



SEND Information Report for The Hayfield School 2019 - 2020 **Part of the Doncaster Local Offer for Learners with SEND**

Welcome to our SEND information report that is part of the Doncaster Local Offer for learners with Special Educational Needs and Disabilities. At The Hayfield School we aim to offer excellence and choice to all our SEND students and we are committed to working together with all members of our school community.

Our SEND report has been produced with students, parents/carers, governors and members of staff. We welcome your feedback and future involvement in the annual review of our offer. Please contact Mr Routledge, our SENCO, if you would like to be involved. The best people to contact this year are:

Graeme Routledge – SENCO
Rick Huddart – Deputy Headteacher (Line Manager)
Mark Linley – Assistant Headteacher (Line Manager)
Lesley Gilfedder – SEND Governor
Stephen Cross – Chair of Governors
Lisa Fox – Headteacher

* All school policies relating to this publication can be located on the school website.

Our Approach to Teaching Learners with SEND

From September 2014 all schools in England began operating under a new Code of Practice which dictates how to meet the needs of young people deemed to have special educational needs and disabilities (SEND) to ensure they make the best possible progress in school. At The Hayfield School we aim to be as inclusive as possible with the needs of SEND students being met in a mainstream setting and where 'Quality First Inclusive Teaching' enables and empowers most of our students to overcome barriers to learning. Regardless of whether students have a diagnosis or not, we aim to meet holistically their academic, social and/or emotional needs so that they are prepared for life beyond school.

We value high quality teaching for all learners and actively monitor teaching and learning in school. For more information on our approach please see our Teaching and Learning Policy by clicking on the link on page one.

We recognise that some students will require additional support and our Wave 2 and Wave 3 provision is listed on our Provision Map and on pages 8-9 of this report. We aim to create a learning environment that is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners and staff continually assess our young people, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular student progress meetings, and staff also engage in coaching and tailored interventions which we consistently evaluate for effectiveness and progress.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *have a significantly greater difficulty in learning than the majority of others of the same age: or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning. Most youngsters with a barrier to learning can be supported via our universal provision e.g. tailored intervention, Quality First Teaching, School Nurse etc. Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At The Hayfield School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having Special Educational Needs.

NB. We use the above definition * to determine eligibility for our SEND register and also where a student has a persistent, significant difficulty, who is not coping in school and requires outside professional support (NCIS – not coping in school.)

We will continue to maintain separate ‘registers’ of specific SEND difficulties in order to determine our school profile and follow progress of our learners. This also enables us to effectively plan professional development for our staff, e.g. Dyslexia, Attention Deficit Hyperactivity Disorder, Autistic Spectrum Disorders, Mental Health Disorders etc.

Our **SEND profile** for 2019-20 shows that we have 111 students on the SEND register. 21 students hold EHC plans. The breakdown of specific primary needs is as follows:

- 2 students with medical needs.
- 29 students are identified with specific learning difficulties.
- 2 students are identified with physical disabilities.
- 18 students are identified with moderate learning difficulties.
- 18 students are identified with Autistic Spectrum Disorder.
- 33 students are identified with Social, Emotional and Mental Health difficulties.
- 3 students identified with speech, language and communication needs.
- 6 students identified with a Visual and/or Hearing Impairment.

A further 173 students are identified as having Additional Needs – their needs can be met by “Quality First Inclusive Teaching” in a mainstream classroom, when the teacher is fully aware of their needs. These students are tracked and carefully monitored.

The SEND and additional needs registered are meant to be fluid and “live working documents”, and it is therefore expected that students move between the two registers during their time at The Hayfield School, and some students may be removed from all of the needs registers.

Assessing SEND at The Hayfield School

Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At The Hayfield School we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their teachers. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available.

For some learners we may want to seek advice from specialist teams, and we have access to various specialist services. We have access to services provided by Doncaster MBC, which are described on the Local Offer website available on: <http://www.doncasterchildrenandfamilies.info/thelocaloffer.html>

The Hayfield School have had support in 2017-19 from:

Raquel Avila - Educational Psychologist (DMBC)
John Broom - ASCETS Specialist teacher (DMBC)
Jayne Hoyer - HI Specialist teacher (DMBC)
Cheryl Orr - SLCN (NHS) practitioner
Hannah Wilson - Physio (NHS)
Nikki Peet - Occupational Therapist (NHS)

We also employ 12 Teaching Assistants who deliver the interventions in the Provision Map as co-ordinated by our SENCO. Our Lead LSA is Lindsay McCabe.

Education. Health Care Plans (EHC Plans)

Since September 2014 there has been a joint commissioning duty which requires formal planning between education, health and social care services which is set down in the new Code of Practice.

The majority of young people with SEND will have their needs met within our mainstream provision. Since September 2014 no new assessments for statements have been offered by the local authority. New requests for an assessment of SEND are now considered under the new legislation. Young people with pre-2014 statements transfer to the new system providing they meet the criteria. These are reviewed termly. Options for transfer dates are placed at the beginning of a new key stage or at phase transfer which would be primary to secondary or secondary to FE but parents and students will be consulted on the best time to convert.

What we do to Support Learners with SEND at The Hayfield School

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2013 detail the expectations on all teachers, and we at The Hayfield School are proud of our teachers and their development. The Teacher Standards are available on www.gov.uk/government/teachers-standards

Our teachers use various strategies to improve access to the curriculum; these might include using:

- Visual timetables and adapted resources
- Writing frames, mind maps
- iPads, laptops or other recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Student Support Plans
- Collaborating with Specialist Learning Support Assistants

Each learner identified as having SEND is entitled to support which is 'additional to or different from' a normal differentiated curriculum.

The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. The support is described on a general whole school provision map, which although does not detail the individual learner's name, describes the interventions and actions which we undertake to support learners with SEND across the year groups. We modify the Provision Map regularly, and it changes every year as our learners and their needs change.

The summary whole school Provision Map for 2019-20 is attached (appendix 2), but we use an online Provision Map that allows the detailed provision to be viewed by individual and by year group. Our

Provision Map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Student Voice

All students (with the support of an LSA) write their own Learning Support Passport in the first half term of Year 7, detailing their aspiration, loves, likes and strengths and then identifying things that they find difficult in school and ways that they can be supported. The Passports are regularly reviewed, and like the Support Plans are “live” documents that are shared with parents/carers – this is also done via the online SEND Information system (via the school website) and again parents/carers are provided with a login.

How do I find out what support my child is receiving?

Each child on the SEND register in school has a Support Plan (whether they have a statement, EHC plan or are identified at the (K) SEN Support Plan stage.) This is a live document, and is reviewed termly with students and parents/carers. Parents/carers can view the “live” document at any time by logging into the school website and then clicking on the link to go the SEND information system. Parent/carers are supplied with a personal login for this system, ensuring that only they can see the information pertaining to their child.

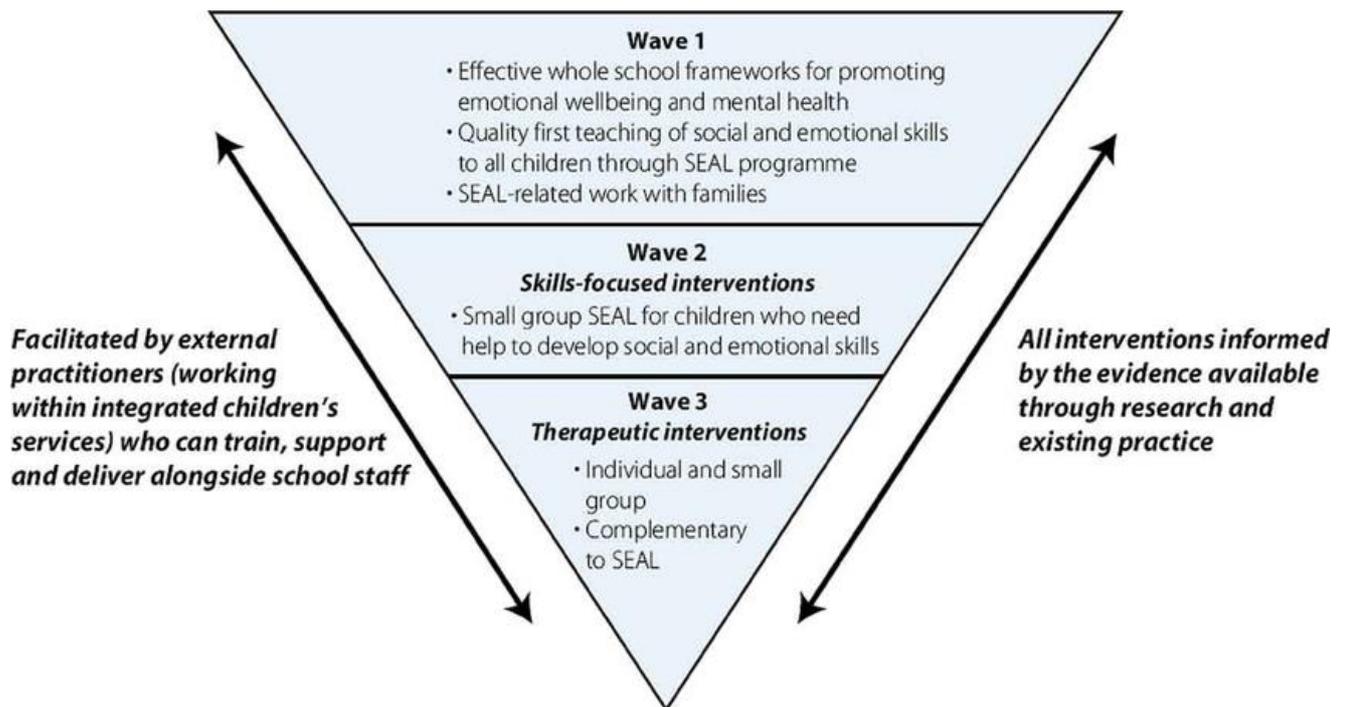
How can I communicate with the SEND department if I have a concern about this support?

Day to day general concerns about your child in school should be dealt with in the usual way: contacting first the group tutor and then the Year tutor for your child. Where a question is directly SEND related (perhaps about the support your child is receiving) then the SEND information system has a direct messaging system built into it. Alternatively the SEND department can be contacted by phone via reception, and we have a direct email for general enquiries: send@thehayfieldschool.co.uk



<p>Quick Guide to our School Support: Wave 2 and Wave 3 provision (a) Directly funded by the school</p>	<ul style="list-style-type: none"> • Learning Support Assistants 1:1 support • Literacy and Numeracy intervention (see appendix 2) • Emotional Regulation intervention and targeted workshops (see Appendix 2) • Social skills for ASD intervention (see appendix 2) • Mastering Memory intervention (see appendix 2) • Mentoring a student – GCSE strategy • Additional Tuition • SEND champions in departments • SEND Homework Club (Tuesdays and Wednesdays) • HayZone safe space/ Spitfire Club – 8.30-8.45am, breaks and lunchtimes • Pastoral Support Advisors • Handwriting Intervention • Educational Psychology Services • Counselling (weekly sessions)
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(b) Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> ▪ Sensory Service for children with visual or hearing needs ▪ Speech and Language Therapy ▪ Careers and Guidance Adviser (Careers Inc.) ▪ Ascets Specialist support/independent travel training
(c) Provided and paid for by The Health Service	<ul style="list-style-type: none"> ▪ School Nurse ▪ Occupational Therapy ▪ Physiotherapy ▪ CAMHS (Child and Adolescent Mental Health)



Funding For SEND

The Hayfield School receives funding directly to the school from the Local Authority to support the needs of learners with SEND.

This is distributed as 'top up' funding for learners who require support that exceeds that available to the school. The Hayfield School's funding for 2018-19 was £79,335. This money is linked to a child's statement or EHC plan, and we can at any time apply to have this funding reconsidered at the DMBC SEND Panel.

The Hayfield School is committed to working together with all of our feeder schools to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within The Hayfield School. Parents/carers, students and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a student, the SENCO, teacher, parent/carer and learner should agree what they expect to be different following this intervention. A baseline is also recorded, which is used to compare the impact of the provision.

Students, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors.

Our school data is also monitored by the DMBC Local Authority and OFSTED.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. We offer a range of additional clubs and activities. Information about the clubs and activities can be found on the school website.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our extended school co-ordinator to discuss specific requirements. Please email tma@thehayfieldschool.co.uk

All staff at The Hayfield School have training on the Equality Act 2010. The legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act's (2010) definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities”

Section 1(1) Disability Discrimination ACT 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have Special Educational Needs, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both.

SEN and disability legislation (SEND)

More information about the Equality Act and the duties on public bodies can be found at:

www.gov.uk/equality-act-2010-guidance O

Our Equalities and Accessibility Policies and Plans can be located on the school website.

We are committed to ensuring that facilities at The Hayfield School are accessible to all.

Preparing For The Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, or moving on to another school, training provider or moving in to employment. The Hayfield School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Transition to secondary school will be discussed in the summer term of their Year 5 and Year 6 to ensure time for planning and preparation. Our SEND Department hosts up to three induction visits for vulnerable students during Year 6 (some after school and some in the school day) prior to whole school induction. Anxious students are encouraged to visit as often as they wish prior to starting in Year 7. Our SENCO and Intervention Leader, Assistant Head, and Head of Year visit all feeder primaries to glean additional information to ensure smooth transition in September. In Year 11 the SEND Department liaise with 6th Forms, colleges and training providers to ensure continuity of support after Year 11 for SEND students. Steph Smith, Careers and Guidance Advisor, attends annual transition reviews in Year 9, Year 10 and Year 11 reviews to give high quality advice to parents and students regarding FE courses, after having had a separate Careers interview (and written a plan) with the individual student.

What to do if you disagree with us?

Please contact our SENCO, Headteacher, SEND Governor or any member of staff in the first instance if you have a complaint.

Our Complaints Policy can be found at <https://hayfield-school.co.uk/policies-letters/>

Independent Support provide great help to parents/carers going through the SEND processes, and completing applications and assessments. Simon Wake is the Manager, and he and his team can be found on Telephone: 01527 571620;

Mobile: 07825 454386; and website

www.coreassets.com

SAIDSEND - Support, Advice, Information Doncaster Special Educational Needs and Disabilities. (formerly Parent Partnership Service)

SAIDSEND can provide independent information, guidance and support for parents/carers of children with any level of special educational needs and/or disabilities. They also provide support for young people up to 25 who have disabilities too. "The best results can be achieved if parents, carers, teachers and others involved with you or your child can work together to make a difference to your child's education and the lives of young people." They work together with partners to give parents/carers and young people the information you need to achieve the best possible future for you or your children.

T: 01302 736920

W: www.doncaster.gov.uk

E: saidsend@doncaster.gov.uk

Appendix 1

Assessment Tools – September 2016

LUCID LASS 11-15 – a suite of 8 assessments assessing students:

- Visual memory
- Auditory-verbal memory
- Phonic reading skills
- Phonological processing ability
- Single word reading
- Sentence Reading
- Spelling
- Reasoning

DASH – speed of handwriting – age range 9 – 16y 11m

GL Reading Assessment

LUCID Exact – to screen for future access arrangements students are assessed across a range of competencies (usually conducted in the summer term of Year 9.)

- Word recognition/reading accuracy
- Reading comprehension
- Reading speed
- Spelling
- Writing to dictation
- Keyboarding to dictation

When students first come into Year 7 we screen the whole year group using the GL Reading assessment and the LUCID LASS 11-15 suite of assessments. These tests will give us standardised scores and will enable us to decide which students will require intervention. The GL Reading Test and LUCID LASS 11-15 are online ICT-based assessments that will give us a standardised score for all students across a range of competencies. The results will inform our Intervention Leader where literacy intervention is required. This method of screening is proving quicker and much easier to administer. Scoring is automatic and there is no requirement for time consuming marking. The assessments will be taken in a couple of lessons and will cover the whole of the year group thus highlighting any student in the higher band who may need input. Assessments are also used to build up a student profile when applying for access arrangements, to assess new students to the school and for reviewing the progress of our SEND students.

Appendix 2

SEND Provision Map:

The Hayfield School

2019 - 2020

		Year 7	Year 8	Year 9	Year 10	Year 11
Cognition and Learning	General Learning (-SS85)	Whole year screened Intervention Groups (Lit and Numeracy); Nessy Group Accelerated Reader programme Homework Club x weekly Maths Club Additional Tuition	Lit and Numeracy Workshops Homework Club x weekly Additional Tuition Working memory Maths Club	As Year 8	1:1 TA withdrawal Homework Club Additional Tuition Maths Club	1:1 TA withdrawal Homework Club Additional Tuition Maths Club Transition support for vulnerable students after Year 11
	Literacy specific (Dyslexia/SPLD and -SS85)	Advanced + reading Guided Reading, Handwriting	As Year 7 But 3 sessions a fortnight Working Memory	As year 7 but 1 session per week Working Memory	1:1 LSA withdrawal Homework Club Working Memory	1:1 LSA withdrawal Homework Club Working Memory
Communication and Interaction	Speech and /or Language	ELKLAN Training of SEND Team EAL TA Social Skills Intervention	As Year 7	As Year 7	As Year 7	As Year 7
	Social/Communication Difficulties	Social stories Social Skills Workshops for ASDs HayZone time School Nurse	As Year 7	As Year 7	As Year 7	As Year 7
Social, Emotional and Mental Health Difficulties	Behavioural, Emotional, Social and Mental Health	Anger Mng Workshops, Circle Time, HayZone timeout CAMHS support School Counsellor Pastoral Support Assts	As Year 7	As Year 7	As Year 7	As Year 7
Physical and Sensorv	Physical	1:1 TA support as and when required School Nurse/Sensory Support	As Year 7	As Year 7	As Year 7	As Year 7

	Hearing and Visual Impairment	2 LSA's in VI and HI used as school resource HI service support	As Year 7	As Year 7 Hearing and Visual	As Year 7	As Year 7
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