

# The Hayes Primary School

## SEND Information Report 2026 -2027



This report is written so that parents can find information about SEND at The Hayes Primary School.

For further information on our SEND offer, please see our [SEND policy](#), which is available on our website.

Alternatively, our SENCO, Miss Alice Wilcox, can be contacted Mon-Weds by email at [awilcox24.306@lgflmail.org](mailto:awilcox24.306@lgflmail.org)

Contact can also be made to the general SEND department Mon-Fri at [sendadmin@hayesprimary.croydon.sch.uk](mailto:sendadmin@hayesprimary.croydon.sch.uk) or via the school office on **020 8660 4863**



## Our school

The Hayes Primary School currently has 413 children on role (Sept 2026). There are currently 50(12%) children on the SEND register with a range of needs.

36 (72%) children on the SEND register have a SEND support plan that can be accommodated through Quality First Teaching and targeted interventions.

14 (28%) children on the SEND register require more specialist support and have an EHCP (Education, Health and Care Plan).



## Meet our SENCO

The Special Educational Needs Coordinator (SENCO) at The Hayes Primary School is Miss Wilcox. If you would like to contact Miss Wilcox, please send an email to [awilcox24.306@lgflmail.org](mailto:awilcox24.306@lgflmail.org) (Mon-Weds) and she will get back to you.



Our Inclusion Lead at the Hayes Primary School is Mrs Lise Roberts, contactable Mon-Weds on [lroberts@hayesprimary.croydon.sch.uk](mailto:lroberts@hayesprimary.croydon.sch.uk)



Alternatively, you can email the general SEND department on [sendadmin@hayesprimary.croydon.sch.uk](mailto:sendadmin@hayesprimary.croydon.sch.uk) or call the school office on **0208 660 4863**.



## Special Educational Needs

At The Hayes Primary School, we support children with a variety of differing special educational needs (SEN) and we pride ourselves on being a highly inclusive school with an ethos to develop a love of learning, inspired by quality teaching. We are proud this has been recognised through our Inclusion Quality Mark.



The range of support deployed is targeted to meet individual need, as a result of thorough assessments by the school and/or external agencies, when required. Our aim is that all pupils leave The Hayes as independent and resilient learners. We follow the guidelines from the government [SEND Code of Practice \(2015\)](#). Special Educational Needs and Disabilities (SEND) is categorised into the following areas:

|  |                                                                                                                                                                                                                                                                                      |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Cognition and Learning, including:</b> <ul style="list-style-type: none"> <li>• Learning difficulties;</li> <li>• Dyslexia &amp; dyscalculia;</li> <li>• Focus, attention, or memory difficulties.</li> </ul>                                                                     |
|  | <b>Communication and Interaction: including:</b> <ul style="list-style-type: none"> <li>• Autism (ASC);</li> <li>• Social communication difficulties;</li> <li>• Speech &amp; language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).</li> </ul> |
|  | <b>Social, Emotional and Mental Health: including:</b> <ul style="list-style-type: none"> <li>• ADHD;</li> <li>• Anxiety;</li> <li>• Dysregulated behaviour</li> </ul>                                                                                                               |
|  | <b>Sensory and Physical: including:</b> <ul style="list-style-type: none"> <li>• Physical needs (e.g. cerebral palsy, dyspraxia);</li> <li>• Deafness or hearing difficulty;</li> <li>• Blind or visually impaired.</li> </ul>                                                       |

Some children have more than one type of SEND.



## Identifying and Assessing Need



At The Hayes Primary, we follow the Graduated Response approach of 'Assess, Plan, Do and Review' when identifying early needs and SEND.

### 1. Class based support

If the class teacher identifies gaps in a child's learning or is worried about their progress then they gather information and speak to the family. The class teacher ensures adapted classroom practice and use of resources. Time limited, targeted class-based interventions are provided focussing on the key areas of concern, then evaluated.

### 2. Class Based Support with SENCO Advice

If further investigation is needed, teachers fill in a 'Cause for Concern' form and share it with the SENCO. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.



### 3. SEN Support

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving. A pupil has SEND where they require provision different to, or additional from, normal classroom practice available to pupils of the same age.

These targets are reviewed at least three times a year using the Assess, Plan, Do, Review process. These targets and meetings are recorded on children's individual SEND plans also called '**Pupil Passports**'. The class teacher will share this with you and request for it to be signed each term.

### 4. SEND Support with External Agency Input

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.



## Removal from the SEND Register

Where evidence shows that a pupil has made good progress and achieves the outcomes set, they will no longer require additional SEND support and his/her name may be removed from the register.

Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.



## Supporting pupils with significant need

In a few cases for pupils with the most significant needs it may become apparent that they will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning which cannot be funded long term from the school's own resources/budget.

In these cases, an application for an Education, Health and Care (EHC) plan can be made. If a pupil has an EHC plan it will be formally reviewed annually. Any additional support offered will continue to be reviewed and modified termly, considering the views and contributions of parents, pupils and external agencies.



## Our approach to teaching children with SEND

Teachers are responsible for every child in their class.

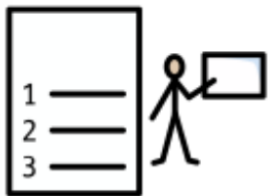
Quality first teaching, adapted for individual pupils, is the first step in responding to pupils who have or may not have SEND.

Teachers work with the SENCO as well as outside professionals to support children with SEND.

When appropriate, staff are deployed to give children additional interventions in small groups inside and outside of the classroom.

Some children require personalised learning to support their progress and individual timetables where necessary.

We use the Assess Plan Do Review cycle to evaluate the effectiveness of the provision made for children with SEND.



## Curriculum adaptations

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who may or may not have SEND. An adapted curriculum can be adjusted to include different instructional strategies, materials, and assessments that cater to the specific children. We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises. Here are a few examples of curriculum adaptations we use at The Hayes Primary School, however, this is not an exclusive list.

|                                 |                     |                                    |
|---------------------------------|---------------------|------------------------------------|
|                                 |                     |                                    |
| Explicit instruction            | Now and next boards | Sensory supports                   |
|                                 |                     |                                    |
| Visual timetables               | Talk partners       | Social stories                     |
|                                 |                     |                                    |
| Emotional regulation strategies | Word banks          | Positive behaviour                 |
|                                 |                     |                                    |
| Ear defenders                   | Timers              | calm corner/<br>regulation station |
|                                 |                     |                                    |
| Regulation toolkit              | Font and text sizes | Assistive technology               |



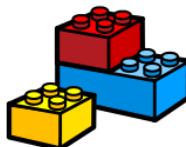
## Interventions, therapies and other support

We have continued to develop and strengthen our range of interventions and therapies we can offer to all children, both on and off of the SEND register. This is part of our 'needs led provision' where all children are supported and ready to learn.

When a need has been identified through the graduated approach, one of the following interventions may take place for a short period of time (6 weeks up to 1 term):



sensory room



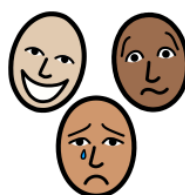
Lego therapy



sensory garden



sensory circuits



ELSA



Phonics  
intervention



Circle of Friends



SALT

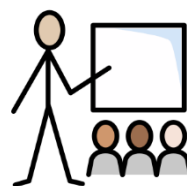


work stations



Lexia Club

abc



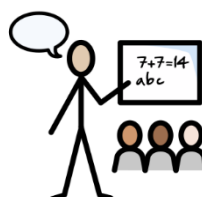
Maths and  
Literacy  
interventions



Touch Typing  
Club



OT support

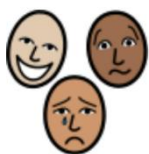


precision  
teaching



social skills  
group

Alongside class adaptations, if there has been limited to no progress in this time, a review with parents will take place to discuss next steps.



### Social Emotional and Mental health Needs (SEMH)

At The Hayes Primary school, we are a caring, nurturing and supportive school and we believe all children need to be happy, secure and safe so that they can meet their potential. We have a full time ELSA who offers support and 1:1 sessions weekly for those students who have barriers to learning.

We provide opportunities for children to talk about their emotions and feelings in our curriculum:

- Whole class zones of regulation chart for every child to access complimented by a regulation toolkit in every classroom.
- A comprehensive PSHE (personal, social, health and economic) curriculum, which provides a safe environment for debate and discussion.
- An [online safety policy](#) with input for children on Cyberbullying.
- A comprehensive, differentiated Relationships and Sex Education curriculum ([see RSE policy](#)) with a personalised curriculum for pupils with SEND where needed.
- An [anti-bullying policy](#) outlines preventative support through the curriculum and a vigilant and proactive ethos.
- Four trained mental health first aiders.
- A strong focus on safeguarding ([see policy](#)) and close liaison with the Designated Safeguarding Lead also help us ensure the welfare of children.
- When SEMH needs are raised, the school ensures coordinated support and provision is targeted where needed.
- We celebrate mental health week and mental health day with “hello yellow”.
- We have Mental Health Champions who are trained to offer peer support.

Our daily 'Calm Club' offers an inclusive lunchtime provision where children can access therapeutic activities and peer mentoring, facilitated by our Mental Health Champions on a consistent rotation.

### The role of the child



Listening to the views of the child is central to our work identifying needs and planning the support for children with SEND. We gather views from children through asking them questions, observing, inviting them to review their own progress and meetings.

If a child has an EHCP, at the annual review we will invite the child in to share their views. They will do this in person if appropriate and other children will do it before the meeting with their teacher using visuals or other support and we will share that in the meeting.

Subject leads and school staff regularly collect pupil voice from all pupils including those with SEN to learn about their experiences in school. It helps us adapt our teaching and support so it fits their needs. When pupils have a say in their education, they feel more confident, motivated, and in control of their own learning.



## The role of parents

At The Hayes Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Involving parents is central to our approach. We encourage parents to share any concerns and request meetings as well as asking them to meet us. If you have a SEND concern about your child, firstly, please talk to the class teacher. Following this, you may want to speak to the SENCO. If you want to meet the SENCO, Miss Wilcox can be contacted via the school office on 0208 660 4863.

We hold termly coffee mornings aimed at parents whose children are identified as having SEND, to share concerns, meet other parents and/or meet the SENCO.

Parents are key in the co-production of planning Pupil Passports and the support that is provided for your child. Telling us about your child and sharing your views at review meetings is really important to us. For children who have a Pupil Passport, we will invite you to review the SEND support during the two parent's evenings a year in the Autumn and Spring term. Together we will review the progress your child is making towards the targets and plan the next steps following the Assess, Plan, Do, Review process.

For children who have an Education, Health and Care Plan, we hold an annual review once a year where we invite all of the professionals who work with your child. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be emailed to you before and after the meeting.

## Support that is available for parents



At the Hayes, we have built strong relationships with external agencies and work closely with organisations who support the children and families of our children. The following services are available for parents who are seeking support for both themselves and their child.



[Croydon Padlet](#)



[Croydon Local Offer](#)



[Early help and Social Care](#)



[Croydon Active Voices](#)



[Croydon SENDIASS](#)



[IPSEA](#)



## Outside Agencies

At The Hayes Primary School, we work with external agencies to provide support for children with SEND. Some of these include:

|                                                                                       |                                                                                      |                                                                                       |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|      |    |    |
| <a href="#"><u>Croydon Padlet</u></a>                                                 | <a href="#"><u>Croydon Local Offer</u></a>                                           | <a href="#"><u>Early help and Social Care</u></a>                                     |
|      |    |    |
| <a href="#"><u>Croydon Educational Psychology Service</u></a>                         | <a href="#"><u>Croydon SENDIASS</u></a>                                              | <a href="#"><u>IPSEA</u></a>                                                          |
|     |   |   |
| <a href="#"><u>Croydon CAMHS</u></a><br>(Child and Adolescence Mental Health Service) | <a href="#"><u>Croydon Speech and Language</u></a>                                   | <a href="#"><u>Croydon Sensory Service Support (CSSS)</u></a>                         |
|    |  |  |
| <a href="#"><u>Special School Outreach Support</u></a>                                | <a href="#"><u>Healthy Relationships and Advisory Forum</u></a>                      | <a href="#"><u>Children's Centres</u></a>                                             |
|    |  |  |
| <a href="#"><u>Community Paediatrician</u></a>                                        | <a href="#"><u>School Nursing Team</u></a>                                           | <a href="#"><u>Occupational Therapy Services</u></a>                                  |



## Staff Training

At The Hayes Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

Through our collaboration with the Partnerships for Inclusion of Neurodiversity in Schools (PINS) programme, we have ensured that all staff have access to relevant, high-quality professional development that is evidence-based and directly informs and enhances our daily educational practice.

Regular and ongoing staff training is planned on the needs of the pupils in the school at the time.

Recent trainings have included;

- Partnerships for Inclusion of Neurodiversity in Schools (PINS) programme
- Specialised and personalised training from the school nursing team.
- Quality First Teaching
- Specific intervention training
- Autism awareness and strategies
- Deaf awareness
- Regular and ongoing specialist training from SALT, OT and physio therapy services.

We seek advice and receive training from specialist outside agencies, such as the Speech and Language Therapy Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) and the Croydon Sensory Support Service (CSSS).



## medical

In compliance with statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

For some children who may require emergency intervention these arrangements are set out in an Individual Health Care Plans (IHCP). The IHC plans will detail the type and nature of support that will be available. The plans will be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed annually or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has SEND, the IHC plan will be closely linked to educational special provision so that there is a coordinated approach. We work closely with the school nursing team who lead training and provide support for children with medical needs.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties. Please see our [medical policy](#) for further information.



## **SEND and Looked after Children (LAC)**

### **Looked after Children (LAC)**

Being looked after is when parents are unable to care for a child and the council or court take the parenting decisions. This can be temporary or permanent. See [NSPCC](#) for more information:

When a child is looked after by the local authority, we work together involving appropriate parents and carers as well as foster carers and social workers.



## **Transition Support**

### **Early Years transition**

All children starting in the EYFS (Early Years Foundation Stage) receive a welcome pack which contains information (including photographs) about the adults they will be working with, the school environment and how the day is structured.

Our staffing team works with local nurseries and if any children have SEND concerns in the nursery then, where possible, our SENCO/HT or EYFs lead goes to visit them in their nursery and meets with the parents and nursery teachers to provide additional transition support.

### **End of Year transition**

When children move up a year within the school, teachers hand over information about the whole class and individual students to the new teacher. We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their new teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Children who would benefit from it are given a social story to support their transition to the new class.

### **Secondary Transition**

We liaise very closely with secondary schools to ensure that the transition from primary school to the secondary school is as smooth as possible. Where appropriate, our SENCO meets the secondary school SENCOs and makes sure they have information needed to support children on the SEND register when they start Year 7. Some children need additional support to transition to secondary school and this can vary for each child. Some examples are: additional speech and language sessions; support with how to ask for help in secondary school; social stories; or separate taster sessions at the secondary school.

### **Mid-Year new starters**

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place. Our SENCO will also liaise with the previous school SENCO to ensure a successful transition.



## Clubs and educational visits

All our clubs and educational visits are on offer to all our children. All children are encouraged to go on our educational visits which allow pupils to encounter experiences that are unavailable in the classroom.

All children are encouraged to take part in sports day, school assemblies and performances.

No child is ever excluded from taking part in school activities because of their SEN or disability.



## Complaint Procedure

If you have any concerns or worries, first please speak to the class teachers. Alternatively, you may need to speak directly to a member of the senior leadership team:

- Headteacher (Mrs Olley),
- The Deputy Headteacher (Mrs Sinclair)
- Inclusion Lead (Mrs Roberts)

If you wish to make a complaint, please consult our [policy](#). This may trigger a formal process.



## Glossary



SEND

Special Educational Needs and Disabilities



SENCO

Special Educational Needs Coordinator



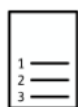
SEND register

A record of children who have SEND in the school and the kind of support they may require.



SEND support Plan

A SEND support plan provides a more coordinated and personalised planning approach to meeting a child's SEND supporting them to make progress.



EHCP

Education, Health and Care Plan



[SEND Code of Practice \(2015\)](#)

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

|                                                                                                     |                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>Intervention   | <p>The term 'intervention' refers to a short-term focused teaching approach that will typically have a specific set of outcomes that have been planned for a child with additional needs.</p> |
| Graduated Response approach                                                                         | <p>The graduated approaches practice involves meeting pupils' SEND needs through implementing the the assess, plan, do, review cycle</p>                                                      |
| <br>Co-production  | <p>The graduated approach practice involves meeting pupils' SEND needs through implementing the assess, plan, do, review cycle</p>                                                            |
| <br>Co-production  | <p>The term 'co-production' refers to a way of working where parents/ carers, children, teachers and outside agencies all work together.</p>                                                  |
| <br>EYFS          | <p>Early Years Foundation Stage</p>                                                                                                                                                           |
| <br>Social story | <p>A Social Story is a story that shares social information in an accessible way.</p>                                                                                                         |

#### Other abbreviated terms:

|                  |                                                       |                  |                                          |
|------------------|-------------------------------------------------------|------------------|------------------------------------------|
| <b>ADD</b>       | Attention Deficit Disorder                            | <b>NC</b>        | National Curriculum                      |
| <b>ADHD</b>      | Attention Deficit and Hyperactivity Disorder          | <b>OT</b>        | Occupational Therapist                   |
| <b>ASD</b>       | Autistic Spectrum Disorder                            | <b>PEP</b>       | Personal Education Plan                  |
| <b>BESD</b>      | Behavioural Emotional and Social Difficulties         | <b>PSP</b>       | Pastoral Support Programme               |
| <b>CAF</b>       | Common Assessment Framework                           | <b>P&amp;FSW</b> | Pupil and Family Support Worker          |
| <b>CAMHS</b>     | Child and Adolescent Mental Health Service            | <b>SaLT</b>      | Speech and Language Therapy              |
| <b>LAC</b>       | Looked After Child                                    | <b>SEND</b>      | Special Educational Needs and Disability |
| <b>CoP</b>       | Code of Practice                                      | <b>SENCO</b>     | Special Educational Needs Co-ordinator   |
| <b>CP</b>        | Child Protection                                      | <b>SpLD</b>      | Specific Learning Difficulty             |
| <b>DCD</b>       | Developmental Co-ordination Disorder                  | <b>TA</b>        | Teaching Assistant                       |
| <b>DDA</b>       | Disability Discrimination Act                         | <b>VI</b>        | Visual Impairment                        |
| <b>DfE</b>       | Department for Education                              |                  |                                          |
| <b>EAL</b>       | English as an Additional Language                     |                  |                                          |
| <b>EH&amp;CP</b> | Education, Health and Care Plan                       |                  |                                          |
| <b>ELP</b>       | Enhanced Learning Provision                           |                  |                                          |
| <b>EP</b>        | Educational Psychologist                              |                  |                                          |
| <b>EWO</b>       | Education Welfare Officer                             |                  |                                          |
| <b>FSM/UIFSM</b> | Free School Meals/ Universal Infant Free School Meals |                  |                                          |
| <b>HI</b>        | Hearing Impairment                                    |                  |                                          |
| <b>IEP</b>       | Individual Education Plan                             |                  |                                          |
| <b>ISR</b>       | In School Review                                      |                  |                                          |
| <b>KS</b>        | Key Stage                                             |                  |                                          |
| <b>LA</b>        | Local Authority                                       |                  |                                          |
| <b>MLD</b>       | Moderate Learning Difficulty                          |                  |                                          |