



# **SEN Information Report**

**Hawkswood Primary  
PRU & SEMH  
Provision**

## **Hawkswood Primary PRU and SEMH Provision**

### **SEN Information Report for 2018 – 2019**

Welcome to our SEN information report which is part of the Waltham Forest Local Offer for Learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met here at Hawkswood Primary School throughout a robust and tailored provision. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs. At Hawkswood Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs. If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Gentles (Head Teacher/SENCO) to discuss your concerns.

#### **1. Does the setting / school / know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows: "A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.*

#### **2. How will early years setting / school / staff support my child/young person?**

##### **The class teacher:**

Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Writing individual Action Plan for Inclusion /Individual target plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

**The SENCO: Mrs Gentles**

Responsible for...

- Providing professional guidance to colleagues and works closely with staff, parents and other agencies.
- Writing SEN Information Report which MUST be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Managing the transition process
- Ensuring that the school keeps the records of pupils with SEN up to date
- Working with head teachers and school governors with regards to reasonable adjustments and access arrangements

**The Head teacher: Mrs Gentles**

Responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher, who is also the SENCO will give responsibility to the class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place and The

**SEN Governor: Vacancy to be appointed**

Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- supporting and challenging the Head teacher/SENCO with regards to SEN within the school.

### **3. How will the curriculum be matched to my child's/young person's needs?**

All of the pupils who attend Hawkswood Primary fall into the bracket of having 'SEN'. Because of this we provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

When providing support that is "additional to" or "different from" we engage in a four-stage process using the graduated approach:

**Assess** – The class teacher and Head Teacher/SENCO clearly analyses each pupils needs and this involves taking into consideration all the information from discussions with parents/carers, the child, the mainstream school and assessments. This is all completed before identifying them as needing SEN support.

**Plan** – The class teacher and Head Teacher/SENCO will agree the support that needs to be put in place. This stage identifies the barriers for learning, intended outcomes, and details of what additional support will be provided to help overcome the barriers. Decisions will be recorded through half termly IEP's and will form the basis for review meetings. Parents will be notified and consulted with throughout.

**Do** - The class teacher and Head Teacher/SENCO remains responsibly for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum but the focus is on integrating all pupils and continuing to use quality first teaching.

**Review** – The class teacher and Head Teacher/SENCO will review the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Hawkswood Primary adheres to the following inclusive principles:

- *Staff value pupils of different abilities and support inclusion.*
- *Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school.*
- *There is flexibility in approach in order to find the best provision for each child.*
- *Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning.*
- *Interventions to support children identified with additional needs will be part of this process.*

### **4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

We encourage an "open door" approach whereby teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Headteacher/SENCO every term in reading, writing and numeracy.
- Through Parent Consultations and termly reports, Teachers make clear the attainment against age related expectation and the level of progress made.

- Each pupil will have IEP targets outlining maths, literacy, reading and 2 behavior targets. The progress from specific outside agency interventions such as our EP and SALT will be taken into consideration with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head teacher/ SENCO will monitor the progress made by SEN children in their class work and any intervention that has been put into place
- Regular book scrutiny and lesson observations will be carried out by the Key Stage leads and Head Teacher/SENCO to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- We send regular class and whole school newsletters with information about things that have happened. Also extra information can be found on the school website including class newsletters, photos of events, homework and useful links. In addition to this, where necessary we also communicate via home/school communication books.

## **5. What support will there be for my child's/young person's overall well-being?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Nurturing curriculum
- Two Key Stage 1 Nurture Groups
- Social awareness games and activities through weekly SALT
- Lunch time and play time buddy system
- Access external agencies and professionals and follow their advice
- Adult to child 1:4 ratio
- Classes no larger than 8 pupils

The school benefits from a Behaviour Policy with clear rewards and sanctions and throughout the school these exact same rules are applied consistently. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff input. As part of the curriculum, the school plans activities during Anti Bullying week and continually sets out to Parents its core principles regarding inappropriate behaviour and bullying.

Any pupils with additional medical needs are well catered for at Hawkswood Primary School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs records. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to

September 2018

appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan, with the support of our school Nurse which is reviewed annually.

Each classroom has an emergency first aid kit and we a school asthma inhalers in case of emergency. This is monitored and checked regularly to ensure it is in date.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. SLT carry out pupil voice questionnaires each term and from the data recorded, use pupil voice to continually build on their suggestions. Prior to SEND review meetings, pupils have the opportunity to share their views.

## **6. What specialism services, experience, training and support are available at or accessed by the school?**

Once the school has identified the needs of SEND pupils, the Head Teacher/SENCO decide what resources/training and support is needed.

### **School Provision:**

- Read Write Inc. (RWI) and Numeracy small group interventions delivered by TA's and designated teacher.
- Support in the form of reading, phonic and maths programmes.
- Daily after school clubs
- Whole staff training on LGBT support/integrating across the curriculum
- Educational Psychology Service
- Speech and Language Therapy (SALT)
- School nurse
- Occupational Health
- CAMHS
- Student social workers

## **7. Which training are the staff supporting children and young people with SEND having or are having?**

**Read Write Inc training** – *Katie L'Aimable (DHT/Key Stage 1 lead) & Lucy Mattison (Key stage 1 class teacher and moderator)*

September 2018

**Evacuation Chair Training** - *Jamie Grange (Key Stage 2 class teacher) & Ripandeep Kaur (HLTA)*

**Nurture Group Training** – *Nurture Group Staff*

**Behaviour as Communication Training** – *All Staff*

**Attachment and emotion coaching training** - *All Staff*

**Speech and Language training** - *All Staff*

## **8. How will my child/young person be included in activities outside the classroom including school trips?**

At Hawkswood Primary School we believe all learners are entitled to the same access to extracurricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extracurricular activities.

## **9. How accessible is the setting / school / college environment?**

- The school is fully compliant with DDA requirements.
- The main building is on a split-level (first floor used by Secondary Therapeutic) with easy access, double doors and non-stair access.
- The main school entrance can be accessed from a pedestrian pathway
- The front desk has a wheel-chair height section and is DDA compliant
- There is 1 disabled toilet and two changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The Head Teacher/SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment.
- Daily after school club is accessible to all children, including those with SEN.
- In respect to pupils with English as an additional language we access support from the EAL advisor and follow their recommendations.
- Trips or excursions are accessible to those with SEN or disabilities.
- The school has an up to date accessibility plan which is considered each year and whenever there is building work.

September 2018

- Two members of staff have completed the Evacuation Chair Training to support anyone using a wheelchair to exit the building safely in the event of an emergency.
- We have 1 designated parking space for blue badge holders. This is located directly outside the main entrance.
- The primary classrooms are all accessible off one main corridor. This is a flat straight surface that is accessible for all.
- We have 1 lift that allows the occupier to access the ground and first floors. This has space for 1 wheelchair and 2 standing or 4 people standing.
- Access to each classroom and learning space off the main Primary school corridor runs on a flat surface from room to corridor.

### **10. How will the setting /school prepare and support my child/ young person to join the setting /school, transfer to a new setting / school / college or the next stage of education and life?**

Concerns about particular needs will be brought to the attention of the Head Teacher/SENCO. Where necessary the Head Teacher/SENCO will arrange a further meeting with parents, mainstream setting where appropriate, health visitor etc. Class teachers will receive information from the mainstream school; if required the Head Teacher/SENCO will telephone the mainstream school to discuss individual pupil's needs.

Preparing for next steps Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible when a pupil starts at the PRU. Arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need.

### **11. Provide examples of interventions, equipment, resources that settings/ schools may allocate to match children's/young people's special educational needs?**

- Differentiated Read Write Inc. daily interventions
- Maths interventions
- Educational Physiologist
- Speech and Language SALT
- Adult to pupil ratio 1:4
- Classes no larger than 8 pupils



- The use of noise blocking ear defenders upon assessment

## **12. How is the decision made about what type and how much support my child/young person will receive?**

The Headteacher/SENCO decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. Headteacher/SENCO will assess all of the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information a decision is made as to what resources/training and support is needed. The school identifies the needs of SEN pupils on a provision. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

The school budget, received from Waltham Forest, includes money for supporting children with SEN, which is considered as element 2 funding. The school is given £10,000 for each place funded. £4,000 is basic provision; £6,000 is element 2 funding. Element 2 funding through the ISB formula then notional SEN to cover element 2 = £4,000 for Pupils who require it. The school must spend £6,000 on additional needs for a pupil before Element 3 funding would be considered; however, those pupils in our SEMH provision automatically receive element 3 funding.

## **13. How are parents involved in the setting / school? How can I be involved?**

At Hawkswood Primary, we value the importance of building positive relationships with parents and families within our School community. Many parents report a noticeable improvement in their child's mood and behaviour at home after a relatively short time of intervention at Hawkswood. From the first admissions meeting parents and carers are fully informed of the support that they and their child will receive from Hawkswood primary.

We correlate data from our parent questionnaires each half term to continually strive to support them child's emotional, social and academic needs as well as the wider family. We endeavor to send home letters regularly to keep our families abreast of what is happening in school, including half termly class newsletters. The newsletters celebrate attendance, give advice and information on safeguarding issues and explain which topics will be covered.

We hold parent and carer meetings with the class teachers on a termly basis where progress is discussed and really encourage our wider school community to join us for whole school assemblies and achievements. Each term we host a parent and carer coffee morning. In attendance are our school EP and SALT professionals who are available to answer any questions they may have. This also allows the parents and carers to talk to one another and share their experiences with parents currently going through the same journey with their child. We encourage our families to play integral roles in our employability and life skills work, such as inviting them to join us and share their skills and experiences.

We ensure that even the families of pupils who have successfully integrated and returned to a mainstream setting are given the opportunity to remain in touch and visit regularly. This has a huge impact of the attachment for the whole family and continuous support for all.

## **14. Who can I contact for further information?**

The Governors have adopted the Hawkswood complaints procedure. We hope to resolve any complaints you may have, which in the first instance should be directed to the Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting.

Complaints that are still not resolved can be sent to the Local Education Authority. Please see the complaints policy on the school website.

This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/carers, pupils, governors and staff. If you have any comments, please contact Mrs Gentles (Headteacher/SENCO).