

Hexthorpe Primary School

Brief description of the school

Hexthorpe Primary School is a mainstream primary catering for children aged 3 to 11 years old. There are currently 512 children on role. At Hexthorpe Primary we believe that every child can make progress and achieve and we believe it is our responsibility in partnership with parents, to make sure that this happens. We ensure that teaching and learning opportunities meet the needs of all our learners. At Hexthorpe Primary School we ensure that appropriate provision is made for all pupils who belong to vulnerable groups. This includes children with levels of special educational need, pupils with English as an additional language, and those who are socially disadvantaged in some way. We aim to ensure that pupil needs are assessed and addressed.

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

The SEN Code of Practice 2014 explains that special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Hexthorpe Primary School has developed a rigorous system of identification of pupils who may have a special educational need and who fall into one or more of these areas. Both teachers and support staff have been trained to identify specific needs and any pupil identified will be referred to the Special Educational Need and Disability co-ordinator, Miss Jewsbury. An assessment of your child will take place in order to identify potential barriers to learning and the area(s) in which your child is struggling. SEN support plans are then drawn up for pupils identified with learning needs. Parents are consulted closely as part of this process.

If you need to speak to a member of staff about a specific educational need or support that your child can access, then appointments can be made to talk things through with Miss Jewsbury.

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

At Hexthorpe Primary we are proud of our excellent relationships with parents and always encourage them to work with the school to develop their child's learning. Parents are actively involved in the planning, target setting and reviewing of progress of pupils who are supported with a SEND Support Plan or Education Health and Care plan (EHaC). We hold termly parent meetings at which your child's strengths and areas for development from school are shared and at which you can share your thoughts on your child's development. In addition, we also have parental workshops to share how we teach reading, writing, spelling and maths. We also liaise closely with Doncaster Arts (DARTS) and have had family craft workshops on a range of subjects from a community 'Day of the Dead' project to another on 'Doncaster by the Sea'.

In school, our Pastoral team can offer you parenting support through the Webster Stratton parenting programme which will help you to manage challenging behaviour

amongst other issues and let you know you are not alone! We can also offer support for attachment issues through our trained staff. If members of school feel a parent may need help in any way at all, we look at how we can help and try to encourage participation. Our Pastoral team are also always on hand to support families who are going through challenging times that families sometimes face.

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

We believe that a partnership with pupils is essential in relation to SEND and that pupils have the right to have their views incorporated in assessment and review and to be involved in decision making about their own special educational needs. We recognise that effective action for SEN students will depend on close cooperation between the school and other services and agencies. Children are informed about and involved in setting their own targets. They are supported to achieve them and are also supported to know what they need to do to achieve them. Children are involved, wherever possible and appropriate in the discussions between parents, class teacher and SENDCo.

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

The Disability Discrimination 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. This may involve adaptations being made to the learning environment, such as specialist lighting, markings on floorings etc, as far as this is practical to do so.

We aim to adapt the curriculum wherever necessary to ensure it can be accessed by all pupils. This may be achieved through use of adaptive resources or altering tasks to ensure all pupils can access learning appropriately. We believe quality first teaching involves differentiation at all levels in all areas of the curriculum and work conscientiously to achieve this.

How we provide additional support if your child has learning needs

At Hexthorpe Primary School our practice is inclusive. We believe that the best way for children to learn is through high quality teaching and we aim to provide a curriculum that is accessible to all pupils, regardless of their individual needs. Teachers plan their lessons very carefully, differentiating and making adjustments as necessary for individuals or groups. Our approach to teaching and learning meets the learning styles and needs of all the children. Suitable resources are chosen which both motivate and are sensitive to children with additional needs.

We support the children within the class to involve and engage them and put in place interventions outside the class to close the gap. Support for pupils with SEND is put in place within class and through out of class interventions as appropriate.

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

We support children with social and communication difficulties as part of our inclusive work and we are fortunate to have a specialist member of staff with whom we can consult. We work closely with the local authority to ensure we are following best practice and liaise with other settings as necessary. Children work alongside trusted adults to create social stories for situations which they may find difficult and transition is carefully managed with other settings and issues are discussed

sensitively with adults. Parents are signposted to support available in the area as we want to help you access the support you need.

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

The school works closely with health visitors and Doncaster Schools' Nursing Service to address any medical needs and make reasonable adjustments accordingly. We aim to gather as much information as possible about a child's medical needs and to this end we would like to meet with you for a chat to get a good picture of what is required. We then liaise with medical professionals who are working with your child to ensure we are following appropriate advice. Where staff require additional training to deal with specific medications eg epilepsy medication / epipen use, we will do our best to ensure this takes place. Hexthorpe Primary has a safe administration of medicines policy and is able to administer some prescribed medications.

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

Your child's class teacher is always the first port of call for any compliments, questions or concerns. On most occasions the class teacher will be able to answer questions; however they may sometimes need to speak to other members of staff in which case they will get back to you as soon as they are able.

This year the school is extremely fortunate to have a brand new pastoral team who also work with specific children in school as well as working closely with families. The pastoral team consists of Mrs Garbett, Mrs Sanderson and the learning mentors Mrs Higham and Mr Flanagan. Any of these members of staff can help to make referrals to different agencies for support and teams specifically to support parents. A member of the pastoral team is at each entrance to the school every morning where they can be approached directly with any concerns. Alternatively, appointments can be made to see any of the above people through the school office. The pastoral team can also provide individual/ small group nurture provision or emotional support. Pupils complete the PASS documentation and the Boxall profile to identify their areas of need.

At Hexthorpe Primary School we have a PHSCE curriculum which is delivered throughout school. Circle time is planned weekly and the school's Behaviour and Inclusion policies are based upon our Code of Conduct for rewarding good behaviour. This provides extra support for identified pupils in their social and emotional development. Our Anti-Bullying policy also emphasises to all members of the school community that bullying is not acceptable and must be **totally** discouraged. We aim to produce a consistent school response to any bullying and incidents of harassment that may occur.

How we promote developing independence

Throughout school we aim to encourage all pupils to develop independence whether they have a special educational need or not. In this way they are prepared for secondary school or for other settings in which they find themselves. Where your child has a disability which may impede their independence, we work closely with you and appropriate professionals to take small steps towards improvement so your child can progress confidently.

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

All pupils at Hexthorpe Primary work with class teachers and learning support assistants (LSAs) on a daily basis. Additional adults may work alongside children with identified special educational needs either inside or outside the classroom on a regular basis. The support staff work with pupils either as individuals or with small groups towards specific goals or targets. Progress towards these targets can then be monitored to ensure a pupil is improving. If after a few weeks the work is having very little impact, the SENDCo and class teacher will look for alternative strategies to try. Discussions with parents/guardian will take place whenever a change is made. Adults may also be asked to complete additional work at home to consolidate what is being learned. Record of Achievement meetings are held on a termly basis with adults and the class teacher to discuss progress. Additional meetings may be held with the pastoral team or SENDCo if necessary.

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

Hexthorpe Primary School is readily accessible to all who need to access it. Classrooms in the Foundation stage and KS2 are accessed on the flat, whilst KS1 classrooms are accessed by sloping ramps which are suitable for wheelchair access. There is also a broad gentle slope to the playground which is suitable for wheelchairs and parents with pushchairs. There are toilets suitable for wheelchair use in Foundation 1, upper KS2 and near the staffroom in the centre of the school.

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

All staff, whatever their role within the school, have a duty to promote the equality of opportunity **for** all pupils and positive attitudes **towards** all pupils. We believe that the best way for children to learn is through high quality teaching and we aim to provide a curriculum that is accessible to all pupils, regardless of their individual needs. Teachers plan their lessons very carefully, making adjustments as necessary for individuals or groups.

When going on a visit, the school always carries out a risk assessment as it has a duty of care to ensure everyone's safety. If an additional adult is required for 1-1 support, then the school will provide this but it may be that in certain instances we may request parental support for visits.

After school clubs are available to all on a first come, first served basis. If your child's behaviour or need is a cause for concern and is a safety issue, it may be decided that it is not in your child's interest to attend the activity. The school has to consider the education and safety of all.

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

Hexthorpe Primary school has a training programme for all members of staff. Children who have moderate learning difficulties are usually supported in class by teachers and learning support assistants (LSAs). If we have children who have other difficulties and/ or disabilities we will seek additional training opportunities for the adults working with the children/ groups of children.

Currently, we have members of staff trained to support and deliver speech and language activities, lego therapy, social skills, emotional literacy and moving and handling. Staff have also received training on dyslexia and dyscalculia as well as autism. School staff have led the training of Initial Teacher Training students for Doncaster's teaching school alliance, Partners in Learning. We also have a number of bilingual staff who can assist all EAL pupils' to access activities.

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

At Hexthorpe Primary School, we buy into the provision on offer by Doncaster Local Authority. These include the Educational Psychology service, Speech and language therapy, the School Nursing Services, Child and Adult mental Health Services (CAMHS) and Specialist Teacher provision such as hearing and visual impairment and autism. We also work very closely with our local Integrated Family Support Services to access what they have to offer. If either you or the school feel that something additional is required, we are always happy to discuss this. In the past we have accessed art therapy and individual pupil counselling. Our Learning Mentor team work over break and lunch times to support children who are struggling in a variety of areas and use play, craft and music activities to meet individual pupil needs. After lessons, the school runs a variety of after school clubs which includes a number of booster classes particularly (though not exclusively) for pupils who have been identified for additional support.

How we prepare children to join our school

We have robust systems in place at Hexthorpe Primary. If your child is joining our Foundation 2 from another nursery, the minimum transition will include a telephone conversation with the previous nursery to gather information on how your child settled and participated in activities. We always have an induction meeting so you can share information about your child and there are also opportunities for you to visit the school and meet the Foundation team. Occasionally the SENDCo, the class teacher or a member of the Pastoral team may visit your child in their setting. At all times, we aim to make the transition from one setting to another as smooth as possible as some children can find this challenging.

How we prepare children to move on from our school

If your child is moving to secondary school, we work very closely with the local secondary schools and liaise with them on a range of issues. Staff members of the main local secondary school regularly visit Hexthorpe Primary, and the SENDCo meets with the other SENDCos on a regular basis. A member of our Y6 team has particular responsibility for transition but the Y6 team all work closely together to a smooth move from one setting to another. For SEN pupils, the SENDCo will also be involved with the process which may involve such activities as additional visits or social stories. Parents are closely involved in the process and are regularly involved in additional visits.

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

We are committed to monitoring the progress of every child and direct resources according to the level of need for individuals and groups of children. If your child has an Education, Health and Care Plan (EHaC plan), you will be invited to discuss your child's needs on an individual basis and the provision made for them will be based on the recommendations outlined in the plan.

Your child may not have an EHaC plan, but may have an SEN support plan with targets that are designed to accelerate your child's learning and close the gap with other pupils where possible.

Your input and support is invaluable to us and you will be consulted at every stage of the plan being implemented

Contacts for more information

Head teacher/ Principal: Mrs Nicola Parker-Watts

Chair of Governing Body: Mrs Tricia Campbell

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SEND Policies and SEN Information Report link(s):