

Hawthorn Primary School

Brief description of the school

Hawthorn Primary School is a small, inclusive primary school with 222 pupils on statutory roll, 28 pupils on roll in the nursery unit and 8 two year olds on roll.

Hawthorn is situated on the outskirts of Doncaster. The percentage of pupils from minority ethnic backgrounds and with English as an additional language is increasing in number but remains below the national average.

The number of pupils with learning difficulties and/or disabilities supported at school action is above national average (school 16.2% National 8.9%). However, the number of pupils with a statement is below national.

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

A graduated approach:

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through (b) and (d) it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- Parent's evenings are used to monitor and assess the progress being made by children.

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

Our open door policy encourages partnership working with parents/ carers. We believe that a close working relationship with parents is vital in order to ensure

- Early and accurate identification and assessment of SEN leading to
- Appropriate intervention and provision

- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

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

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- There is a School Council Meeting every half term where issues or viewpoints are discussed
- We have pupil questionnaires to gather ideas and opinions
- Wishes and feelings are sought from vulnerable children
- Children with Statements or SEN support plans complete a one page profile and share the views during the review meetings.

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

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How we provide additional support if your child has learning needs

The school budget, received from Doncaster MBC, includes money for supporting children with SEN.

The Head Teacher decides on the budget for SEN in consultation with the school governors, on the basis of the needs of the children currently in the school.

The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including:

- the children receiving extra support already
- the children needing extra support

- the children who have been identified as not making as much progress as would be expected

and decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as need.

Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress. A child's individual support will be discussed with parents/carers regularly. All resources/training and support are reviewed regularly.

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

Teachers make sure their classes have lots of language support and activities. We have trained members of staff to provide specific interventions such as 'Talk Boost'. We work in partnership with speech and language therapists to plan and deliver support for children with specific difficulties. Several teachers and teaching assistant have level 1 training in the use of Makaton. This training is rolled out as the child/ren move through school. We have several members of staff trained to deliver lego therapy as well as supporting speaking and listening skills this initiative also supports social skills.

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

We have trained in staff who are able to support children with a tracheostomy, gastrostomy and diabetes. We are an Asthma Friendly Beacon School.

The school nurse visits school to carry out checks with children and to provide advice and training to staff. She also assists in writing Health and Care plans for children. In school we have a medical area for use by children and adults who are hurt or unwell. Medicines are stored safely in the school office. There is a team of staff who are first aid trained; we are able to administer medicines to children as directed by parents/ carers.

Physiotherapists and Occupational Therapists provide specific advice and guidance for target children. They also provide training for staff. Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups. Gross motor skills are developed through specific training programmes tailored to the individual's needs.

At Hawthorn Primary School all of the learning spaces are on one level making them accessible to all. There are some adaptations such as ramps and toilets with disabled access.

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

In order to support the social, emotional wellbeing of a child we promote positive friendships, we may use a 'circle of friends', sensory circuits or 'circle time' involving the whole class. A Play Therapist (professional counselling service) is based in school and provides some children with weekly counselling. Opportunities are also provided for children to request a time to talk with an adult.

How we promote developing independence

At Hawthorn we promote and encourage independent learning by:

- Using visual timetables
- Give children clear and consistent expectations
- Celebrate successes (in class and whole school)
- Teachers provide differentiated work, and when necessary appropriate scaffolding
- Structured group work
- Reflection opportunities are provided for self and peer assessment

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

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed, in Year 6 using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education
- Children who are receiving support/intervention but do not have a SEN support plan will be placed on the school provision map and their progress will be monitored at the end of every term.
- The SENCO will also check that your child is making good progress within any individual learning and in any group that they take part in.

A range of ways will be used to keep you informed, which may include:

- Home/school contact book
- Letters/certificates sent home
- Additional meetings as required
- Annual Reviews
- End of Year Reports

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Statements and SEN support plans will be reviewed with your involvement each term.
- Home Learning will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- We hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- The SEN support plan will include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.

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

The Headteacher and SENCO oversee the school's inclusion policy, and are responsible for ensuring that it is implemented effectively through the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

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

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

All staff at Hawthorn have received bespoke training of how to support children with autism. All teachers have had bespoke training in setting and evaluating SEN targets.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

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

Hawthorn Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Doncaster Education Psychology Service
- Behaviour Support Service (PLC)
- Speech and Language Service (Class teacher also liaises)
- Language and Learning Support Services (EMTAS)
- Community Nursing Team
- Sheffield Children's Hospital

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

How we prepare children to join our school

- If your child has been allocated a place in our Foundation Stage 1 (Nursery) of Foundation 2 (Reception) class via the local authority and they have a special educational need and/ or disability, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- Your child's key person may make a home visit and also visit your child if they are attending another provision; this will automatically happen if your child is starting in the school Foundation Stage 1 class (Nursery class) or is new to the school and starting in our Foundation Stage 2 class (Reception)
- We may suggest adaptations to the settling in period to help your child to settle more easily but these will be agreed with you at the TAC meeting
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.
- The class teacher will arrange an early meeting with you to review your child's learning, following the settling in period.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

How we prepare children to move on from our school

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All SEN paperwork will be shared with the new teacher.

- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6

- The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

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

- The school budget, received from Doncaster LA, includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including
 - the children receiving extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.
- And decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.
- Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child's individual support will be discussed with you regularly.

Contacts for more information

Head teacher/ Principal: Mrs Diane Wakefield

Chair of Governing Body: Mr Hue Fraser

Address: Elmham Road, Cantley, Doncaster

Telephone: 01302 535906

Email: admin@hawthorn.doncaster.sch.uk

Website: <http://www.hawthorn.doncaster.sch.uk/>

SEND Policies and SEN Information Report link(s):