



# HAWTHORN PARK COMMUNITY PRIMARY SCHOOL

Where Care and Learning Count

Headteacher: Mrs Jeni Houghton



## SEND Information Report

2018 - 2019

<p>The kinds of special educational needs and disabilities that are provided for at our school</p>	<p>Hawthorn Park is an inclusive mainstream school. We fully comply with the requirements outlined in the Special Needs Code of Practice (2014). Staff have training and experience to be able to meet the needs of learners who may have difficulties with:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Communication and Interaction</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and / or Physical needs</li> </ul> <p>Children on our current SEND register have needs in all the four areas listed above. We will always make reasonable adjustments to our practices in order to comply with the Equality Act of 2010 (eg. providing additional adult to accompany a child on a residential visit). We have staff with specialist training in the areas of: speech and language, supporting children with hearing impairment and supporting reading in KS1 and KS2. Other staff have experience in supporting children with Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Down Syndrome. In addition to using our staff expertise, we work closely with range of outside agencies from education, health and social services to support a wide range of special educational needs. You may also wish to visit the Central Bedfordshire website to look at the authority's Local Offer (<a href="http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx">http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx</a>)</p>
<p>Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCo</p>	<p>As a caring and nurturing school community we know and value all of our children. We have rigorous ongoing teacher assessments and termly pupil progress meetings with members of leadership team to identify those pupils making less than expected progress. The first response to such progress is high quality targeted teaching by the class teacher. Where progress continues to be less than expected the class teacher will discuss their concerns with the SENDCO. In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will include an early discussion with parents/carers and where appropriate the child. There begins a four part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil's needs and supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles. If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will normally be placed on the SEND register at "SEN Support." The school will then seek to remove barriers to learning and put effective special educational provision in place. Particular care is taken when identifying and assessing SEND for children whose first language is not English. Further details can be found in the school's SEND policy which can be found on the school website <a href="http://www.hawthornpark.co.uk">www.hawthornpark.co.uk</a> under the SEND section. Parents are encouraged to speak to the class teacher and SENDCO about any concerns they have regarding their child's needs. The SENDCo is Miss Clare Lewis (01582 863859) <a href="mailto:admin@hawthornpark.beds.sch.uk">admin@hawthornpark.beds.sch.uk</a></p>

<p>Arrangements for consulting with parents of children with SEND and involving them in their child's education</p>	<p>We operate an open door policy where parents are strongly encouraged to come into school to speak to the class teacher and the SENDCO if they have concerns about progress or SEND provision for their child. We share feedback about the children's learning on an on-going basis with parents and formally at the termly parents' consultation meetings. At these meetings we share next steps in learning and also discuss ways in which parents can support their child's learning at home.</p> <p>General information regarding the curriculum and learning is available on the school's website.</p> <p>We host learning events to help families understand what learning is expected and how they can best support their child. Our Parent Support Worker (Anne-Louise Kyte) signposts wider information and support for parents available in Central Beds, including parenting courses. Parents are invited to contribute to school life in various ways such as participation on the Governing body, PTA, parent questionnaire and as volunteers to come into school to support children with their reading.</p> <p>Parents and carers are invited to contribute to the SEND one page profile and SEND support plan.</p> <p>We hold half termly Coffee mornings for parents of children with additional needs: this enables collaborative support amongst the parent group and open and transparent dialogue between parents and school.</p>
<p>Arrangements for consulting pupils with SEND and involving them in their education</p>	<p>An important part of the early stages of information gathering includes talking to pupils. We strive for a person centred approach to information gathering and the cycle of assess, plan, do, review. All children contribute to their one page profile and SEND support plan and targets are put into child friendly statements. Targets are shared with pupils and successes are always celebrated. Where appropriate, pupils with an Education and Health Care Plan (EHCP) are consulted as part of the annual review. An EHC is a plan for children, often with complex needs, who find accessing the curriculum difficult or have significant social and emotional needs. The plan enables a range of professional advice to be brought together into one document and has targets and objectives to meet before it is reviewed annually. A plan also enables parents to have the opportunity of selecting a specific school. The local authority will work with parents and school, to source the best way of meeting the child's needs.</p>
<p>Arrangements for assessing and reviewing pupils' progress towards outcomes, including the opportunities to work with parents and children as part of this assessment and review</p>	<p>Termly pupil progress meetings in school include the senior leadership team and progress is measured against national data and based on their age and starting points. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Some children may need more frequent reviews or at times to coincide with assessments from outside agencies. We use a four part cycle of assess, plan, do, review through which earlier decisions and actions are revisited, refined and revised. This leads to a growing understanding of the pupil's needs and what helps them to make progress and secure good outcomes. This is known as the graduated approach. Discussions will include what each stakeholder can do in order to make a positive contribution.</p> <p>Our Parent Support Worker (Anne-Louise Kyte) is available to advise parents/carers on how they can positively engage in their child's learning and all round development.</p> <p>A strong home-school working relationship, with the child at the centre of the process, is key to our whole school approach to SEND. During this process information may be captured in a SEND support plan. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEND.</p>
<p>Arrangements for supporting children in moving between phases of education</p>	<p>We aim to ensure all learners and their families feel welcome and to quickly become part of our school community. Where phased entry into our Reception class is necessary we work closely with parents/carers to personalise arrangements for each child.</p> <p>Our pupil records detail what strategies help a child to learn and this information is passed on at transition. We have very good relationships with our local secondary schools and staff visit Hawthorn Park to meet Y6 pupils and share information.</p> <p>We implement bespoke transition arrangements in Year 6 for our more vulnerable children transferring to secondary school. Where necessary staff make additional visits to secondary schools with individual children to alleviate anxieties. Parents are invited to discuss choices for secondary school.</p> <p>For children with a Statement or Education, Health and Care plan the Year 5 annual review meeting is used to discuss options for secondary education. The secondary school SENDCO is invited to the Year 6 annual review meeting.</p>

<p>The approach to teaching children and young people with SEND</p>	<p>Every teacher is a teacher of every child including those with SEND. At Hawthorn Park School we believe that all children have the right to a broad and balanced curriculum. High quality teaching, differentiated for individual pupils, is always the first step in responding to pupils who have SEND. All staff are committed to creating an inclusive learning environment in their classrooms believing this to be the key to ensuring children with SEND are making good progress and eliminating underachievement. We also recognise there are times when some children require a more personalised curriculum and support in a quieter work space free from distractions.</p> <p>Every child at Hawthorn Park, including those with SEND, is an individual and is treated as such. Support and intervention for children on the SEND register is planned to meet their individual needs. We take a holistic view to supporting children with SEND, encouraging participation in the wider school curriculum and using our Parent Support Worker (Anne-Louise Kyte) to support the family around the child. We work alongside other agencies to provide support for those children whose needs require multi-agency partnerships. Support in school can take many forms such as adult support in class, additional resources, access to IT or supporting the use of auxiliary aids.</p>
<p>How adaptations are made to the curriculum and the learning environment of children with SEND</p>	<p>All teachers match the tasks, support and resources to the differing needs of the children and our teachers are clear on the expectations of quality first class teaching. This is monitored by the leadership team. Where appropriate the curriculum is personalised and individual learning targets are set. Teachers plan lessons to accommodate differing learning styles and to engage auditory, visual and kinaesthetic learners. When a child with complex SEND needs meet the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability (eg. adapted seating or auxiliary aids in the classroom.) Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted and involved. If necessary additional staff members are provided to ensure SEND pupils can be included and risk assessments are carried out. We have an Accessibility Plan and the school is accessible for wheelchair users. Two classrooms are fitted with Sound Field Systems (surround sound amplification) to support access to the curriculum for children with a hearing impairment. We value and respect diversity in our setting and do our very best to meet the needs of all our learners and their families. Key SEND documents are available on request at the school office in enlarged font or a language other than English.</p>
<p>The expertise and training of staff to support children with SEND, including how specialist expertise will be secured</p>	<p>We have staff who are trained to deliver evidence based interventions to support children in reading, writing and maths. Additional programmes recommended by external agencies are also in place to support emotional well-being, social skills, handwriting and fine motor skills. Others in the support staff team have specific training and experience in speech and language. They support individual children in the classroom to access the curriculum as well as working on individual language targets under the guidance of speech therapists. Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and only proceed with parental consent.</p> <p>The school works closely with the local authority specialist services to meet the needs of pupils with hearing impairment (HI) and visual impairment (VI) and key staff have attended specific training. In addition, the school accesses advice from the Educational Psychology service, Behaviour Support service and Speech and Language therapy service. Our Parent Support Worker and two Teaching Assistants have expertise in the area of nurture; the school buys counselling provision from the charity Sorted and works closely with CHUMS. All training and development initiatives are specifically to meet the needs of our pupils currently on the SEN register.</p>

<p>Evaluating the effectiveness of the provision made for children with SEND</p>	<p>The head teacher and the senior leadership team regularly monitor and evaluate the quality of provision for all pupils. The SEND governor meets the SENDCO termly and a Vulnerable Groups Governor sub-committee meets termly, then reporting to the full Governing Body. Budgets are closely monitored by the school business manager, head teacher and governors. The school aims to use interventions in school that have proven outcomes and are evidence based.</p> <p>The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:</p> <ul style="list-style-type: none"> <li>• Analysis of pupil tracking data and test results at pupil progress meetings</li> <li>• Progress against national data</li> <li>• How children progress in interventions groups</li> <li>• Progress against individual targets</li> <li>• Pupils' work and interviews</li> </ul> <p>Each year we review the needs of the cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any changes to provision or support needs to be made.</p>
<p>How children with SEND and enabled to engage in activities available with children in the school who do not have SEND</p>	<p>At Hawthorn Park we are committed to giving all our children every opportunity to achieve their potential and develop as well rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that all learners can join in with activities regardless of their needs. The head teacher monitors attendance at after school clubs and pupils with SEND are actively encouraged to choose a club.</p>
<p>Support for improving emotional and social development</p>	<p>The children's well-being is at the heart of everything we do at Hawthorn Park: the needs of all children are known by staff who are able to provide a high standard of pastoral support. Our PHSE curriculum has an explicit focus on emotional and social development and we maintain a dedicated nurture space available to all pupils.</p> <p>Where a small group of children may need additional support to develop social communication skills a range of strategies and interventions are used, ranging from light touch nurturing through to weekly Counselling and involvement of CAMHS.</p> <p>Two trained Teaching Assistants run a lunchtime nurture drop-in facility for the children and our Parent Support Worker is able to provide additional emotional/social support for children and their families.</p> <p>Specific staff are trained to support the medical needs of pupils and where relevant, personal care plans are put in place. The Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff, including addressing the root cause of any bullying episodes as well as the negative behaviours. We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality.</p>
<p>How the school involves other bodies, including health and social care bodies, the local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families</p>	<p>The SENDCO liaises with external professionals to discuss school priorities and their services can help to support pupils with SEND. When specialist support is required, an individual referral will be made. In these cases parents will be consulted and consent sought.</p> <p>We have established relationships with a range of professionals in health and social care. These include educational welfare, school nurses, educational psychologist, social workers, behaviour support services, speech and language therapy and occupational therapy.</p> <p>When a referral is made to the Child Development Centre, a member of school staff attends the meeting with the family. The school contracts counselling from the charity Sorted and works closely with the charity Chums.</p> <p>When Looked after Children attend our school we do our utmost to ensure they fulfil their potential. We work alongside the virtual school for Looked after Children, attend review meetings with social services and maintain a Personal Education Plan (PEP).</p>
<p>Arrangements for handling complaints from parents of children with SEND about the provision made at the school</p>	<p>We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Hawthorn Park to speak to us as soon as possible. In the first instance, please speak to the class teacher. If parents/carers feel their child's needs are still not being met they should make an appointment to see the SENDCO who is also the head teacher.</p> <p>If concerns are still unresolved parents may wish to use the Parent Partnership service or engage with the school's complaints procedure.</p>