



SEN Information Report

2020-2021

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

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

Who do we support?

Haymerle School is a primary special school for children from Reception to Year 6 which offers the following specialist range of provision to support children with autism, learning difficulties, speech, language and communication needs.

How do we identify children with SEN?	<p>All children attending Haymerle School have a Statement of Special Educational Needs (or EHCP).</p> <p>We have a SEN Policy in place to help us support our pupils.</p> <p>Please view our SEN Policy under the Information Tab.</p>
What are our admission arrangements?	<p>Prospective parents are welcome to make an appointment to come and see the School and what we have to offer.</p> <p>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.</p> <p>Please download our Admissions Policy under the Information Tab.</p>
What provision do we have to facilitate/support access to the curriculum/independent learning?	<p>At Haymerle School we have a high adult to pupil staffing ratio, typically 1 teacher and 3 Learning Support Assistants to 7 pupils. We use a number of strategies including the Picture Exchange Communication System (PECS) and TEACCH strategies and interventions. We offer Speech and Language Therapy, Music Therapy as well as Occupational Therapy on site.</p>

<p>What do we have in place to ensure access to a supportive environment?</p>	<p>We recognize the importance to support good learning and we seek to provide a calm and safe environment in which young people can learn. We offer appropriate technologies in classrooms including touch screens and iPads.</p> <p>Additionally, we offer:</p> <ul style="list-style-type: none"> 1:1 access to computers/laptops/Ipads for all pupils Individual workstations Human resources Learning Mentors Speech and Language therapy Occupational therapy Music Therapy
<p>What strategies do we have in place to support and develop Literacy?</p>	<p>Phonics based reading scheme Differentiated literacy curriculum to support pupils on all levels Practical and multi-sensory approach Individual targets to support each pupil in the areas of reading, writing, speaking and listening. We have Integrated Curriculum topics to support pupils' access to and enjoyment of Literacy.</p>
<p>What strategies do we have in place to support and develop Numeracy?</p>	<p>Differentiated maths curriculum to support pupils on all levels Practical and multi-sensory approach Individual targets to support each pupil in all areas of Numeracy Practical opportunities for pupils to generalise their maths skills in the wider community We have Integrated Curriculum topics to support pupils' access to and enjoyment of Numeracy.</p>
<p>What strategies do we have in place to support and modify behaviour?</p>	<p>Staff trained in Team Teach de-escalation and positive handling Use of TEACCH schedules to support pupils with changes throughout the day Use of Lets Make a Deal and motivators to support pupils with behaviour Use of Social Stories</p>

	<p>Individual Care Plans Individual Behaviour Support Plans where needed Reward systems Motivation strips Social Behavioural IEP targets Zones of Regulation forms an integral part of our positive behaviour support strategies</p>
<p>How do we support Social and Emotional development?</p>	<p>At Haymerle School we understand the importance of learning Social Skills. 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. We support opportunities for pupils to work together. Pupils also learn valuable social skills through the Speech Bubble Project. 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>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. Please follow the links under the Information and Safeguarding drop-down menus to access our Safeguarding-, Online Safety and Anti-Bullying Policies.</p> <p>We have systems in place to record any incidents and this is monitored regularly. Parents are encouraged to contact the School should they have any concerns.</p>
<p>How do we support/supervise at unstructured times of the day including personal care</p>	<p>At Haymerle School we have a high staff supervision ratio which enables us to provide more organized activities during unstructured times e.g. organized lunchtime and Play time activities. We support toilet training and have a wet change room with disabled access to toilets and showers. We also support feeding and dressing skills programmes as needed and set individual PSHCE and Self Help targets which is monitored throughout the year.</p>

<p>What strategies/programmes do we have in place to support speech and language?</p>	<p>We offer Speech and language therapy provision on site. We recognize that our pupils are visual learners and therefore we use symbols and pictures across the School day in all areas. We encourage and train our pupils to use the Picture Exchange Communication System (PECS) to enable them to communicate effectively. We use a range of extended learning opportunities to support speech. Pupils are set Communication targets each term which is monitored regularly. Some of our pupils engage in a Speech Bubble Drama programme. 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>What strategies/programmes do we have in place to support Occupational Therapy/Physiotherapy needs?</p>	<p>We offer Occupational Therapy on site. 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"> Picture Exchange Communication System (PECS) TEACCH strategies and interventions Sensory diets Wide use of symbols including Communicate in Print Individual Education Plans Parents workshops Sensory circuits Adapted cutlery, furniture and equipment Trampettes
<p>What access do we have to medical interventions?</p>	<p>All of our pupils have Individual Care Plans which gives information on the specific needs of each pupil. We have staff trained in administration of medication and have trained First Aiders on site. We have a visiting school nurse as well as a visiting consultant paediatrician. Medical care plans are in place as needed.</p>
<p>How accessible is the School?</p>	<p>At Haymerle School we have a fully accessible building.</p> <p>Please see the Schools' Accessibility Plan, under the Information Tab, for more information.</p>

<p>How do we engage and consult with parents and carers?</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) During the annual review and curriculum report meeting.</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. 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. Daily home to school communication is encouraged through the home / school communication books.</p> <p>How do we communicate with parents and carers?</p> <p>Newsletters Website Parent Governors Coffee mornings Annual Production (Film) to share achievements with parents and carers Occupational Therapy/Speech Therapy parental workshops ParentHub App</p>
<p>How can you share your views with us?</p>	<p>We value views from parents and carers and views can be shared through parents' questionnaires, meetings with the teacher or a member of the Senior Management team or through the use of the Home/School book.</p>

Liaison/Communication with Professionals	Education Psychologist CAMHS Occupational Therapy Speech and language Therapy Music Therapy
What arrangements do we make for specialist expertise in school?	We have several members of staff (including School Leaders) with specialist training qualifications in autism – TEACCH, SCERTS, PECS, Sensory Integration, Attention Autism, Social Stories and Zones of Regulation amongst others.
What arrangements do we make for specialist expertise from outside school?	<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 from the school nurse, school dentist team and school Paediatrician.</p> <p>In Haymerle through the NHS and local education authority we have access to the additional support of Speech and Language Therapy, School Nurse and Paediatrician, Audiologist, Teachers for the Visually Impaired, Social Services, Occupational Therapist, Educational Psychologist, Dentist, Physiotherapist, Swimming Instructor, School Doctor, Respite care and the Community Police.</p> <p>At times it may be necessary to consult with outside agencies. We will always ask your permission before making a referral.</p>
How do we assess and review our pupils' progress?	<p>We assess our pupils' progress towards the National 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>Each pupil will also have an Individual Education Plan – the targets for this will be set in consultation with you. The targets focus on Social and communication skills as well as behaviour. These targets are taught</p>

	<p>through a range of different activities. These are evaluated termly and new targets are set where appropriate.</p>
<p>How do we evaluate the effectiveness of our provision?</p>	<p>Each year Haymerle School evaluates the effectiveness of provision by comparing our pupils' progress with national data to see how our pupils compare with other pupils in similar settings.</p> <p>We engage in moderation sessions with other special schools to help set an agreed standard.</p> <p>The data on curriculum levels is compared year on year to make sure that all children are making progress and that effective intervention can be put in place to support all pupils.</p>
<p>How do we support pupils to transition between phases?</p>	<p><u>Pupils joining Haymerle School</u></p> <p>This normally happens at Reception but may happen at other times throughout the year. 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>We visit prospective pupils in their current settings and may arrange home visits if necessary. We baseline each pupil when they enter the School. Parents/carers are encouraged to be part of our Parent Induction Training.</p> <p><u>Pupils moving between Key Stages</u></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. 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><u>Pupils transitioning to Secondary School</u></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. The Year 6 teacher liaises with the receiving Schools and support the induction process. The pupils are engaged in a topic on change before they leave the School.</p>
<p>How do we consult with pupils and involve them in their education?</p>	<p>The class teacher provides opportunities for the pupils to evaluate their own work during lessons and/ or during plenary sessions e.g. using a memory box object to reflect on the topic and time with their Teacher or Teaching Assistant looking at the class topic book.</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>
<p>How do we ensure that your child is well supported by the staff?</p>	<p>The School is committed to Safeguarding and the Head Teacher, Deputy, Assistant Head and Business Manager have completed the safer recruitment training.</p> <p>Most class teachers have experience of working in special settings.</p> <p>All teachers and support staff get 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. 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>How can I make a complaint and how will the School handle my complaint?</p>	<p>Parents are welcome to come in to discuss the needs of their children with the Class Teacher at a mutually convenient time. If the need is urgent, the Head or Deputy will arrange an immediate appointment to discuss any concerns. If things are not resolved the formal LEA complaints procedure that the school has adopted can be started.</p> <p>Please view the Home/School Agreement as well as the complaint procedure under the Information Tab.</p>
<p>How is the School funded?</p>	<p>All pupils at Haymerle School are funded by their local authority. All students have a statement of Special Educational Needs. This funding helps us to provide quality teaching and learning opportunities and resources for every pupil.</p>
<p>Where can I find more support?</p>	<p>For Southwark Local Offer Information, please use the following address:</p> <p>www.localoffer.southwark.gov.uk</p> <p>Further support can be obtained by contacting the following agencies:</p> <p>Southwark Information, Advice and Support Team [formerly called Parent Partnership Service] 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: http://localoffer.southwark.gov.uk/information-advice-and-support/ E mail: sias@southwark.gov.uk Tel: 0207 525 3104</p>

Southwark Carers

Website: <http://www.southwarkcarers.org.uk/>

E mail: southwarkcarers.org.uk

Tel: 020 7708 7799

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.

Runs second Wednesday of each month, 11.00 to 12.30. For details: Call Joseph on 020 7708 4497.

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:

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

Family information directory

The information directory is for parents, young people and practitioners to look up services for children, young people and families, including:

Parenting support
Health care
Money matters
Law
Support groups
Activities

Website: <http://cypdirectory.southwark.gov.uk/>

E mail: family.info@southwark.gov.uk

Tel: 0800 013 0639

Contact a family Southwark

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.

Website: <http://www.cafamily.org.uk/southwark>

E mail: southwark.office@cafamily.org.uk
Tel: 020 7358 7799

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