

‘Cultivating the futures of our children’

Special Educational Needs and Disabilities at Hawthorn Community Primary School

SEN INFORMATION REPORT – September 2023

Your questions answered.



Inclusion Leader and Inclusion Leader : Mrs Frances Martin fmartin@hawthorn.pfschoo
School Family Support Worker: Mrs Emma Brown ebrown@hawthorn.pfschools.org.uk
Governor with SEND Responsibility: Catherine Adams



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/Inclusion Leader .

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.

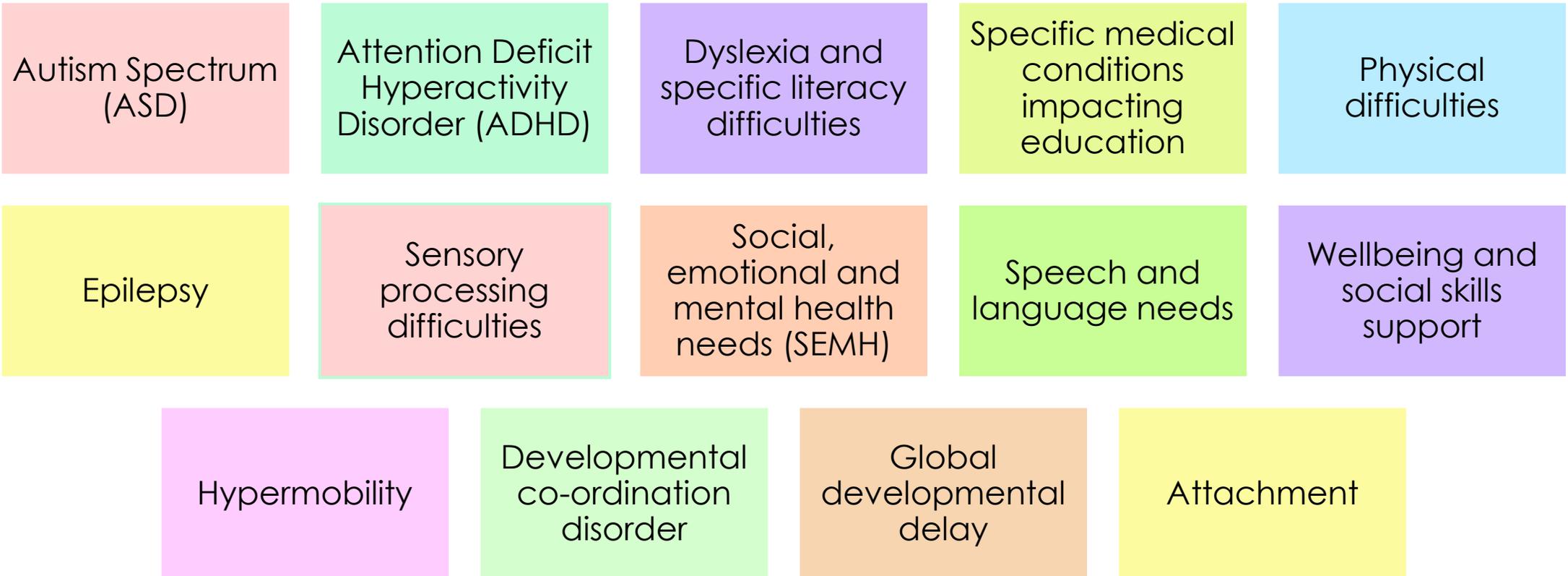
A school SEND teaching strategy which is followed in every classroom.



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.



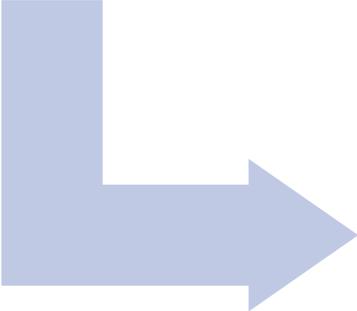
How do you decide whether a child has SEND?

We use the graduated approach to make decision about whether a child has SEND.



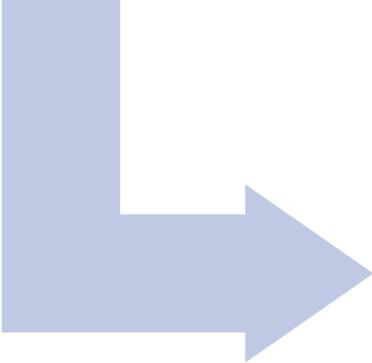
Stage 1

- Concerns are raised
- Class teacher begins to gather evidence using the SEND Concerns and Evidence gathering form and puts strategies in place in the classroom. Apply the assess, plan, do, review cycle.
- Class teacher meets with parents
- If less than expected progress is made, move to stage 2



Stage 2 Referral to SENDCo

- Completed SEND Concern and Evidence form is sent to SENDCo.
- SENDCo completes an observation and adds to the SEND Concern and Evidence form and feedback to parents and teacher
- Suggestions made and the assess, plan, do, review cycle is followed.
- If expected progress is not made, move to stage 3
- Child added to SEND register (follow SEND stages of support/SEND Flowchart)



Stage 3 External support

- Referral to outside agency/specialists.
- Add to SEN register (follow SEND stages of support/SEND Flowchart)
- Individual targets created and monitored.
- Evidence gather for statutory assessment/funding application





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.

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.

Assess,
plan, do,
review.

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.

Assess,
plan, do,
review.

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 comes 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.

What are your waves of support?

Identification of SEND and added to the SEND register

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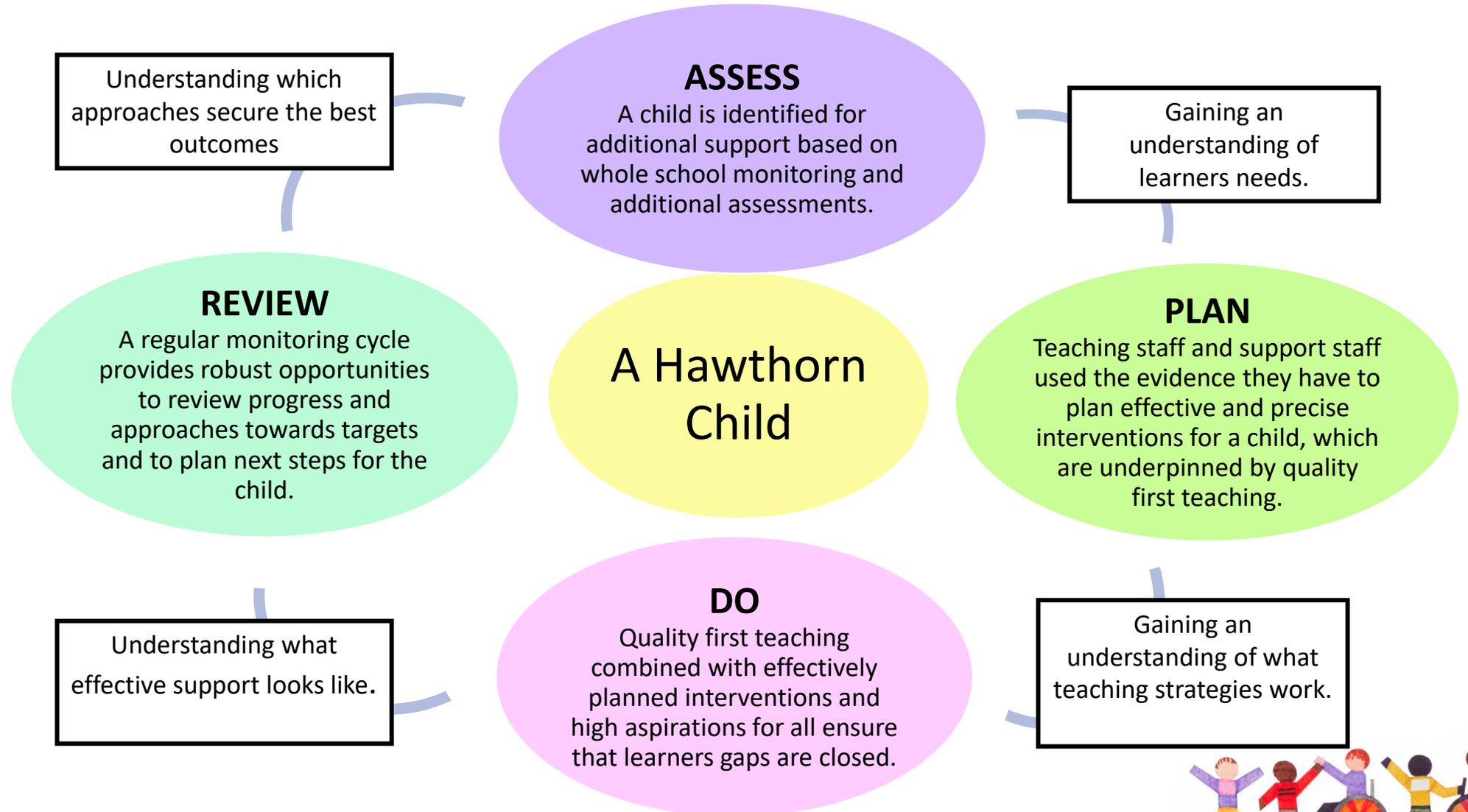
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Assess, plan, do,
review

Assess, plan, do,
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How do we plan for SEND learners at Hawthorn?



How do we communicate with parents? How do we support parents to help their child?

Termly targets and reviews shared with parents. Parental voice gathered 3 times a year.

One page profile shared with parents and parents invited to contribute

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 Dojo or home/school book as required.

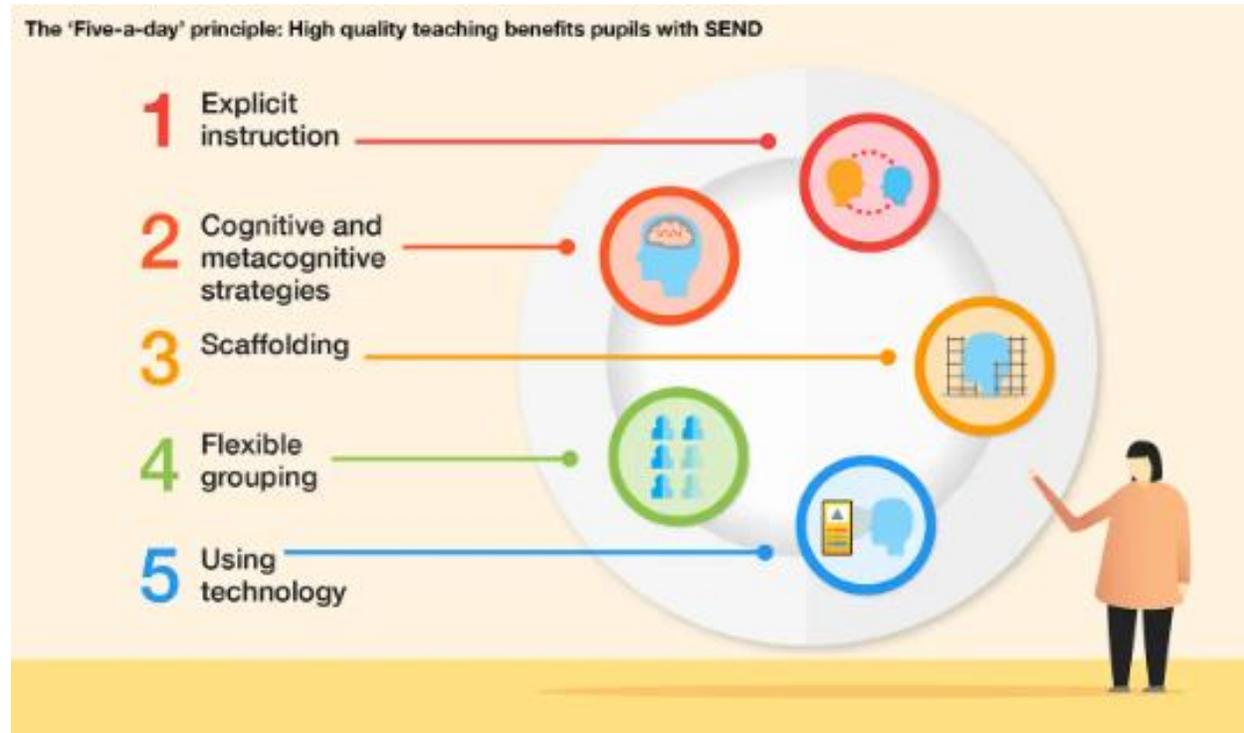
Support offered though fortnightly Coffee and a Catch Up parent groups with speakers invited to attend.

Early Help offered by Family Support Worker and Inclusion Leader.



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

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!



Education Endowment Foundation, January 2022

The SEND Strategy is based on the Education Endowment Foundation's 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.
 - Team Teach
 - Lego Therapy
 - Theraplay Techniques
 - Colourful Semantics
 - Attachment Training
 - SEND Strategy
 - Maths/reading/writing ongoing CPD
- 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
 - Pivotal Behaviour Training
 - SEND Strategy



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



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.
- Evaluation of progress within interventions and recorded on a monitoring form and fed back to phase leaders and Inclusion Leader.

Children with an EHCP

- All of previous steps
- 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

SEND Information

Area of need:	SEMH	SEN Type:	SEMH
EHCP	Yes No		
Support strategies:	Support for X to develop a wider friendship group – encouragement to work alongside others and knowing it is fine for other children to work with his friends. Visual timetable and warning if things are going to change. A quiet cool down space for him to go to if he is feeling overwhelmed. Adults to co-regulate with X to help him to return to the green zone. Clear and consistent boundaries.		
Professionals/ diagnosis	None		

Prior Attainment

	EYFS	Y1	Y2	Y3	Y4	Y5
Reading		1G	2G			
Writing		1WW	2E			
Maths		1E	2E			

Current Year

	Assessment point 1	Assessment point 2	Assessment point 3	Assessment point 4	Assessment point 5	Assessment point 6
Reading						
Writing						
Maths						

Parent's View

	Assessment point 1	Assessment point 2	Assessment point 3	Assessment point 4	Assessment point 5	Assessment point 6
What is going well?	X is settled and is making progress. She has a friend.					
What could be better?	X understanding her ADHD and knowing she needs help sometimes.					

Child's View

	Assessment point 1	Assessment point 2	Assessment point 3	Assessment point 4	Assessment point 5	Assessment point 6
What is important to me...	My family, friends and my dogs.					
What I want to achieve	I don't know yet, maybe hairdressing					
What I'm good at ...	I am good at writing a story.					
What I find difficult ...	Telling the time, I would like to learn how to do this.					
How to help me ...	I find it difficult if I have an adult with me all of the time as I like to be independent. Give me short instructions and check in on me.					

Target Setting

Autumn 1 – Assessment Point 1			
	Outcome	Provision	Review
1	I am learning to retrieve information from a text I've read myself	<ul style="list-style-type: none"> Weekly 30 mins 1:4 sessions on Quick Fix Comprehension Daily reader with focus on comprehension Focus child during WCR 	



Example: One page profile

Ettie

People who know me well

- Miss Brown
- My friends Jenny and Eleanor

My hopes for the future

I really want to play unicorns and fairies at play time. When I'm older, I want to be able to roller-skate. I'd like to work in a shoe shop when I am an adult.

My worries

I worry when things change and I'm not prepared. I find it difficult when I don't know what I am doing for the day. I find playtimes tricky and need help to ask others to play with me.

My interests and likes

I really like playing with my dolls. I like to play on my own but sometimes I let my sister play. I like pink and glitter. I like to play tag at school and I like doing maths and numbers. I like going to the park and running.



My strengths

I am a really friendly person and I let others share my things. I like to look after people if they are hurt. I am really good at my phonics and my sounds, I like to do these on my own and show others how good at them I am. I am a really talented artist and good at colouring.

How you can help me

I really like things to stay the same at school and I can get upset if I don't know what is happening during the day. It is helpful for the visual timetable to be up to date and for someone to talk it through with me at the start of the day. I like to have my milk at the same time each day. At lunch time and playtime if there is a problem I need to talk through it with someone so I understand what has happened. I need to be reminded to say my sentences out loud and to use counters in maths



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 .
- Mrs Brown is available each day and can be contacted via the school office, by calling the school on 01536 512204 or via email ebrown@hawthorn.pfschools.org.uk.
- Mrs Brown 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 Mrs Brown 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.
- Mrs Brown 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.iasnorthants.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?

