Haywood Grove School
Proud to be Special - Proud to be Different

Government Legislation requires us to publish a report called the SEN Information Report (clause 65 of the SEN act). This will be updated annually to reflect changes and plans within the school. This report states the current provision within Haywood Grove School.

SEN Information Report

Required Information	
The kinds of SEN that are provided for	Haywood Grove School is a maintained day special school for primary aged children with social, emotional and mental health difficulties. All children at Haywood Grove have an Education and Health Care Plan citing SEMH as their main presenting need. Many of our children have associated needs such as Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) or Oppositional Defiance Disorder (ODD). In addition some of our children have additional learning, medical, speech and language or occupational therapeutic needs. When this is the case, we are able to liaise with the school nurse and speech and language therapy services and make a request for referral to an occupational therapist. The school also has a named educational psychologist. In June 2022 we became a hub for school for Mental Health Support Team for SEN. This means that we access mental health support for our children and families with a trained NHS Mental Health Practitioner. Most of the children at Haywood Grove School have had previous experience of attending mainstream school. They may have been permanently excluded or have been identified as needing specialist provision. The pandemic has impacted their educational experience further. All families are advised to speak to their local SEN Officer to seek support and advice if they are considering seeking a place for their child at Haywood Grove School. Families may wish to browse the admissions guidance located on our school's website.
Policies for identifying	There are several policies that are pertinent to identifying pupils with SEN and assessing their needs. At Haywood Grove School these include:

pupils with SEN and assessing their needs	• SEN policy • Reducing the Need for Restrictive Intervention in Schools Policy • Behaviour and Relationships Policy • Admissions statement • Paths 7 Assessment information • Equality Statement • Inclusion Policy
Arrangements for consulting parents and carers of children with SEN and involving them in their children's education	Once a child has been offered a place at Haywood Grove School we strive to develop and maintain a strong partnership with families in order to consult and involve them in their child's education. On or prior to arrival a senior leader, the school's Engagement Officer and sometimes an identified class teacher visit the child and family at home to share information and answer any questions. This is also a time when the Parent Engagement Officer can share information about her role. The family and child are also invited to come and visit the school to meet school professionals and some of the other children. The school meets with or liaises with other professionals that are already involved with the child and family to get an understanding of how best to support the child and their family. Once the child is in school: • Families are contacted daily via the home/school link book and are encouraged to share information and their comments through this electronic format (e-mail). • Members of the staff team contact families regularly via phone to provide further information and to work collaboratively to overcome any barriers to learning. • Families may contact the school via the home/school link book, telephone or e-mail at any time if they wish to make an appointment to see a class family teacher or a member of the leadership team. The school operates an 'open door' policy and as such we try to ensure that a member of the leadership team will be available to speak to a family member at short notice whenever possible. • Families are encouraged to complete our regular questionnaires (usually provided through Survey Monkey), the results of which

	help us shape what we do to improve what we offer to our children and families. • Families are invited to attend the annual review of their child's EHC Plan for which teachers provide written information regarding a child's progress. • The school holds a family consultation meeting each term where they can learn about their child's progress and express their views. • The school holds termly class tea parties so that families can become more familiar with the school professionals working with their child and take the opportunity to build a network of support with other families. • During the school holidays, the head teacher can be contacted via e-mail and appointments can be made for a meeting on the days that school is open. The Parent Engagement Officer, Learning Mentors and Senior Learning Mentors are also available during this period, when they offer holiday sessions for those children most in need. • The school's 3 Parent Listeners, (who have received 30 hours training in listening skills and have gained significant understanding and skills in helping family members begin to problem solve and manage family issues) are available to families as another avenue of contact. They provide a confidential opportunity for families to explore issues and to feel empowered to find their own solutions. They are also able to sign-post to other services and resources as appropriate. • The school employs a Parent Engagement Officer who is there to support families on a wide range of issues including transition into and out of Haywood Grove School. Kelly Lannon is able to work with individual families as required and is the Lead Professional for all families who have an allocated social worker. Kelly is also one of the school's 3 the Designated Senior Leads. • The school has previously had parent representatives on its Governing Body and is currently looking for other individuals who would like this opportunity. The Parent Engagement Officer will

	offer family members the opportunity to meet for coffee at convenient community venues should this be preferred. • During the pandemic, our PTA (Haywood Grove Friends) was paused due to the social restrictions that were in place locally and nationally. This group is now back up and running and from September 2022 we hope to meet on a regular basis. This is another avenue by which families can build up their network of support and liaise with school professionals. These meetings are sometimes attended by school professionals and coincide with information and training sessions that we offer as part of our Parent Curriculum. • Families are at all times encouraged to be involved in changes that are made in school through formal and informal consultations. The school newsletter celebrates children's learning on a half-termly basis. • The school uses an electronic recording and reporting system called CPOMs. This system supports and improves the efficiency of recording and sharing information. All relevant contact with families (for individual pupils) is logged, shared appropriately and the necessary actions implemented.
Arrangements for consulting young people with SEN and involving them with their education	Children's views are sought on an informal and daily basis throughout any day. Children are allocated to a class family and the adults working there act as key adults who the children make very strong bonds with. This year we will be exploring other ways to hear children's voices. Children are given formal opportunities to review their learning, social, emotional and sensory behaviours in designated time on the school timetable and, after an incident, are provided with the time and space to reflect on what happened and why, so that they can move on and learn from it. There is also a discrete time at the end of each day for children called 'Relax, Review and Repair', which supports the process of reparation. Children have previously completed termly questionnaires to give their views but, during the pandemic we were able to continue to do this through the regular and frequent contact that we had with families. We listen carefully to children so that we can allow them to help shape what we do to improve. Children are actively encouraged to participate in the annual review process (of their Statement or EHC Plan) and, prior to

	the pandemic, completed their own leaflet expressing their views in preparation for this meeting. Children have previously been given opportunities to choose elements of the school uniform, after school club activities and the type of playground markings in our play area. This year children have contributed to decisions made about their transition activities.
Arrangements for assessing and reviewing pupils' progress towards outcomes, including the opportunities available to work with parents, carers and young people as part of this assessment and review	On arrival at Haywood Grove, children engage with the Discovery Curriculum and attend part-time for a period of 3 week. If a child starts in-year, then an individual part-time induction programme is established and facilitated by school staff. As our numbers have grown, this has become unusual. The Discovery Curriculum is the time when we enjoy getting to know the children, their strengths, their vulnerabilities, and their particular talents. This year we are focusing on raising our expectations of academic engagement and will formally explain how the school works, and how we help when a child is struggling. Once a child is full time in school, they are formally assessed on three occasions throughout the year. Data that we receive from other schools on entry is used as our baseline. On a day-to-day basis, children's progress in terms of learning, social, emotional and sensory behaviours is tracked, and children set individual growth goals collaboratively with staff that are reviewed on a three-week cycle. This time-frame allows any lack of progress to be identified quickly and strategies to be developed so that this can be remedied. This information is shared collaboratively with children in class families and with families on a daily basis through the home/school link book. When there is a lack of progress, engagement or social and emotional concerns or where interventions are proving to be ineffective, formal short-term strategies are put in place to address the issues. These are reviewed regularly with the child and family. Teachers provide written information about progress in the form of an annual report to families and write and collate review paperwork and information associated with EHC Plan reviews. Social and emotional growth goals are also set collaboratively with the children. These are identified through the school tracker (the social, emotional and mental health aspect of Paths7) and these support school professionals to focus specifically on each child's areas for development. Pupil progress meetings were paused during the pandemic and this year

	they will be reinstated, so that children who are making progress can be challenged further and those who are struggling can be identified quickly and plans put in place to provide different or additional support to address the difficulty. The school has a governor linked to this process.
Arrangements for supporting pupils moving between phases of education and preparing for adulthood	Children join Haywood Grove once a provision panel has agreed their need and suitability for placement at a school with Haywood Grove's designation (SEMH). This means that they can join at any time during the academic year and as such can move school as well as change phase of education. There are currently 54 children on roll, we are over number for September and some children have been offered places for the following year. Prior to the pandemic, if a child was attending a mainstream school but was due to start at Haywood Grove, we endeavoured to provide either outreach support or additional transition opportunities where necessary and according to individual need. Occasionally, and according to capacity, we have trialled part-time in-reach provision for some of our new children. During the pandemic we were able to continue to meet with other professionals and made a video tour of the school so that we could replicate the early stages of our induction process In the latter part of each summer term, we organise transition activities and follow a formal 'transition programme'. During this time, we invite receiving schools to join us to answer questions and get to know our children and their families. In has become increasingly complex to align in-coming transition with out-going transition programs and so each year, the plan is adapted to meet the needs of the current cohort, according to the dates and times offered by receiving schools for transition visits. This year our year 6s are going to 5 different schools and so transition activities have been devised to factor this in. In addition to the ordinary transition program this year we have also offered an additional swimming session for one group, water sports for other children and two Re-tune Music Workshops on the theme of well-being. Sometimes children who attend Haywood Grove are able to re-integrate into a mainstream setting or may wish to have a mainstream experience incorporated into their individual timetable. When this is the case, Haywood Grove reviews the child's data and consults with the family and the SEN department in order to identify a suitable school. For informal

	experiential arrangements Haywood Grove is establishing a growing number of relationships with local mainstream schools and is usually able to identify a suitable setting. For formal and full reintegration an early annual review is planned so that agreement and suitable time frames can be established. Haywood Grove is committed to supporting these ventures when deemed appropriate and as such provides full support for the child, family and the receiving school. When a child reaches Year 5 the annual review of the EHC plan addresses and considers secondary school placement. Once a school has been named and a place secured, Haywood Grove endeavours to further develop or build the relationship with the receiving school (if a relationship has not been previously made) and then develop a bespoke transition programme that meets the needs of the individual child, if this is what is necessary. Usually this means that the Deputy Head visits the receiving school and meets the relevant professional to share information. The school is then invited to visit the child at Haywood Grove prior to arranging a programme of individualised transition support that is, wherever possible, supported by a professional from the Haywood Grove staff team. Sometimes this will mean that the most appropriate action will be for a child to have a series of supported transition opportunities in their new school. For some children, the set 'transition days' in July are sufficient.
The approach to teaching pupils with SEN	At Haywood Grove School our approach to teaching our children is embedded within our vision and values and is based on our considerable knowledge and understanding of the latest research into brain science. We are non-institutional in our approach, preferring to work to support children and families on an individual basis. We differentiate our discipline (teaching of behaviour) in the same way that we differentiate our academic teaching. Our aim is to 'catch them getting it right' and importantly, to support children when they get it wrong. We are proud to have an unconditional positive regard for all children and we actively seek to nurture growth through acceptance. We value, accept and support all children, knowing their failings and regardless of what they say or do. Within this climate where they are able to drop their pretences, confess their worst feelings and discover that they are still accepted, children are able to tap into their personal resources for self-understanding, altering

	their self-concepts, attitudes and behaviours. We want to ensure that children move from the failure identity that they have on arrival to a success identity as they move through the school and beyond. We provide a warm, welcoming, and inclusive environment where children are treated as individuals without judgement or comparison. We have a passionate conviction that all our children and community can achieve. We are optimistic about success and accept no restriction on what is possible for all people in our community. We work respectfully and responsively with our families to ensure that the impact of our support can be seen both at school and home. We demonstrate high expectations for every child, through a high-quality creative curriculum and flexible teaching that addresses each individual child's learning and social, emotional, and sensory needs. We get to know the children's talents, their strengths and their weaknesses and build their learning around these, in addition to facilitating the accumulation of knowledge and skills across a broad and balanced range of subjects. We view behavioural challenges as regulatory issues and address all behaviours that would not be right for a safe and civil society. We aim to provide the right kind of support, at the right time, in the right way such that children learn to regulate their own behaviour through internal control within the context of healthy and secure relationships, rather than by external force. We make sure all our community members know how to stay regulated so that they can best help our children. We view behaviour as communication, we listen to what children say and what they don't say, and we engage in collaborative problem-solving with them, to find solutions. We understand that their behaviour is driven by high levels of stress and support and teach them the explicit skills they need to return to a state of calm alert, ready for learning. We build relationships that are trusting, secure, safe and supportive through the facilitation of 'class family' groups and 'key adults' for all children. We believe that every interaction is an intervention and are therapeutic in our approaches. Whilst being empathetic, it is important to note that this does not mean that we endorse or condone uncivil behaviour.

	We start with the child: learning fits around the child, rather than the child having to fit a narrow or rigid model of learning. We demonstrate high expectations of every child, through high quality learning experiences based on a sound knowledge and understand of each child's needs.
How adaptations are made to the curriculum and the learning environment of pupils with SEN	At Haywood Grove the school curriculum reflects the ethos of the school, incorporating the statutory national curriculum alongside other meaningful learning experiences and opportunities that are tailored to the individual learning, social, emotional, and sensory needs of each child. We aim to provide a dynamic curriculum that is flexible and evolving and that is responsive to the unique characteristics, relative strengths and changing circumstances of the unconventional children that we work with. Children are usually taught in groups of 8 supported by a teacher and often 2 or 3 members of our support staff team. This high staff ratio enables frequent individual or smaller group work as determined by the needs of the child. It means that learning tasks and pedagogical approaches can usually be tailored to each child. The timetable is carefully constructed with English and Maths taking place on a daily basis. The day is divided into 7 40-minute learning sessions that are demarcated by the school chime (bell). In between lessons there are other short sessions for transition, play and reflection. Across one-week children access a range of statutory, specialist and bespoke learning opportunities. Each national curriculum subject is taught discretely, and other non-statutory elements of our school curriculum for all children include: • AQA unit Award Scheme (self-directed learning on topics of personal interest) • Arts Awards scheme (the creative arts and music) • Explicit social communication development through programs called Socially Speaking and Time to Talk • Child-informed Forest School sessions • Protective Behaviours • Global Citizenship In addition to these aspects of our curriculum we run a range of therapeutic interventions (physical and mental well-being focused):

	• Motional • Equine Therapy • Drawing and Talking • Play Therapy • NICAS Climbing Award • The Safe and Sound Protocol • Mindfulness practices • Lego Therapy • Aspects of the Just Right State Programme. We have a Remote Curriculum (devised at the start of the pandemic) that offers Instant Access (for those children who are at home for short periods of time) and our Freedom Curriculum (a year long programme for those children who may not be able to attend school for a longer period of time). We have a Garden Curriculum (offered to those who prefer to learn outside some of the time to support their regulation), we run an Eco-Schools program and have a full curriculum (the Outdoor Pathway) offering the entire national curriculum in the outdoor environment. As a school, we realise the importance of physical activity and we know that many of our children are able to succeed and excel in sport and other physically demanding activities. Physical activity provides opportunities for the children to become physically confident, fit and healthy and can also help to embed values of fairness and respect. We are also aware that physical activity often aids self-regulation and so in addition to a traditional PE curriculum we offer our children unconditional physical opportunities little but often throughout the day. We continue to employ an outdoor education specialist who works with children individually and in groups providing Forest School and climbing, using a local outdoor education facility. This specialist also ran residential camps and family forest school sessions over the holiday which we hope to reinstate next year. We continue to offer swimming sessions all year round so that each child has a block of formal swimming teaching. We recognise that our children are not always conventional in the ways in which they engage with learning. As a result of this we endeavour to be creative in our approaches and use resources that support our aim to

	remove the barriers that our children may experience. We are well-resourced with new technology and all class-family rooms have access to an interactive whiteboard, PCs, laptops, iPads, cameras and Dictaphones. We continue to use MyMaths, Bug Club, Accelerated Reader, Phonics Bug, TTRockstars and Teach Your Monster to Read as electronic alternatives and enrichment support for numeracy and literacy and have introduced Dynamo Maths and GL Ready as a reading and phonic dyslexia screener. Teachers have been trained in the use of Clicker7. We know that our children will need our assistance to develop their abilities to self-regulate and so each class family can access a dedicated set of resources that support this on-going aim. Elements of the Just Right State Program have been embedded into our daily routine and curriculum and the Parent Program has been run successfully on several occasions. This aspect of our curriculum (the well-being curriculum) continues to be developed as our knowledge and expertise grows and so we are currently remodelling this so that it incorporates all elements in a holistic way, so that we are able to help and support children to learn what they need to do to feel 'just right' in order that they are not reliant on external control to behave safely. To supplement our work around self-regulation, our grounds have been developed to include 'garden classrooms' that provide a range of regulating spaces for children and staff to use as well as further external spaces to deliver elements of the curriculum. The work to improve our internal and external environments is on-going and most recently included the installation of another outbuilding called Redwood. Two senior leaders are trained to facilitate the Protective Behaviours Program for both children and families. This is a safety awareness and resilience building program which helps children and adults to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened; and explores practical ways to keep safe. This program is delivered on a group and individual basis and is routinely used as part of our transition program for out-going leavers and with new children as they arrive at the school. The Families Feeling Safe Program (Protective Behaviours for families) has been delivered successfully on

	three occasions and will continue to be part of our regular training and information opportunities for parents and carers. Our most recent delivery of this program was on-line and so we are lucky to be able to use this in person and virtually should the need arise. On Fridays our timetable is different to the rest of the week. Fridays are known as Friendship Fridays and these provide an opportunity for children to practice their social communication skills, undertaking a range of activities across the school and beyond. We have introduced trampolining and water sports as part of this and children can also use the iSandbox (augmented reality)/3d printer and the Junk Yard (risky play) in addition to using the mini-Tesla and bouncy castle. Because we have a high adult to child ratio, we are able to offer regular opportunities for 1-1 or very small group work. We have developed our provision and have 'The Cabin' for practical design and technology learning opportunities, Redwood on the field for peach and quiet, as well as a range of other break-out spaces that provide alternative options to the classroom. Our children are also given frequent opportunities to develop their sense of responsibility through tasks like litter picking, raking, carrying and DIY tasks - all of which provide opportunities for our children to develop their self-regulation. When children are in need of bespoke timetables our staffing ratio usually enables us to facilitate this. When the need has arisen we have previously created interim programmes that start and finish later, or start and finish earlier than the usual school times to facilitate other externally provided learning opportunities such as fishing or gymnastics at the local sports centre. This year we continue to offer bespoke timetables according to individual need. The school continues to develop its expertise to meet the increasingly complex needs of the children who attend our school. Elements of practice associated with social interaction, attachment and trauma are embedded and we continue to re-visit these in addition to working to improve and extend our practices to ensure that we are able to work effectively with all children who come to our school.

	We know that human-animal interactions place a low demand on children and so they provide an opportunity for fun and relaxation as well as activating a care giving response and promoting the development of a sense of responsibility. As such animals can provide social and emotional support. They are seen as non-judgemental and therefore perceived as comforting, helping to raise self-esteem and enabling a child to express themselves. Children are able to make a rapport with an animal and their presence can release stress, increase morale and calmness and decrease fear and anxiety. At Haywood Grove we encourage children to interact with Lily and Poppy, two dogs owned by one of our outdoor education specialists. We have previously owned Geckos, hissing cockroaches and bearded dragons; have bred caterpillars and stick insects and will annually watch as ducklings or chicks hatch. Currently we have two guinea pigs called Oreo and Chocolate. The school continues to run after-school clubs and the organisation of these means that almost all children can attend if they would like to. These are run three times a week.
The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured	The staff at Haywood Grove have a wealth of formal qualifications and extensive experience of working with children with social, emotional and mental health issues. Continued Professional Development is a priority for the school as it strives to be at the forefront of this field of special education and so, through the appraisal process, all staff are provided with opportunities to further their skills and knowledge through carefully selected training, support, mentoring and other avenues for development that are in line with the school's priorities. The school works hard to develop each member of staff's leadership capacity and as such is developing a structure where everyone has an aspect of leadership incorporated into their role. The school's capacity to improve has been increased by the appointment of a discrete SENCo. Leaders typically have post-graduate qualifications in leadership or other specialisms associated with the school's designation. Previous training for all staff has included Protective Behaviours, Attachment, Trauma and Pathological Demand Avoidance. We work to create a cycle of training for all staff that is repeated, refreshed and developed year on year as well as bespoke training for individuals. As well as educational staff we are a

	hub school for the NHS Mental Health in Special School Team and have two of our own play therapists.
Evaluating the effectiveness of the provision made for pupils with SEN	The school has a discrete SENCo who oversees the statutory requirements for reviewing EHC plans and who liaises with other external professionals associated with our children's additional needs. Alongside other senior leaders, the SENCo ensures that individual programmes of support are devised and implemented so that we are able to ensure that all children are having their needs met in accordance with statutory requirements. The school operates an appraisal process that is both rigorous and supportive. All teachers and support staff are observed via drop-ins, learning walks, and formal lesson visits. In addition to this, school professionals are encouraged to reflect on their own performance and are encouraged to take up the offer of clinical supervision. The outcomes of our monitoring activities are used to inform the actions of the leadership team and inform improvement goals for individual staff (teachers and support staff) so that each professional has their own personalised programme for development in line with the school's priorities. The school uses an on-line system to draw together appraisal information, continuing professional development and the school self-evaluation and improvement plan. Stakeholder views (families, children and staff) are sought formally and informally on a regular basis and all information related to stakeholders and appraisal is shared with governors. The Governing Body has its own action plan to ensure that it continues to improve what it does. Daily information about children's progress is shared via the school's electronic home/school link book and a formal parents' consultation evening is held on a termly basis to share information and to celebrate successes.
How pupils with SEN are enabled to engage in activities available with those in the	Haywood Grove is a special school and so in order that our children access activities with or alongside members of the wider community we ensure that our curriculum incorporates opportunities for the children to learn within the local and wider community setting. This includes termly educational visits and regular additional off-site learning activities that include fishing, water sports and trampolining. We actively encourage the planning of activities that where our children are required to engage in

school who do not have SEN	leisure pursuits alongside other children and members of the public so that they can practice the skill they need to be able to do this safely. Occasionally, and where it is appropriate, those children who we assess to be ready for mainstream are provided with integration experiences that enable them to work alongside children who do not have SEN. This is however, not a goal in itself. Our holiday clubs have traditionally included one or two days where families and siblings are invited to join in, and we hope to return to this this year. Despite the pandemic, our outreach provision has continued to develop when the capacity has been there. The emphasis has been on upskilling mainstream colleagues in supporting children with social and emotional needs. We provide consultation and strategy support and where appropriate, host visits to our school and provide training for other schools. As a result of this on-going work, we have built relationships with a number of other schools who we hope will provide us with reciprocal support and opportunities for joint learning (around subject specialism) and occasional integration experiences. This includes our co-located school.
Support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying	The ethos of the school as specialist provision for children with SEMH is very much around supporting children to develop all aspects of their identity so that they can make progress holistically by building their academic and their social and emotional skills. This is supported by the timetable structure and curriculum that we have in place that offers opportunities for a balance of learning across the different skills and understandings. We continually develop our curriculum and individual programmes in such a way that the teaching methods and activities offered provide the optimum forum for supporting children to develop their academic, social and emotional skills. The school continues to maintain and develop its grounds and actively promotes the outdoors as a space for learning. Most staff have undertaken training that has given them theoretical and practical support to make the best use of all of the environment. This year we have introduced an Academic Mentor to supplement and complement the work of class teachers. All staff are trained to use Herts Steps and so can, where appropriate, discuss and address any issues related to social and emotional

	development that may be a barrier to learning. This year we are undertaking Emotion Coaching training so that these conversations can be carefully and skilfully undertaken. As a special school we have a high staff ratio that allows us to provide individual, paired and small group work in addition to whole class family teaching. Each child is allocated to a class family and the staff within each group get to know their children very well, acting as Key Adults for each of them. Staffing is kept as consistent as possible, with additional flexibility built into the system so that we are able to increase support when it is needed, offering a range of therapeutic interventions to meet a very wide range of needs. The school engages with several external agencies that are able to provide additional social and emotional support for children where there is an audited need. This includes work with the NSPCC who have provided 'child-line' assemblies and workshops, PALMs, Add-Vance, Step 2 and Operation Encompass. We are now a hub school for a Mental Health for Special Schools Practitioner (NHS). Other relevant training has included commissioned external bereavement training and Senior Mental Health Lead Practitioner training. We currently have four colleagues with this level of expertise and training. The school participates in anti-bullying week on an annual basis and has ana anti-bullying policy that reflects the school's values and restorative culture.
How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families	**The school is fortunate to have strong links with a range of multi-agency professionals.** **School nurse service:** this service provides advice and guidance as required and often we have contact with them at the beginning of a school year so that we can ensure that we are suitably trained and knowledgeable about any medical needs that we will need to support. In addition to this, we train almost all colleagues in first aid and, in addition have two members of the team who have undertaken the paediatric first aid training. **SEN officer:** the school has frequent contact with the SEN department and discusses the needs of current children on role and any potential referrals. The school requests that SEN attend any EHC review meetings that are associated with secondary transfer or where there is a need for greater multi-professional involvement.

	Speech and Language Therapist: The school liaises with the service to seek advice and support where there is an identified speech and language need and to review progress of specific children known to the service. On occasion they may do specific work directly with children or develop programs for individual children to deliver. **Attendance Officer:** The school requests regular meetings with eh service so that we can ensure that we are doing all that we can to help all children to attend school regularly and to seek advice and support if this is not the case. **Educational Psychologist:** The school has a named Educational Psychologist who attends school on a regular basis on the request of the senior leadership team to provide advice and updated assessment on individual children. **SPLD specialist teacher:** The school has an assigned specialist who supports school professionals with advice, guidance, and specific direct work regarding individual children. They also provide best practice training for staff. **Occupational Therapy service:** The school has a named Occupational Therapist who supports the school to work effectively with those children who have these needs and provision written into their EHC plan. When this is the case, the OT may come to school to work with the individual child or to liaise with staff to ensure that they are able to deliver a suitable programme for the child. Where it appears that a child may benefit from OT input the school is able to make a referral. **Virtual School:** for those children who are looked after, a member of the Virtual School team may attend relevant meetings for specific children or liaise with the class teacher and senior staff to provide support and advice. Each year the number of children looked after that we have can change and it is usually less than ten. **Specialist Advisory Teacher, Speech, Language, Communication and Autism: the school seeks advice and guidance from this service** regarding individual children, general advice on good autism practice and training for staff. Where appropriate, they are willing to attend multi-professional and annual review meetings. This year we have had no need to access this service.

	ADD-Vance: This agency provides specialist information, training and advice for professionals, as well as support for children, adults and families on issues relating to Autism, ADHD and related conditions. Of particular interest to us as a school is their coaching facility. One of their specialist coaches can work with a family in the home, by phone or skype on a weekly basis over a series of weeks to help support any difficulties to improve family life. Where deemed appropriate, the school will liaise with the family and other professionals to consider how suitable this intervention might be. More information can be found by following this link: http://www.add-vance.org/ **CAHMs:** This service treats emotional and behavioral problems in children and adolescents. Many of these services are provided through Child and Family Clinics. If a parent or carer thinks that this service could be of benefit, then they are advised to contact their G.P and ask them to send a referral to the team. The school is often contacted when this happens in order that it can provide further information about a child that might be of use. The school will liaise with CAHMs professionals as appropriate when a child is having CAHMs intervention and will make referrals when we think that this service is required for a child. We will often advise a parent to go to the GP in the first instance a this is sometimes a quicker route to receiving support. **Individual therapeutic support:** Sometimes children come to Haywood Grove with existing therapeutic intervention in place. Where appropriate, this continues if the provision is cited on the child's EHC plan. The school also has its own play therapists and a counsellor who are also able to offer this type of intervention. When a different mode of therapy is required, the school considers commissioning this when there is evidence of its effectiveness and when it is deemed to be appropriate. Previously art therapy and sensory attachment interventions have been commissioned. **Social Care:** the school works closely with all allocated social workers by attending and hosting regular meetings such as core groups, PEP, CIN or TAF meetings. The school's DSLs (or other relevant professionals) have frequent phone or e-mail correspondence to share information with these professionals and attend Child Protection Conferences and other

	meetings. Such is the degree of multi-agency working in this area the school has three highly experienced DSLs who work closely together.
Arrangements for handling complaints from parents and carers of children with SEN about the provision made at the school	As a school we care about what our families think. We make decisions daily and try hard to do the best for all the children and so family members' comments, either positive or negative are helpful for future planning. The school operates an open-door policy and so if a family member wants to talk about a particular aspect of the school, this option is available most days at short notice. It is likely that the head, deputy head, SENCo or Parent Engagement Officer will be available to discuss any concerns or worries. When a family member is dissatisfied about the way their child is being treated or perceives there are any undesirable actions or lack of action by the school, we aim to deal with the complaint or concern honestly, politely and in confidence. It will be looked into thoroughly and fairly and will be dealt with as quickly as possible. The school aims to keep families up to date with progress at each stage, will apologise when any mistake has been made and will let families know what will be done to put things right. We hope that most complaints can be settled quickly and informally, either by putting matters right or by giving families an explanation. Where a family member is not satisfied, the governors will address the complaint formally.
Named contacts within the school for when young people or parents/carers have concerns	The school prides itself on the relationships it is able to build with children and their families. As a result of this children and/or family members are able to talk to a range of people to raise their concerns and have these addressed: • The head teacher • The deputy head teacher • The Assistant Head • The SENCo • The parent engagement officer • Those staff trained in parent listening • The child's class teacher • The office staff • Governors All the above would be able to provide access to the appropriate support. For families contact with:

	• A class family teacher - can be made at the beginning or end of a school day or at a pre-arranged time. • The Head, Deputy Head, Assistant Head, SENCo, Parent Engagement Officer - can be arranged at a mutually convenient time, either in person or over the phone, on or off site. • The parent listeners - are available throughout the school day. • The parent engagement officer - can be arranged at a mutually convenient time throughout the school day, either in person or over the phone, on or off site. This school professional works 52 weeks a year. • The office staff - can be made throughout the school day. One of the administrative staff works 52 weeks a year. • Governors - can be made by appointment through the school office. For children contact with: • A class teacher, teaching assistant, learning mentor or senior learn - can be made at any time throughout the school day. • The head or deputy head - can be arranged at a mutually convenient time and is available informally throughout the school day. • The office staff - can be made at a mutually convenient time throughout the school day. • Governors - can be made during planned and informal visits to school. The school also ensures that it seeks out children's and family members views via on-line surveys and other lines of communication as previously stated.
The school's contribution to the local off and where the LAs local offer is published	The LA's local offer is available via the following link: The Hertfordshire Local Offer