

MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

SEN Information Report

Hatfeild Primary School

October 2024

Executive Head Teacher: Mrs. A Saville

Inclusion Manager / SENDCO: Mrs. V Tucker

Heads of School: Ms. L. Newman and Mrs. A Waterman

Safeguarding Lead: Ms. L. Newman

SEN Governor: Amy Shrimpton

Mrs. A. Waterman

<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 happen termly and the class teacher, SENDCo. and Heads of School/Executive Head Teacher attend these. This helps the school to plan provision for children who have been flagged up. • 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. • Health diagnosis from a Health professional e.g. Paediatrician, Doctor • Information from other settings, previous schools, professionals eg Health Visitors, Speech and Language Therapists
<p>2. What should I do if I think my child/young person may have SEN?</p>	<ul style="list-style-type: none"> • Please talk to us – Ask to meet your child’s class teacher to discuss your concerns. Teachers are happy to meet with parents before or after school at a convenient time for you both • 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"> • Through meetings with the class teacher and/or Special Educational Needs Co-ordinator (SENCO) to discuss what support or interventions would best meet your child’s needs. We will discuss the length of the intervention and how progress will be measured. • Children’s targets will be recorded on a School Support plan (SSP). This will be shared with parents/carers. During Parent/carer and teacher meetings all parties are able to meet to discuss the needs of the child and the

	<p>best way that we can support those needs within our school. These are reviewed and new targets are set three times a year.</p> <ul style="list-style-type: none"> • 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. • 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. • The SEN Governor, Amy Shrimpton, 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 Executive Head's termly Report to Governors also gives information about SEND 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"> • Targeted classroom teaching also known as Quality First Teaching. This means that all teaching builds on what your child already can do and understand. Support is put in place that is specific to the individual child's needs such as more practical learning or providing different resources. • Using an intervention that research has shown makes a positive difference to children's progress. These programmes are delivered by teachers or teaching assistants who have had extra training. The intervention lasts for a set period of time. Progress is monitored by the class teacher and the Special Educational Needs Co-ordinator (SENCO) and shared with the parents/carers. • School also uses advice and strategies from other professionals who have worked with your child, for example a speech and language therapist • Where possible, technology is also used to support children's learning. • Hatfeild have adapted the Merton Ordinarily Available Guidance to fit the needs of the school and have English and Maths documents which are used to plan adaptive teaching across the school.
<p>5. How will the school know how well my child/young person is doing?</p>	<ul style="list-style-type: none"> • Class teachers and the Special Educational Needs Co-ordinator (SENCO) will monitor the progress your child is making. This will include discussions with other members of staff who are working with your child. Professional termly tracking meetings are also held between the class teacher and members of the School

	<p>Senior Leadership team. At these meetings a child's progress will be discussed with a focus on core subjects (Reading, writing and Maths)</p> <ul style="list-style-type: none"> • We will use the targets on the School Support plan (SSP) to measure progress. • If children have made sufficient progress and no longer need additional support they may move off the Special Needs Register. • If children are not making as much progress as we would like, the intervention may be adapted or changed. School may seek further advice from other professionals to support your child's learning.
<p>6. How will I know how well my child/young person is doing?</p>	<ul style="list-style-type: none"> • There is a parent/teacher meeting in the Spring and Summer terms to discuss your child's needs, support and progress. • We have an open door policy and you are welcome to make an appointment to talk with the class teacher and/or Special Educational Needs Co-ordinator (SENCO) at any time. • Class teachers, specialist staff, other professionals, Special Educational Needs Co-ordinator (SENCO) working with your child may also arrange to meet with you in addition to the termly meetings. • School Support plans (SSP) targets are discussed and shared on a termly basis. SEN Support Plans are reviewed and new targets set every October, February and June. • Sometimes, we hold a team around a child meeting (TAC) where a range of professionals plan with parent/carers the best way to support your child. • If your child has a statement of Educational Needs / Education, Health and Care plan then they will have an annual review meeting which will be held at school. • Class teachers write a yearly report which is shared with parents/carers towards the end of the summer term.
<p>7. How will you help me support my child/young person's learning?</p>	<ul style="list-style-type: none"> • By arranging regular meetings and keeping you informed and answering any questions you may have. • Many of the interventions that we use have work to practise at home. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. • Our subject leaders in Maths, Literacy and EYFS run meetings for parents/carers to give advice on how to help children • Parents of SEN children are given opportunities to meet with outside agencies working with their children.

	<ul style="list-style-type: none"> • The SENDCO is contactable via the send@hatfeild.merton.sch.uk for email correspondence.
<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 in having a happy, safe and fulfilling time at school. We actively celebrate good behaviour with certificates, stickers and postcards home. • Class teachers are responsible for the social and pastoral care of the children in their class. • The school has a range of provisions to support children's wellbeing. These include: ELSA rooms with 3 part time Emotional Literacy Support Advisors (ELSA), who are trained and supervised by an Educational Psychologist; the school also employs a Specialist behaviour teacher, who is a Social, emotional and mental health consultant and experienced in working children who require additional emotional or behavioural support. • School has a policy on managing the administration of medicines. School keeps a register of children with medical needs and allergies and these are shared with all school staff. • The school has access to the Ordinarily Available Guidance from Merton. This document supports schools in the support and interventions that we are able to offer. • The school has a range of staff trained as paediatric first aiders. School staff have up to date training covering diabetes, the use of an epi pen; supporting children with cochlear implants and what to do in the case of an epileptic fit. • The School Nurse writes care plans for children with medical needs with parents/carers and these are shared with staff. Meetings with the school nurse can be arranged. • All staff have had up to date safeguarding training in accordance with current legislation. • This year, the school have two Play Therapists who work one afternoon a week 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. • Hatfeild Primary School works 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 Executive Head Teacher, Heads of School and Educational Welfare Officer (EWO). The school also have an Attendance Officer who works in the school office. Parents of children who have poor attendance or are regularly late to

	<p>school are given opportunities to meet with either the Headteacher or the EWO to discuss support that could be put in place.</p> <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 made aware of the targets and provision set on their plan • Children with Education, Health and Care Plans offer their own voice to the annual review process and, when in Year 5 and 6, are able to attend the meeting, if appropriate.
<p>10. What specialist services and expertise are available at or accessed by the school?</p>	<p>Based at our school:</p> <ul style="list-style-type: none"> • Emotional Literacy Support Assistants • ELKAN trained teaching assistant– additional training from a speech and language therapist • One Higher Level Teaching Assistant who has had additional training in supporting children with NELI • Members of staff trained in using the Dyslexia Screening kit – Dyslexia Quest • Teaching Assistants are trained in a range of interventions to support basic skills. • All staff trained in supporting children’s mental health and well-being. • All staff trained in the ‘Zones of Regulation’ • All staff trained on Trauma and Attachment • All staff have been trained on ADHD and how school can best support children. • All staff have been trained on ASD and how school can best support children • Members of staff trained to deliver the Attention Autism programme • Member of staff trained to support children with visual impairment and braille • Members of staff trained to deliver Sensory Circuits

	<p>Accessed from outside school: 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.</p> <ul style="list-style-type: none"> • Educational Psychologist • Language, Behaviour, Learning team • Virtual Behaviour Service • Emotional and Behavioural support • Speech and Language Therapy service • Looked After Children’s Team • Young Carers • Merton Sensory Team • Occupational Therapy team • Physiotherapy Team • Educational Welfare Officer • Child and Adolescent Mental Health Service (CAMHs); • Emotional Wellbeing Practitioners (EWP); • School Nurse • Hatfeild Primary School also work closely with Social Care Services. • Play therapist • We also employ an SEMH specialist for one day a week to support children, families and teachers across the school.
<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"> • The school have an experienced SENDCo who is non-class based on 3 days a week. • 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>Training</p> <ul style="list-style-type: none"> • NELI (Nuffield Early Language Intervention) Early Years Staff September 2021 • ELKAN • Mental Health Lead Training- Head of School, Summer 2024 • Zones of Regulation (All staff) September 2023 • Attachment and Trauma and how this effects children’s behaviour in class (All Staff) September 2023 • Supporting Children with ASD in the classroom (Support staff) September 2022 • Supporting children ADHD in school June 2022 • Supporting Dyslexia in the classroom September 2024 • Delivering the SNIP programme – October 2024 • OA training-all staff Autumn 2023 and in school training throughout the year • Merton SENCO forums • Creating a Neurodiverse classroom – May 2024 • Sensory Circuits – October 2022 • Communicate In Print training – September 2021
<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"> • All children are included in activities and school trips. • Staff complete risk assessments to ensure children can access activities safely • Our SEN 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 can access the curriculum at their level.
<p>13. How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Hatfeild Primary School is a wheelchair friendly school. The lower school building is on one level and the KS 2 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. There is also building work planned for another outside lift to be installed towards the front of the Key Stage 2 building. • 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’s toilet in the toilets outside of Year 1. All doorways are wide for

	<p>wheelchair access and in KS1 year there is a class which can be accessed via a ramp from outside. There is also a disabled toilet in our ARP.</p> <ul style="list-style-type: none"> • School seeks advice from Merton Sensory team to ensure we meet the needs of Hearing Impaired and Visually Impaired children and make appropriate adaptations. • School has a range of staff who can speak a variety of languages. We also use Bilingual Assistants from Merton to support us working with children and families with English as an additional language • For children where English is not their first language, 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"> • We recognise that ‘moving on’ can be difficult for a child with SEND and plan ahead to ensure that any transition is smooth as possible. • If your child is joining us from another school or setting we will arrange a meeting with you to find out as much as we can to help us with the settling in period. The Special Educational Needs Co-ordinator (SENDCo), works closely with the school finance officer, designated governor for SEND and the Head of school and Executive Head teacher to review the effectiveness of the spending. • Teaching assistants are deployed in the school according to pupils’ needs and to the teaching assistants’ expertise. • Pupil premium is used on a needs basis to support a range of activities which are published on the school website. A detailed record is kept of the spending and the impact monitored by senior leaders • 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</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.

<p>needs?</p>	<ul style="list-style-type: none"> • The Executive Head Teacher, Heads of School and the Special Educational Needs Co-ordinator (SENCo) discuss all the information they have about SEN in the school, including the children getting extra support already; the children needing extra support and the children who have been identified as not making as much progress as would be expected. Using this information resources, training and support is planned. This is reviewed regularly and changes are made when needed. • Each individual child’s provision is discussed at School Support meetings / annual reviews for children with an EHCP • 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 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. • Decisions around inclusion and provision are made jointly by the Executive Headteacher, Heads of School, class teachers and SENCO based on needs of the pupils-evidence coming from pupil progress tracking, support plans and children’s work • The targeted support is shared with parents via the SEN Support Plan (formally known as the IEP). • Every term the class teacher assesses whether progress has been made and the impact of the intervention on each child’s SEN Support Plan. Staff training has been delivered to ensure that all targets set are SMART – small, measureable, achievable, realistic and time driven.
<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, SEND support plan meetings and via the school report. If the school hold concerns about a child’s progress then this will be discussed with parents at the earliest opportunity. Parents are invited to share as much information about their child as soon as

	<p>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> <ul style="list-style-type: none"> • SEND conferences are held for parents with children who have EHCPs/have external professionals involved.
<p>18. How can I be involved in the school more generally?</p>	<ul style="list-style-type: none"> • School welcomes parent helpers. Some of our parents support us by helping in the library; going on school trips; running art groups. (All helpers in school must have a current DBS clearance which can be arranged through the school office). This is accordance with our Safe Guarding Policy • The school has a welcoming and active HSA. Each class has a parent HSA rep that will be able to give you more information. • Parents are also represented on the school governing body. Currently there are no vacancies. • We host curriculum Parent workshops and parent coffee mornings to support parents in knowing what their children will be learning during the year and giving parents the confidence to support their child's learning at home. • Our school website has a parents' tab where parents can find out what children will be learning and how to support their children's learning.
<p>19. Who can I contact for further information?</p>	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to talk to their child's class teacher. Teachers are happy to meet with parents/carers before or after school at a convenient time for you both. • For students with SEND, further information and support can be obtained from the SENDCO Viki Tucker. Staff in the school office will liaise with the Special Educational Needs Co-ordinator (SENCO) to make an appointment for you. You can also email Viki Tucker (SENCO) at send@hatfeild.merton.sch.uk
<p>20. What should I do if I am considering whether this is the right school for my child/young person?</p>	<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 Executive Headteacher/Heads of School and also arrange a visit to the school. This can be done by calling the number above or by contacting us at • The SENDCo. Is contactable via the telephone or on send@hatfeild.merton.sch.uk

	<ul style="list-style-type: none">• You can also contact Fran Turko, Parent Partnership Officer. Fran Turko provides support and advice for parents/carers of children with additional needs throughout Merton. Her office is on the Joseph Hood school site. Fran's telephone number is 0208 543 8854 and email fran.turko@merton.gov.uk• Advice can also be obtained from Kidsfirst www.mertonmencap.org.uk• Merton Local Offer for children with Additional Needs: https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0
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What should I do if I think my child/young person may have SEN?



