/>