

Haygrove's Local Offer



At Haygrove, we believe that:

- Working in Partnership with parents/carers where families support and encourage students to take responsibility for their own learning and behaviour is the best way to ensure success
- All our teachers are teachers of children with Special Educational and Additional Needs.
- All children are valued and included regardless of abilities, and needs.
- All children are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs.
- All our children can learn and make progress.
- Effective assessment and provision for some children with Special Educational Needs (SEN) will be delivered in partnership with parent / carers, children, Local Authority Support Services such as Learning Support Service, the Educational Psychology service and other NHS partners including GPs, Paediatricians, Child and Adult Mental Health (CAMHs) service, Visual and Hearing Impairment service, Speech and Language Therapists and other outside partners
- Ensuring and maintaining children's safety and wellbeing is central to their development.

Haygrove Special Educational Needs and Additional Needs Charter

The following table demonstrates how we put support in place for all students with SEN and Additional needs:

- Learning challenges
- Communication challenges
- Autism spectrum
- Specific learning challenges (Dyslexia, Dyspraxia)
- Physical challenges and medical needs PI, HI and VI (physical Impairment, hearing and visual impairment)
- Sensory challenges
- Behaviour, emotional and social challenges including mental health

School Based Information	Staff	Summary of Responsibilities	How do I contact them?
Who can I contact in school if I am worried about my child's progress, learning or behaviour?	Your child's Tutor	Day to day responsibility Pastoral care/Academic progress, liaising with HoY	Use your child's school planner Tutor/HoY
	Head of Year-HoY	Overall responsibility for tracking and monitoring student welfare and progress, liaising with SENCo, outside agencies, Assistant headteacher, Head teacher and parents/carers	Ring Haygrove to contact the Head of year Tel No. 01278 455531
	Assistant headteacher SENCo, Mrs Hannigan	Co-ordinating the day to day and strategic support for all children with Special and Additional Educational Needs, liaising with staff and outside agencies, tracking and monitoring progress and reviewing this with staff and parents, training staff and informing governors of SEN needs	Use the school email address from the school website Use SHARP –on the school website
	Assistant headteacher Mr Wheeler	Strategic responsibility for tracking and monitoring progress for all Pupil Premium students	
	Mr Walters Assistant headteacher		
	In Charge of R2L Mrs Witts	Day to day management of R2L staff and provisions for students facing Social and Emotional challenges. Liaises with Hoy, SENCo, outside agencies and Head teacher	
Mr Brooks	Head of Literacy responsible		

	Mrs Hutchinson		for whole school strategic planning of literacy across the school and interventions of students arriving below 4C alongside the SENCo. Line management of KS3 Literacy teachers.	
			Head of Numeracy responsible for strategic planning and whole school staff training of numeracy interventions of students arriving below 4C	
	EAL co-ordinator Miss Johnson	Miss	Co-ordinating support for, tracking and monitoring progress for all students with English as an Additional language	
	School Nurse Mrs Walburton		Day to day support for students with medical requirements	
	Mrs Weirsleski		Ensuring that students with SEN have the appropriate interventions necessary to make progress. A critical friend to the SENCo	
	Deputy Headteacher Mr Scowcroft		In charge of Curriculum, Staff training and student progress across the school	
Mrs Canham Headteacher		Day to day strategic management of all aspects of the school including the support for students with Special and Additional Educational needs		

	Whole school response Quality First Teaching	Targeted support for individuals or small groups Short/medium term	Specialised individual support Medium / longer term
Teaching Approaches	<p>The school regularly monitors your child's progress in meeting their targets and if they are not making enough progress they will be highlighted during JIG (Junior Intervention Meeting) and SIG (Senior Intervention Meetings) held termly.</p> <p>The Special Educational Needs Coordinator (SENCo) will implement, after consideration with parents/carers, any necessary and appropriate interventions. There are regular parents' evenings with termly reports to parents/carers.</p>	<p>Assessment for learning is used to support planning for different levels of attainment. Small groups may be supported by either the class teachers or Teaching Assistants or learning Support Assistants as appropriate.</p>	<p>Work is differentiated to meet individual children's needs. There is careful targeting of individual support for students with IEPs Individual Educational Plans and Behaviour Plans. Personalised Interventions are put in place for students who are not making progress or who are finding school a challenge.</p>
Support	<p>Students at Haygrove with special educational and additional needs are placed on the SEN/AEN register and students with High Needs (HN) have a Student Passport which is distributed to all teaching staff. All staff are made aware of the strengths and needs of the child and are advised on specific teaching strategies for Quality First teaching. Teaching and support staff regularly receive training which is aimed at maximising participation, access and achievement of children with Special Educational/ Additional needs through our Masterclass and INSET program.</p>	<p>The Learning Support Team offers access to small group work based on developing an understanding of the subtleties of language, conversational skills, self esteem, confidence and other social skills- BCM Being Confident Me and C2 club. This also includes R2L Return to Learning which offers students an individually tailored program of social skills support, enrichment and nurture. In a friendly and nurturing environment to support their needs Haygrove provides selected students with opportunities to attend a nurturing breakfast and/or break lunch club</p> <p>There is a structured multi</p>	<p>Children with SEND in school may also be supported by external agencies and parents/carers are always consulted. The primary contacts for these agencies are the Inclusion Co-ordinator and the SENCo although class teachers and support staff are also involved. It is the responsibility of the SENCo to organise external support and maintain records.</p>

	<p>Haygrove School is an inclusive school, where ALL teachers are teachers of children with Special Educational/Additional needs and the whole school community respects the Rights, Responsibilities and Needs of others.</p>	<p>modal program to develop literacy and numeracy skills with our Literacy and Numeracy teacher who delivers highly tailored teaching to small groups to accelerate progress and narrow gaps in learning</p>	
Learning/Curriculum approaches	<p>Students have access to a broad and balanced curriculum, they are taught the National curriculum and Religious Education. This is differentiated to take account of the student's different needs and is adjusted to suit student's academic and personal development</p>	<p>Haygrove identifies students with SEN, initially through transition reviews with Primary School SENCOs and teachers to share knowledge of strengths and needs, good practice and impact of previous interventions. Students are further assessed using CATs (Cognitive Ability Tests) in Yr 7 and Reading, Spelling and Numeracy assessments for all students in Year 7 and 8. Parents/carers are regularly informed of progress at Parents' Evenings and also of any concerns school has regarding their child's progress.</p>	<p>Haygrove always responds to parental/carers queries. This may involve a delay of the member of staff is teaching. The SENCO may carry out additional assessments when additional needs are identified. In consultation and agreement with parents/carers a referral may be made outside agencies may be made. Individual Target sheet may be written with the parents/carers and the student to try to address the challenge as appropriate.</p>
Literacy Support	<p>All staff receives distinct Literacy training and support from the head of Literacy to maximise whole school support for all students. All students in KS3 access a specific Literacy lesson 1 x week to support and build literacy skills. All students are assessed in Year 7, Year 8 and Year 9 using Reading Age (RA) and Spelling Age (SA) tests to identify needs. The head of Literacy in partnership with the SENCO provides a graduated response to</p>	<p>Haygrove provides tailored small group interventions for students with moderate literacy difficulties Haygrove has appointed a Literacy teacher who delivers small groups interventions to raise students' literacy levels. The Learning Support team 6 highly trained LSAs who provide small group intervention using: Read Write Inc Corrective Reading Reading for Understanding PAT Skimming and Scanning</p>	<p>Haygrove supports students with specific, severe and persistent literacy difficulties on a 1-2-1 basis using: ILI (Individualised Literacy Interventions Reading for Understanding Toe x Toe Yr 6 1-2-1 phonics sessions Specialised TA support helps those students who need extra 1:1 support to build their Literacy skills and narrow the gap.</p>

	needs, placing students in tailored intervention groups.	Reading Challenge Morning spelling groups Summer School	1-2-1 English mentoring for targeted students 1 x week for 10 weeks
Numeracy Support	All students in KS3 access a distinct Numeracy lesson 1 x week to support and build Numeracy skills. Haygrove had appointed a Head of Numeracy to develop a whole school strategy to support high quality Numeracy training for ALL staff at Haygrove All KS3 students have a range of numeracy assessments to help identify need and are placed in suitable groups to best support their needs.	A Numeracy teacher has been appointed to narrow the gap for all students arriving below 4C. Targeted students receive small group intervention during timetabled Maths lessons Morning maths groups	Specialised TA support helps those students who need extra 1:1 support to build their numeracy skills and narrow the gap. 1-2-1 Maths mentoring for targeted students 1 x week for 10 weeks SUM dog maths group
Emotional Well-Being Support	All students have access to a range of Emotional Well Being interventions. Students can be referred by any members of staff to the HoY/SENCo/Jill Witts These referrals are discussed at fortnightly Student Concerns meetings and Termly Emotional Well Being meetings but students facing any crisis can be referred at any time by any member of staff.	R2L interventions for small group and 1:1 include: Boxall Assessment NFER assessment Unearthing respect The Journey Social Skills group Growing Up sessions BCM, C2 Breakfast, break and lunch groups Transition club Confidence booster sessions	R2L 1:1 personalised support 1:1 sessions with School Counsellor 1-2-1 with SENCo Referral to CAHMs Referral to Educational Psychology Service
JIG –KS3 Junior Intervention Group SIG-KS4 Senior Intervention Group	JIG and SIG meetings held termly identify any students at risk of underachieving at KS3 and KS4 and targets those students in need of personalised interventions to raise National Curriculum levels. It tracks and monitors progress of targeted students and evaluates interventions feeding back to the next cycle of JIG and SIG meetings	Students identified at JIG receive small group intervention from Literacy and Numeracy teacher	1-2-1- support in English and Maths is given to students not making expected progress
Pupil Premium	All pupil premium students have their progress tracked and monitored by Steve	Summer School is offered to Year 6 PP student which supports Literacy, Numeracy,	1:1 Maths 1:1 English support is offered to PP students

	Wheeler who is also responsible for the whole school strategic training for all staff to enable students to make progress. Students are tracked and monitored	transition and social skills. Literacy and Numeracy teacher offers tailored small group support for PP students arriving at Haygrove below NC level 4c	who require booster sessions Student welfare is delivered by Mrs Witts, which may include uniform support, breakfast club invitations and Summer school for Yr 6 students
KS4 Academic Mentoring support	Any student identified as not making expected progress in KS 4 have the opportunity of having personalised interventions from our KS4 Academic mentors	Departments offer after school sessions to support small groups with course work and revision needs	1:1 sessions 1x week are set up to ensure students have a personalised academic plan to support progress
Absence and persistent Absence Support	All students are monitored closely by tutors and HoYs Letters are sent home if there is a unexplained pattern of absence and parents/carers will be asked to attend a meeting with the HoY/SENCo The school's Educational Attendance will become involved when the student's attendance is below %	Attendance assemblies are aimed at each year group which reaffirm the link between attendance, progress and attainment	SENCo and HoY conduct home visits Referral made to Education Attendance Officer Students may be reintegrated back into school utilising R2L SENCo and HoY conduct home visits
Counselling	Haygrove has an onsite student counsellor who can offer tailored sessions to any vulnerable student facing crisis or mental health challenges		Vulnerable students in need are offered 1:1 counselling from our on-site student counsellor
Children in Care support CIC	All CiC have a keyworker/HoY who supports their needs both academic and pastoral. Students are targeted to attend after extra-curricular school clubs, music lessons, school trips and are invited to breakfast club, lunchtime group and C2 club. Haygrove have a CiC LSA to support	Targeted interventions are offered to all CIC students: After School academic mentoring, homework and coursework support in R2L	R2L is utilised to support the Emotional Well Being of any CiC student in need of emotional support and guidance
Autism Spectrum Support	Any student either identified with a diagnosis of Asperger's Syndrome, Autism or who may have	Students with cognitive challenges linked to Autism and Asperger's syndrome have the opportunity to build	Students who are Statemented have access to TA support in most academic lessons

	<p>recognisable traits have access to the Learning Support team</p> <p>Staff training on the Autism (IDP) Inclusion Development Program supports staff to understand the needs of students with AS</p>	<p>Literacy and Numeracy skills alongside other students in small groups.</p> <p>Students have the opportunity to build social skills in BCM and C2 groups.</p> <p>Lunch and break time small group support is offered to students to support social skills</p>	<p>Students with diagnosis of AS have individualised 1-2-1 Growing Up sessions to support their SRE (Sexual Health and relationship) needs.</p> <p>A tailored Yr 6 and Yr 11 transition package will be set up for every AS student to support them with their move either to Haygrove or Post 16 Education</p>
Speech and Language support	<p>All students who have Speech and language needs have access to Speech and Language support from skilled specialists within the learning Support, those with High needs (HN) also have access to support from the SLCN (Speech, Language and Communication team).</p>	<p>Small group support includes:</p> <p>Socially Speaking</p> <p>Teenage Talkabout</p> <p>Elklan Language Builder</p> <p>BCM</p> <p>C2 Club</p>	<p>Socially Speaking 1-2-1</p> <p>Teenage Talkabout 1-2-1</p> <p>Speech and Language Advisory teacher guided 1-2-1</p>
Social Skills Support	<p>All students who have Speech and language needs have access to Speech and Language support from skilled specialists within the learning Support, those with High needs (HN) also have access to support from the SLCN (Speech, Language and Communication team).</p>	<p>R2L</p> <p>Growing Up sessions</p> <p>BCM group</p> <p>C2 club</p>	
Dyspraxia support	<p>Any student with a Dyspraxia or Developmental Co-ordination Difficulty diagnosis (DCD)</p>	<p>Specialist TA in PE</p> <p>SMART Moves</p> <p>Zumba</p> <p>Lunchtime</p>	
Hearing Impairment support	<p>All staff at Haygrove have had Radio Aid and hearing loss training from the Hearing Impairment service team (HI) at Haygrove to allow them to make any reasonable adjustments to support the needs of students with HI</p>		<p>All students who have a severe hearing Impairment are regularly reviewed by the SENCo and the HI team on a termly basis. Parents are invited to review students annually</p>
Visual Impairment Support	<p>Any student with diagnosed Visual Impairment needs would have access to the learning Support team</p>		<p>All students with severe VI needs would have access to the VVI advisory team within the LA</p>
EAL support	<p>The EAL coordinator has</p>	<p>Students with weak Literacy or</p>	<p>Study Buddy</p>

	<p>provided whole school training with supportive strategies to enable students to make progress. The SENCo will assess literacy and numeracy needs for any EAL student</p>	<p>numeracy skills have tailored RWI and ILI sessions Identified students are supported in Literacy and Numeracy small group sessions as required to build skills. Culture Club 1x week</p>	<p>Parents have access to interpreters EAL service 1-2-1 sessions with selected EAL students</p>
<p>Year 6 Transition support</p>	<p>All Year 6 students and their parents are invited to Opening Evenings and mornings in the Autumn term to enable them to look around school and speak to staff. All students are visited by the Haygrove staff in the Spring and Summer term at their primary school to do a meet and greet with a presentation about life at Haygrove give them an opportunity to ask any questions. All students are invited to a Induction Day at Haygrove</p>	<p>In consultation between Assistant head/SENCo and primary staff, selected students are invited to a Confidence Booster day at Haygrove in the Spring term, some of these students have the opportunity to attend further Confidence Booster sessions with the SENCo in the Summer term for 4/6 extra sessions Transition club is run in conjunction with Haygrove's feeder schools from Spring term The Bridge project is an academic program involving building literacy and numeracy skills which involves all Yr 6 feeder primary school students coming to Haygrove</p>	<p>Students with High needs have a personalised transition package arranged by the Assistant head/SENCo. This begins for some students with the Yr 5 Annual review at primary school and involves visits to Haygrove by parents and students, Confidence Booster sessions and observations at the Primary school by the Assistant head/SENCo</p>
<p>Year 11 Transition support</p>	<p>All students have a comprehensive transition to Post 16 involving Career Assemblies, individual College interviews</p>	<p>Parents Students with High needs are invited to transition workshops from Year 9. Haygrove has produced a Transition Booklet in conjunction with parents to support next steps.</p>	<p>Haygrove holds all Year 11 High needs Annual reviews at the students chosen College placement, this allows the college to have early contact with the parents and students and allows the passing on of crucial information Students with HN have supported 1-2-1 careers interviews and receive</p>
<p>Careers Support CEIAG Careers, Education, Information and Guidance Years 7-11</p>	<p>All students have access to a tailored CEIAG program including full time Head of Careers qualified to Level 6 within the IAG field. A KS3 Careers booklet has been designed to build</p>	<p>Tutor groups Careers lesson using UEXPLORE which highlights different Career paths and supports students to understand the skills needed. In year 10 students attend group interviews</p>	<p>All year 10s complete the Work-skills program, including employability skills. They apply for and attend live interviews with employers from private and public.</p>

	careers skills and attributes. KS4 students have a comprehensive program including Interviews with Employers, Work Experience,	All Yr 9s An SEN/AEN transition booklet has been developed to support them from year 9-11 with post 16	All year 10 attend Work Experience week. All Year 11 are offered the opportunity of a 1: 1 interview
SLT mentoring	Any student who is significantly underachieving or who has significant emotional well-being difficulties may be selected to have mentoring sessions		1-2-1 weekly sessions with SLT supporting Emotional well-being and academic progress

Please use the link below to access Somerset Support Services Site
<https://www.somersetchoices.org.uk/>