



Hawthorns Primary School

with Little Owls Nursery

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SEND Information Report

(Local Offer)

Statutory Policy	Yes
Policy Date	Jul 2020
Review Period	1 Year
Next Review Date	Jul 2021
Reviewed by	Learning & Standards Committee
Approved By	K Ashworth (Chair of Governors)

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	Nursery Website	No

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1. Provision for Special Educational Needs at Hawthorns Primary School.

Hawthorns is a one form entry mainstream 4-11 primary School.

This document links to the West Sussex local offer. Details can be found within this document.

All our children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to;

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, further education or training. (SEND 0-25 Code of Practice, 2015, p92)

At Hawthorns, all staff and members of the community are committed to working in partnership with parents, carers and children to ensure that all children are nurtured to achieve their best and become confident individuals.

Hawthorns is committed to the following:

- Ensuring that all pupils have access to a broad and balanced curriculum
- Providing a differentiated curriculum appropriate to the individual needs and abilities.
- Ensuring the parents of all pupils with SEND needs are involved, where practical, in decisions affecting their future SEND provision.

We recognise that children's special educational needs may be identified by one or more of the areas of special educational needs as referred to in the SEN Code of Practice: Cognition and Learning, Communication and Interaction, Sensory/Physical, Social, Emotional and Mental Health needs.

2. The identification and assessment of Pupils with Special Educational needs.

How does the school know if my child needs extra help?

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities as other children in their age group.

Before pupils join Foundation Stage at the age of 4 years, Hawthorns will gather information from parents and pre- schools regarding any Special Education Needs. Parents will be able to meet with the SENCO and the Foundation Stage staff.

Classroom teachers and senior staff spend time throughout the year discussing the progress of all pupils that are not making expected progress. These pupils are identified and targeted in different ways in order to help with their progress. Interventions administered either

individually or in a small group may occur. Children may have extra support within the classroom from the class teacher or teaching assistant. Parents may be asked to support certain aspects of the curriculum such as learning number facts. In some cases referrals may be made to the SENCO and then to other outside agencies.

If teaching staff are concerned about a child, they will discuss their concerns with parents, senior leaders and then may refer their concerns to the SENCO so that the child can be observed and monitored closely. Assessments may then take place organised by the SENCO.

What should I do if I think my child may have special educational needs?

If parents are concerned about their child, then a discussion should first take place with the class teacher at Parent Consultation Evenings or at another mutually convenient time for the parents and staff. It may then be necessary for a meeting then to be arranged with the SENCO.

Parents are also entitled to approach their local GP to make certain referrals. In some cases, referrals can be made with supportive information provided by the school.

If necessary, the school may make a referral to or seek further advice from external agencies. We also access a great variety of services which are listed in Section 5 of this report.

3. School policies for provision for pupils with Special Educational Needs

a) How does the school evaluate the effectiveness of its provision for Special Educational Needs.

Underpinning ALL our provision at Hawthorns is the **graduated approach** cycle of: Assess, Plan, Do and Review

Assess: Progress Meetings: Throughout the year the teachers and senior leaders review assessment data to identify additional provision that each child (SEN and non-SEN) needs to progress. Discussions also take place with parents to review the current situation and discuss how progress could be made. Discussions with the pupil should also be an important part of the process as they will be able to state what is working for them and what could be improved.

Inclusion Referrals: During the year, the school uses a referral process for teachers to flag up any child that is having difficulties and where additional in-class support has not impacted. High quality first teaching will already be in place. Where necessary, appropriate assessments and screenings by the SENCO can then take place, working alongside the class teacher and any other staff that it is appropriate to involve. At this stage, in a small number of cases it may be appropriate to contact outside agencies.

Plan: As a result of the assessments mentioned above, appropriate evidence based intervention will be identified along with the suitable outcomes. Discussion will take place between the SENCO, classroom teacher, teaching assistants and pastoral lead when appropriate before the interventions are started. Any recommendations will also be planned for to ensure the classroom strategies and/or interventions can be closely tracked in terms

of effectiveness. Pre-assessment data will also be collected so that progress can be carefully monitored.

Do: The intervention will be delivered by a named Teaching Assistant, Class teacher, Pastoral Lead or SENCO for a set number of sessions.

Interventions: At Hawthorns we offer a wide range of interventions that cover Reading, Writing, Maths as well as Social, Emotional and Mental Health programmes. Sessions are often brief (10 -20 minutes), occur regularly (3-5 times per week) and are maintained over a sustained period (8-12 weeks). Careful timetabling is in place to enable consistent delivery.

Review: At the prescribed intervention end point, a post assessment will be conducted to evaluate the impact of the intervention. Some interventions also have a mid-point assessment, to ensure that time is not wasted when an intervention is not meeting the needs of the child.

b) What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

How will parents know how their child is doing?

Children on the SEND register will have their **ILP (Individual Learning Plan)** reviewed regularly and new targets set. This will be done at least once a term (Autumn, Spring and Summer). The format of the ILPs at Hawthorns has been in development and we are working continuously to ensure that all targets set are achievable, set high expectations, and can be measured to show progress.

However, due to the impact of COVID-19, the specific provision mentioned in many of the ILPs for the pupils at Hawthorns would have been disrupted for the remainder 2019-2020. Adjustments to home learning resources and provision for those in school with SEN have been made. ILP's for the Autumn term of 2020-2021 will need to take into account pupil's individual circumstances and experiences during this period, potentially with some ILP targets carried forwards. Face to face or telephone discussions with parents and carers of children on the SEND register will be held in the first few weeks of the new academic year.

Parent Consultation Evenings also offer an opportunity to meet with the class teacher to discuss pupil progress. Progress will also be recorded in the pupil's annual report. Parents may contact the class teacher or SENCO to request information on how their child is getting on.

How can school help parents support their child at home?

The SENCO, class teacher and Pastoral Lead are happy to meet with parents to discuss how home and school can best work together to support learning as well as the Social, Emotional and Mental Health of the child.

c) What is the school's approach to teaching pupils with special educational needs?

- All pupils with identified special needs are included on the Register of Special Educational Needs and Disabilities (SEND).
- Information regarding a pupil's needs will be shared and discussed by the class teacher, SENCO, parents and other professionals involved. This will be reviewed regularly and passed onto any new staff working with the pupil.

- Teaching staff will adapt teaching strategies and resources to meet the needs of the pupil with support from the SENCO team in school. There will be an emphasis on quality first teaching.
- The majority of children on the SEND register who receive support in or outside the classroom will have their needs recorded on the register as SEND Support.
- Some children will have an Education and Health Care Plan. This will contain detailed information about their individual needs including appropriate teaching methods and the desired outcomes, not just for the following year but beyond the child's time at Hawthorns.
- Pupils that have not made expected progress (identified through regular progress meetings) will be offered additional support. These may take place both in and out of the classroom and include 1:1 and small group support.

d) How does the school adapt the curriculum and learning environment for pupils with special educational needs?

At Hawthorns, we believe that all children should be able to have full access to the broad and balanced curriculum. We understand that some adaptations may need to be made to ensure that all children will be able to reach their full potential in all curriculum subjects. We work with outside agencies, parents and the pupil for extra specialist advice in order to support all pupils. We liaise with providers of school trips in order to ensure that all children can attend. Subject leaders make provision for all children to access the curriculum of their subject.

e) How is the decision made about how much support a child will receive?

At Hawthorns, we believe children need to be given the opportunities to learn independently and develop skills that they can later take into their life after Hawthorns. Support does not always need to be in the form of another adult working with the child. Support is regularly reviewed and adapted to the needs of the child. This takes into account the child's progress both academically and socially. We look to involve parents and children in the decision making as much as possible.

How are the school's resources allocated and matched in children's special educational needs?

Additional support will be allocated by a team of people at Hawthorns, including the class teacher, Senior leaders, SENCO and Pastoral Lead. It is important to remember that all children are different and therefore the support needed for each child will vary. We also work closely with other schools, to share good practice and investigate new interventions that we can then implement at Hawthorns.

f) How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?

How will children at Hawthorns Primary School be included in activities inside the school grounds?

At Hawthorns, we aim for all pupils to join in with curriculum activities. Subject leaders will make provision for SEND children in their long term planning. Class teachers, in turn will plan that all children will be able to access the curriculum in their short-term planning. If needed, extra provision will be given to the child in order that they can fully engage.

How will children at Hawthorns be included in activities outside the school classroom including school trips?

At Hawthorns, we aim for all pupils to join in with all appropriate extra-curricular activities. There are a small number of activities where the school may use an outside agency to provide the activity or residential and then we will do our best to work with them to ensure that all pupils are included. All trips outside of the school premises include a risk assessment where advance planning takes place to ensure that provision is thought through for these pupils. We can provide extra staff, prepare students in advance and also adapt certain activities.

g) What support is available for improving the emotional and social development of pupils with special educational needs?

At Hawthorns, we believe in supporting the whole person and not just the academic progress of the child. We realise that in order for a child to make progress, they must be supported both at school and home. Parents are able to speak to the class teacher, SENCO, SLT and Pastoral Lead in order to support the needs of their child. Further meetings and support sessions can then be arranged if necessary. SLT, SENCO and Pastoral Lead have a wide range of outside agencies run by the local authority or charities that can be accessed in order to support the emotional and social development of pupils and family. The Pastoral Lead also spends time with children individually who need pastoral support occasionally and also on a regular basis.

What support will there be for children's overall well-being, including their medical needs?

The well-being of all children and staff is very important at Hawthorns. We are all striving to work together in order to create a safe and caring environment for all in the Hawthorns community.

There are sufficient qualified First Aiders to enable each area of the building to be covered and to ensure that there is a qualified First Aider on duty in each of our playground areas.

Our Pastoral Lead has completed the Managing Medicines training and follows the latest DFES guidelines relating to that.

- All staff that work at the school are informed about children who have specific allergies and other specific needs. All staff are aware of these children (in booklet form that includes identifying photographs) and this information is kept current by our Pastoral Lead. Any updated information is relayed to all staff.
- All teaching staff attend a weekly briefing meeting where they are made aware of any children who are a cause for concern or circumstances have changed. Relevant information is then passed to the appropriate support staff and lunchtime staff.
- The school offers social, emotional and mental health interventions. Children may work on Lego therapy intervention to help with co-operation, some anger management sessions to help build strategies or social stories and comic strip conversations in order to help with understand the feelings of others. Pupils may also take part in interventions concerning self-esteem and other areas of emotional literacy.

- Each classroom has a worry box where children have an opportunity to leave a note to share their concern or worry.
- Advice and support is important for all teachers and teaching assistants at Hawthorns. We work together in teams and all staff spend time discussing different new situations and learning from each other. Teachers and teaching assistants can also approach the Senior Management Team. Training needs are flagged up on appraisal forms and suitable training put in place, either within school or run by outside agencies in order to meet their needs.
- There is a Pastoral Lead, Mrs Helen Broughton who is available to support children at the start of the school day, at playtimes and lunchtimes if they are feeling anxious.
- The class dojo system enables parents and school to communicate effectively on a regular basis. Parents also have the opportunity to leave messages with the Teaching Assistant at drop-off time.
- The office staff are also available to greet children and parents and deal with any serious immediate concerns before the start of the school day.
- The teaching staff are contactable at the end of the day. On occasion, a different time might need to be arranged due to meetings for staff after school or that the situation needs to be discussed in private away from other parents and children.

3. What is the name and contact details of the SENCO?

SENCO: Mr Chris Allwright callwright@hawthorns.school

4. What expertise and training do school staff have in relation to children and young people with educational needs?

The SENCO is accessing advice from a teaching school in the area to support the SEND provision at Hawthorns. The SENCO is also working alongside another experienced SENCO who is coming in to school for one day a week to support with the SEND provision.

What training have the staff supporting children with SEND had or are they having?

Staff training changes each year depend on the needs of the pupils and the professional needs of staff that are new to the school or are meeting pupils with special educational needs for the first time within Hawthorns. Recent staff training has included:

Specific staff have had precision Teaching training where pupil's ILPs specify this as an intervention.

Specific staff have attended Sensory Processing Training.

Specific staff have attended Advanced Attachment training (West Sussex Virtual School)

Staff have been trained in the completion of the SEND referral system and subsequent paperwork. This is to support the identification of pupils with SEND in accordance with the SEND CoP (6.36)

Specific staff have completed the Total Communication training delivered by the Speech and Therapy Service.

Staff have been provided with online learning, reading and training resources to complete during Covid-19 period to do with a range of topics related to SEND. This includes:

- *Neurodiversity A Guide to Specific Learning Differences*
- *Understanding educational psychology reports and the link to progress for children with SpLD*
- *Speech and Language*
- *Sensory Processing*
- *Introduction to Trauma and Adverse Childhood Experiences*
- *Understanding Autism, Asperger's & ADHD*

What specialist services and expertise are available at or assessed by Hawthorns School?

At Hawthorns, the staff have experience of working with:

- Autism
- ADHD
- Attachment
- Dyscalculia
- Dyslexia
- Visual impairment
- Hearing impairment
- Dyspraxia
- Diabetes
- Selective Mutism
- Severe Language delay
- Severe global delay

It is possible for us to support all these different condition at Hawthorns by working closely with other professionals when we need to.

Agencies that the school have worked with during the year include:-

- West Sussex Educational Psychology Services
- Sussex Psychology Services
- Speech and Language Therapy Services
- The Learning and Behaviour Advisory team
- The Social Communication Advisory team
- West Sussex Physiotherapy team
- West Sussex Occupational Therapy team
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse
- Primary Mental Health team
- Early Help
- Virtual School for Children Looked After

5. What equipment and facilities does the school use to support children and young people with special educational needs?

At Hawthorns, we recognise that each child is an individual and therefore the equipment and facilities will also be different. We work with outside agencies in order to provide the correct equipment for the child. Over this year, school has provided a variety of equipment including sensory resources, iPads and laptops, pencil-grips, ergonomic pens, sensory cushions, chewy necklaces and bangles, fidget cubes and covered overlays for reading books. We are also able to provide safe spaces in school to support children's emotional welfare. These may be in the classroom or in an area outside the classroom where the child can be safely monitored.

How accessible is the Hawthorns school environment (indoors and outdoors)?

At Hawthorns School we are very keen to engage all parents and carers in the life of the school and in the education of their children. Mostly we use email for communication but we are also able to provide paper copies of letters for some children whose parents do not have email access. We are happy to support with the completion of education forms such as transition to secondary school forms. We liaise directly with families about trips to promote accessibility for all. In order to help children with their understanding of the day's events in the classroom we use visual timetables and some children have an individual 'now and next' chart.

Due to the nature of having an old building, there are some areas of the school which are not wheelchair accessible e.g. the older mobile units. However, we can accommodate children in wheelchairs by moving a class when possible. We would borrow specialist and individual equipment for some children when necessary from other services such as the Sensory Impairment Service.

At Hawthorns, we make an effort to communicate with parents whose first language is not English. Our staff support parents with the completion of formal paperwork concerning their children. We spend time to explain paperwork that parents may receive and try to explain it in a parent-friendly way. We are more than happy for parents to bring in a friend to translate and in some cases, we can attempt to provide a translator.

6. The arrangements for consulting parents of children with special educational needs about and involving them in their education.

At Hawthorns, we believe that all pupils are important and should be closely monitored. However, children with SEND will be even more closely monitored and more formal contact will be made with parents. Parents will be asked to discuss and review ILPs (Individual Learning Plan) regularly with the class teacher. The SENCO will also be available at Parent Consultation Evenings. Children with an EHCP will also take part in an annual review which will involve outside agencies as well as in some cases an advocate for the child.

Parents will be informed of any provision put in place for their child and are welcome to contact the class teacher or SENCO in order to discuss this.

7. The arrangements for consulting young people with special educational needs about and involving them in their education.

In line with the SEND Code of Practice (revised Jan 2015), pupils at Hawthorns with special educational needs will be involved as much as possible in the decisions regarding their support and provision. The key workers (if assigned) for the child with SEND will spend time getting to know the child and their strengths and areas for development. The level of discussion regarding a pupil's SEND provision will depend on the age and understanding of the child. We are starting to encourage children to think beyond their time at Hawthorns and the skills that they will need into their adult life so that we can start working to fulfil their aspirations. The more time we spend discussing the needs and support the child feels they need, the more children will open up and take a more active part in their provision.

8. Arrangements made by the governing body relating to the treatment of complaints from parents or pupils with special educational needs concerning the provision made at school.

Parents are advised to first discuss any concerns they have with the class teacher. If there is still clarification needed, then a meeting should be sought with the SENCO and then, if necessary, the Head Teacher. If there is still a need to make a complaint, then parents or pupils should follow the School Complaints Procedure which can be found on the school website.

9. How does the governing body involve other bodies including health and social services bodies, local authority support services and voluntary organisations, meet the needs of pupils with special educational needs and support the families of such pupils?

The school works closely with lots of different outside agencies in order to fulfil the needs of the children and families in our care as much as possible. Early Help plans can be completed either by the Pastoral Lead or SENCO in order to secure a hearing at forum where the whole child in home and school can be discussed and support given if considered appropriate. This enables the school to work together with health services, mental health services, housing, eating experts etc. We are also able to refer children to the local young carers programme and also hand out vouchers for the local food bank.

There is one governor for SEND that liaises directly with the school's Senior Leadership team. They have regular meetings in order that they are up to date with the needs of the children and the support that needs to be provided to them. The full Governing Body, along with the Head Teacher, are fully involved in decisions regarding the admission and provision planning for pupils with SEND. The SENCO will present the SEN Information Report annually.

The SEND Governor is: Ms Katherine Cole

kcole@hawthorns.school

10. Support services for the parents of pupils with special educational needs.

The parents of pupils with special educational needs can access further support from:

- SENCO, Pastoral Lead and other staff at Hawthorns School.
- West Sussex Local Offer <https://westsussex.local-offer.org/>
- The Parent Partnerships, West Sussex <https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/>
- Bodies supporting parents and pupils with specific difficulties e.g. Autism Sussex. See the local offer for more details.

Parents should approach the SENCO or Pastoral Lead for more details about other bodies available in the locality.