

‘Cultivating the futures of our children’

Special Educational Needs and Disabilities at Hawthorn Community Primary School

SEN INFORMATION REPORT – September 2025

Your questions answered.



Inclusion Leader and Inclusion Leader : Mrs Frances Martin fmartin@hawthorn.pfschoo
School Family Support Worker: Siobhain Larkin slarkin@hawthorn.pfschools.org.uk
Governor with SEND Responsibility:



What are the different areas of need at Hawthorn Primary School?

We support learners across the four areas of need:

Communication
and Interaction

Cognition and
Learning

Social,
Emotional and
Mental Health

Sensory/Physical



What do we provide at Hawthorn for SEND learners?

An understanding of SEND.

Inclusion for ALL pupils.

Full access to a broad and balanced curriculum.

A school Inclusion Leader/Qualified SENDCo

Maximum opportunities to achieve at the national standard.

Precise, evidence based and planned interventions.

Evidence based teaching strategies which promote inclusion for all.

An understanding of SEND and underachievement.

Individual targets to support progress with termly reviews.

Appropriate support materials, and equipment, to meet individual needs.

Honest and open communication between home and school.

Support to narrow attainment gaps and maximise progress of learners.

A one page profile for all learners.

Regular SEND Surgery to have professional dialogue and monitor progress



What SEND needs do we have at Hawthorn?

Where a medical need is present, unless the medical need impact on the child's learning, they will have their needs met under the 'Children with Medical Needs' Policy. Medical needs do not automatically result in a child being added to the

SEND register.

Autism Spectrum (ASD)	Attention Deficit Hyperactivity Disorder (ADHD)	Dyslexia and specific literacy difficulties	Specific medical conditions impacting education	Physical difficulties
Sensory processing difficulties	Social, emotional and mental health needs (SEMH)	Speech and language needs	Wellbeing and social skills support	Hypermobility
	Developmental co-ordination disorder	Global developmental delay	Attachment	



How do you decide whether a child has SEND?



We use the graduated approach to make decision about whether a child has SEND. We have 3 key steps we follow.

Step 1

We provide Quality First Teaching for all

This means we prioritise high quality, inclusive and adaptive teaching for all in our school.

What does this look like?

- High expectations for every pupil
- Clear learning intentions and success criteria.
- Adaptive teaching and scaffolding
- Strong subject and pedagogical knowledge.
- Effective questioning and feedback.
- Systematic teaching of vocabulary, reading, and writing.
- Structured practice and retrieval to build fluency.
- Positive relationships and emotionally safe classrooms.



How do you decide whether a child has SEND?



We use the graduated approach to make decision about whether a child has SEND. We have 3 key steps we follow.

Step 2

When a concern is raised, we talk about it and act.

Where there is a concern, the child is discussed at termly SEND Surgery (6 times a year) with the Phase Leader and the Inclusion Leader. If parent raises concern, teacher informs parent that they will be discussed at our surgery and parents will be spoken to about our next steps. Their views are listened to and valued.

Discussions include:

- What is the presenting need
- What (if anything) has been tried so far and the effectiveness
- Any parental views/history

Actions:

- The initial actions agreed and recorded following the APDR cycle, with a review date set.
- Actions and concerns are recorded on the SEND Surgery monitoring forms and the child's individual chronology.
- We consider screening questionnaires from SALT or OT to gather further information
- Parents spoken to and actions shared

Note: In some cases, children may go straight to step 3 and have an IEP and 1PP in place at this stage. Decision made between Inclusion Leader, phase leader and teacher based on above discussion, taking into consideration history, progress and presentation of need.



How do you decide whether a child has SEND?



We use the graduated approach to make decision about whether a child has SEND. We have 3 key steps we follow.

Step
3

Review

We review the action we've taken and the outcome.

Child is reviewed at the next SEND surgery with class teacher, Phase Leader and Inclusion Leader.

Review includes:

- Progress since last discussion
- Strategies attempted and outcome
- Share parental voice
- If child has an IEP, review the targets including pupil voice

Decision
making

Through discussions with phase lead/teacher/parents and Inclusion Leader a next step decision is made. Either the child's needs can be met through QFT (wave 1) or they require provision different from or additional to that normally available to pupils of the same age (wave 2) (SEND COP 2015)

Decision made: Progress made

If sufficient progress has been made and can be met through QFT, child remains monitored to ensure the progress continues but not added to the SEND register

Decision made: SEND need identified

- Set up an IEP and 1PP and follow the APDR cycle
- Add to the SEND register and inform parents
- Observations if required by Inclusion Leader
- Possible referral to outreach partners (Maplefields, Rowan Gate)
- Consider Educational Psychologist Referral
- Following 2/3x APDR cycle, consider EHCPNA when lead professional has been involved and there is a report. (wave 3). If there is a more complex need then a best fit judgement will be made.

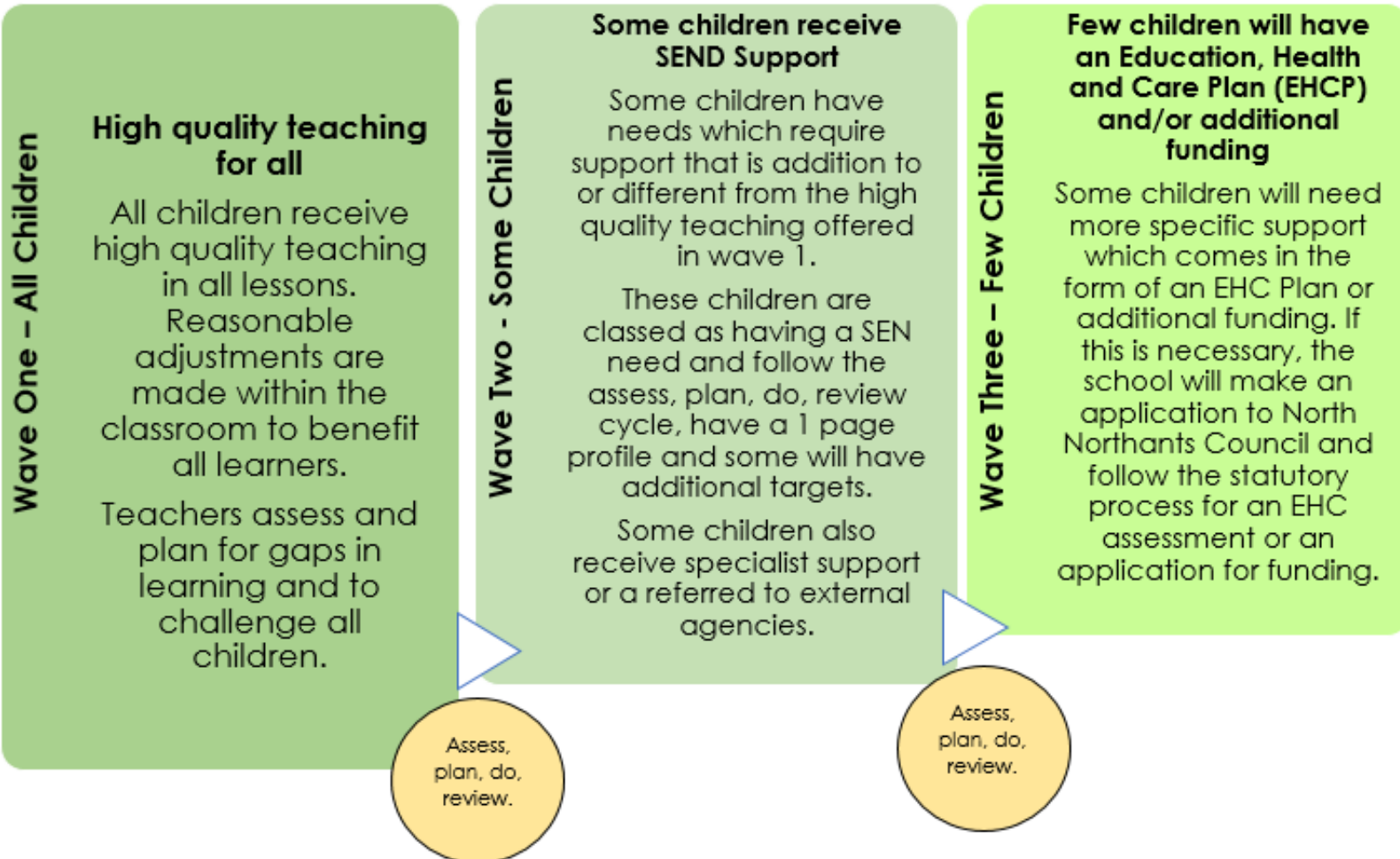




Hawthorn Primary School: SEND Waves of Support



If, after following the SEND identification flow chart, a child is added to the SEND register, they will receive either wave 2 or 3 support.



What are your waves of support?

Identification of SEND and added to the SEND register

Wave One – All Children

High quality teaching for all

All children receive high quality teaching in all lessons. Reasonable adjustments are made within the classroom to benefit all learners.

Teachers assess and plan for gaps in learning and to challenge all children.

Wave Two - Some Children

Some children receive SEND Support

Some children have needs which require support that is addition to or different from the high quality teaching offered in wave 1.

These children are classed as having a SEN need and follow the assess, plan, do, review cycle, have a 1 page profile and some will have additional targets.

Some children also receive specialist support or a referred to external agencies.

Wave Three – Few Children

Few children will have an Education, Health and Care Plan (EHCP) and/or additional funding

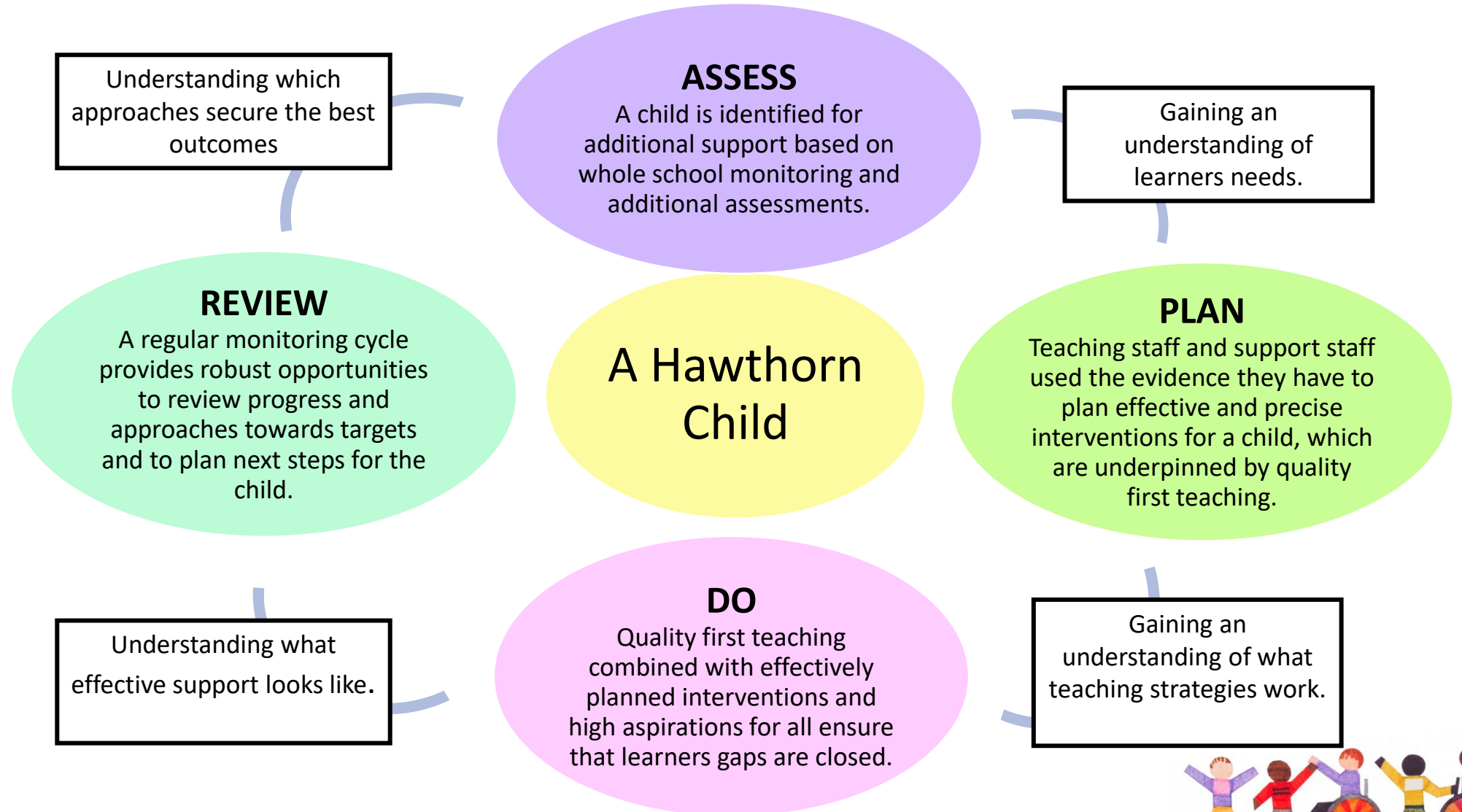
Some children will need more specific support which come in the form of an EHC Plan or additional funding. If this is necessary, the school will make an application to North Northants Council and follow the statutory process for an EHC assessment or an application for funding.

Assess, plan, do,
review

Assess, plan, do,
review



How do we plan for SEND learners at Hawthorn?



How do we communicate with parents?

Termly targets and reviews shared with parents. Parental voice included.

One page profile shared with parents.

Assessment information shared 3 times a year.

Annual review held for children with EHC Plans.

Additional meetings/conversations with parents of children with emerging/complex needs. Open door policy.

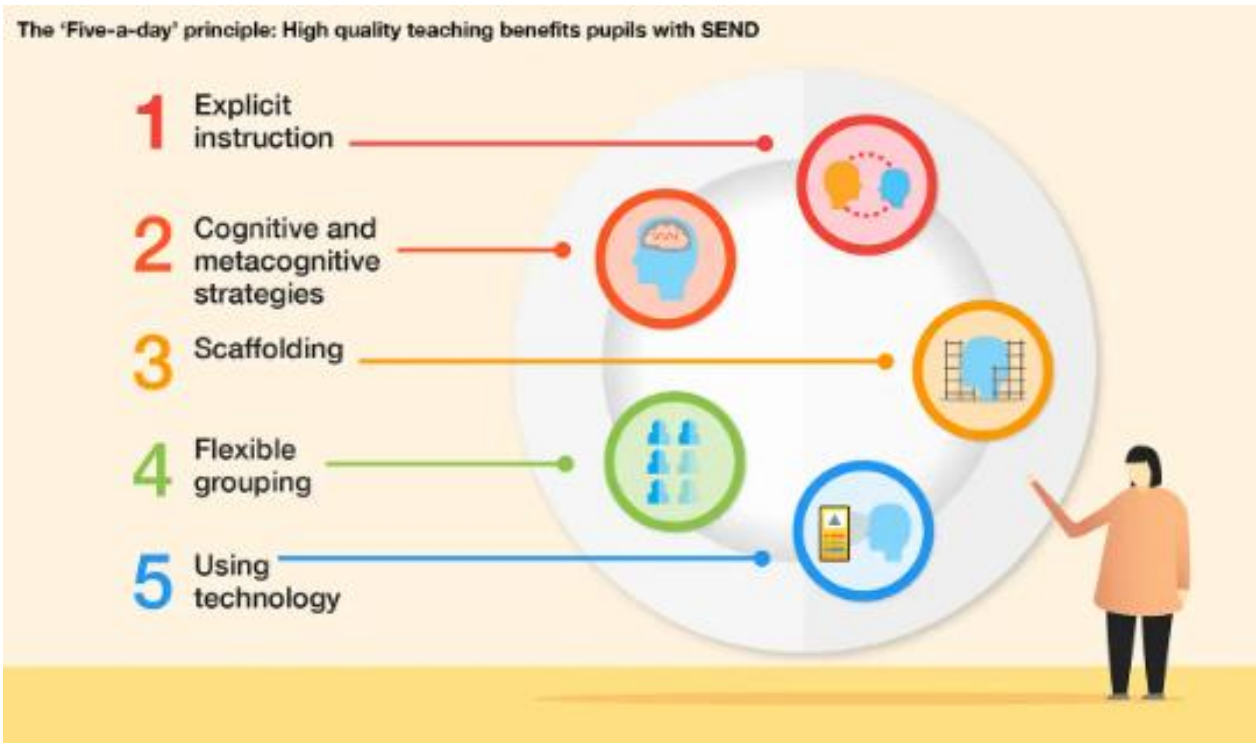
Parent/school communication through Class as required.

Support offered though coffee afternoons and professionals invited to come and speak with parents.

Early Help offered by Family Support Worker and Inclusion Leader.

How do we support parents to help their child?





As well as our Inclusion Policy, which explains what we do to support our children with SEND, we have a SEND Strategy. Our SEND Strategy was written to support all staff at Hawthorn and all staff have received training on this approach in September 2022. It outlines what you'd expect to see in all classrooms, it's the Hawthorn Way!

How do we provide high quality teaching to all children in the classroom?



Education Endowment Foundation, January 2022

The SEND Strategy is based on the Education Endowment Foundation

5-a-Day strategy for high quality teaching for all in the classroom.



What additional adjustments do we make for children at Hawthorn?

At Hawthorn School we recognise our that there are additional adjustments to the teaching and learning environments that will enable our learners to access the curriculum, linked to the 5-a-day strategy and which run alongside it.

These are the reasonable adjustments that you may see within our school. These are organised under the headings according to the SEND Code of Practice, however, it is recognised that some of these strategies fit more than one category. They are applied on a case-by-case basis following discussions between the Inclusion Leader and the class teacher.

Cognition and Learning

- Differentiated curriculum and delivery
- Accessible reading materials (fonts, size, colour)
- Use of visual aids (word banks, number lines, manipulatives)
- Frequent repetition of learning and retrieval exercises
- Multisensory approaches to learning
- Visually calm learning environments
- Visual timetable for class
- Key vocabulary explained
- Clear learning objectives and success criteria
- Use of models and WAGOLLS to communicate expectations
- Opportunities for group and paired work
- Talk time and take up time
- Questioning that is varied by ability
- Teacher modelling
- Scaffolded independent work
- TA and teacher supported tasks
- Working walls with learning prompts

Communication and Interaction

- Organised learning environments
- Clear and direct instructions
- Individual timetables and checklists
- Own workstation
- Additional processing time
- Use of models and WAGOLLS to communicate expectations
- Key vocabulary explained
- Clear learning objectives and success criteria
- Talk time
- Chunked learning
- Group work and individual work
- Social stories

Sensory and Physical

- Calm classrooms to avoid overstimulation
- Easy access to equipment
- Carefully planned seating positions
- Use of writing slopes, pencil grips and wobble cushions
- Brain breaks
- Coloured overlays and books
- Sensory fidget toys/sensory objects
- Use of ear defenders

Social, emotional and mental health

- Sensory fidget toys/sensory objects
- Clear classroom rules
- Clear rewards and sanctions
- Time out and time away from the classroom
- Safe spaces
- Regular communication with parents
- Timers
- Structured routines
- Consistent use of positive language
- Emotion coaching approach
- Keeping the child 'in mind' – regular check ins
- Use of interventions:
 - Anxiety
 - Anger
 - Managing and labelling emotions
 - Self-esteem
 - Social skills
 - 1:1 and drop in time with Family Support Worker

Who supports children in the classroom at Hawthorn?

- All children are supported by their class teacher and at least teaching assistant. Some classes have additional support from teaching assistants depending on the needs in the class. Our aim is always to support children whilst promoting independence.
- Specific members of school staff have received training in the following areas:
 - The inclusion Leader, Mrs Martin, has achieved the National Accreditation for SENCo.
 - Colourful Semantics
 - Attachment Training
 - SEND Strategy
 - Maths/reading/writing ongoing CPD
 - RAISE Online member for 2025-27
 - MELSA members for 2025-2027
- All teaching assistants are part of our comprehensive, rolling programme of CPD. Training includes:
 - Hearing children read and strategies to use
 - Supporting children in maths lessons
 - Read, Write Inc Phonics Training
 - Attachment aware training
 - Precision Teaching Training
 - Emotion Coaching Training
 - SEND Teaching approaches



Which professionals will support my child?

When required, we will involve the following professionals following consultation with parents and obtaining family history:

- Speech and language therapists
- Specialist Support Service for SEND
- ASD/ADHD team
- Community Paediatrics
- The School Nursing Team
- CAMHS
- Physiotherapists/Occupational Therapists
- Educational Psychologists
- Mental Health in Schools Team
- Outreach Teams from Rowan Gate and Maplefields



How do we assess our learners at Hawthorn?

Children who need additional SEND support

- Schools termly tracking data and pupil progress discussions.
- Use of data from standardised assessments.
- Evaluation of the effectiveness of interventions using the provision map and changes made if/when required. Example of provision map on following slides.
- Termly reviews of IEPs Targets by class teachers and shared with parents. These include pupil voice and parent voice Example on following slides.
- One page profile created annually for transition to next class teacher
- Termly pupil voice and book looks by the Inclusion Leader.

Children with an EHCP

- All of previous steps
- Assessment for All used for some EHCP learners who aren't accessing their year/key stage assessments.
- Annual EHCP review with Inclusion Leader, teacher and parents in line with SEN Code of Practice. Additional services are also invited.



Example: Individual Education Plans











Individual Education Plan

Name:	X	Class/year:	Cedars Y6	SEND Support		EHCP		PP		EAL	
-------	---	-------------	-----------	--------------	--	------	--	----	--	-----	--

Key information/views from my parents:	I am happy with the <u>in class</u> support for X. The small group provision is helping him to concentrate better. I think he finds handwriting difficult so some extra help with this would be good.
--	---

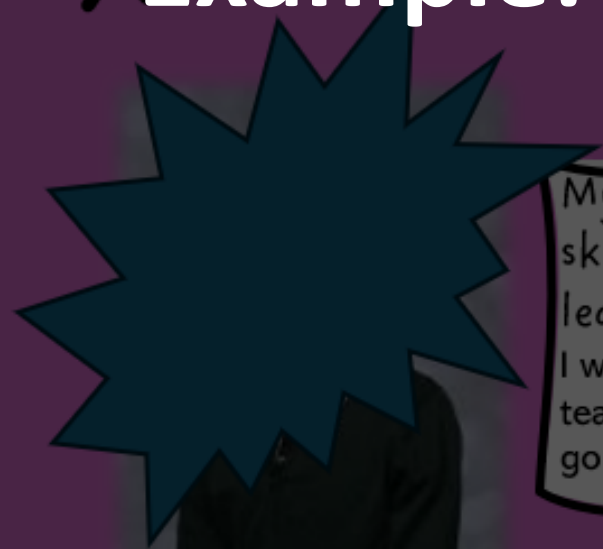
In the autumn term, I am working on:



	What do I need to be able to do? 	When and who will help me? 	How will I know if I am successful? 	How did I get on? 	
				Me 	My teachers 
1	I am learning to write simple sentences that make sense.	<ul style="list-style-type: none"> Orally rehearsing all sentences before writing them – teacher focus Editing each sentences/reading it back aloud before moving on – teacher focus Daily focus in small group writing provision (1hr per day) 	<ul style="list-style-type: none"> I will be able to read my work back to myself and it will make sense I won't have missed any words in sentences out 	Date: 	Date:
2	I am learning to use different conjunctions in my writing (because, but, so, when, if)	<ul style="list-style-type: none"> Daily focus in small group writing provision (1hr per day) Visual prompts on tables and additional grammar games Orally rehearsing sentences with conjunctions in before writing 	<ul style="list-style-type: none"> I will be able to use a wider range of conjunctions in my writing I will be able to confidently use because, but, so, when and if 	Date: 	Date:
3	I am learning to punctuate the majority of my sentences with . ! ? and a capital letter	<ul style="list-style-type: none"> Small group writing provision 5x1hr per week Visual prompts during small group writing provision Emphasis on this during shared writing Use of actions to support punctuation during oral rehearsal of sentences 	<ul style="list-style-type: none"> I will use a capital letter and full stop in all my sentences I will use ! and ? correctly in my sentences 	Date: 	Date:
4	I am learning to read, write, partition and understand the place value of numbers up to 10,000	<ul style="list-style-type: none"> Small group maths provision 5x1hr per week Manipulatives provided where needed. 	<ul style="list-style-type: none"> I will be able to read a 5-digit number written in words and numerals. 	Date: 	Date:



Example: One page profile



© Tempest

My dreams and skills I'd like to learn:
I want to be a teacher. I want to go to Disneyland.

What I want you to know about me:

I really love Disney Princesses, especially Rapunzel and Elsa. I like Mirabel too. My Barbies are important to me and I love my costumes that mum got me. My mummy and daddy are really important to me, along with my cat Honey. I find it hard to see other children with things I want. I don't always understand when someone has something that I like, such as a lunch box or a pencil. This can make me very sad and upset. If my adult support changes, I need warnings and to know who else will be there with me.

My sensory needs:

Visual (under response): Ensure my working area is clear so there is less visual information to process.

Auditory (over response): Prewarn me as much as possible if there is going to be a loud noise, sit me away from speakers and doors to avoid noise, give me times in the day where I can have quiet time to stop stress from building up, use ear defenders and sit near to doors in loud assemblies so I can leave if I need to and play calming music if possible.

Auditory (under response): Use my name to get my attention before giving instructions, give me opportunities for singing or music.

Vestibular (under response): I need frequent movement breaks (running errands, handing out resources), give me resistance bands or a wobble cushion, ensure my chair and table are the correct height, activities such as animal walks, obstacle courses or scooting help me.

Visual perception: reduce requirements for copying where able, practise ball skills with a slightly deflated beach ball or 'success ball', practise colour, size and shape differentiation using highly contrasting resources

Proprioception: playdoh squeezes, squeeze water from a sponge, plank, bridge exercises, yoga poses, trim trail, climbing wall,

Planning and ideas: Use a visual step by step process to help navigate through multistep activities

What others say about me:

I get really excited about things I want to do.
I like to be with adults and talk to them about things that interest me.

I like to make friends with others and know how to be kind.

I like to play games and play with the dolls.

I like to sing and dance.

I like to watch action songs.

I like to listen to stories,

especially about unicorns and books with

pink and gummy covers.

How to support me:

I need a highly structured timetable and my now and next board to help me to know what is coming next. Social stories help me to understand tricky situations and changes. When something goes wrong, using comic strips help me to understand what has happened. When I feel overwhelmed, going into the hall where sounds echo helps me down.



What is the role of the Inclusion Leader at Hawthorn?



- Oversees the day-to-day operation of the Inclusion Policy.
- Coordinates the provision for SEND children.
- Liaises with parents of children with SEND.
- Liaises with external agencies and professionals, early years providers and providers of a child's next step in education.
- Keeps records and paperwork up to date.
- Makes applications as required to request additional support.
- Attends Early Help Assessment (EHA) meetings for families with SEND.

Contact: fmartin@hawthorn.pfschools.org.uk



What support is there for families?



- We work alongside families at Hawthorn through our Family Support Worker .
- Ms Larkin is available each day and can be contacted via the school office, by calling the school on 01536 512204 or via email slarkin@hawthorn.pfschools.org.uk.
- Ms Larkin can support on an informal level should you need some advice or someone to talk to about a problem which has emerged and that is impacting on your child or family.
- Alternatively Ms Larkin can work with you on a more regular basis through an Early Help. This involves meetings on a regular basis – usually every 6 weeks - and an action plan involving other professionals.
- Ms Larkin also provides wellbeing interventions for children across the school as well as drop in sessions for the children to discuss any worries or concerns.



What else do I need to know?

We would signpost you to the following policies which will give you further information.

- Accessibility Policy
- Inclusion Policy
- Behaviour Policy
- Intimate Care Policy
- Children with Medical Needs Policy
- Safeguarding Policy



What additional support is available for parents?

The Local Offer

Local Offer (northamptonshire.gov.uk)

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

North Northants SEND IAS

Telephone number 0300 373 2532

Email address SENDIASS@northnorthants.gov.uk

Internet:

<https://www.iassnorthants.co.uk/Pages/home.aspx>



How do we support children at Hawthorn when they move to the next phase of their education?

- Pupils and parents are encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. The school encourages parents of children with SEND to begin this process in year 5.
- Support for the pupil in coming to terms with moving on is carefully planned and will include familiarisation visits. Pupils are included in all "class transition days" to the next phase but may also be offered additional transition visits.
- We work hard to facilitate a smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- When a pupil with SEND is due to transfer to the next phase of education e.g. KS2 to KS3, the Inclusion Leader will arrange for all pupils with SEND to have additional visits where their questions can be answered in a small group situation.
- All the information on the specific details of the individual needs of the pupil will be communicated to the next school's Inclusion Leader. Extra support is also available leading up to the transfer of the school the child may transfer to.
- Timescale - the information is passed to the Inclusion Leader of the Secondary School in April/May who will then work collaboratively with staff to organise a transition package for the pupil. The additional visits usually take place in June and July. Parents are given a named contact at the next phase provider with whom the Inclusion Leader will liaise.



What if I'm not happy with the support my child is receiving at Hawthorn?



Follow the complaints procedure

Contact Chair of Governors
Richard Bailey

Contact Headteacher
Mrs Jacox

Contact Inclusion Leader
Mrs Martin

Speak to Class Teacher

