



## **SEN Information Report 2025-2026**

The aim of this information report is to explain how we support pupils with special educational needs and disabilities (SEND) throughout their time at Haymerle School. For additional information, please see our school SEND Policy on our school website and the Southwark Local Offer <https://localoffer.southwark.gov.uk/> . The local offer describes how we support pupils on to the next stage of their education as well as useful information about specialist services, support on requesting an EHCP and where to go for advice and support.

### **Our Mission Statement**

Haymerle School is a safe, caring and stimulating environment where all are empowered:

- To have high expectations and celebrate achievements;
- To develop lifelong learning skills;
- To have respect for and a positive attitude towards themselves and the world around them

### **Our Aims**

- Our aim is to ensure that all pupils receive appropriate educational provision, therapeutic input and life skills support to achieve good outcomes and make excellent progress.
- Each pupil has unique and individual skills and needs and we plan to ensure that all pupils are enabled to achieve their full potential.
- We aim to provide for the learning, physical, social and care needs for our pupils in a supportive environment

<b>Who do we support?</b>	Haymerle School is a primary special school for children from Year 1 to Year 6 which offers the following specialist range of provision. We support children with autism, learning difficulties, speech, language and communication needs.
<b>How do we identify children with SEN?</b>	All children who attend Haymerle School have an Education Health Care Plan and have a diagnosis of Autism and associated learning difficulties. We have a SEND Policy in place to help us support our pupils. Please view our <b>SEND Policy</b> under the Our <b>School/Policies and Documents</b> Tab on the website.
<b>What are our admission arrangements?</b>	Prospective parents are welcome to make an appointment to come and see the school and what we have to offer. Please note that admissions are done through the Southwark SEN Department and not directly through the school. Southwark SEN Department can be contacted on 020 7525 5000. Please download our <b>Admissions Policy</b> under the <b>About Us</b> Tab on the website.
<b>What provision do we have to facilitate/support access to the curriculum/independent learning?</b>	<p>At Haymerle School we have a high adult to pupil staffing ratio, typically 1 teacher and 3 Learning Support Assistants to 8 pupils.</p> <p>We use a number of strategies including the Picture Exchange Communication System (PECS), Communication, Chat and Core boards, Makaton, Attention Autism, Intensive Interaction and TEACCH strategies and interventions.</p> <p>We offer Speech and Language Therapy, Music Therapy as well as Occupational Therapy on site.</p> <p>Our pupils follow an engaging creative curriculum adapted our different learning pathways. Pupils have the opportunities to develop interaction skills, self-regulation and independence skills as part of their daily learning opportunities.</p>
<b>What do we have in place to ensure access to a supportive environment?</b>	<p>We recognise the importance of the environment to support good learning and we seek to provide a calm and safe place in which young people can learn. We offer appropriate technologies in classrooms including touch screens and iPads. Additionally, we offer:</p> <ul style="list-style-type: none"> <li>• Access to computers/laptops/iPads for all pupils</li> <li>• Individual workstations</li> <li>• Human resources</li> <li>• Speech and Language therapy</li> <li>• Occupational therapy</li> <li>• Music Therapy</li> <li>• High adult/pupil support ratio</li> <li>• 1:1 Support where needed</li> </ul>
<b>What strategies do we have in place to support and develop English?</b>	<p>At Haymerle School we develop English through:</p> <ul style="list-style-type: none"> <li>• Phonics based reading scheme – Little Wandle Letters and Sounds Revised</li> <li>• Differentiated English curriculum to support pupils on all levels</li> </ul>

	<ul style="list-style-type: none"> <li>• Practical and multi-sensory approaches to learning</li> <li>• Individual targets to support each pupil in the areas of reading, writing, communication.</li> <li>• Integrated Curriculum topics to support pupils' access to and enjoyment of English.</li> <li>• Individual learning pathways to support pupils' learning journeys.</li> <li>• Reading homework with access to Collins eLibrary for parents to support their children with reading at home.</li> </ul>
<b>What strategies do we have in place to support and develop Maths?</b>	<p>At Haymerle School we develop Maths through:</p> <ul style="list-style-type: none"> <li>• Differentiated maths curriculum to support pupils on all levels</li> <li>• Practical and multi-sensory approach</li> <li>• Individual targets to support each pupil in all areas of Maths</li> <li>• Practical opportunities for pupils to generalise their maths skills in the wider community</li> <li>• We have Integrated Curriculum topics to support pupils' access to and enjoyment of Maths.</li> <li>• We plan individual learning pathways to support each pupil's Maths learning journey.</li> </ul>
<b>What strategies do we have in place to support and modify behaviour?</b>	<p>At Haymerle School we use a variety of strategies to support pupils with self regulation and positive behaviour management for example:</p> <ul style="list-style-type: none"> <li>• Staff trained in Team Teach de-escalation and positive handling/ Positive behaviour support</li> <li>• Use of TEACCH schedules to support pupils with changes throughout the day</li> <li>• Use of Lets Make a Deal and motivators to support pupils with behaviour</li> <li>• Use of Social Stories</li> <li>• Individual Care Plans</li> <li>• Individual Behaviour Support Plans where needed</li> <li>• Reward systems</li> <li>• Social Behavioural IEP targets</li> <li>• Zones of Regulation forms an integral part of our positive behaviour support strategies</li> <li>• Multi-Disciplinary approach to supporting behaviour including Multi-Disciplinary Team meetings with parents and carers to ensure a collaborative approach.</li> </ul>
<b>How do we support Social and Emotional development?</b>	<p>At Haymerle School we understand the importance of learning Social Skills.</p> <p>We make use of Social Stories and give pupils the opportunities to practice social skills across the School and in the wider community as appropriate.</p> <p>We support opportunities for pupils to work together.</p> <p>Pupils also learn valuable social skills through the Speech Bubble Project, Create Arts activities and Lego Therapy.</p>

	<p>Pupils have a social target as part of their Individual Educational Plans, which is reviewed regularly.</p> <p>As part of our PSHCE curriculum, we also focus on Social and Emotional development.</p> <p>Pupils' wellbeing is supported through the curriculum alongside other physical activities e.g. Yoga</p> <p>All pupils have a Care Plan in place and behaviour plans are put in place when necessary.</p> <p>We believe that all pupils should be safe and feel safe in the School environment and therefore we have a number of policies in place to support this.</p> <p>Please follow the links under the <b>Information and Safeguarding</b> drop-down menus to access our <b>Safeguarding-, Online Safety and Anti-Bullying Policies</b>.</p> <p>We have systems in place to record any incidents and this is monitored regularly.</p> <p>Parents are encouraged to contact the School should they have any concerns.</p> <p>The <b>RSE curriculum policy</b> is in place and integrated across the curriculum (Science, PSHCE, RE and PE). This policy can be accessed under the <b>Our School/Policies and Documents</b> tab on the website.</p>
<p><b>How do we support/supervise at unstructured times of the day including personal care</b></p>	<p>At Haymerle School we have a high staff supervision ratio which enables us to provide more organised activities during unstructured times e.g. organised lunchtime and Play time activities.</p> <p>We support toilet training and have a wet change room with disabled access to toilets and showers.</p> <p>We also support feeding and dressing skills programmes as needed and set individual PSHCE and Self Help targets which are monitored throughout the year.</p>
<p><b>What strategies/programmes do we have in place to support speech and language?</b></p>	<p>We offer Speech and language therapy provision on site.</p> <p>We recognise that our pupils are visual learners and therefore we use symbols and pictures across the school day in all areas.</p> <p>Through our Total Communication Policy we encourage and teach our pupils to use the Picture Exchange Communication System (PECS), Core Boards, Chat Boards, Communication Boards, Makaton and Augmentative Communication Devices to enable them to communicate effectively.</p> <p>We use a range of extended learning opportunities to support speech.</p>

	<p>Pupils are set Communication and Interaction targets each term which are monitored regularly.</p> <p>Some of our pupils engage in a Speech Bubble Drama programme.</p> <p>We believe that Communication is of the utmost importance for our pupils and therefore we encourage parents to be engaged in parent workshops on communication strategies and how to support this at home.</p>
<p><b>What strategies/programmes do we have in place to support Occupational Therapy/Physiotherapy needs?</b></p>	<p>We offer Occupational Therapy on site.</p> <p>Parents are very welcome to contact the School to make an appointment to see an Occupational Therapist.</p> <p>Other strategies include:</p> <ul style="list-style-type: none"> <li>• Sensory diets</li> <li>• Individual Education Plans</li> <li>• Parents workshops</li> <li>• Sensory circuits</li> <li>• Adapted cutlery, furniture and equipment</li> <li>• Trampettes</li> <li>• Occupational Therapy room</li> <li>• Balancability</li> <li>• Scooterwise</li> <li>• Yogabugs</li> <li>• Termly IEP goals for the physical sensory area of the EHCP.</li> </ul>
<p><b>What access do we have to medical interventions?</b></p>	<p>All of our pupils have Individual Care Plans which gives information on the specific needs of each pupil.</p> <p>We have staff trained in administration of medication and have trained First Aiders on site.</p> <p>Medical care plans are in place as needed.</p>
<p><b>How accessible is the School?</b></p>	<p>At Haymerle School we have a fully accessible building.</p> <p>Please see the <b>Schools' Accessibility Plan</b>, under the Our School/Policies and Documents Tab on the website, for more information.</p>
<p><b>How do we engage and consult with parents and carers?</b></p>	<p>At Haymerle School we welcome parents/carers contributions to developing a full record of each child's abilities, interests and achievements.</p> <p>We meet with parents and carers formally and informally including:</p> <p>During open days (3 times per Year)</p> <p>During the annual review and curriculum report meeting.</p>

	<p>Through sharing achievement, photos and videos securely through the Evidence for Learning app</p> <p>Parents and carers are encouraged to participate in daily school life and to attend one meeting a term to look at their child's achievements.</p> <p>They are invited to attend medicals, dental appointments and annual reviews.</p> <p>We are committed to maintaining meaningful home/school links and parents and carers are encouraged to come in to the school to review their child's progress, to participate in training, for social events and school performances.</p> <p>Parents/carers are encouraged to be involved in their children's education and are asked to contribute to their child's Individual Education Programmes and reviews.</p> <p>Daily home to school communication is encouraged through the home / school communication books.</p> <p>Annual Parent questionnaires to collect views and improve our practice</p> <p><b>How do we communicate with parents and carers?</b></p> <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Website</li> <li>• Parent Governors</li> <li>• Home/School communication book</li> <li>• Coffee mornings</li> <li>• Occupational Therapy/Speech Therapy parental workshops</li> <li>• ParentHub App</li> <li>• Text messaging service</li> <li>• Evidence for Learning (EFL)</li> </ul>
<b>How can you share your views with us?</b>	<p>We value views from parents and carers and views can be shared through</p> <ul style="list-style-type: none"> <li>• parents' questionnaires,</li> <li>• meetings with the teacher or a member of the Senior Management team</li> <li>• emails or</li> <li>• through the use of the Home/School book.</li> </ul>
<b>Liaison/Communication with Professionals</b>	<p>At Haymerle School we liaise with</p> <ul style="list-style-type: none"> <li>• Education Psychologist</li> <li>• CAMHS</li> <li>• Occupational Therapy</li> <li>• Speech and language Therapy</li> </ul>

	<ul style="list-style-type: none"> <li>• Music Therapy</li> <li>• Family Early Help as needed</li> <li>• All Age Disabilities Team as needed</li> <li>• Visual Impairment Team</li> <li>• Hearing Support Team</li> </ul>
<b>What arrangements do we make for specialist expertise in school?</b>	<p>We have several members of staff (including School Leaders) with specialist training qualifications in autism</p> <p>TEACCH, SCERTS, PECS, Makaton, Sensory Integration, Attention Autism, Social Stories, Zones of Regulation and Mental Health first aiders amongst others.</p> <p>All staff receive CPD throughout the year to support them in refreshing this training and learning new skills.</p>
<b>What arrangements do we make for specialist expertise from outside school?</b>	<p>When pupils join Haymerle School we are able to review their support needs with the school's own therapy team including Speech and language Therapy and Occupational Therapy. Recommended Strategies or individual support will be reinforced by teachers and support assistants.</p> <p>We maintain a close working relationship with partners in Health Care and are able to signpost additional support through referrals to Sunshine House.</p> <p>Through the local education authority, we have access to the Educational Psychologist.</p> <p>We work closely with Southwark Social Services and Family Early Help to support parents and carers in obtaining additional support as needed. We will always ask your permission before making a referral.</p>
<b>How do we assess and review our pupils' progress?</b>	<p>We assess our pupils progress towards their Education Health Care Plan during the annual review as well as termly through their individual education plan targets (IEPs)</p> <p>The IEP targets for this will be set in consultation with you. These focus on the four areas of the Education Health Care Plan and are taught through a range of different activities. These are evaluated termly and new targets are set where appropriate.</p> <p>We assess our pupils' progress on the curriculum by using an assessment system called Evidence for Learning. This enables us to carefully assess small steps of progress and identify potential learning areas for each pupil.</p> <p>We follow the statutory requirements for assessment from the Department for Education Pupils in Year 6 are assessed against the Pre-Key Stage Standards and reported to the local authority during the</p>

	<p>Summer Term. Pupils in Year 1 and 2 take part in the phonics testing if applicable.</p> <p>The pupils progress on our bespoke assessment system (The Haymerle Assessment Rainbow) is reported to parents and carers as part of their annual review and as part of the end of year school report.</p>
<b>How do we evaluate the effectiveness of our provision?</b>	<p>The data on pupil progress is compared year on year to make sure that all children are making progress and to ensure that effective intervention can be put in place to support all pupils.</p> <p>We have regular feedback from school improvement partners and visitors to the school.</p> <p>Parent questionnaire feedback gives us valuable data on how effective we are in meeting the needs of our pupils and families.</p>
<b>How do we support pupils to transition between phases?</b>	<p><b><u>Pupils joining Haymerle School</u></b></p> <p>This normally happens at Reception or Year 1 (depending on intake) but may happen at other times throughout the year.</p> <p>We arrange initial meetings with parent or carers. During these meeting parent/carers are asked to complete New Starter forms as well as questionnaires to enable us to get as much information as possible about each child.</p> <p>Where appropriate, we visit prospective pupils in their current settings and may arrange home visits if necessary. Pupils are also invited to stay and play sessions prior to starting at the school to support them with their transition.</p> <p>Photo books are also supplied for the children to look at to feel more confident in their new environment.</p> <p>Pupils usually have a phased transition when starting at Haymerle School and this is on an individual needs basis to ensure that the pupil feels confident in their new school.</p> <p>We baseline each pupil when they enter the school.</p> <p>Parents/carers are encouraged to be part of our Parent Induction Training.</p> <p><b><u>Pupils moving between Key Stages</u></b></p> <p>When pupils move between Key Stages, they will be supported by a Teaching Assistant that will move with them from their previous class.</p> <p>Class teachers have the opportunity to spend time with the pupils they will be working with the following academic year during the summer term where possible.</p>



	<p>We believe in information sharing and share Pupil Profiles as well as any other relevant documentation including each pupil's Care Plan, Behaviour support plan etc.</p> <p><b><u>Pupils transitioning to Secondary School</u></b></p> <p>The support with pupils transitioning to Secondary School starts at the Year 5 annual review and parents are supported to visit prospective Schools.</p> <p>The Year 6 teacher liaises with the receiving Schools and support the induction process including the receiving school attending the last annual review.</p> <p>The pupils are engaged in a topic on change before they leave the School.</p> <p>Pupils have the opportunity to visit their secondary school and spend time there before starting in September.</p>
<b>How do we consult with pupils and involve them in their education?</b>	<p>The class teacher will provide opportunities for the pupils to evaluate their own work during lessons e.g. during plenary sessions.</p> <p>Teachers and support staff will use their knowledge of each pupil's skills and abilities to facilitate an appropriate strategy for pupils to be able to evaluate their work.</p> <p>Pupils are invited to make decisions about class activities or whole School projects through staff observations of their enjoyment of certain activities or where possible to vote for their preferences using a token system.</p>
<b>How do we ensure that your child is well supported by the staff?</b>	<p>The School is committed to Safeguarding and the Head Teacher, Deputy and Assistant Head have completed the safer recruitment training.</p> <p>Most class teachers have considerable experience of working in special settings.</p> <p>All teachers and support staff participate in weekly staff meetings, which are a combination of general School business, reflection about pupils, monitoring and assessment plus training to ensure that the staff working at Haymerle School have a good understanding of the needs of pupils with Autism.</p> <p>We offer Induction training for all new staff members to ensure that they have an acceptable understanding of Autism and the systems we use including PECS, TEACCH etc.</p> <p>All staff has access to training in accordance with their professional needs.</p>

<p><b>How can I make a complaint and how will the School handle my complaint?</b></p>	<p>Parents are welcome to come in to discuss the needs of their children with the Class Teacher at a mutually convenient time.</p> <p>If the need is urgent, the Head, Deputy or Assistant Headteacher will arrange an immediate appointment to discuss any concerns.</p> <p>If things are not resolved the formal LEA complaints procedure that the school has adopted can be started.</p> <p>Please view the <b>Home/School Agreement</b> as well as the complaint procedure under the Our <b>School/Policies</b> and Documents Tab on the School's website.</p>
<p><b>How is the School funded?</b></p>	<p>All pupils at Haymerle School are funded by their local authority.</p> <p>All students have an EHCP.</p> <p>This funding helps us to provide quality teaching and learning opportunities and resources for every pupil.</p>
<p><b>Where can I find more support?</b></p>	<p>For Southwark Local Offer Information, please use the following address:</p> <p><a href="http://www.localoffer.southwark.gov.uk">www.localoffer.southwark.gov.uk</a></p> <p>Further support can be obtained by contacting the following agencies:</p> <p><b>SIAS</b> Southwark Information, Advice and Support Team [formerly called Parent Partnership Service]</p> <p>This has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs and/or disability (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents write letters and complete forms, deal with education issues, visit schools and provide information about the SEND process.</p> <p>Website: <a href="http://localoffer.southwark.gov.uk/information-advice-and-support/">http://localoffer.southwark.gov.uk/information-advice-and-support/</a></p> <p>E mail: <a href="mailto:sias@southwark.gov.uk">sias@southwark.gov.uk</a></p> <p>Tel: 0207 525 3104</p> <p>Southwark Carers Website: <a href="http://www.southwarkcarers.org.uk/">http://www.southwarkcarers.org.uk/</a></p> <p>E mail:</p> <p><a href="http://southwarkcarers.org.uk">southwarkcarers.org.uk</a></p> <p>Tel: 020 7708 7799</p> <p>They run the ADDitude Group - a group which is aimed at carers of children with autism and behavioural problems, featuring regular speakers and training sessions.</p>

	<p>Family Information Service. The Family Information Service (FIS) provides information on local services available to children, young people and families in Southwark. They can assist with:</p> <p>Registered childcare, including children's centres, childminders, nurseries, pre-schools, breakfast clubs, after school clubs and holiday play schemes, help towards childcare costs, free early education,</p> <p>Family information directory</p> <p>The information directory is for parents, young people and practitioners to look up services for children, young people and families, including:</p> <p>Parenting support Health care Money matters Law Support groups Activities Website:</p> <p><a href="http://cypdirectory.southwark.gov.uk/">http://cypdirectory.southwark.gov.uk/</a></p> <p>E mail:</p> <p><a href="mailto:family.info@southwark.gov.uk">family.info@southwark.gov.uk</a></p> <p>Tel: 0800 013 0639</p> <p>Contact a family Southwark</p> <p>Supports families living in Southwark who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free, newsletter which is available from their website.</p> <p>Website: <a href="https://www.nhs.uk/services/service-directory/contact-a-family-southwark/N10501111">https://www.nhs.uk/services/service-directory/contact-a-family-southwark/N10501111</a></p> <p>E mail: <a href="mailto:southwark.office@cafamilly.org.uk">southwark.office@cafamilly.org.uk</a></p> <p>Tel: 020 7358 7799</p>
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