



The Hayle School Offer for Students with Special Educational Needs

Hayle School has an ethos of equal opportunity for all.

We promise to do all we can to ensure that each student is able to access their curriculum and make the progress that they should.

The support we offer is constantly changing to reflect the needs of individual children.

The tables below provide an indication of the levels of support and provision currently offered by Hayle School:

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> The views and opinions of all students are valued Student voice is represented in all aspects of school Student voice is heard through: <ul style="list-style-type: none"> school council student surveys focus groups 	<ul style="list-style-type: none"> Students with SEND are included in all student voice groups. Additional provision is developed in response to student voice. 	<ul style="list-style-type: none"> Students are involved in all TAC meetings and SEN reviews. Individual support is tailored to the views of the student. Students are supported in reviewing and planning their targets and outcomes Advocacy is available to ensure the above

2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers • The school actively encourages parental contact either face to face, telephone, school planner, letter or email • Parents/carers of all students are invited to attend all parent/carer consultation evening • Progress Monitoring reports are sent home every six weeks • Parent/carers know exactly who to contact if they have any concerns • Our website, provides parent/carers with clear information as to what is happening in school • This is supported by the school's Facebook and Twitter sites as well as ParentMail • A parent forum group meets termly to discuss how the parent/school partnership could be improved 	<ul style="list-style-type: none"> • Special information sessions or courses are offered eg parenting skills • Our eSchool website enables all parents to see what homework has been set • All documentation is presented in a format that is accessible to individual parents. • There is a dedicated email contact for all parents sen@hayleschool.net 	<ul style="list-style-type: none"> • Parent/carers are supported in attending, and are actively involved in, all TAC meetings and SEN reviews. • Advocacy is available to ensure the above. • As appropriate parents are invited to join in with school trips. • Parents are encouraged to support their children eg use of 'ghotit' software for students with dyslexia

3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school curriculum is designed to ensure the inclusion of all students • All students, regardless of their ability and/or additional needs, have full access to the whole curriculum • The curriculum is broad and balanced and students are encouraged to keep this breadth for years 10 and 11 when planning their GCSE courses • All new students are assessed (including reading tests and where appropriate dyslexia screening) to identify students who may need specific interventions 	<ul style="list-style-type: none"> • Students with low levels of literacy follow the synthetic phonics course Read Write Inc • Other small group intervention includes: handwriting, numeracy, speech and language, social skills • Intervention packages are bespoke and needs led • The progress of students taking part in intervention groups is measured on a regular basis • The intervention packages are adapted in light of student progress. • A small number of students in key stage 4 have the opportunity to access a bespoke curriculum 	<ul style="list-style-type: none"> • Students are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities. For example, a student with a physical impairment will be given the support they need to access GCSE design technology. Advice is taken from the Physical Disabilities and Sensory Support Service. • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. • In exceptional circumstances students can be dis-applied from some subjects. This must be agreed by all involved.

4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The whole school uses a 'dyslexia friendly' approach to teaching and learning including the use buff paper, standard dyslexia friendly fonts and coloured overlays. • Lessons are carefully planned to include key vocabulary, differentiated activities, clear stages and regular progress checks • Teachers recognise that different learning styles must be incorporated into lessons • Lessons have a clear purpose identified as a Learning Aim and differentiated Success Criteria are identified and shared with students at the start of lessons • Students' work will be regularly marked and feedback, including praise and suggestions for improvement, given. Students respond to marking in green pen. • Students should be clear on their targets and what they need to do to improve • Alternative forms of recording are used eg photographs, audio recordings 	<ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision. • Teaching assistants/class teachers support and challenge small groups of students to ensure understanding, facilitate learning, foster independence and ensure progress • Independent student learning is supported by the use of appropriate technology, for example: laptops, netbooks, iPads, personal devices • Access arrangements for examination are put in place for internal and external examinations eg readers, scribes, extra time etc • Homework support is available 	<ul style="list-style-type: none"> • One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • External professionals are engaged, where appropriate, to support and advise on particular student needs • The physical environment will be adapted as required to ensure access to the full curriculum • Some students attend off-site activities to support their educational needs eg horse-riding, swimming

5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • A box/shelf/draw of resources is available in all class-rooms containing pens, pencils, highlighters, dictionaries etc which promote independence. • Personal spelling books are being trialled in year 7 for students to record the words they find difficult • Students are encouraged to use various strategies to develop independent learning eg the 4 Bs prompt in lessons - book, brain, buddy before asking the 'boss!' or 'ask a friend' • Technology is available to aid independence (e.g. iPads, notebooks, iMacs) and bringing personal devices are allowed • All students can access homework support in The Learning resource Centre (open daily from 8.00 to 4.15) • All students have access to the Student Support Centre (Crayon) if they need help 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom they facilitate student independence • Students have personalised equipment to help them to learn eg notebooks, task cards • Students have access to coloured overlays, Yoropens, time out cards, traffic light system 	<ul style="list-style-type: none"> • Teaching assistants working one-to-one with students encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc. • Personalised task boards and timetables are in place to support independence

6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All students have access to the Student Support Centre (Crayon) where support for medical, emotional, physical and mental well-being is available • Specialist support is available in the SSC including bereavement counselling, anger management etc. • Students have access to the school nurse. Sessions are private and confidential. • All students are taught PSHE • Peer mentors/buddies/welfare ambassadors are trained to support fellow students. • The Inclusion Room is available to all students with particular needs on a day by day basis 	<ul style="list-style-type: none"> • Students receive support internal and external support for self-esteem, social skills, life skills anger management • Several bases are available for vulnerable students to take 'time out' and find support at break and lunch. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Additional support for students are requested from CAMHS, Social Care, Hayle Youth Project, Dreadnought, Aspires, Penhaligons Friends, Music Therapy • Students with specific medical conditions have individual health care plans.

7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school actively seeks to promote the development of the whole child and social interaction is a key skill • All students have opportunities for social interaction, regardless of need • All students belong to a form/tutor group • All students are invited on all trips and visits. Exceptions are in line with the schools Behaviour Management Policy (Choices Have Consequences) • At Open Evening Year 11 and Year 7 are paired together to show visitors around their school 	<ul style="list-style-type: none"> • Transport is available to take students with SEND home when they attend after school activities. • New year 7 students are buddied with older year 9 students to support transition • The Learning Zone develops social interaction by the use of traditional board and card games • All year 7 students are placed in smaller tutor groups (12-15) to support transition 	<ul style="list-style-type: none"> • Where necessary students are individually supported by TAs to enable their attendance at after school clubs, school trips and visits • Teaching Assistants use social stories with individual students • The school has several 'spaces' open at break and lunchtimes for 'vulnerable' students who do not wish to be with large numbers of students eg Learning Zone, learning resource centre, Student Support Centre and some classrooms

8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those students with SEND, including wheel chair access • Students feel safe and in an environment where bullying is not acceptable at any level. When reported the response to any bullying is quick and effective. SOPHIE has been adopted. • The Headteacher, Mr Martin, is the senior child protection officer. He is supported by a team of three other Safeguarding Officers. • An Assistant Headteacher, Mrs Barnes, is the named 'Child in Care' officer • The school is a positive environment and well maintained - safe, clean and bright - with modern facilities • Staff focus on rewarding good behaviour to promote a positive learning environment • The Behaviour Management Policy, Choices Have Consequences, is clear and effective • Lockers are available for storage and security 	<ul style="list-style-type: none"> • Several bases for vulnerable students offer quiet and supervised areas for those who are unable to manage with unstructured times. • These bases can be used by students who wish to eat lunch away from the canteen • The school has three disabled access toilets • Specialist equipment will be made available where appropriate eg adjustable chairs/ tables available, adapted PE equipment, adapted ICT technology 	<ul style="list-style-type: none"> • Specialist advice is sought from the Physical Disabilities and Sensory Support Service as to how to adapt the school and its facilities to meet the needs of students • The use of specialist equipment in lessons enables disabled students to be independent • Some students engage in off-site activities eg swimming or horse-riding to support their needs

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Hayle School has strong transition programmes to support primary children joining the school and year 11s leaving. Moving In and Moving On are both well established and very successful. • Primary children visit school regularly from year 5 for specific events, one per half term • Secondary staff visit and teach/support in partner primaries. • During year 9 preparations begin for option choices ready for years 10 and 11. This includes a parents 'Options Evening' and at least two meetings with each • During years 10 and 11 all students visit each of the main college sites • A Personal Advisor from Careers South West who works with all young people • All new parents are invited to personal 1-1 meetings with senior staff both before and after joining the school 	<ul style="list-style-type: none"> • All new students are provided with a 'buddy' to help them settle into their new school • The school opens its doors before the new year starts for new year 7s to 'wander' around their new school with their friends to overcome any last minutes fears or barriers • Students identified as those who may find change difficult may have as many additional visits as required • Careers South West work with all students with additional needs to ensure that an appropriate post-16 placement is identified and it reflects the students interests abilities and needs 	<ul style="list-style-type: none"> • Our SENCO attends year 5 and year 6 annual statement reviews • A personal structured and gradual transition package is developed in consultation with parents, primary colleagues and professional advisors as appropriate. This ensures that children are very familiar with routines, key members of staff, running of the school day, environment, etc. • Post 16 providers are invited to attend transition reviews. • Students with SEND have extra personal visits to college to support transition