



Haydon Wick Primary School

SEND School Offer

Key Document details:

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Approver: [Quality Man/CEO](#)

Owner: [Emily Johnson](#) Version No.: 5 Date: [September 2022](#) Next

review: [Annual](#)

Ratified: [September 2022](#)

Haydon Wick Primary School- The White Horse Federation

Address: - The Brow, Haydon Wick, Swindon, SN25 1HT

Website: - <http://www.haydonwick.swindon.sch.uk/>

School opening hours for the children: - 8:30 – 15:30 Mon-Thurs and
8:30-13:00 on Friday (doors open at 8.20)

Point of contact: - Mr Chris Neal Principal, 01793 706606,
head@haydonwick.swindon.sch.uk

Type of Provision: - Primary Education

Age range: - We cater for children aged 4 - 11

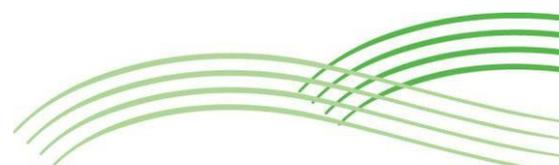
Admission arrangements: - Parents can apply to the school under the Swindon Borough Council admissions procedures and policies.

Referrals: - N/A

Cost: - N/A

Partnership agencies: - We may work with;

- Educational Psychologists
- Speech and Language Therapists,
- Occupational Therapist,
- Cognition and Learning Advice & Support Service (CLASS)
- Social Emotional & Mental Health Support Team
- Swindon Autism Support Service
- Targeted Mental Health Service (TaMHS)
- Trailblazers (Barnado's)
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service



- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- Swindon Parenting Hub
- Children's Services
- Family Service
- Early Help Hub
- Butterflies Family Centre
- Looked After Children Education Services (LACES)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer
- Young Carers
- Youth Offending Team (YOT)
- Respect
- STEP
- Early Intervention Programme (Police)
- SMASH

Curriculum: - The new Early Years Foundation Stage Curriculum (2021) is followed as is the National Curriculum (2014).

The curriculum we offer is based on the National Curriculum, and sometimes adapted to best meet the needs of all children. At Haydon Wick we are enthusiastic about our topic-based teaching and often our lessons are based around the theme for the term. Other areas, e.g. maths, may be mostly taught as separate subjects to ensure the children cover everything they should. Our curriculum offer can be viewed on the school web site.

Assessment: - We assess the pupil's progress and attainment three times a year, formally reported to parents in mid-year and end of year reports. Parents of SEN children are invited to three meetings each year to discuss their child's progress and attainment. In addition to this, parents are also invited to annual reviews for children with an Education Health Care Plan (EHCP) for Special Educational Needs. Any other professionals working with the child, e.g. school nurse or Educational Psychologist may be invited to the annual review, to report

and review progress with health issues and social and emotional concerns.

Some children who do not have an EHCP may still need a bit of extra support and so we will use the new Swindon Core Standards system to carefully assess a child's needs and plan some very precise and individual support. This may result in a child having a 'Progress Plan'. Targets will be set and reviewed regularly to evaluate the impact of the support provided and parental input is sought at every stage. We value and respect parental input and want to ensure a partnership is possible and successful.

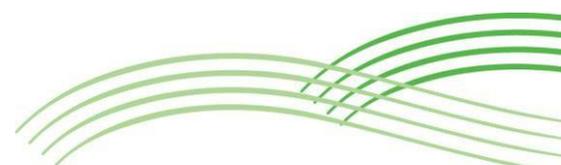
In the year 2014-15 a new curriculum was published, alongside a new method of describing children's attainment. Pupils are now assessed as to whether or not they meet the expected standard for a child their age. Children will be described as WTS (working towards standard) if they do not yet fully meet that standard or are still working towards it, EXS (expected standard) if they do meet it and GDS (greater depth standard) if they exceed that standard and are working at a greater depth.

We use the Boxall Profile as a diagnostic assessment tool for social emotional and behavioural difficulties in children.

In Early Years, during term 1 the teacher carries out a baseline assessment for every child. The results are shared at Parents' Consultations. By the end of the year the teacher has built up an accurate profile of the child's development.

Transition: New reception class children visit the school with their parents up to three times before their start date. Reception class teachers visit the home of every new pupil who starts in the autumn. These school and home visits help the teachers to find out more from the parents about their child and their specific needs and concerns. We will also talk to other professionals involved in the care of higher needs children. Where appropriate, we may make specific personalised arrangements for higher needs children.

Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If a child has an EHCP, then a transitional review will take place in year 5 and all possible school options are discussed.



Staff Expertise: -

The SENCO, Mrs Emily Johnson, is a fully qualified and highly experienced teacher. She gained her National Award for Special Educational Needs Coordinator in 2017.

All teachers are responsible for teaching SEND children in their class, with the support of the SENCO, to ensure the best possible progress and attainment for all children. Teachers have training on SEND related issues several times a year and the SENCO provided an SEN update in every staff meeting.

Teaching Assistants are employed to support the learning needs of all the children. Some of these are employed for targeted support for children with high needs to enable them to access the mainstream curriculum. The school provides training for all new Teaching Assistants and ongoing training as appropriate for their role in the school.

We also have pastoral support for all pupils when appropriate. This includes an Inclusion Worker as well as teachers and Teaching Assistants.

We provide a 'Sunrise Club' Nurture group that runs from 8.15 – 8.45 Monday to Thursday. This is designed to support any children who have social or emotional needs and to give them a very supported and positive start to their day. Children can benefit from this intervention for one or two terms.

In 2019, our Inclusion Worker, Mrs Karen Palmer, and teaching assistant, Claire Kent, completed the ELSA programme. ELSA stands for Emotional Literacy Support Assistant and is a national programme of staff training to support children and young people with Social, Emotional and Mental Health (SEMH) needs run by the Educational Psychology service. It supports practitioners in developing the emotional literacy and overall resiliency of vulnerable children and young people. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

In 2019, we applied for and gained the Swindon Healthy Schools Mental Health Award. This award is testament to the support we provide and the understanding we have for the importance of the positive mental health of both children and adults in our school. We are very proud of our effective whole school approach to mental health and wellbeing.

Dyslexia

This year we are working towards gaining the Dyslexia Friendly Schools quality mark. This means we work hard to ensure that children with Dyslexia or Dyslexic tendencies get the support they need to achieve in school. We recognise that learning can be much more challenging for these children and we want to make sure they get the support they need to achieve.

If we suspect a child has Dyslexia we invite parents in to school for a meeting to discuss concerns. We would also use a screen to identify needs. We use the GL Dyslexia Portfolio along with the British Picture Vocabulary School. We also use the Swindon Core Standards checklists and Dyslexia Identification checklist from the Swindon Dyslexia service.

When marking work teachers and staff are mindful of managing the needs and self-esteem of all SEN children including children with Dyslexia or Dyslexic tendencies. Work will be celebrated and praised based on the content and cohesion rather than the spelling.

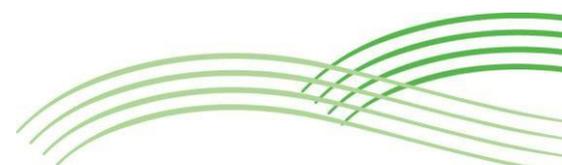
Staff may only make a limited number of corrections on a piece of work and teachers will exercise sensitivity in their marking of spellings particularly. Correction of spellings will be focussed primarily upon individual target words, high frequency words and particular letter strings.

We are not able to diagnose Dyslexia in school but we can refer to Swindon Dyslexia service if we need additional advice. If parents would like a formal assessment they would be advised to check the British Dyslexia Association website to find a qualified assessor in the local area.

Monitoring of the effectiveness of the provision: - There are robust systems in place for the SENCO and senior leadership staff to monitor the effectiveness of the school provision for SEND children.

These include;

- book scrutiny
- progress meetings
- lesson observations of all staff, including the quality of provision for SEND children



- monitoring of planning
- individual provision mapping
- questionnaires
- Boxall Profile
- SEN team meetings

Subject leaders also monitor the delivery of their subject and the progress made. Ofsted and our School Improvement Partners visit the school on a rolling programme to monitor and make their judgment.

Our School Governor with special responsibility for SEND is Mrs D Walker. He meets with the SENCO regularly. THE SEND Governor is the SENCO's 'critical friend,' to ensure the best possible provision for children with SEND. The School Principal monitors and quality assures the impact of the SEND Development Plan and the School Improvement Plan.

Equal Opportunities: - All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender or sexuality. When necessary, the details of the access will be determined through a rigorous risk assessment procedure and adaptations will be made as needed.

Spiritual, Moral, Social and Cultural Curriculum: - This is core to the curriculum. This includes;

- Values based Curriculum For further information (<http://www.valuesbasededucation.com/index.ph>)
- Building strong, meaningful relationships between staff and pupils
- School council, to which all pupils contribute
- Diverse Learner Council (the DLC) a group of children representing all the diverse learners of our school who celebrate difference
- Pupil voice (Regular surveys of children's opinions, meetings with pupils to find out their views on specific issues)
- School council, to which all pupils contribute
- Pupil governance
- Links with local community, e.g. library visits, assemblies taken by local church leaders.

- Religious festivals
- Special school days
- National initiatives, such as charity events

This list is not exhaustive.

Bullying of any kind is not tolerated.

All children are taught

- how to recognise bullying,
- why it is harmful,
- what to do if they think they are being bullied
- what happens in school when children bully others

From the parent carer's point of view:

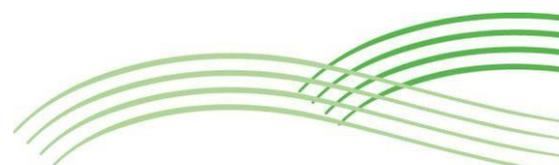
1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- *Once your child has settled into school, it may seem to the teacher that s/he needs extra help. This may be clear to them from observation, or they may do some assessments. It maybe that later on s/he does not make the progress expected.*
- *If your child has been to a preschool, nursery or another school, they will pass on information.*
- *If you have concerns yourself, please talk to your child's class teacher. We have an open door policy at Haydon Wick. After school is often better than in the morning; if this is not possible please phone the school to make an appointment.*
- *If we in school identify any special educational needs we will talk to you about it and tell you what support will be put in place. We may or may not ask to involve one or more of the Partnership Agencies.*

2. How will the school support my child?

The school will support your child in a way that matches his/her needs. This may include;

- *Extra support in class.*



- *Individual or group work outside the classroom for a short time.*
- *A learning programme and activities that are specific to your child.*
- *An individual provision map that sets specific targets, states how and when a child is supported with what resources and who is responsible for delivering the support*
- *The school has many options to enable your child to progress in his/her learning. A range of the activities and intervention programmes are available or sometimes he/she may also receive support that is personalised specifically to him/her.*

3. How will the curriculum be matched to my child's needs?

The curriculum is carefully differentiated to meet the needs of every child. That is, it is individually tailored to each pupil. Your child is then able to learn at his/her own level and make the progress s/he needs to make. Children learn in different ways so different learning styles are recognised and included in teaching. Multi-sensory methods are often used.

4. How will I know how my child is doing and how will you help me to support my child's learning?

We look forward to working with you to help your child. We will talk to you about we help your child. Some of this will be written down on the individual provision map. We like to hear what works for your child and we will make suggestions as to how you can help too.

These are some of the ways we communicate; the most important is for you to talk to the class teacher if you are concerned.

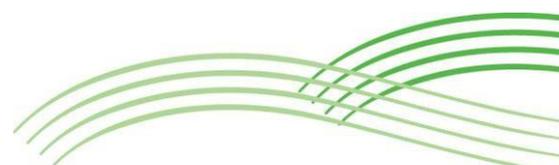
- *Informal conversations between parent/carers with the class teacher. We welcome communication.*
- *Informal conversations between parent/carers with a teaching assistant who works with your child.*
- *All children have a reading booklet for home and school to record details of the child's reading.*
- *For some children we may use home/school diaries or behaviour charts.*

- *Parent/teacher consultations three times a year*
- *Formal reports sent home twice a year*

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

The school's core work is ensuring the well-being of each child, through care, support and guidance in class and around school. This includes;

- *Our Values Curriculum, in which all adults try to model good behaviour to children, as well as teaching through lessons and assemblies.*
- *Personal, Social and Health Education curriculum*



- *Enrichment activities (Clubs and activities to broaden life experience, for example Sports and Music)*
- *School Council*
- *Medical care plans/ personal care plans*
- *Most staff are trained in First Aid (staff who cover all areas of the school, all ages of children and the whole school day)*
- *Any physical intervention is recorded appropriately according to safeguarding and LEA guidelines and is reported to parents.*
- *Inclusion Worker*
- *Sunrise Club*
- *Jigsaw Personal, Social, Health Education (PSHE) with mindful approach programme*
- *Mindfulness in class*
- *Some staff are trained in positive physical intervention (Team Teach). Team Teach uses “positive handling” which is a holistic approach involving policy, guidance, management of the environment and deployment of staff. Team Teach emphasises a spectrum of gradual and graded response to reduce the probability of challenging behaviour escalating towards violence. The emphasis is always on preventative measures; environmental management, diffusion and de-escalation. Where these approaches are insufficient risk-reducing physical interventions are designed to keep people safe as part of a holistic response. Any physical intervention is recorded appropriately according to safeguarding and LEA guidelines and is reported to parents.*

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

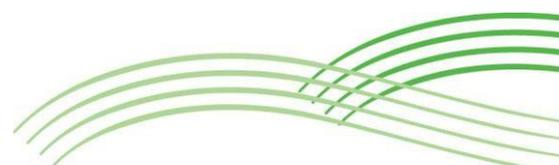
- SENCO
- Educational Psychologists
- Speech and Language Therapists,
- Occupational Therapist,
- Dyslexia-Specific Learning Difficulties Service
- Swindon Autism Support Service
- Targeted Mental Health Service (TaMHS)
- Trailblazers (Barnado’s)
- Visual impairment advisory services

- Hearing impairment advisory services
- Assistive technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- Swindon Parenting Hub
- Children's Services
- Family Service
- Early Help Hub
- Butterflies Family Centre
- Looked After Children Education Services (LACES)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer
- Young Carers
- Youth Offending Team (YOT)
- Respect
- STEP
- Early Intervention Programme (Police)
- SMASH

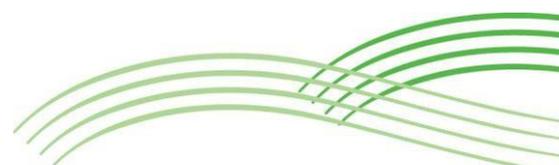
7. What training are the staff supporting children with SEND had or are having?

All staff have access to CPD which is tailored to the needs of the children, linked to skills and monitored through the Performance Management Review process.

Training Programme	When	Who
CP & Safeguarding	Yearly Update	All Staff
First Aid	Yearly Update	Some teaching and support staff
Medical Training	Yearly Update	All Staff

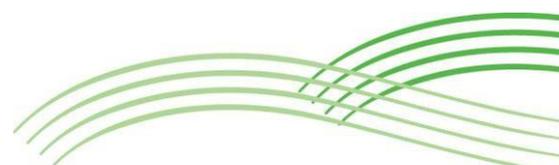


Health and Safety	Yearly Update	All Staff
Precision Teaching	September 2022	TAs
Supporting Bereavement & Loss	July 2022	SLT & Inclusion Worker
ELSA updates	July 2022	All TAs
Annual Advanced Certificate in Online Safety for SENDCOs	April 2022	SENCO & Inclusion Worker
What is a SMART target	March 2022	Teaching Staff
Introduction to Widgit	February 2022	Teaching Staff
Little Wandle Phonics	January 2022	All Staff
Reshaping the Conversation	September 2021	Teaching Staff
Supporting Sensory Needs	September 2021	Teachers
Sensory Processing	August 2021	SENCO
Mental Health Awareness	March 2021	All Staff
Mental Health First Aider	January 2021	Inclusion Worker
Understanding Young Minds	September 2020	All Staff
Delivering a Recovery Curriculum	July 2020	All Staff
Cyber Security Training	June 2020	All Staff



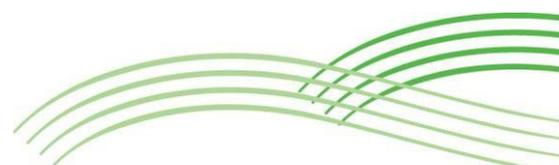
Phonics support Teaching phonics in early childhood	Online course March – July 2020	Some TAs
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Good Practise in Autism Education	Online course March – July 2020	Some TAs
English in Early Childhood	Online course March – July 2020	Some TAs
Understanding depression and low mood in young people	Online course March – July 2020	Some TAs
Teaching Students who have suffered Complex Trauma	Online course March – July 2020	Some TAs
Pathological Demand Avoidance	February 2020	SENCO & Inclusion Worker
Dyslexia Support 4 day	January 2020	SENCO
Positive Behaviour Policy	September 2019	All Staff
Purple Mash software	September 2019	Teachers
Swindon Core Standards	September 2019 October 2019	Teachers Teaching Assistants
SEN responsibilities update	September 2019	Teachers
Dyslexia Support	June 2019	SENCO
ELSA training (Emotional Literacy Support Assistant)	Completed May 2019	Karen Palmer & Claire Kent
Social Stories and Comic Strip Conversations	May 2019	Jayne Harewood & Claire Kent



Building Language Through Play	April 2019	Sara Winrow
ADHD Foundation Training	February 2019	SENCO Jenny Pinkney
Supporting Children's Mental Health	November 2018	SENCO
Developing Writing Skills in ASC Learners	October 2018	Michelle Cowley
Self-esteem, Motivations and Success	June 2018	SENCO
Precision Teaching	March and June 2018	Teaching Assistants
The Incredible 5 point scale	February 2018	All staff
Supporting Children with Autism	November 2017	SENCO
Children with Complex Needs	November 2017	SENCO
Building Resilience	November 2017	SENCO & SEN TA
Mindfulness	November 2017	SENCO & Inclusion Worker
TEACCH	July 2017	SENCO
Attachment difficulties	February 2017 & May 2017	Principle, SENCO & Inclusion Worker
NASENCO Course	January 2017 to October 2017	SENCO
Cognitive Behaviour Therapy	January 2017 to February 2017	Inclusion Worker

SENCO also has termly meetings with cluster group SENCOs to update knowledge and skills.



Teaching Assistants have undergone induction training and SEND TAs meet with SENCO for some training on educational programmes to use with children, updates and information.

8. How will my child be included in activities outside the classroom including school trips?

We are a fully inclusive school. However, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure.

9. How accessible is the school environment?

The school is wheel chair accessible and there is a disabled toilet. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. The accessibility plan is available on request.

10. How will the school prepare and support my child to join the school or transfer to a new school?

- New Reception class children visit with their parents up to three times before their admission date.*
- Reception class teachers visit the home of every new pupil who starts in the autumn.*
- Before Y6 pupils move on to Secondary schools, transition meetings take place between our school and secondary colleagues and pupils are invited to visit their new schools. Extra visits may be arranged for pupils with Special Educational Needs.*
- When children join from another primary school we transfer records and have meetings/ conference calls as needed.*

11. How are the school's resources allocated and matched to children's special educational needs?

The school receives money for each child in the school. In addition, it receives money to support SEND children. This is used according to the needs of the children in the school, following observation and formal or informal assessment of the children.

Also, additional funding can be requested to support higher needs children, that is children who may be likely to have an EHCP. The principal and the SENCO will

discuss each child's needs in detail and then ensure that school-based provision meets the needs of each child as detailed in the EHCP.

This may include access to:

Additional resources, Additional learning support, Support from outside agencies

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

- Through observation, assessments and, sometimes, external assessments we will decide on the type and amount of support*
- The first level of support, within class, is decided by the class teacher, with advice from the SENCO if necessary*
- If appropriate, additional support may be put in place, for example working small group support or 1-1 with a teaching assistant for 10-15 minutes, following consultation with the SENCO*
- Records are kept of what support each child receives and whether it is helping.*
- We welcome your opinion about your child's support.*
- All extra support is offered within the budgetary limitations of the school.*
- We may ask to make an application for an EHCP for children with very high needs and an application for additional funding. This is dependent on the child meeting the criteria for such an application.*
- Other professionals involved in the care of your child may advise us on the type of support to offer.*
- All levels of support are continuously reviewed.*

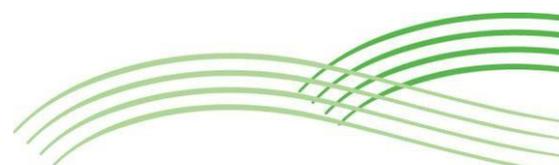
13. Who can I contact for further information?

If you wish to discuss your child and his/her support please talk to the class teacher.

If you still have questions or if you wish to discuss the curriculum offer please contact the SENCO, Mrs Emily Johnson 01793 706606

For general inquiries about the school, please contact the school office,

Phone 01793 706606, admin@haydonwick.swindon.sch.uk.



If you have specific queries or concerns please contact the Principal, Mrs Aine Gale, who will be happy to meet with you or refer you to other agencies if they may be more helpful.

Phone 01793 706606, head@haydonwick.swindon.sch.uk

