

MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

SEN Information Report

Hatfeild Primary School

September 2023

Executive Head teacher: Anita Saville

Inclusion Manager / SENDCO: Viki Tucker

Head of School: Leanne Newman/Alice Waterman

Safeguarding Lead: Leanne Newman/Alice Waterman

SEN Governor: Yasmin O'Connor

<p>1. How does Hatfeild School know if child/young person need extra help?</p>	<ul style="list-style-type: none"> • We actively track the progress of all our learners. As a professional team we regularly discuss any concerns we have as well as celebrate achievement. We have rigorous monitoring in place, measuring the progress our learners make in Literacy and Maths and identifying opportunities to support their development. • Progress meetings are held termly with senior leaders and class teachers in order to identify children who may need additional support. • From these meetings the class teachers carefully plan additional intervention that is needed to support accelerated progress in those children identified. The SENDCo. is also involved in this, if advice and support is needed • We have adults across the school that specialise in various areas of SEN. This includes working with children with speech and language delay, children on the Autistic Spectrum, children with physical disabilities and those with a sensory impairment. • Our staff are vigilant at supporting and raising any concerns. • Teachers regularly meet with the SENDCo to discuss the children in their class and look at provision. • Parents/carers are encouraged to speak to the class teacher/SENDCo or SLT about any concerns they have.
<p>2. What should I do if I think my child/young person may have SEN?</p>	<ul style="list-style-type: none"> • Hatfeild Primary School offer an open door policy where parents can make an appointment to see the class teacher if they have concerns. The SENDCo is also available to meet with parents who have concerns and will also attend meeting where the parent is meeting the class teacher. • When the school have concerns regarding a child, our policy is to inform the parents as soon as possible so that discussions can take place about additional support and ways forward. Hatfeild Primary School believes that early intervention is the best intervention. • Flow diagram attached.
<p>3. How will I know how Hatfeild Primary School supports my child/young person?</p>	<ul style="list-style-type: none"> • Hatfeild Primary School use a SEN Support Plan (formally called an IEP – Individual Education Plan) for each child they feel needs additional support. These are written by the class teacher, with support from the SENDCo. so that the provision put in place is effective. These are reviewed and new targets are set three times a year. • Hatfeild Primary School support children with cognitive and learning difficulties, language and communication needs, social, mental and emotional difficulties and sensory or physical needs or disabilities. • The needs of each child are individual and these are considered when the package of support is put into place. • Evidence from progress meetings, meetings with parents and class teacher as well as assessment data is considered when putting a package of support together. • Adult support across the school is timetabled and overseen by the class teachers and SENDCo. Class teachers meet with parents to go through what is in place and to discuss any questions or concerns they have.

	<ul style="list-style-type: none"> • As far as the school can provide it, extra support is put in place within the school. It is also the good practice of the school to advise parents on additional support that they can put in place at home too. • Hatfeild have adult support across the school who champion particular areas. For example, an adult is available with expertise in supporting children with speech and language. • The SEN Governor meets with the SENDCo regularly to talk about what provision is in place and to gain a good understanding of SEN across the school. In addition to this, the Heads Report to Governors also gives information about SEN across the school, summarising the provision and the impact it has on progress and attainment.
<p>4. How will the curriculum be matched to my child/young person's needs?</p>	<ul style="list-style-type: none"> • The school has the approach that ALL children are special – meaning that they are all individual and, as much as possible; the curriculum is tailored to the needs of all individual children. Children with SEN are planned for in each lesson so that they can take the curriculum at their pace whilst still progressing with their learning. • Lesson adaptations are carefully planned for specific groups of children and individuals according to need: for example, for a child who has Speech, Language and Communication needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary. • Where possible, technology is also used to support children's learning.
<p>5. How will the school know how well my child/young person is doing?</p>	<ul style="list-style-type: none"> • The school receive information from a pupils' previous school when a child has moved school or setting. • The progress of all pupils is continually monitored by class teachers and this is fed back to the senior leadership team. • This allows the school to quickly identify if a child is not making expected progress in a particular area of learning or socially and emotionally. These children are then tracked and, if progress continues to be slow, additional support is then put into place. • Parents are informed in the first instance if the school are putting additional support in place. The class teacher will either contact the parent in person or on the telephone. • Parents are also invited to meet with the class teacher (in the first instance) if they have concerns regarding their child's progress, who will then liaise with the SENDCo as appropriate.
<p>6. How will I know how well my child/young person is doing?</p>	<ul style="list-style-type: none"> • Parents evening are held once during the autumn and then again in the spring term. During the summer term a comprehensive annual report is sent home to every parent. • In addition to this, parents are offered opportunities to discuss any concerns they have with the class teacher via an appointment. Parents with children who have SEN are also offered time to discuss their child's SEN Support Plan.

	<ul style="list-style-type: none"> • SEN Support Plans are reviewed and new targets set every October, February and June.
<p>7. How will you help me support my child/young person's learning?</p>	<ul style="list-style-type: none"> • Our School Learning Log is used as a form of communication between parent and teacher. This is read regularly by the class teacher and are also a written record of what has happened at home to support and consolidate the learning in school. • Hatfeild Primary School offers all parents information on ways to support their child's learning at home. • If your child has a SEN Support Plan, this is discussed during parents evening and the opportunity is also given to discuss this before parents evening. • Hatfeild Primary School offer parents the opportunities to make an appointment with the class teacher outside of the parents evening if they wish to discuss their child. • Parents of SEN children are given opportunities to meet with outside agencies working with their children.
<p>8. What support will there be for my child/young person's overall wellbeing? How will my child/young person's personal or medical needs be met?</p>	<ul style="list-style-type: none"> • Hatfeild Primary School have a behaviour policy which supports all children having a happy, safe and fulfilling time at school. • For children who have social, emotional and behavioural difficulties, various interventions are available across the school to support the development of skills in these areas. The school has one ELSA trained TA's who will work with identified children supporting their emotional needs. The school currently have two additional adults who are being trained to be ELSA's. • The school has a Jigsaw 4 U worker employed once a week to work with children who have or are experiencing a variety of complex social and emotional issues. This is a targeted approach where children work on a one to one basis with a qualified play therapist. • The school employ a Specialist Mental Health teacher, Karen May, who is in school one day a week to support our children as well as train our staff • Hatfeild Primary School work hard to make sure that all children are in school every day and on time. However, the school is sensitive to the medical needs of some of its children and understand that some appointments can happen only during the school day. Attendance is carefully monitored by the Head Teacher and Educational Welfare Officer (EWO). Parents of children who have poor attendance or are regularly late to school are given opportunities to meet with either the Head Teacher or the EWO to discuss support that could be put in place.

	<ul style="list-style-type: none"> • Every child has the right to feel happy and safe at school and our Anti-bullying policy reflects how this is supported across the school. • Children who have medical needs are monitored by the class teacher and the SENDCo. Health Care Plans are held for children who need them and training is given to adult across the school to administer medication, if specified in the Health Care Plan.
<p>9. How will my child/young person be able to contribute their views on how things are going?</p>	<ul style="list-style-type: none"> • The school has a house system where children from Year 6 are voted by other children into the position of House Captain. Meetings are held at least every half a term and this gives the children the opportunity to voice their opinions on things that are happening across the school. • Children with SEN Support Plans are spoken to about the targets and provision set on their plan and given opportunities to write on the document what they will do to help themselves to achieve targets. • Children with Education, Health and Care Plans offer their own voice to the annual review process via a written document.
<p>10. What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • All external partners we work with are vetted in terms of safeguarding and when buying in services, we monitor the impact of the intervention against the cost, to ensure a value for money service. • Educational outside agencies include: Educational Psychology Service (EPS); Learning Behaviour and Language Service (LBL); Early Years Inclusion Service; Virtual Behaviour Service (VBS); Speech and Language Therapy (SALT); Sensory Team (for children with visual or hearing impairment); Child and Adolescent Mental Health Service (CAMHs); Merton Autism Outreach Service (MAOS); Occupational Therapy (OT); Physiotherapy; School Nurse; Educational Welfare Office (EWO); • Hatfeild Primary School also work closely with Social Care Services. • We also employ a Home School Link Worker (Jigsaw 4 U) for one day a week. • A Specialist Mental Health teacher one day a week.
<p>11. What training have the staff supporting children and young people with SEN had or are having?</p>	<ul style="list-style-type: none"> • Hatfeild Primary School invests time and money on appropriate training for all staff. This supports the continued development of Wave 1 (quality first teaching) as well as developing skills in delivering specific intervention programmes at Wave 2 (short term support) and Wave 3 (individualised support and interventions). • The school have an experienced SENDCo. who is non-class based every afternoon.

	<ul style="list-style-type: none"> • The school are currently training two adults in order to support our children with speech and language difficulties using the ELKLAN approach. • All teachers hold qualified teacher status and all staff members receive regular training to best support our pupils with SEND, for example, speech and language difficulties; dyslexia; autism and social, mental and emotional behaviour difficulties.
<p>12. How will my child/young person be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Our inclusion policy promotes the involvement of all of our children in all aspects of the curriculum, including those outside of the classroom. Provision is carefully planned so that ALL children access the curriculum at their own level. • Where there are concerns for safety and access, a personalised risk assessment is carried out to consider reasonable adjustments which can be made to meet any additional need; if appropriate parents/carers are consulted and involved in the planning.
<p>13. How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Hatfeild Primary School is a wheelchair friendly school. The school is on one level and the upper building is accessed via a lift. There is a wheelchair lift at the back of the upper building so that children who are in wheelchairs can access playground 2. • The school have two disabled toilets, one in each building, with the toilet in the lower building having a changing bed. There is also a disabled child toilet in the toilets outside of Year 1. All doorways are wide for wheelchair access and in each year there is a class which can be accessed via a ramp from outside. There is also a disabled toilet in our ARP. • For children who have families where English is not their first language, general letters are available in many other languages to support their understanding. Several of our Teaching Assistants also work with individuals and small groups to develop English language skills.
<p>14. How will the school prepare and support my child/young person when joining Hatfeild Primary School, transferring to a new school or planning for the next stage of their education, employment or training?</p>	<ul style="list-style-type: none"> • All children are introduced to their new class teacher before they move up a year at school. For those children who find transition tricky, a transition book is also made for them to take home and look at over the holidays so that they are familiar with the changes that will occur. • When a child with SEN is moving to secondary school, the SENDCo. of that school is informed of the child's needs and arrangements are made, where possible, for that child to have additional visits to the school.

<p>15. How are the school's resources allocated and matched to child/young person's special educational needs?</p>	<ul style="list-style-type: none"> • Assessment data and analysis of progress is regularly carried out and this information informs how resources are allocated to each child. • Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. • We seek to ensure a 'value for money' service; therefore all interventions are costed and evaluated. This is done via a "provision map" which outlines all interventions across the school. • The Governors work closely with the Senior Leadership Team and passionately support the commitment to all children making progress at school. One way they do this is by making sure that sufficient funding is provided to purchase the resources needed to make this happen. • If a child has a Statement of Educational Need or an Education, Health and Care Plan, and it is felt that funding is not adequate to meet the child's needs, an interim annual review is called, at which the situation is discussed and evidence is produced to send to the Local Authority requesting an increase in funding.
<p>16. How is the decision made about what type and how much support my child/young person will receive? How will I be involved?</p>	<ul style="list-style-type: none"> • Assessment data and analysis of progress is regularly carried out and this information informs how resources are allocated to each child. • The decisions are made by the class teacher, Assistant Head Teacher for Inclusion and Head of School/Executive Head Teacher. Parents are also involved in what provision is being made at home. • The targeted support is shared with parents via the SEN Support Plan (formally known as the IEP). • The SENDCo talks regularly with the class teachers to assess whether progress is being made and what the impact of the intervention has been.
<p>17. How will I be involved in discussions about and planning for my child/young person's education?</p>	<ul style="list-style-type: none"> • Parents are informed of their child's progress during parents' evenings and via the school report. If the school hold concerns about a child's progress then the parent informed via a meeting. Parents are invited to share as much information about their child as possible so that the intervention and provision planned is as effective as possible. The SEN Support Plan outlines the provision being offered and parents are asked to contribute to this.
<p>18. How can I be involved in the school more generally?</p>	<ul style="list-style-type: none"> • We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations. • We operate an open-door policy to allow parents to contact their child's class teacher with ease.

	<ul style="list-style-type: none"> • Parents are invited to become involved in school-life through a number of means e.g. the PTA (HSA), parent forums, hearing children read and on-going invitations to school events throughout the year. • We host learning workshops to model our approaches to learning in various subjects, giving parents the confidence to support their child's learning at home. • Our Governing Body includes Parent Governors/representatives.
19. Who can I contact for further information?	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to talk to their child's class teacher. • For students with SEND, further information and support can be obtained from the SENDCo.
20. What should I do if I am considering whether this is the right school for my child/young person?	<ul style="list-style-type: none"> • The school is contactable via telephone from 9.00am to 4.30pm every day. The telephone number is 02083371332. • Parents who are considering Hatfeild Primary School are advised to talk to the Head Teacher and also arrange a visit to the school. This can be done by calling the number above or by contacting us at school@hatfeild.merton.sch.uk

