



## **The Hyde School**

### **SEN Information Report 2015**

The Hyde is an inclusive mainstream school. We believe that every child is able to achieve their full potential with appropriate support to meet their individual needs. Every teacher is a teacher of every child, including those with SEND. Within our school we have children with a wide range of special educational needs, including communication and interaction difficulties, learning difficulties, social and emotional difficulties and sensory and/or physical needs.

#### **How does the school know if my child needs extra help?**

If a child is not making progress, or is making progress at a slower rate than expected, they may be identified as having a Special Educational Need.

- The teacher and SENCo will consider all information about the child;
- Concerns will be discussed with the pupil and family;
- Further assessments / observations may be carried out in school;
- Where necessary, and with parents' permission, further advice and assessments may be sought from external professionals;
- The school will put additional support, interventions or resources in place as necessary.

#### **What should I do if I think my child may have special educational needs?**

If you are concerned about your child's progress or development, you can:

- Talk to the class teacher;
- Talk to the Special Educational Needs Co-ordinator (SENCo);
- Talk to your GP or health visitor.

Parents know their children best and we will take your concerns seriously.

If your child has already been identified as having a SEN, it is important that you let the school know so that the right support can be put in place quickly.

#### **How will the staff support my child?**

The class teacher is responsible for the progress of all children in the class. We also have a number of support staff who help the children to learn.

Support is provided in a number of different ways depending on the child. It might include:

- Differentiated resources or equipment to help children learn;
- Additional support in lessons or at lunch and break times;
- Extra support to help children access lessons, such as pre-teaching subject vocabulary;
- Smaller groups or individual teaching for some areas;
- Additional interventions to help with reading, writing, maths, motor skills or social skills;
- Extra emotional support or help with behaviour:
- After-school clubs to help support learning.

### **How will we know how my child is doing and how will you help me to support my child's learning?**

The progress of all pupils is reviewed half termly, so that we can check they are making good progress, and see if there is anything else we need to do. The class teacher or SENCo is always happy to talk to you about how your child is doing, and what you can do to help. Some pupils have a home school book which they bring home each day, so that you can see how your child is getting on and let school staff know how they are getting on at home.

Children with a high level of need have individual provision maps which will be reviewed termly. These show what extra help the child is getting in and how it is impacting on their learning.

The school regularly reviews how well all pupils with SEN are doing. There is a governor with responsibility for SEN and inclusion, and the SENCo regularly feeds back to the governing body.

### **How will the curriculum be matched to my child's needs?**

All children learn the same curriculum, but we may adapt or modify it so that it is more suitable for your child. This might mean using different resources to make it more accessible, or working on the same areas but at a different level from peers. We always try and make the curriculum as interesting and as relevant as possible for our pupils.

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

The SENCOs are responsible for planning provision across the school. This is done by looking at the needs of all children with SEN, and the resources we have available. Children with the highest level of need will receive the most support. Some children will need support in some areas and not in others.

A few children will need additional support which the school is unable to provide in its entirety. These children may have a statement of SEN or an Education Health Care

Plan which is issued by the local authority where the child lives. This provides additional funding which is attached to the individual child.

### **How will my child be included in activities outside the classroom including school trips?**

Trips, after school clubs and other experiences are an important part of life at The Hyde. We do our best to ensure that all children are fully included. We take the needs of pupils into account when planning trips and events. Where necessary we will make reasonable adjustments so that all children can participate, such as providing extra adults, or alternative means of transport. Sometimes we will give priority to after school clubs for children we think will benefit the most from a particular experience.

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

We believe that confident and happy children achieve best. We have a learning mentor who supports children with a range of emotional and social issues. Our staff know the children well and are quick to act if they see that something is wrong. We teach our children to ask for help if they are unhappy or worried, and to look out for each other. The children have class representatives on school council to make sure their views are heard. Children with statements or EHC plans also contribute to their annual reviews.

We have a lunchtime drop in session so that children have a choice about whether to play in the playground or stay inside. Drop in offers a range of activities which children can choose to do.

We have very high expectations of behaviour. Where children are experiencing difficulties with behaviour, there is a clear plan for support. We will always try to find out why children are behaving inappropriately, and give them help to improve. We will also talk to families about how they can help.

Our school nurse visits regularly. She works with staff to ensure that children with serious medical needs have care plans in place.

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

The school has access to a wide range of expertise. The deputy Headteacher / SENCo is an advisory teacher for autism, and also has qualifications in SpLD and speech and language difficulties. The additional SENCo is also a qualified teacher and holds the National SENCo qualification. A number of our teachers and support staff have areas of special interest.

We have access to a wide range of external agencies, including:

**Health** – health visitor, school nurse, child development clinic, audiology, speech and language therapy, occupational therapy, physiotherapy, CAMHS, Primary Project.

**Education** – Educational Psychology team, Specialist Team (advisory teachers for SEN).

**Social Care** – Children and Families, Intensive Family Focus Team, CAF team.

We also buy in additional support from the Educational Psychology Team.

### **What SEN training have the staff had?**

We have a rolling programme of staff training on how best to support the most frequent special educational needs. In the past year our staff have had training on:

- Supporting children with speech and language difficulties;
- Supporting children with specific learning difficulties (SpLD) and moderate learning difficulties (MLD);
- Supporting children with autism spectrum conditions (ASC).

Staff working with particular groups or individuals also attend specific training relevant to their particular role. Additional training is undertaken if any child comes to the school with a need or condition we do not have previous experience of.

### **How accessible is the school both indoors and outdoors?**

The Hyde is a modern purpose built school which makes it easily accessible for people with mobility difficulties or in wheelchairs. Disabled toilet facilities are available on both floors, and there are dedicated parking spots close to the school. There is a lift between the ground and first floors. We make every effort to provide additional or different resources, equipment or arrangements for children who need them.

There are a range of rooms available for learning. All our classes have breakout rooms so that children can work in smaller groups or in a quieter less distracting environment. Individual work stations can be set up for children who need them.

We also have access to specialist advisory teachers who can help us support children with specific needs, such as physical needs or visual or hearing impairments.

### **How are parents involved in the school? How can I get involved?**

Class staff are available at the start and end of every day for brief conversations. Appointments can be made with the class teacher or a member of the senior leadership team if you have anything you wish to discuss. Parent teacher meetings are held termly.

We hold regular coffee mornings for all parents and a number of parents work as volunteers in the school. Parents are also represented on our governing body. If you would like to get involved, just talk to a member of staff.

We have a complaints policy in place if you have any concerns you wish to discuss. In the first instance, you should talk to the class teacher or SENCo.

### **How will the school prepare and support my child to join the school, or transfer to a new setting?**

Before your child starts at the school, we will talk to you about the best way to support them in settling in. Some children start on a part-time timetable, or a parent will stay with them to begin with. We try to be flexible to ensure the best start for the child.

If your child moves to a new school, we will talk to the new school and share information about your child. For children with complex needs, we will invite the new staff to visit your child in school and talk to staff already working with them. We may also arrange visits to the new school so your child knows what to expect.

Most secondary schools have transition plans for year 6 pupils, including visiting pupils in primary school and opportunities to meet their new tutor and form at the receiving school. For some children, additional visits or Transition Booklets may be used. Where appropriate, secondary school staff will be invited to annual reviews of children in year 6 who have statements or EHC plans.

### **Who can I contact for further information?**

General information: School Office on 020 8205 8707

SEND Queries: Siân Morris, Deputy Headteacher / SENCo 020 8205 8707

Danielle Harte, SENCo 020 8205 8707

### **Other sources of information**

Barnet Local Offer [www.barnet.gov.uk/info/941009/local\\_offer](http://www.barnet.gov.uk/info/941009/local_offer)

The Hyde SEND Policy (available on request)

Complaints Policy (available on request)