



Haughton School SEN Information Report

The SEN information report will be updated annually to reflect changes and plans within school. This report states the current provision within Haughton School.

The kind of Special Educational Need for which provision is made at Haughton School

Haughton School is a maintained day special school for children aged rising 5 to 11 years. Children will be provided with an appropriately paced and differentiated curriculum.

The children's identified needs will be complex and significant in at least two areas of need as described in the SEND Code of Practice. These will be in the areas of cognition and learning (moderate learning difficulties) and may also be communication and interaction (autistic spectrum disorder and/or speech and language difficulties) and/or associated emotional, social and mental wellbeing difficulties. In addition children may have sensory or physical difficulties. The admission arrangements for our children can be found on our website within the Admission Policy.

We are committed to high quality educational provision for all of our children, which you will find detailed in our Teaching and Learning Policy.

The process for the identification and assessment of children for admission to our school

All children entering our school will have an Education Health & Care Plan (EHCP).

The provision for children at Haughton School and how it is evaluated

All children attending Haughton School will have an Education Health & Care Plan (EHCP).

Our school is a place where everyone is treated with dignity and respect.

We strive to help each child develop his/her academic, social and practical abilities to his/her highest level and to help each child achieve self-confidence, initiative and independence. We achieve this through a school community based on caring, sharing and learning, with relationships between children, parents/carers, governors and school staff based on mutual trust and respect.

To achieve our vision we aim to:

- Create a happy and secure learning environment where all children's needs are met and where achievements are recognised and praised.
- Promote the children's spiritual, physical and emotional wellbeing so that they are secure, confident and well-motivated.
- Help children acquire the knowledge, skills and confidence which enables them to lead full, interesting and independent lives as possible.
- Develop personal responsibility and encourage decision making.

- Provide a range of age/developmentally appropriate learning experiences, which are both exciting and challenging.
- Provide children with experiences of their own and other religions and cultural backgrounds and values.
- Ensure that all National Curriculum guidance is delivered to all children at a level that they can access

All staff have a responsibility to meet the needs of our children at Haughton School. School staff details are available on our website.

Staffing levels are enhanced so that children are usually taught in classes of up to 15 with a teacher and at least one Level 3 Teaching Assistant and appropriate number of additional teaching assistants to meet the needs of the class group

The school receives a range of advice from health professionals to meet the needs of our children.

The training staff have undertaken in relation to the needs of our children

All staff have a detailed job description for each post within school. On entering the school, all staff have a detailed induction training programme tailored to their role in the school setting. We have ongoing training throughout the academic year which relates to the areas identified within the school development plan.

Equipment and facilities provided to support our children

Haughton School is a single level building, fully accessible for all of our children.

Arrangements for consulting parents/carers of children at our school and involving them in the education of their child

At our school parents/carers are fully included in the process of working with their child in the following ways:

- Initial visits to the school
- Home visits by school staff
- Ongoing dialogue/meetings as required prior to child starting at our school
- Induction parent/carer evening
- Where appropriate – daily home/school books to share information and exchanging of messages
- Telephone conversations
- Regular school newsletters
- Shared learning sessions where parents/carers are invited into school to share in the learning experiences of their child.
- Termly parent/carers/teacher meetings
- Annual Review meeting for EHC Plan
- End of Year Annual Report
- Coffee Mornings
- Parent/carer representation on the Governing Body
- Parent/carer Workshops and training

Arrangements for consulting children at our school and involving them in their education

On a daily basis there is ongoing dialogue between the staff in school and our children regarding their work. The curriculum is differentiated and personalised to enable all children to access the learning opportunities in our school.

The School Council encourages children to decide upon aspects of school life that they would like to see change.

The Annual Review process includes the views of children regarding their school experiences.

The monitoring and review cycle of teaching and learning includes staff undertaking discussions with children about their learning experience

Our Governing Body arrangements for dealing with complaints from parents/carers in relation to the provision made at our school

The process for all complaints is detailed on our school website.

How our Governing Body involves others – including Health, Social Care, Telford & Wrekin Local Authority and Voluntary Organisations, in meeting the needs of our children and in supporting our families

There are a range of professionals which work closely with our school to meet the individual needs of identified children who meet the criteria for involvement in their service.

The following employees of Shropshire Community Health Trust work with identified children within the school:

- School Nurse
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Bee-U

Where required these professionals also support the training of staff within school. The following employees of Telford & Wrekin Local Authority Children's Specialist Services team work with identified children within the school:

- Sensory Inclusion Service
- Social Work Team
- Early Help Practitioners

Transport to school is organised by Telford & Wrekin Local Authority.

Our arrangements for supporting children transferring between phases of education

All transitions are planned throughout the school as children move from class to class and phase to phase. Towards the end of each academic year there are planned sessions where children visit their new class within school. At the end of Key Stage 2, there are planned induction days for our children to attend the schools they are transferring to for their secondary education.

Where required, additional transition arrangements are put in place for identified children.

If you have any questions relating to this information report, please contact:
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Information on Telford & Wrekin Local Authority Local Offer
[SEND - Local offer](#)