

# HAYGROVE SCHOOL



## SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) INFORMATION REPORT

LINKS: [SEN policy](#)

DATE: June 2023 (reviewed January 2024)

STATUS: Ratified

DATE RATIFIED BY LOCAL GOVERNANCE COMMITTEE: January 2024

REVIEW FREQUENCY: Annual

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## Contents

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### 3. How will school staff support my child?

#### Somerset Graduated Response Tool

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at [Somerset's Graduated Response Tool](#)

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# SPECIAL EDUCATIONAL NEEDS



### Teaching Assistants (TAs)

We have a team of 18 Teaching Assistants who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as ELSA, anxiety and resilience, literacy and numeracy, speech and language and social skills.

In the last academic year, TAs have been trained in Oral Language Modifying, Self-harm awareness, counselling, autism awareness, emotional coaching, how to be a super learner, peer support and listening skills and assessing EAL learners.

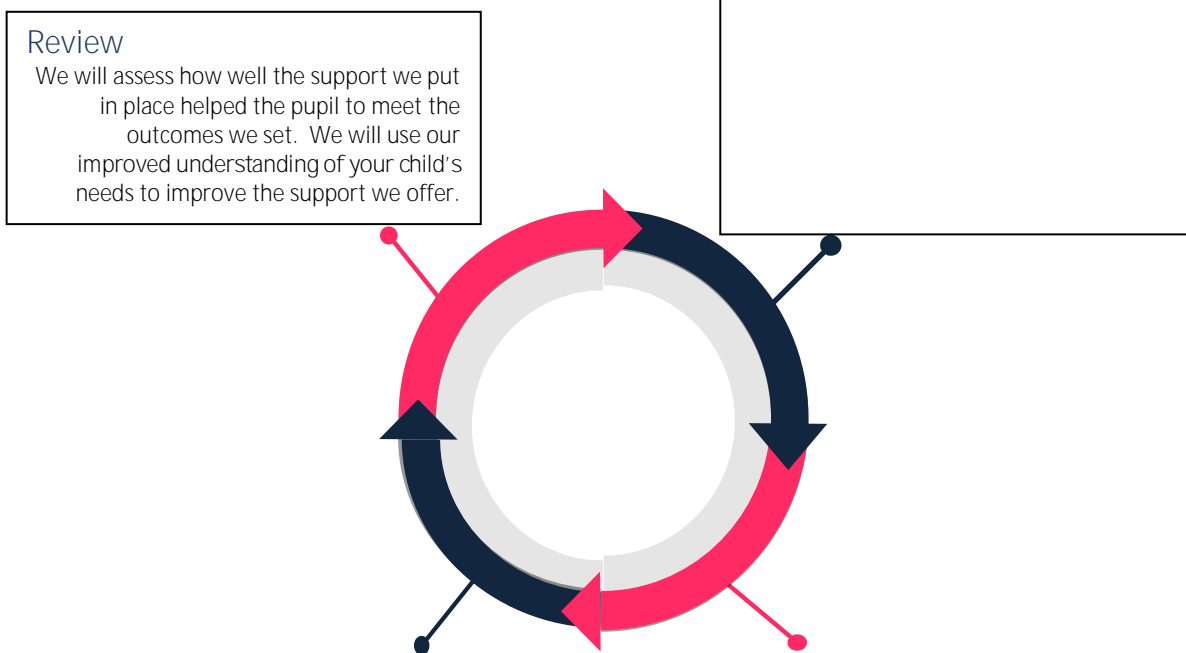
### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers







As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 7. How will I be involved in decisions made about my child's education?

As a school we will provide termly reports on your child's progress across the school year, once in the Autumn covering progress levels, targets and attitude to learning, once in the spring covering attitude to learning and once in the summer term with an end of year report.

A member of the SEN team will also meet with you in some capacity times year, this could be in person, virtually, by telephone or written communication. This is with the objective to:

- Set clear outcomes for your child's progress



Increase the extent to which students with additional needs can participate in the curriculum

Improve the physical environment of the school to enable students with additional needs to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to students with additional needs

This can be found here:

<https://www.haygroveschool.co.uk/uploads/files/accessibility-plan.pdf>

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

Differentiating our teaching, for ex189017D01JJETc(tin)3 ou2aD5(r)10(o)gsurr pr11( inf)cmtiatinrro,surse

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Handwriting support The use of overlays or coloured books, Dyslexia friendly resources
	Moderate learning difficulties	Literacy interventions:  Lexia Programme  1:1 reading sessions  Small literacy support group  Numeracy Support group
	Severe learning difficulties	A reduced curriculum on an individual basis, based on need
Social, emotional and mental health	ADHD, ADD	The use of:  Timeout cards  Movement breaks
	Adverse childhood experiences and/or mental health issues	Access to Willow, our wellbeing facility Dog support sessions to work on anxiety and build resilience
Sensory and/or physical	Hearing impairment	Teachers are trained in use of hearing support equipment such as ROGER and make reasonable adjustments to their classrooms and lesson materials, such as placing a student closest to the front or having subtitles on videos.
	Visual impairment	The use of reasonable adjustments such as:  Increasing font sizes  Encouraging the use of vision supports  Limiting cognitive overload on classroom resources

Multi-sensory impairment	The use of sensory supports such as: Time out cards Movement breaks Early exit passes Noise cancelling headphones Sensory toys
Physical impairment	Access to a lift in the main building Ground floor accessible toilets and changing facilities Disabled parking bays Accessible work stations in some classrooms Toilet passes

These interventions are part of our contribution to Somerset's local offer





## Onto Adulthood

We provide all our pupils with appropriate advice on paths into work or further education.



## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Somerset's local offer. Somerset publishes information about the local offer on their website: <https://www.somerset.gov.uk/children-families-and-education/the-local->

