SEND Information Report and B&NES Local Offer:

Link to the B&NES Local Offer is here

At Hayesfield Girls' School, we believe that every child belongs, is valued, and has the right to achieve their full potential. We are committed to creating a welcoming, inclusive environment where all pupils regardless of their background, abilities, or needs feel safe, respected, and empowered to participate fully in every aspect of school life.

At the heart of our school vision is the belief that education must be about the whole child. Academic progress and personal development are intrinsically linked, and true educational success goes far beyond exam results alone. We are committed to nurturing each pupil's emotional, social, and academic growth so that every young person can discover their unique strengths, reach their full potential, and go on to thrive in their next stage of life, adulthood, and future careers.

Our ultimate objective for whole-school inclusion and Special Educational Needs and Disabilities (SEND) provision is to cultivate an environment where every pupil, regardless of their starting point or additional needs, experiences a profound sense of belonging. We want every young person to know that they are valued for who they are, that their individual journey matters, and that their voice is heard and respected in shaping their own education and school experience. Inclusion is not an add-on or a separate provision; it is the fabric of our culture, woven into every classroom, lesson, and co-curricular opportunity.

To turn this vision into reality, we recognise that we cannot work in isolation. Outstanding support relies on authentic, collaborative partnerships with families. Parents and carers hold irreplaceable knowledge about their children, and by working together, we build a unified support system around every learner. Central to this approach are regular, structured conversations where we listen actively, align our goals, and co-design strategies that meet each pupil's evolving needs.

We believe every student has the right to a quality education. Through high-quality quality-first adaptive teaching, targeted interventions, and strong multi-agency working, we ensure that every young person receives the tailored support, high expectations, and opportunities they deserve enabling them to thrive and achieve the best possible outcomes.

Our support for SEND translates these core principles into daily practice through a robust, whole-school approach centered on high expectations and personalised support. All teachers are teachers of pupils with SEN and/or disabilities (SEND) and adapt learning according to the needs of students in their classes, providing scaffolding to ensure all pupils can achieve success. Core provision across all subjects is anchored in Quality First Teaching (QFT), an inclusive approach designed to deliver high-quality, clear, and engaging daily instruction. To ensure all students can access the curriculum and achieve their potential, teachers proactively adapt their strategies within the classroom setting. These adaptations include the use of scaffolded learning tasks, visual aids, structured learning routines, flexible grouping, and tailored assistive technology where appropriate. By embedding these responsive adjustments into routine practice, we ensure that individual learning needs are met sensitively and effectively within the mainstream environment, fostering both academic growth and personal confidence for every child.

Inclusion goes beyond SEND to embrace any pupil who may face barriers, including those eligible for Pupil Premium, EAL learners, Looked After Children, and all other learners who may experience barriers to education. While individual students may belong to more than one of these groups, we

recognise that SEND is distinct from socioeconomic or environmental vulnerability, and we tailor our provision to each

student's unique identity. We know that critical to the success of all our students, is a sense of belonging for the students and their parents/carers.

1. How does the School know if children need extra help and what should I do if I think my child may have special educational needs?

How do you identify children with special educational needs?

Students with Special Educational Needs (SEND) are those who experience significantly greater difficulty in learning than the majority of their peers and whose educational progress is thus hindered and may be limited. These students require special consideration in terms of curriculum and teaching provision and above that which might normally be expected to be available.

Many students are aware of their difficulties and are anxious for support. Others are referred by staff or parents. Students are encouraged to discuss their learning and/or behaviour difficulties with Support Staff. They are helped to understand their needs; how they can improve their skills; develop coping strategies and recognise progress.

Identification, Assessment, Testing and Recording

From the start of Year 7 a continuum of support is provided at all levels, based on the following information:

- Knowledge and information received by the SENDCo and the Pastoral Team, during transition meetings from Year 6 to Year 7
- KS2 SATS scores received August
- A Reading test taken in early September

How will I be able to raise any concerns I may have?

Parents who think that their son/daughter may have a learning difficulty should in the first instance raise it with the student's form tutor who will seek advice from the Inclusion team.

The Head of SEND (SENDCo) is Mrs Grayley and she can be contacted via email on: SEND@hayesfield.com

2. How will the School support my child?

Who oversees and plans the education programme?

The SENDCo oversees the assessment of the learning needs of our students and plans appropriate support and interventions. In liaison with staff, the SENDCo also identifies students who may be eligible for additional support throughout their education and in exams.

Who will be working with my child and how often?

Support may be given through one or a combination of the following strategies:

- In-class support is provided for students with Education, Health and Care Plans (EHCPs) who are supported according to specific need in order to gain access to the curriculum. The support Teaching Assistant does however lend support to all as required within the particular teaching group.
- In all year groups, as identified in EHCPS, specialist reports or baseline reports, students access one to one or small group teaching working on structured and targeted programmes e.g. Literacy, Reading, Numeracy, Speech & Language.

  These sessions are delivered by members of the Inclusion or English teams and take place during registration time, lunchtime or during period 6 so that students do not miss their lessons.
- A small number of identified students have literacy, coursework and study support either during lesson or registration time. Subject specialist teachers are used where possible. ● Support with homework is provided after School in homework club or at the Bath City Farm from 4pm to 5pm on Wednesdays. These HW Clubs are led by teachers and supported by LTAs.
- In the Sixth Form, students can seek support at lunchtimes or other mutually convenient times. Students with EHCPs continue to have Teaching Assistant support where required. If your daughter/son joins Hayesfield in Year 12, please ensure you have contacted the Inclusion Department so that they are aware of your child's needs. Do not assume that the information will automatically be shared with us by their previous school.

In order to maximise attainment in external examinations, we liaise regularly with examination boards to implement appropriate access arrangements. Students with literacy difficulties or specific learning difficulties are offered an assessment towards the end of Year 9 or the beginning of Year 10 to see if they meet the exam boards' criteria for access arrangements in their assessments.

What will be their roles? Who will explain this to me?

The Inclusion Department will contact you if your daughter has been identified for any of these interventions, giving details of when, where and who with. You will also be given information about the intended outcome and when progress will be reviewed. If you need further information you can contact either the named worker for the intervention or Mrs Grayley, the SENDCo.

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How are the School governors involved and what are their responsibilities?

There is a link governor for SEND who meets with the SENDCo and members of the Senior Leadership Team to keep up to date with SEND developments and progress and then reports back to the Governing Body.

How does the School know how effective its arrangements and provision for children with special educational needs are?

Monitoring the effectiveness of provision:

The Inclusion Department involves parents/carers at all stages of provision. Regular review meetings are held to discuss needs and identify suitable action. Parents/carers are encouraged to support their children and work with them at home as part of their Student Information Profile.

Provision is identified on Student Information Profiles which are reviewed as required to monitor effectiveness.

Students with more complex needs or EHCPs: Students will normally have an education plan which is reviewed at least three times a year with the student and parents. Some plans are reviewed more frequently according to need and provision identified.

The School works with a variety of outside specialists to provide the most appropriate support for each individual student's needs. Advice is sought from the Visual and Hearing Impairment service as required for individual students. Speech and Language therapists meet students and advise staff regularly. The School works with The Hospital Education and Reintegration service for identified students. The School contacts and works with other services when identified, these include: Educational Psychologists; Child and family Support officers; Social Services; The Disability Children's team and other agencies, as required.

The outside specialists assist the Inclusion Department in monitoring the effectiveness of its support and make recommendations about any further provision or support needed.

The SENDCo and Assistant Headteacher (Inclusion) participate in Deep Dives and learning walks with the Head of each Faculty to monitor the effectiveness of the provision for students with SEND and the quality of their learning. The Inclusion Department shares expertise to make recommendations on strategies and resources that will improve the provision even further.

3. How will the School curriculum be matched to my child's needs? **What are the School's approaches to differentiation? How will that help my child?**

All teachers are teachers of SEND students and receive training on how to unpackage the learning in their subjects so that all students can access their course of study. Students with SEND are given the opportunity to experience the curriculum range of their peers. The school uses tailored settings in Maths, English, Science, and Languages to ensure teaching groups are thoughtfully designed around students' specific learning needs. This approach allows us to provide targeted, personalised support so every student can build confidence and thrive at their own pace. The subject teachers will provide a suitable curriculum to ensure that such students make the best possible progress, guided and supported by the Inclusion Department.

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To effectively match the curriculum to every student's needs, the school has a focus on delivering high-quality adaptive teaching. Rather than lowering expectations through traditional differentiation, teachers aim to use adaptive teaching—maintaining rigorous learning goals for all pupils while providing temporary scaffolds, explicitly teaching subject-specific literacy, and managing cognitive load. For students requiring extra support, the graduated "Assess, Plan, Do, Review" cycle is implemented, utilising diagnostic data, student and parent voice, and the strategic deployment of Teaching Assistants to foster pupil independence. This aim is to provide a dynamic, high-expectation curriculum where classroom adjustments and targeted interventions continuously adapt to meet evolving individual barriers to learning. Additionally, where identified, students may take part in specific, evidence - informed interventions and / or pre and post teaching..

We have the following targeted curriculum support in place for students who have identified literacy and numeracy needs:

KS3 Foundational Skills Programme

A small number of Year 7 and Year 8 students follow the Foundational Literacy Programme, which includes short focussed interventions which last for around 6 to 8 weeks. NGRT and ART assessments identify students who would benefit from these interventions. Termly assessments take place, which identify which students are ready to re-access the full curriculum.

The Access Numeracy Assessment is used to identify students who require additional maths support. This provides each student with a numeracy profile for targeted intervention. Additional numeracy provision is delivered by adding one additional lesson with their Maths teacher. Where required, students will also receive additional numeracy intervention as part of small group teaching. The support curriculum is an intensive numeracy based curriculum designed to enable the students to master the numeracy skills that underpin Secondary School maths and help the students catch up with their peers. Students are reviewed termly and continue or rejoin the main curriculum as appropriate.

In Year 9, a small number of students sit the Entry Level in English and Maths qualifications so that they can experience formal exam success prior to starting their GCSE courses.

KS4 Foundational Skills Programme

For Year 10 and 11, every effort is made to ensure that those with SEND continue to access a full curriculum and obtain recognised qualifications. A small number of identified students will follow this programme instead of one option so that they can gain Functional Skills Level 1 in English and Maths alongside their GCSEs. This programme enables students to remain in their GCSE English and Maths classes as it provides the additional support required to meet the GCSE threshold.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? How does the School know how well my child is doing? How will I know what progress my child should be making?

A student's progress is tracked on an ongoing basis and parents are contacted to discuss action when students are not making the expected progress. Other measures are used to gauge all round progress of individual students. This will include attendance data, analysis of reports and data checks, as well as the application of specific tools as recommended by other professionals. Parents/carers receive reports three times a year and each year group has a yearly parents' evening to discuss each student's

progress. Inclusion staff are available to meet parents at each of these meetings. Parents/carers are encouraged to make direct contact with Tutors and subject teachers through contacting the School.

Additional interventions are arranged for students with specific learning difficulties. Parents/carers are informed about interventions by letter and it is expected that students attend these interventions. Parents/carers will also be informed when a student is discharged or any new intervention is put in

place.

What opportunities will there be for regular contact about things that have happened at School e.g. a home School book?

All students are provided with a student planner for home and School communication. Identified students may be further supported by the use of targeted resources such as individualised log books or learning target cards which are agreed with the parents in advance.

How will you explain to me how her learning is planned and how I can help support this outside of School? How and when will I be involved in planning my child's education?

Additional meetings are available by request (email or telephone) and for students with a high level of need, regular contact is arranged.

Students with an EHCP have termly meetings with their parents/carers and Key Worker to set and review progress targets. They will also have an Annual Review meeting with the SENDCo, parents and outside agencies to review the plan and discuss arrangements and progress.

5. What support will there be for my child's overall wellbeing?

What is the pastoral, medical and social support available in the School for children with SEND?

Hayesfield is committed to ensuring all students stay safe and healthy and enjoy their time at School. Hayesfield aims to help students to grow into mature and caring young people who make a positive contribution to the School and the wider community. The form tutor is generally the student's most consistent and stable point of contact. Each year group is led by a Director of Achievement. Attendance is monitored by our attendance officer and our education welfare officer will work with families who need additional support. Where necessary or by request, support can be coordinated through an Early Help Assessment.

How does the School manage the administration of medicines and provide personal care?

The policy on the Administration of Medicines and the accompanying Request to Administer medicines form can be found on the School website. Hayesfield also works closely with medical professionals who are responsible for providing information for Individual Health Care Plans for students as required.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Hayesfield has a system of interventions to avoid exclusions and increase attendance for students. These include the services of a Pastoral Manager, Education Welfare Officer, School Nurse, Youth Worker and Counsellor. We meet regularly with the parents/carers of students in danger of exclusion or with attendance concerns. Plans are put in place to support them and are reviewed regularly. For most

students, unwanted behaviours are checked through outstanding teaching and lessons. The School

has a Behaviour Policy, which outlines its systems for managing behaviour and, more importantly, encouraging through rewards.

How will my child be able to contribute his or her views?

Students are encouraged to contribute their views on School life. All students can give their views to the School Council via their tutor representatives. Students are expected to attend and contribute to review meetings with their parents.

How will the School support my child to do this?

A student centred planning approach is used at annual reviews of EHCPs and students submit their own one page profile to these meetings. The student will have a Key Worker to help plan and prepare for this.

Parents/Carers of students with a Student Information Profile will be shared this document and will be able to update this as necessary, in discussion with the Inclusion Department.

This information is shared with staff to support the teachers' understanding of the needs in their classes.

6. What specialist services and expertise are available at or accessed by the School?

Are there specialist staff working at the School and what are their qualifications?

The Inclusion Department consists of:

- The Assistant Headteacher (Inclusion) who in addition to Qualified Teacher Status, has the NASENCo award from University of Gloucestershire and the Level 7 Qualification in Educational Testing and Access Arrangements
- The SENDCo who in addition to Qualified Teacher Status, has the NASENCo award from Bath Spa University
- There is a Specialist SEND teacher who is working with staff and students to meet the needs of students
  who are significantly below age related expectations
- A Specialist Teacher who is qualified to test for exam arrangements and other learning difficulties
- TA's who work closely with refugees
- A TA who can communicate through BSL at level 2
- All TAs who have a range of training to cover a wide variety of educational needs. Training is ongoing and adjusts to fit the identified needs of students in the School
- There is a team of ELSA trained staff who work closely with our students (Emotional Literacy Support Assistants).
- There is a Specialist Speech and Language Therapist who works with students with specific provision in their EHCPs

- There is a Teacher of the Deaf who works with specific students with Hearing Impairments
- Inclusion Manager who holds Qualified Teacher Status and is one of the school's Deputy Designated Safeguarding Leads.

What other services does the School access, including Health, Therapy and Social Care services?

Hayesfield has access to the full range of Local Authority specialist services in education, health and social care [see the LA local offer]. Support, advice and guidance is regularly sought from:

- Speech & Language Therapy service
- Educational Psychology Service
- Visual Impairment Team
- Hearing Impairment Team
- School Nurse and other Health professionals
- The Child & Family Support Officer and other services as required.

7. What training are the staff supporting children with SEND had or are having?

A member of the Inclusion Department has the Certificate of Competence in Educational Testing with Access Arrangements. The Inclusion Faculty also has a TA with BSL. Staff are trained regularly in aspects of SEND/Inclusion either through whole school in - house training or other partners e.g.: Hearing Impairment Service, Speech & Language Therapy Service and School Nursing team. Planning for the progress and support of SEND students is also a focus of staff induction and our NQT programme. All students identified with a learning need have a personalised student information sheet which is given to all staff and outlines strategies and techniques that the teacher can use in the classroom to help the students achieve their full potential.

8. How will my child be included in activities outside the classroom including School trips?

Will he or she be able to access all of the activities of the School and how will you assist him or her to do so?

We actively seek to ensure that ALL students are included in all activities including trips. All activities outside the classroom are individually risk assessed and where necessary resourced and supported to maximise the engagement in and the impact of the activity on all the young people who are participating.

How do you involve parent carers in planning activities and trips?

For students with specific needs parents are consulted as well as support agencies to ensure that any support needs are identified and provided for. Parents are expected to complete the Student Provision Plan with their son/daughter at home and to update as necessary and inform the SENDCo if there have been any major changes in diagnoses or required support, from their perspective.

9. How accessible is the School environment?

Is the building fully wheelchair accessible?

Hayesfield is spread across two sites and although the newer parts of the sites have lifts, access to some of the older parts of the sites are challenging and not all rooms are accessible for wheelchair users.

Have there been improvements in the auditory and visual environment?

Advice has been taken from the hearing impairment service to improve the auditory environment of some parts of the School. The school works regularly with the Sensory Support Service to support suggested adjustments to the school environment.

Technology is used to enhance the visual and auditory environment where possible and bespoke arrangements can be implemented where appropriate.

Are there disabled changing and toilet facilities?

There are accessible toilets, showers and accessible changing facilities on both sites. **How does the School communicate with parents whose first language is not English?**

We are able to support the translation of information as required. Hayesfield uses its International Ambassadors, students and staff who help to interpret in a variety of situations. These Ambassadors help to facilitate good communication with parents/carers whose first language is not English. Hayesfield also can access centralised local authority teams and specialist teams, where criteria for support is met. In addition, we use Google to support any translation needs. If you have any questions, please contact our AHT Inclusion via information@hayesfield.com

How will equipment and facilities to support children with SEND be secured?

Hayesfield liaises with a range of services including Speech & Language, Occupational Therapists, Physiotherapists, Technology and Sensory support to identify the equipment and resources necessary to enable our students with Special Educational Needs or disabilities to fully access the curriculum.

If, in exceptional circumstances, the School considers that a pupil needs further additional resources then it may be agreed that the School will seek support from the local authority or apply for a statutory assessment.

10. How will the School prepare and support my child to join the School or transfer to a new School?

What preparation will there be for both the School and my child before he or she joins the School?

Transition support offered by Inclusion

Students with EHCPs:

Either the SENDCo will attend the Year 6 Review if requested, so they can assess whether there are any specific issues that would need to be addressed to ensure a successful transition to Hayesfield, and what strategies would need to be implemented, (specialist equipment, health and safety concerns, specific training courses for TAs, etc). One of these strategies may include the SENDCo or one of the Year 7 Team visiting the student at her primary School and observing her in a variety of lessons, liaising with both the class teacher and TA about the kind of support that works best for the student. The student would also have some visits to Hayesfield prior to Induction Day. The number of visits will depend on the needs of the student. The visits usually follow the protocol of visiting us with their class TA and do a tour of the School with a TA who can then go through a 'typical School day at Hayesfield', rules, protocols and expectations. If the student has quite complex needs a second (or even third) visit may be arranged and the student will be placed with one of the Buddies so they can attend a couple of lessons. The TA may accompany the student into lessons as well on these visits but each case is judged on its own merits. On Induction Day a TA will be allocated to join the student's tutor group to ensure that she has a successful day and that she has been able to access all aspects of the day fully.

Students identified by their Primary School as needing extra support:

These students often have extra transition support from outside agencies and we will work alongside these agencies to support the transition and to identify what kind of support is appropriate to try ensure a successful transition to Hayesfield. This often includes visits to the primary School by a member of the Inclusion/ SEND or Year 7 Team, to meet the students and be able to answer any questions they might have and then extra visits into Hayesfield so they have the chance to familiarise themselves with the buildings and the routines in a Senior School. Sometimes they will go to lessons with the future Yr 7 Buddies. The Inclusion/ SEND or Year 7 Team will also liaise with the outside agency providing them with specific information and copies of things such as timetables and planners so they can familiarise the students they are working with about what to expect when they transfer to Hayesfield. The SENDCo also sometimes accompanies the Head of Yr 7 on the Primary School visits when they have had prior information about a student possibly requiring extra support with the transition to Hayesfield but who are not getting support through an outside agency. Reasons for the extra support range from ADHD, ASD, anxiety issues, poor attendance or considered to be vulnerable. This may then lead to a member of the transition team visiting the primary School to liaise with the class teacher about successful strategies/routines and also to meet the student and talk through any anxieties/concerns/questions they may have. The level of support given will depend on the need and follows any of the previously mentioned strategies.

On Induction Day the members of the Inclusion/ SEND or Year 7 team aim to meet up with these students to ensure that everything is going well.

The SENDCo or TA will liaise where necessary with parents to ensure they have all the relevant information to support their daughter's successful transfer to Hayesfield.

Hayesfield also runs a Summer School during the School Summer holidays. This is specifically planned to support students who may need extra support while preparing to join year 7.

How will students be prepared to move onto the next stage?

The Inclusion Department liaises with a nominated worker from the 11-19 Youth Connect Service to identify students with SEND who may need extra support with planning to move on from Hayesfield and a plan is put in place to support them.

For students with EHCPs, support starts as early as Year 7, when plans are put in place at the Annual Transition Review. The student's key worker works through a document called "My Future, My Choice" with the student 1:1 and support needs are identified through this process. A Pupil

Centred Plan is then put in place and becomes part of the annual review process from then on.

11. How are the School's resources allocated and matched to children's special educational needs?

How is the School's special educational needs budget allocated?

Students are allocated resources based on their individual needs.

- The Foundational Skills Curriculum is heavily resourced with extra staffing and resources to meet the needs of students with literacy difficulties
- Additional Interventions are provided for students, where they require above the universal offer.
- Extra teaching groups are funded for Maths in Year 7 and at GCSE. Maths staff provide interventions targeted at identified students. These take place at various times including tutor time, withdrawal from some lessons and after School during Period 6. Additional resources are also in place to support identified students with Science
- There is funding for alternatives to GCSE, including Applied Learning Courses and curriculum support classes and staffing to deliver these programmes.

If, in exceptional circumstances, the School considers that a pupil needs extra resources then it may be agreed that the School will apply for an EHCP. The School will also support parents who wish to make an application for an EHCP.

12. How is the decision made about what type and how much support my child will receive?

Who will make the decision and on what basis?

The School's budget is used to provide the wide range of support outlined above. Students will have access to this support according to their needs. A decision about how much support is allocated is dependent on the level of need and impact of interventions. If a young person is the subject of an Education and Health Care Plan, we always ensure that statutory requirements are met (as a minimum).

Who else will be involved?

We seek and follow guidance from other professionals working with the child/ family and take on board the wishes and feelings of the young person and parents/carers.

How will I be involved?

The student and his/her parents/carers are consulted and informed when planning interventions and are informed about the impact and outcomes of support and of next steps.

How does the School judge whether the support has had an impact?

Progress is tracked throughout the year and lack of progress is followed through. Where a student is not achieving national indicators, staff meet to discuss the provision in place and make

recommendations on any changes needed, including additional support or interventions needed.

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Parents/carers will be advised on any recommendations. A number of support interventions take place after school during Period 6. Students identified as needing this support are expected to attend these sessions.

13. How are parents/carers involved in the School? How can I be involved?

We aim to develop close and mutually supportive relationships with parents/carers from the point of transition. Where students have an identified need, transition is usually extended, enhanced and bespoke and we involve parents as a source of expertise around the needs of their child.

There are regular Parents' Evenings to engage with subject and pastoral teams to review progress and set new targets. There will also be other opportunities to discuss and review a student's learning at IEP or SIS reviews. Students with EHCPs have regular termly meetings or more frequent according to need.
Parents/carers are fully involved in Annual Reviews of EHCPs. Parents/carers are represented on the governing body.

Parents/carers can get involved by attending various activities and workshops run by different subject teams throughout the Year.

The Headteacher runs Open House Sessions to seek opinions from parents. There is an active Parent/Carer, Teacher and Friends Association group (Friends of Hayesfield). Parents/Carers are invited to fill out a Parents in Partnership Information Form to help us set up a database of different offers of help.

Parents/Carers might also consider becoming a School governor.

14. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child?

The first point of contact for all parents/carers is the student's tutor. Parents/Carers can contact tutors by email or leave a message with reception for the tutor to phone them or make an appointment.

Students with EHCPs have a key worker that parents are able to liaise with on a regular

basis. **Who else has a role in my child's education?**

Directors of Achievement and Teachers can also be contacted.

Who can I talk to if I am worried?

Parents/carers who wish to discuss a specific subject issue, should contact the subject teacher or Head of Faculty/Department.

For concerns around attendance or student welfare, parents should contact their daughter's tutor or Pastoral Manager.

Who should I contact if I am considering whether my child should join the School?

Parents/Carers who are considering whether to send their child to Hayesfield should in the first instance contact Mrs Gibbens, the Headteacher's PA. She will signpost the parents to the relevant people. If a student has an additional learning need, an appointment will be made for them to discuss this with the SENDCo.

Who is the SEND Co-ordinator and how can I contact them?

To discuss specific additional educational needs, parents should contact the SENDCo, Kath Grayley, her email address is katherine.grayley@hayesfield.mnsp.org.uk or the general SEND email address: SEND@hayesfield.com

What other support services are there who might help me and provide me with information and advice?

- SENDIAS Bathnes (Special Educational Needs and Disability Information Advice and Support Service - Formally known as the Parent Partnership Service) can be contacted at the following telephone, 01225 394382, email address: sendias@bathnes.gov.uk
- Educational Psychology Service, 01225 394901, email psychology_service@bathnes.gov.uk or write to us at Lewis House, Manvers Street, Bath, BA11JG
- Sensory Support Service, Elmfield House, Greystoke Avenue, Westbury-on-Trym, Bristol BS10 6AY
  Tel: 0117 9038442/1
- Special Educational Needs Team 01225 394306, email Special_EducationalNeeds@bathnes.gov.uk or write to us at Lewis House, Manvers Street, bath, BA11JG
- Traveller Education Services can be accessed through South Gloucestershire Local Authority
- BANES Inclusion SEND Advice Service can be contacted by the following telephone number, 01225 394660 or by email: Inclusion_sendadviceservice@BATHNES.gov.uk

15. How can I make a complaint about the support provided for my child?

We aim to develop close and mutually supportive relationships with parents/carers of children with special educational needs and ask that you contact us informally in the first instance if you wish to raise a complaint about the support provided by our school. Please contact our Assistant Headteacher (Inclusion) by emailing sophie.charnaud@hayesfield.mnsp.org.uk

If you remain aggrieved, please follow the formal complaints procedure as outlined in the Trust Complaints Policy: https://docs.google.com/document/d/1U91Z_myd9u3kGW0zzU4oMrXCICRJwuiRuRdME6oJa50/edit? usp=sharing