



Hayton CE Primary School

Special Educational Needs and Disabilities (SEND) Local Offer and Information Report

What are the aims of the Local Offer?

To provide clear, comprehensive, accessible and up-to-date information about the available SEND related provision for children and young people from birth to age 25 and how to access it.

To make provision more responsive to local needs and aspirations by directly involving children with SEND and their parents or carers, and service providers in its development and review.

To see the Local Offer coordinated by Cumbria County Council (CCC) go to:

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>

To read CCC's Cumbria SEND Partnership Continuous Improvement Plan 2022-2023 go to:

https://search3.openobjects.com/mediamanager/cumbria/fsd/files/public_version_-_cumbria_send_partnership_continuous_improvement_plan_2022-23_final.pdf

In December 2022 Ofsted and the Care Quality Commission carried out a joint Local Area SEND Inspection to judge the effectiveness of Cumbria in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014, including the provision available in schools. To read the report go to:

<https://reports.ofsted.gov.uk/provider/44/80457>

CCC's Written Statement of Action in response to the findings can be found at

https://search3.openobjects.com/mediamanager/cumbria/fsd/files/cumbria_local_area_wsoa_for_publication_-_october_2019.pdf.

We keep our school Local Offer up to date and contribute to the broadest aim of the Local Offer to widen access to information about the SEND provision available for your child by combining it here with the SEND Information Report that we are required to produce and publish annually.

How does the school know if my child needs extra help and what should I do if I think my child may have Special Educational Needs?

At Hayton School children are identified as having SEND in a variety of ways including:

- Concerns raised by parent
- Concerns raised by teacher

- Tracking academic progress
- Liaison with previous schools
- Liaison with external services e.g. Family Centre, Social care
- Health diagnosis through a GP, Paediatrician, Health Visitor

Raise concerns, in the first instance, with your child's class teacher. If you have done this and become increasingly concerned, please make an appointment to see our SENDCo Mrs Platton.

This school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability across all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout our school community.

Assessment and Identification of Needs

Assessment is an ongoing core process throughout school and begins before a child even walks through our door thanks to the strong relationships we build with parents and the close links we have with other local nurseries. Parents are given opportunities to help us build a full picture of their child so we can work together to make their start at Hayton School as successful as possible.

Parents are informed of the views of the school and the support to be given, and are consulted on the way forward. We are committed to taking into account the views of both parents and children because we know how important it is to supporting the assessments and providing a more 'holistic' understanding of a child's needs.

At Nursery and Reception stage, we assess each pupil's current skills, abilities and levels of attainment on entry. All staff in the Early Years and Foundation Stage (EYFS) are highly trained.

We aim to identify special educational needs early so we can support and assist progress as soon as concerns are raised. In identifying a child as needing SEN support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. A wide range of assessment strategies and tools will be used depending on what the need is. When a member of staff identifies a child with special educational needs the class teacher will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

This will be considered when:

- the attainment gap between the child and the child's peers is widening;
- the attainment is much less than that of the majority of peers;
- current progress is significantly less than the child's previous rate of progress;
- there is little progress or improvement in self-help, social or personal skills;
- there is little improvement and/or a deterioration in the pupil's behaviour/emotional state;
- there are sensory, physical, communication and/or interaction difficulties.

What specialist services and expertise are available at or accessed by the school?

This school provides support to pupils across the four areas of need as laid out in the SEND Code of Practice 2014:

- Communication and Interaction, for example Autistic Spectrum Disorder, Speech and Language Difficulties

- Cognition and Learning, for example Dyslexia, Dyscalculia and Dyspraxia
- Social, Emotional and Mental Health Difficulties, for example Attention Deficit Hyperactivity Disorder
- Sensory and/or Physical Needs, for example Visual Impairments, Hearing Impairments, Processing Difficulties, Epilepsy.

Our Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Claire Platton, is a fully qualified teacher with experience in managing SEND.

Our school staff are trained in:

- Reading Intervention
- Maths Recovery
- Specialist programmes for Maths and Literacy support
- NSPLBA behaviour programme
- Autism
- PDA
- Supporting Young People With Mental health Problems
- Youth Mental Health First Aid
- ELSA (Emotional literacy support assistants)
- Lego Therapy.

If a child is having difficulties, or showing that they have specific needs that are greater than their peers, we automatically investigate ways to address those difficulties or meet those needs. With your consent we will involve other relevant specialist services. We work closely with any external agencies that we identify are relevant to meeting individual children's needs including:

- CCC support services like Educational Psychologists, SEND Teaching Support Team, School Nursing Service, Behaviour & Emotional Wellbeing Officers, Access & Inclusion Team
- Outreach schools and services such as local Alternative Education Providers
- Health professionals like the GP, Practice Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Physiotherapist, Child and Adolescent Mental Health Services (CAMHS)
- CCC Social Care services including the Locality Team, social workers, counselling services and therapists
- Others e.g. Police Community Support Officers, Safety Net, Cumbria Family Support, Barnardo's, NSPCC,

Regular meetings are held with support agencies and parents and children are kept informed of outcomes and next steps.

All children are included in all parts of the school curriculum and we strive to ensure all our school trips are just as inclusive. We have access to competent health & safety advice to help us plan a healthy, safe and enriching curriculum both on and off-site.

How will school staff support my child and how will the curriculum be matched to my child's needs?

A suitable education programme will be planned through collaboration between the child's class teacher, designated teaching assistant, SENDCo and parents. Roles are organised to best meet the needs of individual children and the impact of any additional intervention is closely and carefully monitored to make sure there is a positive outcome.

Governors receive regular headline updates at full Governor Meetings, more specific information is dealt with at Teaching & Learning sub-committee meetings and there is a designated SEND Governor, Mrs Pat Anderson, who meets regularly with our SENDCo.

In the classroom, the curriculum is differentiated for all children through ongoing teacher assessment that identifies any barriers to and the next steps in learning regardless of age. Differentiation takes a wide range of forms e.g. support, tailored tasks, small group work, 1:1 adult support, specialist schemes of work etc. We use the range of strategies that we identify will help us ensure your child is able to access the curriculum as fully as possible, and that our teaching meets their needs.

Resources and how they are allocated and matched to children's special educational needs?

A range of materials are provided and distributed by school to assist children with difficulties related to SEND. Our experienced staff use their training, teacher assessments and a range of other professional tools and judgements to match resources to a child's needs, and manage and monitor their use to maximise impact. Specialist resources are provided where necessary to support individual children e.g. writing aids.

Regular pupil progress meetings identify new and ongoing needs and teaching assistants and resources are deployed appropriately.

Integration of Pupils with SEND and Access to the Curriculum

The integration of pupils with Special Educational Needs is a high priority in the school. We will take all the steps we can, in consultation with parents, to enable children to participate in all areas of school life, including access to extra-curricular activities and school visits. The social integration of pupils is also vital and our school ethos is one in which all children are valued. We also seek to challenge negative perceptions and work hard to tackle bullying and discrimination, particularly towards those who might be seen as different, looking to break down those barriers in society.

If we find barriers to integration, each individual case will be examined and strategies developed to overcome them.

Teachers use a wide range of strategies to enable children to access all National Curriculum subjects and Religious Education. Work is matched to ability levels and where necessary support is given through individual/group support. The decision to support in class or withdraw is determined by the learning activity and the child's needs. Short withdrawal periods may be necessary to enable the child to meet their individual targets. The child's self-perception will be of paramount concern when considering withdrawal or 'in class support'.

How will I know how my child is doing and how will Hayton School help me to support my child's learning?

We recognise that the best outcomes for all children happen when parents and school work closely together so we have an 'open door' policy to encourage this. If you are physically on school premises, you will find that teachers are easily accessible and are particularly visible at the end of the school day.

All children have a comprehensive 'home to school' diary at the beginning of each academic year detailing books read and homework set as well as achievements. This can also be used as a record of written dialogue between home and school particularly if you, the parent are unable to personally bring your child to school or collect them.

Children are tracked closely, not only with regard to their academic achievement but also their social and emotional development through the wider curriculum in areas such as sport, music and outdoor learning as well as participation in extracurricular activities, the School Council etc.

We will provide you with a report annually. These reports identify not only your child's performance against relevant National Curriculum expectations, but also 'effort attitude' as well as their academic achievement on a broader scale. You can discuss these reports at parent's evenings. If you are not able to attend, but still want to discuss your child's progress, please make an appointment to see your child's class teacher.

If your child has very specific needs, the targets we would like them to achieve are written on a form called an Individual Education Plan (IEP). The content of these are very personal to each child and are usually written by class teachers in collaboration with other staff who work with your child, the SENDCo, yourselves as parents and where appropriate, your child. In some cases, a professional from an external agency may also provide input.

If your child has specific needs identified by a statutory assessment, they will have an Education Health and Care Plan (EHCP) developed by the Local Authority in partnership with all other relevant agencies including us as the school providing the Education element of the Plan. There is a regular review process for all EHCPs and when we examine how we are performing our part in the Plan, we will also consider how the performance of any Health and Social Care elements in the Plan have impacted our performance and your child's progress.

What support will there be for my child's overall well-being?

Positive relationships between staff and pupils are vital to the success of our school. Staff offer a range of pastoral and medical support to ensure a healthy and safe environment where good behaviour and care for others is fundamental. Behaviour management is carefully monitored and our system of rewards and sanctions is designed to be a strong and effective one where children develop an understanding of fairness and are encouraged to choose positive behaviours.

Several staff are trained in the National Programme for Specialist Leaders in Behaviour and Attendance (NSPLBA) so they can support all staff in de-escalating situations, working through conflict positively, and managing the more disruptive behaviours safely. Several staff, both teaching and non-teaching, have also received specialist behaviour training to manage behaviour positively.

The school environment is made as safe as possible and we positively challenge all antisocial or bullying behaviour, or harassment of anyone, whether pupil, staff or other member of our school community, because they have a special educational need or disability, or for any other reason.

The use of our class 'What's On My Mind' boxes, the reflective corners in every classroom, our regular Circle Time together, and an open school culture between adults and children, all allow children a 'voice' which is part of educating the whole child. There are weekly Personal Social and Health Education (PSHE) sessions as well as regular 'mindfulness' sessions led by specially trained staff.

The level of outside agency work with regard to children's emotional and behavioural development varies according to need, but we have liaised with outside organisations in the past who have helped provide specialist education or training to children and their families where appropriate.

Medical provision at Hayton School.

All our staff have received basic awareness training in recognising and managing the four most common medical conditions any school might expect to deal with: asthma, anaphylaxis (severe allergic reaction), diabetes, and epilepsy. Some staff have also received specialist training in diabetes and have experience managing it successfully.

All our staff that administer medicines have received enough training to ensure they can follow school procedures, do it safely and keep good records.

If your child has an ongoing medical condition, we will develop an Individual Healthcare Plan (IHCP) with you and any relevant medical professionals like the school nurse, the community/asthma/diabetes nurse, your child's consultant or GP etc. Developing the IHCP helps us understand the condition, how it affects your child, what we need to do to manage the condition to maximise their chances to be well and get a good education, and what adjustments we might need to make to activities or the environment. Appropriate training will be sought for our staff if we need to administer certain kinds of medicines (Auto-Injector Devices etc.) or some medical procedures at school. We will review your child's IHCP at least annually and will consult and update you on any significant changes.

We will only give your child a medicine at school when it is in accordance with our Supporting Pupils with Medical Conditions Policy <https://www.hayton.cumbria.sch.uk/information/policies.html> and you have completed and signed a Parental Consent to Administer Medicine Form as well as provided the medicine in its original container with its instructions or prescription directions.

To manage children's health well we value above everything else our open dialogue with parents and involved professionals. We know how vital it is to building trust with our families which enables us to care for your child as you would want us to.

How accessible is the setting environment?

Hayton School is mainly wheelchair accessible and there is a disabled lift from the main building to the EYFS room. Much of the outside area is flat and any areas that aren't have been landscaped to incorporate slopes so there are no steps.

There is a disabled toilet and changing facility.

How will Hayton School prepare and support my child to join school or to transfer to a new school or the next stage of education and life?

When a child prepares for any transition to or from our school we provide opportunities to make this as easy and child/family friendly as possible.

When children join Hayton School we seek information from any education or care setting they are transitioning from and provide opportunities for the child and family to meet us before the proposed start date. We pay particular attention to information about any SEND and we start planning how to meet those needs before a child arrives. For example, we might get in touch to say we have identified a support service your child already receives at their current school and ask your consent to refer them to our local service provider so we can match that provision and avoid delays or gaps when they start school with us.

When your child is ready to move on from primary to secondary school we are very proactive in our range of practices to help with transition. Detailed pastoral and academic information about each child is provided to the new school. We also collaborate closely with the secondary schools our pupils want to go to and other local 'feeder' primary schools whose pupils also want to go there to create a wide range of opportunities for your child to meet their future peers, including a variety of off-site transition events to support this important move.

If your child has SEND, or is especially anxious about transitioning, or might benefit in some other way from taking part, we have a programme available to Year 6 pupils where your child can attend 5 half day sessions at their chosen secondary school fully supported. We also provide a series of sessions for our Y6 pupils about transitioning to secondary entitled 'Moving On, Transition Resources For Year 6 pupils', created by CCC.

How is the decision made about what type and how much support my child will receive?

Decisions are made collaboratively between school and home and when appropriate, outside agencies e.g. Specialist Advisory Teachers (SEND Teaching Support Team (TST)), Educational Psychologists, Behaviour & Emotional Wellbeing Officers, legal services, health & safety advisors, medical services etc.).

Allocation of support and types of intervention for your child will also involve discussions with you as parents.

We can judge if the support has had an impact by tracking and reviewing targets on IEPs and ensuring they are being met; by monitoring progress against national age-related expectations and seeing the gap narrow; and through feedback from you and your child. For the majority of pupils, having an IEP is a temporary part of their school life, and they should then be able to achieve their potential through the direct impact of our quality first teaching. Some children, who do not have an iep, will also be supported through a short series of sessions with a specific focus. The impact of these should be noticeable within a limited time frame , negating the need for an iep.

What should I do if I have a complaint?

If you have concerns about your child's progress or wellbeing in relation to their SEND needs, please make an appointment to speak to your child's class teacher in the first instance. If your concern is about our related policies or general practice, please contact the Head Teacher.

If you feel the class teacher's response does not address your concerns, please contact the SENDCo.

If you feel our SENDCo's response does not address your concerns, please approach the Head Teacher.

If approaching our Head Teacher does not address your concerns, you can make a formal complaint in writing to the Head Teacher, stating clearly that you are making a complaint, what the complaint is about, and what you want our school to do to put things right. Our Complaints Procedure explains each step and can be found at:

https://www.hayton.cumbria.sch.uk/index.php?mact=Uploads,cntnt01,detail,0&cntnt01upload_id=2182&cntnt01category=Policies&cntnt01returnid=24

If you followed our Complaints Procedure and are not satisfied with the response of our Governing Body, we are a maintained school so you need to follow the advice in CCC's leaflet 'Information for Parents: Concerns and Complaints Involving a School' available at:

www.cumbria.gov.uk/eLibrary/Content/Internet/536/6357/427941588.pdf.

If you want to appeal against a statutory assessment of SEND decision made by Cumbria County Council, you need to appeal to the 'First-Tier Tribunal (SEND)'. Full procedures and the forms to start the process can be found at: www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability.

Who can I contact at school for more information?

SENDCo: Mrs Claire Platton (cplatton@hayton.cumbria.sch.uk)

Head Teacher: Mrs Sarah Threlkeld-Brown (head@hayton.cumbria.sch.uk)

SEND Governor: Mrs Pat Anderson (clerk@hayton.cumbria.sch.uk clearly marked for the attention of Mrs Anderson)

Contact details of support services

Cumbria Information Advice and Support Service:

<https://sendiass.cumbria.gov.uk/#:~:text=Cumbria%20SEND%20IAS%20Service%20staff,decisions%20about%20their%20child's%20education.>

Cumbria Safeguarding Children Partnership (CSCP): cumbriasafeguardingchildren.co.uk