

Hatfield Woodhouse Primary School

Brief description of the school

Hatfield Woodhouse Primary School is set in a rural community, catering for children aged 3-11 years old. We currently have a school population of 202 children. We are an academy and we are sponsored by SPTA (School Partnership Trust Academies).

Hatfield Woodhouse Primary School is a caring place to grow, create and explore. We offer a wide variety of opportunities for every-one to discover and unlock their potential to become confident life-long learners, developing aspirations and fulfilling dreams.

We are an inclusive, welcoming school, where learners build their confidence and trust. Within our family community we want learners to know that having the awareness to learn from mistakes is one of the biggest keys to success.

We believe our creative curriculum, hinging on project-based learning is the most effective way to engage children in learning.

We have achieved the Achievement For All Quality Mark, after completing two-year improvement programme that will supported outcomes for vulnerable and disadvantaged pupils, including those from low income families, those identified with special educational needs, and looked-after children.

How we identify if your child may need additional help and/or has special educational needs (SEN)

At HWPS we identify SEN via our Raising concerns and monitoring for SEN Policy which is based on the 'Assess, Plan, Do and Review' model (see policy).

Children are assessed on entry to school and staff will observe children to monitor their progress academically, socially and emotionally. Children are assessed throughout their time in the school, to enable staff to celebrate successes and identify any areas of concern.

We use early intervention to address any issues as soon as possible to minimise impact on long term progress. Concerns are logged and a monitoring and action process is used to support the pupils, with any actions then being agreed.

Possible outcomes could include:

1. No further action being needed
2. Children being added to the SEN register and further support identified
3. Children may be referred for further external support (outreach, assessment, EHCP).

Parents are encouraged to speak to their class teacher about any specific concerns that the parent may have about their child's needs, strengths and development areas.

Where we have specific concerns about a pupil, we will seek to support children through the Assess, Plan, Do, Review process and this will be documented in a Support Plan, or where we are monitoring a concern we will use a one page pupil to document the child's needs.

How we involve parents and carers in meeting the needs of their child and in whole school developments

Parents will be fully informed at every stage and the views of both parents and pupils taken into account. We understand the importance of the whole child, and we value parent's input in terms of the experiences they have at home with their children as this can be vital in understanding and supporting children. Parents are involved in bi-annual parent's evenings and this provides an opportunity to discuss children's progress and needs. Parents are also involved in any review or specific process, either by attending or having their views collected. We use the Achievement for All 'structured conversations' model to develop solid partner partnerships.

In terms of support plans or one page profiles, parents will receive a copy of the profile at least three times a year, although targets will be set half termly. They will also be asked to feedback on their views on the profile, as well as identifying ways that they can support the school and their child.

In terms of specific commitments, we will:

- Ensure that all parents with children on the SEN register are aware that their children are on the register and what this means
- Ensure that parents are aware of the support that is available for their children
- Give parents opportunities to identify their experiences with their child at home
- Provide information on SEN procedures and processes
- Provide opportunities for parents to feed into the personal pupil profile and target setting
- Ensure that the review process seeks and takes account of the parent/carer's and pupils views
- We will seek parental consent for external provision (as required) from outside agencies
- Ensure that parents are clear on whether progress is being made.

How we will involve your child in the planning and review of their support

We believe that children will thrive when they are supported and engaged in their own development. We engage our children in this process through target setting and developing their one page profile/support plans. The personal pupil profile allows us to capture children's views on when they do well, what support they need and what specific areas they feel they need to develop. We also use the profile to build a picture of the whole child e.g. five words that describe me, what I like, so that we can adapt support to utilise this information in differentiating tasks. This is reviewed half termly with a member of staff and this is shared with parents.

The children are also actively engaged in assessing their own development through self-assessment of their work. They are also involved in identifying when they feel that they have met a goal.

Children's views and learning styles are also considered when considering what type of support would be appropriate.

Children will be consulted at a level or in a format that is appropriate for their level of understanding – which will be agreed with parents.

How we match the curriculum, teaching and learning approaches if your child has SEN

At HWPS we have a creative curriculum (Cornerstones), which seeks to engage children in creative and active learning through a range of learning styles and opportunities. The structure is multi-sensory to meet the needs of all learners.

Our lessons are differentiated appropriately for individuals in the class, based on the 'Assess, Plan, Do and Review' and quality first teaching model.

Children may receive additional specific and targeted support, to enhance quality first teaching. This may be 1-2-1 support in certain areas or group based work. The children will also be provided with resources to assist their learning, for example Numicon.

For children who have support plans or a Statements of SEN or an EHCP and are working towards targets, these specific targets will be incorporated into their daily learning.

Through engaging with parents and pupils, we are also able to identify strategies and interests that we can use to ensure learning engages pupils and enhances their progress.

How we provide additional support if your child has learning needs

Hatfield Woodhouse Primary School (HWPS) is committed to providing a high quality education to all the children. We believe that all children, including those identified as having special educational need, are entitled to access the curriculum and be fully included in all aspects of school life.

We believe that all children should be included in an engaging and creative curriculum. Classroom based Quality First teaching is used to ensure that children are able to access learning in all lessons. Lessons are differentiated to suit the different learning and sensory needs of individual pupils. Resources and support are used to ensure that everyone is able to access the curriculum and thrive and develop. We used a waved approach to teaching, so that all children receive direct contact with teachers and support staff. Teaching Assistants are also used to support individuals and groups where a need is identified.

All of our children participate in classroom based learning, with small interventions groups receiving additional support where a need is identified (which may be outside of the classroom). Sometimes for specific activities children may receive 1-2-1 support.

We provide additional social education opportunities for those with specific needs. This can be done on a 1-2-1 basis (e.g. mentoring) or in group scenarios (e.g. SEAL types sessions).

If a child has a support plan, Statement of SEN or EHCP, resources will be dedicated to helping children meet their short and long terms targets and outcomes. We conduct resource planning to ensure that we are able to identify and meet the needs of the children.

How we provide additional support if your child has social and communication needs

If children present a social and communication need, support will be provide to identify any difficulty and then to support the child's progress.

Internally, we use the WELLCOMM assessment scheme, which allows early identification of speech and language difficulties. We also use assessment and observation information to help identify any issues. We also work closely with parents to identify any common issues between the setting and home environment.

We are able to access support from various services to help identify specific issues, for example Speech and Language, the school nursing service, the Educational Psychology Service.

Within school, we have staff who have received training on specific conditions, such as Autism.

We use the APDR process to work towards and monitor targets progress in any areas identify by parents and professionals, as high priority needs.

How we provide additional support if your child has physical, sensory and/or medical needs

Planning will involve assessing the physical and sensory environment to ensure that it supports children's learning. Physical changes may be needed, for example some children may need to access more space in the class room or need more learning space. Sensory considerations may also need to be considered, for example a sensitivity to sound.

These areas will be considered when planning:

- Staff allocation
- Room allocation
- Funding spend
- Availability of resources
- Personal Pupil Profiles and target setting
- Specific activities (adequate time)

The Equality Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the same access to information, the school environment and the curriculum.

Therefore the school will make reasonable adjustments on a needs basis including:

Physical environment

Sensory considerations

Information

Access

Medical needs

How we provide help to support your child's emotional health and well being

At HWPS we have a strong ethos in terms of developing the whole child. The school has established a range of skills called the Woodhouse Wows that focus on developing key skills such as taking care and independence:

Quality: Determination, problem solving, reflection and evaluation

Partnership: Showing respect, Confident communicator and team work

Responsibility: Taking care of people and other people, Working independently

Aspiration: Taking a risk and Imagination.

The school has a weekly focus area and all classes focus on that specific key area during the week. Our school awards (Star of the Week) are based around being able to apply or develop these skills.

We also have weekly SEAL based lessons and regular circle time sessions, to develop children's awareness and empathy in terms of their own wellbeing and that of others. The school work to the same curriculum, with 5-6 main subject areas each year. We link our SEAL learning to assemblies and circle time.

Each year we assess children's emotional literacy and we are able to identify developments in Emotional Literacy, as well as identifying children who need more support.

In school we have two trained learning mentors, who are utilised to help children who are having difficulties socially or emotionally. They are experts at providing enrichment and emotional support opportunities.

We are also committed to ensuring pupils are safe in school, having recently achieved the Bronze Anti-Bullying Charter mark.

How we promote developing independence

At Hatfield Woodhouse developing independent learning skills are fundamental to our mission. We want to ensure that children have a range of life skills, that they have the confidence to apply.

We encourage independence and engagement through a creative curriculum and engaging strategies for learning (e.g. Talk for Writing, Big Maths).

In addition to this, we use Kagan strategies in our every-day practise, which works on engaging all pupils.

SEND pupils targets are based on their individual needs, but we would expect independence to form part of their long term outcomes, if this is a need that they have.

How we measure and review your child's progress against their targets and longer term outcomes

All children in the school are assessed on a half termly basis in terms of their learning and they are set targets for learning. The children are set targets based on their progress and what we would like them to achieve.

Children who need additional support or have special educational needs, will be supported through targeted support and intervention. Where there is a high level need, a Statement of SEN or EHCP (Education and Health Care Plan) or a support plan may be used to support children, and this will set specific targets. These systems ensure that children have SMART targets, which are closely monitored to support children and families in achieving the desired long term outcomes. The targets may be a mix of academic or personal, emotional or social skills.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Children's needs are assessed on an individual basis, in conjunction with children, families and professionals. We would make any reasonable adjustment to ensure that children are safe and welcoming for children, as well as planned to ensure that they encourage their personal and academic growth.

The school has policies to ensure that we have consistency in different classrooms, to support learning, but individual classes will have individual adjustments to meet the needs of children in that class (e.g. sensory items, writing slopes, etc).

We are currently developing a sensory room and also an inclusion room. The sensory room will provide a calm space for children with sensory needs to explore a

range of sight, smells, sounds and feelings in a safe environment. The Inclusion room will provide a place for specific pieces of work to take place with pupils and also a meeting space for parent meetings to take place.

How we include children with SEND in the life of our school

Children with SEND are not set apart from any other child in the school and access the full curriculum, where possible. SEND children form part of our main classes and may access additional support or interventions, based on need, like any other child in the school.

As an Achievement for All school we are focused on the attainment and inclusion of all pupils.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

The school is committed to developing staff and the support we are able to offer our families through Continuing Professional Development.

We have a range of opportunities to identify and deliver training, including:

- Blue Sky training system which staff can access to identify and book training opportunities
- Annual Performance management and review meetings allow staff and leaders to identify training needs and opportunities. Ongoing, the SENCO and Leadership team will identify training opportunities with individual staff to ensure we are developing our staff, as well as providing skills staff to support our pupils
- Additional training on staff training days takes place 5 times a year, examples include briefing on Attachment Theory and signs of Dyslexia
- Staff have been able to benefit from training from local schools in areas of specialism that they have, for example SEAL and restorative practice
- Staff have been able to visit schools with specialisms and receive outreach support and training (e.g. SPTA / LEA referral units, Bentley High Street)
- Staff may need to have specific awareness of issues related to specific conditions. As an example our staff who are new to working with children with ASD, have all completed an introductory course to ASD. A member of staff has also completed the CYGNET training course.
- The SENCO attends regular SENCO network meetings and this is an opportunity to find out about training that is available in the region
- The SENCO is also enrolled on the National SEN Coordinator course
- Through the SPTA AP school training and advice will be available for specialist in specific areas.

Staff are also able to draw on expertise, training and advice from professions who work with children for example the ASD team, speech and language specialists, Educational Psychologists and Occupational therapists.

External support and expertise we can call upon to help us to meet children's needs

As part of our Academy chain and Local Authority core offer services, we are able to access a range of expert support to ensure we can meet the needs of children in the school.

The list of the main resources we access to support children in our school achieve their potential (not exhaustive):

- Educational Psychology Service
- ASCETs
- Nursing Service (medical services and access to pathways for diagnosis of conditions e.g. ASD/ADHD)
- CAMHS – Children and Adolescent Mental Health Service
- Occupational Therapy Services
- Speech and Language Services
- EMTAS (Ethnic Minority and Traveller Achievement Service)
- Social and Welfare services
- Outreach support from specialist schools and professional
- Support from specialists within the SPTA chain

How we prepare children to join our school

To support the transition from home to F1 (Nursery) we provide the following: home visits, information packs, nursery meeting, stay and play sessions, pre-emptive meetings for children with additional needs as necessary- involving parents, class teacher, SENCO, and relevant outside agencies.

To support the transition from home to F2 we provide the following- information packs, reception meeting, transition sessions, transition day pre-emptive meetings as necessary- involving parents, class teacher, SENCO, and relevant outside agencies.

If children are joining in mid-year or from another school, again we will consult the previous school and gather as much information as possible. Where appropriate we would engage with any agency that is supporting families and children to ensure that we are aware of all of their needs and that the school is able to meet them.

We would advocate that any family considering the school, should visit the school before hand to ensure that they have a smooth transition and that they feel that we can provide what they are looking for in a school. We believe that school should be a partnership between families and school communities and that this should begin as soon as possible.

In all cases preparation is the key for a successful transition. All parties engaged in the process should work collaboratively, to ensure that any required support is available, effective and timely.

How we prepare children to move on from our school

All children moving from Year 6 to secondary school take part in transition visits to their new schools. For children on the SEN register, the school advocates enhanced transition. This can include additional transitional visits, preparation meetings with the new school SENCOs and social support for transition (e.g. ASD team support for the changes into high school).

We pass on personal pupil profiles for each child, usually on a face to face basis, in transition meetings with secondary SENCOs.

In addition to this Year 6 receive a range of social and emotional development support as part of their transition through SEAL and initiative such as Crucial Crew and support from South Yorkshire Transport.

Transition from other year groups would follow a similar structure.

How we deploy our resources to meet the needs of children with SEND

At a strategic level, resources are deployed using a provision map, which takes into consideration the needs of the children within our school. Needs are identified through the EHCP or APDR process and takes into account the needs of individual children, against the resources available to us.

This process identifies supports needs, specific types of support and the amount of resource needed to deliver specific support for individuals or groups. We are also able to draw on external support which is documented in the provision planning.

Contacts for more information

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SEND Policies and SEN Information Report link(s):