



Hand in hand achieving together

Haylands Primary School SEND OFFER

Name of EY Setting/School/College Haylands Primary school Address Bettesworth Road, Ryde, Isle of Wight. PO33 3HA Telephone No. 01983 563372	Website Address https://www.haylands.iow.sch.uk/
Type of EY Setting/school/College	Mainstream Primary School
Specialist provision on site	No

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan, are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School **both** if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

<https://iwc.iow.gov.uk/localoffer>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING
IN THIS SCHOOL:**

Setting/School/College Based Information	Staff	Summary of Responsibilities
<p>1.a) Who are the best people to talk to at Haylands Primary School about my child's development needs?</p> <p>1.b) Who are the best people to talk to in Haylands Primary School about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Your child's class teacher can be contacted via class dojo or admin@haylands.iow.sch.uk</p> <p>SENCO Can be contacted via email on senco@haylands.iow.sch.uk</p> <p>Family Liaison Officer: Jason Thomas can be contacted via email on flo@haylands.iow.sch.uk</p>	<p>Class teachers are responsible for:</p> <ul style="list-style-type: none"> • Being fully aware of the school's procedures for the identification, assessment and subsequent provision for pupils • Collaborating with the SENCO to decide what action is required to assist the pupil to progress • Working with the SENCO to collect all available information about the pupil • In collaboration with the SENCO, develop personalised learning plans or healthcare plans for individual pupils • For children with EHC plans, make sure that all of the provision recommended in the plan is adhered to. • When planning lessons and activities, careful consideration is made in respect of individual children's abilities and level of independence. Teachers will make sure that children have learning tasks that are realistically achievable and will provide adequate scaffolding for each child in order to make sure they are not only successful with their learning but they are also challenged appropriately. • Make sure that children who require additional equipment and resources have them readily and consistently available.



	<p>Emotional Needs Assistant: Caragh Caws can be contacted on elsa@haylands.iow.sch.uk</p>	<ul style="list-style-type: none">• Make sure that pupils celebrate their achievements and feel part of the class and can share their ideas and opinions.• Make sure they have good subject knowledge around particular needs and disorders in order to make sure they understand and support a range of needs within their classroom.• Read all additional documents from specialists and outside agencies and make reasonable adjustments within the classroom in order to follow their recommendations.• Working with SEND pupils to oversee the individual programme as set out in their personalised learning plan.• Regularly assess the provision for individual children using evidence-based interventions in order to monitor and improve children's progress.• Monitor interventions and make sure the targets set are being structured and delivered appropriately.• Make sure children have clear and relevant outcomes that are achievable and update these at regular intervals throughout the term.• Developing positive and constructive relationships with parents.• Report on interventions to parents. <p>The SENCO is responsible for:</p> <ul style="list-style-type: none">• Liaising with Parents• Overseeing the day-to-day operation of the SEND policy• Coordinating the provision for pupils with SEND• Providing on-going training and giving advice to fellow teachers• Performance Management of learning support assistants (LSAs)• Overseeing records of pupils with SEND• Coordinating the monitoring of pupils by checking on progress and identifying barriers to learning• Making a contribution to continued professional development and training• Liaising with external agencies, Local Authority (LA) support services, health, social services and voluntary bodies.• Reporting to the school governor and Headteacher .
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The Family Liaison Officer is responsible for:

Giving support and advice to parents and signposting to further agencies to help with issues such as finance, housing, relationships, challenging behaviour, wellbeing and bereavement. The family Liaison offer can work with social services to provide a co-ordinated approach using the TAF process. TAF stands for Team Around the Family. A TAF is a way of working out what extra support you and your family may need. It is used to get everyone working together to identify the needs and strengths of your family.

The Emotional Need Assistant is responsible for: Supporting children and families with Social, Emotional or Mental health issues. Using the Empowerment approach to behaviour issues and advising teachers on strategies for individual children.

The Head Teacher is responsible for:

- Ensuring the appropriate support for children with SEND is in place and effective
- Delegates responsibility to the SENCO, ensuring that the students with special educational needs & disabilities are appropriately supported throughout the school.
- Coordinating the monitoring of pupils by checking on progress and identifying barriers to learning through staff performance management.
- Ensuring the staff are using data and information, provided through school systems, to inform planning which is differentiated to meet the needs of the students in order to make the best possible progress.

The SEND School Governor is responsible for:

- Meeting regularly with the Head Teacher and Inclusion Leader to monitor the support given for pupils that have special educational needs or disabilities.
- Holding staff accountable for standards by looking at the data and progress related to SEND across the school.

HOW COULD MY CHILD GET HELP IN THE SCHOOL SETTING? :

Children and young people in Haylands Primary school will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies or may involve:

- Staff in our Preschool setting or staff from our Primary School
- Staff who will visit the setting from the Local Authority central services such as the ASD Outreach Team or Sensory Services
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service and NHS.

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with SEND at Haylands Primary School?	High Quality Inclusive Teaching	Your child will have their learning needs met through quality first teaching. Using varied activities that are aimed at your child's academic level	All children
	1:1 or group interventions	Any child who is identified as falling behind during pupil progress meetings will be identified as a child who may need an intervention. These run in school by teachers or teaching assistants or teachers. Examples are: rapid phonic catch up, NELI, precision teaching and social skills groups. A child may be identified as needing further support for SEMH needs. An intervention is offered in school in the first instance. This could be ELSA, SEMH groups, therapeutic story writing or other interventions.	
	Quiet Learning Areas	The Zen Den: This room is used in the mornings as an alternative education environment for some children supported by the SENCo and two LSAs. It can be used for small group interventions and social emotional and mental health sessions.	Children at class support level, children who have individual behaviour plans, children who have an EHCP,

		<p>The quiet room: A safe space for children to retreat if they need a short time out of class for a distraction-free zone or sensory support</p> <p>The ELSA room: Used for emotional literacy support and 1to1 sessions</p> <p>The Intervention Room: used for academic catch up support.</p> <p>Sensory Studio: A space for children who need movement or sensory breaks within their day. Sensory circuits can run here as advised by Occupational Therapists.</p>	children who present with a specific need
	Speech and Language support	Children who require additional support with regards to their speech and language development may be visited by the speech and language therapist (NHS) up to the end of EYFS. Where individual plans are developed, our school implements the advice with the individual child at the setting. Children with EHCP or CAL referrals will be seen by the Local Authority speech therapist or speech therapy assistant. Plans will also encourage parental engagement.	Children with speech and language programmes.
	Visual aids, visual timetable and now/next	All staff at Haylands Primary school have visual aids to support children with their understanding. We use a visual timetable to help children recognise the routine for the day. Now/Next is an appropriate tool often used for children who require the daily routine to be broken down into smaller, more achievable tasks. Children may have task boards to support them with steps within lessons. Visual aids, images and signs are used to support children with their understanding.	Children at class support level, children who have individual behaviour plans, children with individual provision maps, children who have an EHCP.

	Makaton/British Sign Language	Some staff members at Haylands Primary School are trained to use Makaton or British sign language to support children with hearing impairments or language delay.	Children with specialist teacher support Children with EHCP's.
	Therapy	Emotional Literacy Support is provided in the first instance by class staff. This can then be referred to the Emotional Needs Assistant who can provide bespoke sessions on ELSA, building self-esteem, anger management, bereavement and wellbeing. Where children are assessed as having a higher need, they can be referred to a therapeutic practitioner. Children may need to access CAMHS, youth trust, mental health support team for further support.	Children with Social Emotional or Mental Health Issues
	Behaviour Support	Children who struggle with following behaviour rules in school are supported through an individual behaviour plan, made in collaboration with parents and child. Our school recognises that all behaviour communicates a need and we use the empowerment approach to teach children how to manage behaviour, while placing emphasis on respect for others and getting ready to learn. Children may need referral to the Regulation and Engagement Support Team for further support. They focus on early intervention to support children. Parents can self refer to the Neurodiversity Multidisciplinary Support Team for support at home.	Children who need behaviour support
	Academic support	In the first instance, children receive support in class through quality first teaching. Teachers make reasonable adjustments for individual children in class in order for	Children at class support level, children who have

		them to progress. Where children need further support, they receive intervention, which is usually delivered in small groups. All children are assessed each term to ensure they develop and maintain academic progress.	individual behaviour plans, children with individual provision maps, children who have an EHCP.
3. How can I let Haylands know I am concerned about the progress of my child/young person in school?	<p>At Haylands Primary School, we are a warm and welcoming team. In the first instance, parents can contact the class teacher via our Class Dojo app. Parents can call the main phone number (01983 563372) or contact admin@haylands.iow.sch.uk to pre-arrange a meeting with your child's teacher to ensure quality time is taken to listen to parents. If a parent still has concerns, they may wish to contact the SENCO using the email address senco@haylands.iow.sch.uk.</p> <p>As well as informal chats, we arrange formal parent consultations throughout our academic year, where we discuss your child's progress and ask if you have any concerns regarding your child.</p>		
4. How will Haylands Primary School let me know if they have any concerns about my child/young person?	<p>At our school, we regularly assess the children and share this information with parents/carers at parent consultations, should we have any concerns prior to this, we will arrange a meeting with the parents/carers to discuss these concerns and look at the possible ways to support the child as soon as possible to enable early identification. On occasion the school SENCO will contact a parent to discuss support. Parents will receive a letter each term if their child is on the SEN register or when and if they are removed from the register.</p>		
5. How is extra support allocated to children and how do they move between the different levels?	<p>There are many ways in which extra support can be allocated to your child. Support is based first on careful observations of your child in the setting, then collaborative meetings with parents and further seeking advice from outside agencies. Your child may require an individual health care plan, an individual behaviour plan, specific risk assessment, passport or learning plan. These will be shared with the parents and be written and overseen by SENCo. Sometimes, children have significant special needs and will require a full assessment by the local authority in the form of an Educational Health Care Plan (EHCP). Support may take the form of adult support or specific resources in school. The support is allocated to meet the needs of the pupils. This is reviewed regularly.</p>		
6. What specialist services are available at or accessed by Haylands Primary School?	A. Directly funded by the school	<ul style="list-style-type: none"> ▪ Staff attend regular training courses to update their knowledge. ▪ Behaviour Support ▪ Play therapy ▪ ELSA 	

	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> ▪ Access to SEND support, advice and guidance <p>Haylands Primary School receives a budget from the Local Authority, which includes money for supporting pupils with special educational needs. The school governors, the Headteacher and the senior leadership team will make a decision determining how much of the school budget is allocated to special educational provision. The Headteacher, School Business Manager and SENCO discuss all relevant information they have about special educational needs and children with disabilities, within school and decide where this money is spent. Within this remit, LSA support, Educational Psychologist or therapist and Specialist advisory teachers are taken into account as part of this process. All resources, support and service level agreements are reviewed regularly by the School Business manager, Head Teacher and Governors.</p>
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> ▪ CCAMHS ▪ Speech and Language Therapy services ▪ Physiotherapy ▪ Occupational Health ▪ School Nurse ▪ Any other NHS specialist service provided for the child.
<p>7. How are staff in Haylands Primary School supported to work with children & young people with an SEND?</p> <p>a) What training have the staff supporting children with SEND had or have available?</p>	<p>Staff at Haylands Primary School are supported by the SENCO to provide the best possible outcomes for all children. Staff have regular supervision meetings with the senior leadership team, as well as access to outreach specialists. Staff have regular in house training as well as outsourced experts. The SENCO attends termly update meetings with speech and language therapist and a Leading Local Authority SEND practitioner.</p> <p>Teaching staff at Haylands Primary School are trained to at least degree level. The SENCO has achieved the National SENCO award. All staff attended regular updated training such as:</p> <ul style="list-style-type: none"> ▪ Paediatric first aid ▪ Safeguarding ▪ Autism Awareness 	

	<ul style="list-style-type: none"> ▪ Speech and Language strategies ▪ Behaviour and communication ▪ Makaton/British Sign Language ▪ Attachment Awareness ▪ Phonics ▪ Emotion Coaching ▪ Mental health and Wellbeing ▪ ELKLAN ▪ NELI ▪ Zones of regulation ▪ MAYBO training
<p>8. How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>a). How will the curriculum be matched to my child's needs?</p> <p>b) How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Quality first teaching enables lessons to be adapted to meet the needs of all children and ensure the progress of the whole class. All children are expected to take an active part in class learning directed by the teacher. Teachers deliver lessons that are carefully planned to be engaging and motivate the children to learn. Appropriate resources are carefully selected in order to promote independent learning and enjoyment within lessons. Parents are informed of their child's learning targets to be able to continue support at home. Teachers will adapt learning to meet the needs of individuals. Children with an EHC Plan may require adapted support, which can be provided in class or by using break out areas of the school: The Intervention Room, The Zen Den, or The Quiet Room. These plans are bespoke and are reviewed at every term. Parents and children are invited to contribute to regular reviews.</p>
<p>9. How will Haylands Primary School measure the progress of my child/young person?</p>	<p>Children are assessed using the National Curriculum statementsThe teacher assesses children using a range of methods including working directly with the child, book looks, testing and questioning. Where children are significantly attaining below their peers, they are assessed using Pre Key stage Standards. Progress is reported to the Head teacher and SENCO every term and discussed during regular parent meetings. If a child has a learning plan, these targets are shared with the parent / carer and child and are reviewed every six weeks. Where children have an EHC Plan, there is</p>

	<p>an annual review bringing together all agencies involved in the child’s progress in order to make new learning targets and ensure further progression in learning. Adequate progress is defined as that which:</p> <ul style="list-style-type: none"> narrows the attainment gap between the pupil and their peers prevents the attainment gap increasing is equivalent to that of peers starting from the same baseline but less than the majority of peers equals or improves the pupil's previous progress rate ensures full curricular access shows an improvement in self-help, social or personal skills shows improvements in the pupil's behaviour.
<p>10. What is the pastoral and social support available in Haylands Primary School?</p> <p>a) What support will there be for my child’s overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<p>Pastoral support is provided by class staff in the first instance. At Haylands, staff get to know the children well and form secure and supportive relationships based on mutual respect and our school values. Sometimes children need extra help out of class time for Social, Emotional and Mental Health issues. These may include bereavement, attachment, emotion coaching, attention deficit, sensory issues and friendship issues. Haylands can provide bespoke sessions for children with our Emotional Needs Assistant through referral by teachers and with the agreement of parents and children. These sessions are carefully planned so that the child receives the full attention of a trained member of staff in order to have a positive impact on emotional wellbeing. Staff provide regular wellbeing check-ins with children who receive bespoke pastoral and social support.</p> <p>All staff work collaboratively with teachers, parents and children to ensure that children feel safe and secure in school. Staff at Haylands understand that behaviour is a form of communication and behaviour of concern communicates an unmet need. Staff work with the child to identify the need then support is put into place to teach children the skills they need using the empowerment approach. Where children continue to need more help with their behaviour in school or at home, the Head teacher, SENCO, FLO and Deputy Head teacher will meet with children and their families to identify the need and a coaching plan is put into place to support children to develop the skills they are missing. This may lead to a referral to outreach support. The Regulation and Engagement Support Team support with early intervention.</p> <p>If children are struggling to attend school, we work closely with the Educational Welfare Officer and Local Authority Inclusion team to form an attendance plan with a view to full time in class within six weeks. Children may receive Emotional Based School avoidance support through the Inclusion Leader or therapist. Families are supported through regular meetings with the attendance officer and educational welfare officer.</p>

<p>11. What support does Haylands Primary School have for me as a parent of child with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at your setting</p>	<p>We run an open door policy where parents are free to come in and chat to class teachers and SENCO. We employ a full time Family Liaison Officer who works directly with children and their families. We also offer Early Help Assessments to those families that meet the criteria through these further support networks can be accessed such as parenting support. We sign post parents to external events or make referrals to agencies on their behalf. Our school hosts regular coffee mornings and information/training events for parents of children with special educational needs.</p> <p>Parents can receive bespoke help and advice by contacting the SENCO on senco@haylands.iow.sch.uk. The Head teacher and SENCO take advice from the Local Authority Case Worker.</p> <p>SENDIASS provide help and advice through their website http://iowsendiass.co.uk/contact-us/ or via email sendiass@iow.gov.uk. There are many outreach agencies that school work closely with and we can guide a parental referral depending on the needs of the family.</p> <p>Haylands Primary school give priority to early identification of special educational needs. This can be done via teacher assessment or specialist assessments provided by the school or outside agencies.</p> <p>All children are expected to take an active part in class learning directed by the teacher. Children with SEND are supported to work with their peers and be included in all aspects of school life including trips and clubs. The school has a statutory duty to make reasonable adjustments in school for children who have special educational needs.</p>
<p>12. How does Haylands Primary School manage the administration of medicines?</p>	<p>At Haylands Primary School, parents are required to sign medication forms that give staff permission to administer medication. We document medications and ensure that a qualified first aider checks and administers the medication. Medications are stored away in accordance to the prescription label, we currently only administer medication prescribed by a health professional. To administer emergency medication i.e. epi-pens, appropriate training will be undertaken and a health care plan written by the NHS in accordance with individual need.</p> <p>Parents are required to complete medical forms each year to update the school on the medical needs of their child.</p>

<p>13. How accessible is Haylands Primary School? (including after school clubs and school trips)</p>	<p>We are a fully inclusive and accessible school. At Haylands we have allocated disabled car parking spaces with wheelchair access to both upper and lower levels. Daily access to the main car park is limited, but if you require assistance, you can apply for a parking request form. Parking requests are regularly reviewed by the Head teacher. Our building has accessible toilets on each level and access to a lift if needed. We are an inclusive setting and ensure all children are offered the same opportunities in after school clubs and school trips. Classrooms are on the same level as the outside with no step for entry.</p>
<p>14. How will Haylands Primary School support my child/young person when they are leaving? OR moving to another Year?</p>	<p>We have a good transition package that allows all children, including those joining us in September to visit their new class teacher and classroom in the second half of the summer term. All children receive a moving up booklet to refer to at home. The reception class teachers, FLO and SENCO do home visits to reception new starters and visits to see the children in nursery settings. We also do additional transition meetings for children on the SEND register. We have close links with all the secondary schools but especially the school local to us. Children visit this school in Year 5. We often have meetings with the secondary schools and parents for those more vulnerable children moving up to Year 7. We also take children over on as many visits as we feel necessary of them to complete a smooth transition. Vulnerable children transferring to Year 7 have an intervention with the school FLO to discuss any concerns and worries. All Year 6 pupils complete a transition booklet. Families of children joining or leaving Haylands Primary School are supported by:</p> <ul style="list-style-type: none"> -class teachers -the SENCO -the Family Liaison Officer -The Head teacher and Deputy Head teacher

<p>15. Where can I get further information about services for my child/young person?</p>	<p>Further information about Haylands Primary School can be found at https://www.haylands.iow.sch.uk/ The Local Offer can be found at www.iow.gov.uk/localoffer FIZ can provide families with children and young people (up to 25 years old) with additional needs, learning difficulties or disabilities information on activities, events, news and issues that are relevant to their needs. Contact Number: 01983 821999. Children and Family Services: 01983 823084 Special Educational Needs and Information Advice Service (SEND IASS). This service offers an impartial, confidential service to parents and carers of children and young people with SEN and disability. http://iowsendiass.co.uk/</p>
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