

Special Educational Needs and Disabilities (SEND) Information Report

Hayward's Primary School



Approved by:	The Governing Body	Date: Autumn 2025 – Clare produced the policy in conjunction with a focused groups of parents.
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Dear Parents and Carers,

Welcome to Hayward's Primary School. Hayward's is a positive, happy, open and inclusive school - one that we are all proud to be part of. We place a great deal of value on growing and nurturing successful learners, fostering a love of learning and shaping well-rounded citizens with a real sense of community. We are 100% committed to making sure that all children reach their potential. We work closely with families to ensure that we are providing the best opportunities for our children.

The aim of this information report is to explain how we implement our Special Educational Needs and Disability (SEND) policy and to answer parent/carers' questions about possible SEN for their child.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: https://www.haywards.org/_site/data/files/2024-2025/4FD22B7678856F1B04752BA49C42EFC4.pdf

You can also find an overview of this document in leaflet form by the school office and upon request, available in different languages.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

If you would like to know anything further or to book a meeting, please do contact the school office and I will get in touch with you.

Many thanks

Mrs Clare Bedford
Assistant Head/Inclusion Lead

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

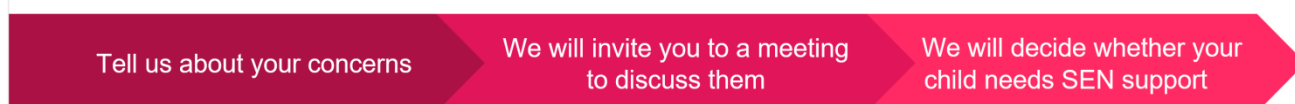
FOUR MAIN AREAS OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
	Birth diagnosis disabilities
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairment
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. What should I do if I think my child has Special Educational Needs (SEN)?

If you have any concerns regarding your child's progress or needs they are displaying, please speak to your child's class teacher in the first instance. A meeting can then be arranged to discuss this further.

Please contact the school office on 01363 772970 or email: office@haywards.devon.sch.uk

You can also speak to Mrs Bedford, SENDCo, who is available every pick up and drop off near the school gate or email the office for a message to be passed on.



If you think your child might have SEN, the first person you should tell is your child's teacher.

Please speak to them at drop off/pick up to arrange a suitable time for a meeting to discuss your concerns. Alternatively, please contact the school office (office@haywards.devon.sch.uk) who will pass on a message to your child's teacher.

They will pass the message on to our SENCo, Mrs Clare Bedford who will be in touch to discuss your concerns.

You can also contact the SENCo via the school office email:

office@haywards.devon.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and challenges are.

Together we will decide what outcomes to seek for your child and agree on next steps including additional provision to put into place.

We will make a note of what's been agreed and add this to your child's record.

If home and school decide that your child needs SEN support, we will speak to you regarding this and your child will be added to the school's SEND register.

3. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. We aim to identify children needing extra help as early as possible so that we can determine and have time to implement the best support. This is through our ongoing observations and assessments as well as through transitions from pre-schools on entry to school. We also understand that children's needs may vary throughout their time at Hayward's and we will adapt and amend provision as we need to. We aim to put the right support in at the right time and place.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra input to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo, and will contact you to discuss the possibility that your child has SEN.

The SENCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a Speech and Language Therapist, an Educational Psychologist, or a Paediatrician.

Based on all of this information, the SENCo will decide whether your child needs SEN support in collaboration with home.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCo and class teacher will put interventions in place which are formalised through a My Plan.

4. Which staff will support my child, and what training have they had?

<p style="text-align: center;">Mrs Clare Bedford Assistant Head/Inclusion Lead/SENDCo Designated Safeguarding Lead</p>	<p>Mrs Bedford is a qualified teacher having gained a BEd Primary degree specialising in Early Childhood in 2009. She has been a SENDCo since 2013 having gained the National Award in Special Educational Needs Co-ordination in 2014.</p> <p>Mrs Bedford is also a qualified Thrive Practitioner and chairs the Learning Community SENDCo network for Crediton.</p>
<p style="text-align: center;">Mrs Ruth Dixon EYFS/KS1 Pastoral Lead SEND Teacher</p>	<p style="text-align: center;">Mrs Louise Raychell Family Support Worker</p>
<p style="text-align: center;">Mrs Jill Taylor Cognition and Learning HLTA Lead</p>	<p style="text-align: center;">Mrs Ann Hext KS2 Pastoral Lead and Forest School Lead</p>
<p style="text-align: center;">Mrs Jeannette Thom Speech and Language TA</p>	<p style="text-align: center;">Mrs Jas Doumbia SEND Administrator</p>

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCo to meet the needs of pupils who have SEN.

Teaching Assistants (TAs)

We have a team of 21 TAs, including 6 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions such as speech and language, Power of 2 (a Maths number intervention), phonic interventions, early maths and literacy interventions.

In the last academic year, TAs have been trained in using maths resources, ADHD and to support SEND.

External agencies and experts

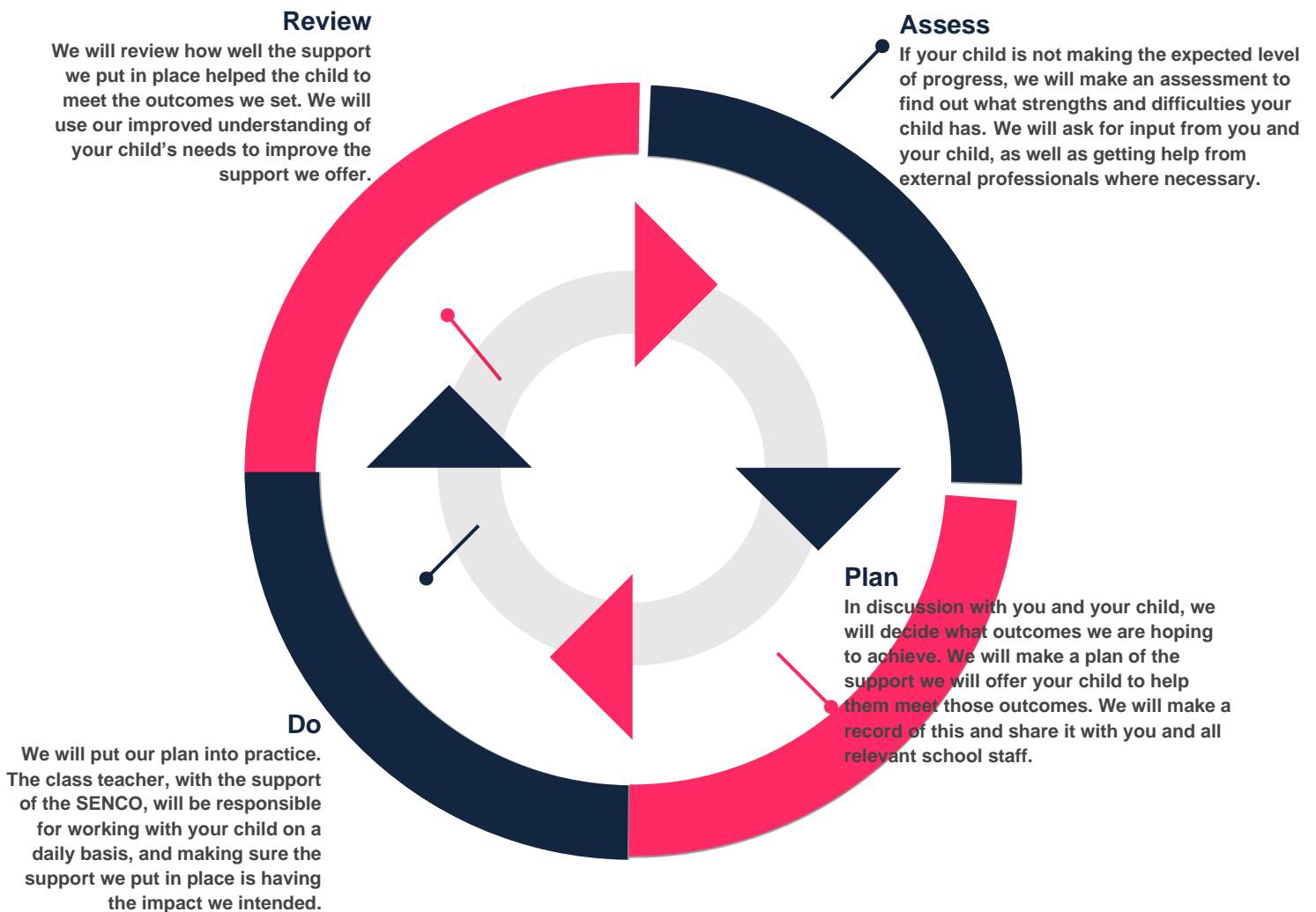
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include but are not limited to:

- SEND Advisory teachers
- Mental Health Practitioners
- Inclusion Officers
- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- GPs or Paediatricians
- School Nurses
- Bladder and Bowel Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Social Services and other Local Authority (LA)-provided support services
- Voluntary Sector Organisations

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our support as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide two interim reports and one end of year report which focuses on your child's progress throughout the year your child is on the SEN register, they will also receive a My Plan with their school report.

Your child's class teacher will meet you twice a year through parents' evenings to:

- Share your child's progress and attainment
- Review and discuss your child's My Plan if one is in place and provide you with a copy of this
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCo may also attend these meetings to provide extra support.

Please note if you would like additional meetings, please do contact school and we will arrange this for you.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with you and all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher. This can be done by contacting the school office or speaking to the class teacher at drop-off or pick-up time to arrange a meeting.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Write or draw their views
- Discuss their views with a member of staff who can then act as a representative during a meeting.
- Self-evaluation or input through school council meetings.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, so we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping children with similar needs, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Teaching assistants will support pupils on a 1-to-1 basis when needed
- Teaching assistants will support pupils in small groups when needed.
- Every classroom has an audit at the beginning of the year using an Inclusive Classroom Checklist. This is to ensure that every child has parity of experience as they move through the school.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Comic strip conversations
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Pre-teaching sounds/key words/topic vocabulary/maths concept Visuals Additional processing time Use of ICT Use of resources Repetition Recap and review

	Moderate learning difficulties	Small group work Pre-teaching or post-teaching to provide children additional time with an adult to go over key vocabulary or concepts
	Severe learning difficulties	1:1 Adapted curriculum
Social, emotional and mental health	ADHD, ADD	Quiet workstation Sensory/movement breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups Pastoral support Support from our Mental Health Support Practitioner using low-level CBT intervention
Sensory and/or physical	Hearing impairment	Assisted listening device
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Use of resources Quiet work space available
	Physical impairment	Accessible site Physio room

These interventions are part of our contribution to Devon County Council's local offer and link to the document Ordinarily Available Inclusive Provision:

<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/>

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their outcomes
- Reviewing the impact of interventions after 6 - 8 weeks
- Monitoring by the SENCo

Holding an Education Health and Care Plan (EHCP) annual review

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities (this might be provided by school or home)
- More teaching assistant hours

- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. A meeting between home and school will be arranged to discuss arrangements for individuals.

All pupils are encouraged to go on our school trips, including our residential trips which currently take part in Y4 to Great Potheridge House and in Y6 to Grenville Residential Centre. We work closely with the two centres to ensure that all practical adaptations are made. We may also seek the support of other external services if there are further steps that can be taken,.

All pupils are encouraged to take part in sports day, school plays and day trips.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please see our Admissions Policy available on the website:

<https://www.haywards.org/attachments/download.asp?file=3243&type=pdf>

13. How does the school support pupils with disabilities?

Please see the school's Accessibility Plan available on the website:

https://www.haywards.org/_site/data/files/documents/3055DA7B37B185BABC5D2F08DA5492C6.pdf

14. How will the school support my child's social, emotional and mental health?

We believe it is important to invest time in supporting children with social and emotional needs. We have invested a great deal in training staff to recognise children who may have these needs.

Staff, both teachers and teaching assistants, have regular Continued Professional Development (CPD) training focusing on different areas of needs within the Social, Emotional and Mental Health strand of the Code of Practice. The use of Relational Support Plans are embedded into provision.

We have a member of staff who is identified as our Mental Health Champion and four pastoral leads across the school.

All children access the Personal, Social, Health and Economic Education (PSHE) curriculum and have access to pastoral support through carefully planned taught lessons as well as support from classroom staff. This PSHE Policy also includes information regarding Relationships and Sex Education (RSE) and Health Education. Children have opportunities to learn about internet safety, the 'Talk PANTS rule' (an NSPCC initiative which supports children in understanding how they keep themselves safe from sexual abuse) and they are always able to speak to staff. School has a Designated Safeguarding Lead (Mrs Clare Bedford) and Deputy Safeguarding Lead (Mr Andy Smith) as well as Safeguarding Officers. We talk with the children about the importance of having a 'Five Finger Network' that they use when they are worried. Regularly, and at least once per year, children are asked to draw around their hand and identify key adults at home and school who they can talk to if needed. This is then kept in school and children can refer to it as needed. If children struggle to identify key people, staff will support children in making the necessary networks.

The school works in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies. We will always work collaboratively with parents to make sure that children have a positive time at school.

Information about administration of medicines can be found on the school's website <https://www.haywards.org/page/?title=Policies&pid=21>

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support through two pastoral leads within school; Mrs Dixon and Mrs Hext.
- We have a Mental Health Practitioner who supports school through 1:1 sessions, group sessions, year groups and whole class training. If this is something you are interested in for your child, please speak to Mrs Bedford.
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year:

- We ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Current teachers complete a transition document for your child's new teacher
- We share all My Plans and any other SEND documents including any reports from outside agencies
- We provide a transition document for children to look at home before the new school year

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We have a transition co-ordinator in place, Miss Hannah Down, who will help support a child's transition into mainstream school. If your child is transitioning to a specialist school, Mrs Bedford will co-ordinate this. We will work with the school to put in place additional meetings between you and then, enable them to attend the setting for additional smaller group visits, where possible set up key adult/pupil relationships ahead of your child moving to the school.

16. What support is in place for looked-after and previously looked-after (children in care) children with SEN?

Mrs Bedford will make sure that all teachers understand a looked-after or previously looked-after pupil's circumstances, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to Mrs Bedford in the first instance.

The school's Complaints Policy can be found here:

<https://www.haywards.org/attachments/download.asp?file=3204&type=pdf>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called Disagreement Resolution or Mediation, where you try to resolve your disagreement before it reaches the tribunal.

More information regarding mediation can be found here: <https://www.devon.gov.uk/education-and-families/send-local-offer/education-health-and-care-plans/disagreeing-with-decisions/>

18. What support is available for me and my family?

If you have questions about SEN, or would like further advice or support, please get in touch to let us know. We want to support you, your child and your family.

Devon Local SEND Offer: <https://www.devon.gov.uk/education-and-families/send-local-offer/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

DIAS: <https://devonias.org.uk/>

Local charities that offer information and support to families of children with SEN are:

- Parent Carer Forum, Devon - <https://www.parentcarerforumdevon.org/>
- Family Hubs - <https://service.actionforchildren.org.uk/devon-family-hubs/>
- Signpost Plus - <https://childrenandfamilyhealthdevon.nhs.uk/resources/>
- Quids for Kids - <https://www.cabdevon.org.uk/quids-for-kids/>
- Children and Family Health, Devon - <https://childrenandfamilyhealthdevon.nhs.uk/>
- Small Good Stuff, Devon - <https://www.communitycatalysts.co.uk/smallgoodstuff/subsite/devon/#sgs-locations>
- Early Help, Devon - <https://www.devonscp.org.uk/early-help/early-help-information-for-workers/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- NSPCC
- [Family Action](#)

➤ [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the four areas of need describe different types of needs a pupil with SEN can have. The four areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **Auxiliary aids** – additional support or resources to support a child with a disability
- **Baseline assessment** – assessment of child's knowledge when arriving at school, start of an intervention or before an assessment takes place
- **CAMHS** – child and adolescent mental health services
- **Differentiation/Adapted** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. A plan can be requested by parents/carers and/or the school. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans, and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the actions or interventions on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **My Plan** – plan in place which focuses on outcomes the pupil is working on, provision in place and an ongoing review as to how the pupil is achieving these outcomes
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Pastoral support** – support provided within school to support a child's social, emotional and mental health needs
- **Power of 2** – maths intervention building upon early number facts
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **Relational Support Plans** - supporting learning, development and wellbeing through relationships with staff within school
- **SENCo** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions, or life stages

20. Devon Guidance

Hayward's Primary School SEN Information Report Devon Guidance

January 2025 (Review due September 2025)

Under the Special Educational Needs and Disability Code of Practice (2015) the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) **must** publish information on their website about the implementation of the policy for pupils with Special Educational Needs (SEN) in the form of an SEN Information report. This report should be kept up to date with significant changes and published annually each September. The report differs from the SEN Policy in that the policy details the school's ethos and approach to SEN whereas the SEN information report describes what has happened and how the policy has been implemented in the last academic year. This checklist is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

The following guidance is designed to assist schools in deciding what information to include in the report. The guidance is not an exhaustive list of information but a suggestion of the types of information schools may wish to include.

The primary audience for the report is parents and carers. Therefore, it is important to ensure the language used within the report is not education elitist and is written in plain English. Furthermore, best practice would be to involve and consult parents in the drawing-up and review of the report. It is advised the report is published using a Dyslexia-friendly 'sans serif' font such as Arial, Comic Sans, Century Gothic, Verdana, Trebuchet or Calibri. Please also ensure your report is available in the range of languages appropriate to your setting.