Special Educational Needs and Disabilities (SEND) Information Report

(including reference to the Local Offer)

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1. Introduction

The aim of this information report is to explain how support for pupils with Special Educational Needs and Disabilities (SEND) works in our school. If you want to know more about our arrangements for SEND please visit our website or contact the school.

The information provided in this report is based on the requirements set out in:

- Schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014
- Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice
- Section 69 of the Children and Families Act 2014

This document also links to the West Sussex local offer. For further details about this please visit: https://westsussex.local-offer.org/

At Hawthorns, all our pupils are entitled to an appropriate education, one that is well-matched to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, further education or training

Our staff and members of the community are committed to working in partnership with parents/carers and children to ensure that all are nurtured to achieve their best and become confident individuals.

Hawthorns is committed to the following:

- Ensuring that all pupils have access to a broad and balanced curriculum
- Providing an adapted curriculum appropriate to individual needs and abilities.
- Ensuring the pupils (and parents/carers of pupils) with SEND are involved, where practical, in decisions affecting their provision.

2. What types of SEND does Hawthorns Primary School provide for?

Hawthorns is a small, mainstream, Primary School with nursery catering for pupils from age 2 to 11. We are an inclusive school. This means we provide for pupils with SEND which fall into one or more of the categories of need referred to in the SEND Code of Practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical) whose needs can be met in a mainstream setting.

We have an Inclusion base at Hawthorns in the main school called the Lighthouse. This is an enhanced provision for our pupils with more complex needs. Access to the Lighthouse is in agreement with the SEND Manager at the Trust on the recommendation of the SENDCo. The Lighthouse is a Total Communication environment for children whose primary area of need is Communication and Interaction on their EHCP and whose needs and provision we would struggle to meet in the mainstream class. The Lighthouse has a continuous provision room which provides access to a discovery curriculum reflective of the EYFS. There is also a 'classroom', outdoor area and sensory space. There is a high adult to pupil ratio with a qualified SEND teacher, EYFS practitioner and additional support staff. Pupils may access the Lighthouse on a full time or part-time basis depending on their needs. The Lighthouse staff also offer outreach support to the wider school in order to share their expertise and support inclusive practice.

We also have a nurture base at Hawthorns in the main school called The Hub. This is overseen by our Inclusion Team. This is a safe space for our pupils with complex SEMH needs at risk of suspension/permanent exclusion whose primary area of need is SEMH on their EHCP and who are not yet ready to access the mainstream classroom.
The children follow the Six Strands curriculum which priortises SEMH needs and focuses on six key behavioural and personal development values: respect, resilience, focus, self-regulation, boundaries and independence.
Access to the Hub during the school day is in agreement with the Head of School and SENDCo. There is a high adult to pupil ratio with a Pastoral Leader who oversees provision and additional support staff. There is an activity space with links to a therapy room, sensory room and calm space. Pupils may access the Hub on a full time or part-time basis depending on their needs. The Hub staff also offer reintegration support to the pupils with the aim that they will be learning the skills to be able to access their mainstream classroom.

3. How do we identify pupils with SEND and assess their needs?

The SEND Code of Practice states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. It also states that high-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high-quality teaching and is compromised by anything less.

We aim to identify children's SEND as early as possible so that the child achieves the best possible outcomes. Underpinning ALL our provision at Hawthorns is the **graduated approach** cycle of: Assess, Plan, Do and Review which is used to identify and assess pupils' needs to ensure they are met appropriately at every stage.

Classroom teachers, practitioners and senior staff spend time throughout the year discussing the progress of all pupils. If there are concerns about a child, these will be discussed with their parents/carers. They may then refer their concerns to the SENDCo so that the child can be observed and monitored more closely. Assessments may then also take place and referrals to outside agencies organized.

Pupils are identified and then supported in different ways in order to help with their progress. Targeted interventions or additional provision will be planned and implemented. Interventions may be administered individually or in a small group. Children may have extra support within the classroom from the adults. Parents/carers may be asked to support certain aspects of the curriculum at home such as regular reading and/or learning of core concepts.

If parents/carers are concerned about their child, then a discussion should first take place with the class teacher/Nursery Manager. It may then be necessary for a conversation or meeting to be arranged with the SENDCo to discuss your concerns further. You can also contact the SENDCo directly. We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. If we decide that your child needs SEN support, we will inform you prior to them being added to the school's SEND register.

Parents are also entitled to approach their local GP to make certain referrals. In some cases, referrals can be made with supportive information provided by the school.

When appropriate, the school may make a referral to, or seek further advice from, external agencies. We have access to a wide variety of services which are listed under question 15 in this report.

4. What is the name of the school SEND Co-ordinator (SENDCo) and what are their contact details?

Our SENDCo is Mrs Helen Morris. She can be contacted via the school office on 01903 268174 or by email at hmorris@hawthorns.school

5. What are the admission arrangements for disabled pupils?

We strongly encourage parents/carers of pupils with a disability or SEN to contact the school and/or visit prior to applying for a place so that we can discuss your child's needs and any reasonable adjustments necessary prior to them starting with us.

Schoolsworks Academy Trust have responsibility for the admission of all pupils to our Primary School. All schools in the Trust participate in the Local Authority coordinated scheme. Please email West Sussex Pupil Admissions at admissions.south@westussex.gov.uk or call on 033 302 43903 for further information.

For admission to our Nursery School please refer to our Nursery Admissions policy

6. How do we consult pupils and parents and involve them in the education of the pupil?

In line with the SEND Code of Practice, pupils at Hawthorns with SEND will be involved as much as possible in the decisions regarding their support and provision. Key staff such as the class teacher, support staff and SENDCo will spend time getting to know the child's strengths and needs. The level of discussion regarding a pupil's SEND, support and provision will be appropriate to their age and stage of development. A range of activities can be undertaken to elicit pupil voice and this is then used to inform future planning.

Pupil and parent/carer views are fundamental to the Inclusion Planning, ILP and Annual Review process.

We encourage children to think beyond their time at Hawthorns and the skills that they will need into their adult life so that we can start working to fulfil their aspirations.

Please also refer to question 6 for further information.

7. How do we assess and review pupil progress toward outcomes, including opportunities to work with parents/carers and pupils as part of this process?

We will follow the 'graduated approach' to meeting SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and adapt our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Most children on the SEND register have an Inclusion Plan or Individual Learning Plan (ILP) including short- term targets and linked provision which is regularly reviewed in collaboration with parents/carers and pupils.

If a child has an Education Health and Care Plan (EHCP), we work closely with staff, parents/carers and external agencies to ensure provision is implemented in school and progress regularly reviewed.

Pupils with an EHCP also have an Annual Review every academic year to which both pupils and their parents/carers are invited to contribute. The Annual Review is an opportunity for key adults working with the child to look at their progress towards the agreed outcomes in their EHCP over the past year and to recommend any changes that might be needed.

Parent/carer Consultation Meetings (or Next Steps meetings in Nursery) offer an opportunity to meet with the class teacher / key worker (and SENDCo where appropriate) to discuss pupil progress.

An annual report for each primary aged pupil is also written and shared with parents/carer, this records pupil progress and identifies strengths and next steps.

Parents/carers may also contact the class teacher/Nursery Manager or SENDCo, at any point during the year, in order to request information about how their child is getting on.

The class teacher/Nursery Manager and SENDCo are always happy to meet with parents/carers to discuss how home and school can best work together to support pupils and their progress be it academically, socially or emotionally.

8. How do we support pupils to transition between phases of education?

Before pupils join Reception Year, at the age of 4, Hawthorns will gather information from parents/carers and pre-schools/nurseries regarding any SEND. Parents/carers will be able meet with Reception staff and the SENDCo. Home visits are also undertaken for pupils joining Nursery and Reception. When pupils with SEND join Hawthorns at other points in the school year, it is the transferring school's responsibility to inform us if the pupil has SEND and to ensure any records or reports are passed on. Our SENDCo can then liaise with relevant staff from the transferring school and also make contact with parents/carers as appropriate/necessary. Additional transition visits and enhanced transition plans are put in place as appropriate.

All SEND pupils are supported with the transition between year groups and key stages as appropriate to their individual needs. This includes having a transition booklet which can be shared at home to help prepare them for key changes.

A Special Needs Officer is always invited to attend Annual Reviews for pupils with an EHCP at age phase transfer or if a change of placement is requested. This allows parents/carers the opportunity to discuss transition arrangements and ask any questions about the process.

The class teacher and SENDCo liaises with receiving secondary schools and passes on information about any pupils with SEND and the support they require.

9. What is our approach to teaching pupils with SEND, and the additional support that is available to them?

All pupils with identified SEND are included on the SEND register. Information regarding a pupil's needs will be shared and discussed by the class teacher/Nursery Manager, SENDCo, parents/carers and any other professionals involved. This will be reviewed regularly and passed onto any new staff working with the pupil.

Teaching staff will adapt teaching strategies and resources to meet the needs of the pupils with support from the SENDCo, subject leaders, senior leaders and advising agencies. There will be an emphasis on quality first teaching and ordinarily available inclusive practice.

The majority of children on the SEND register who receive support in or outside the classroom will have their needs recorded on the register as SEND Support.

Some children will have an Education and Health Care Plan (EHCP). This will contain detailed information about their individual needs, including provision and long-term outcomes.

Pupils not making expected progress will be offered additional and/or different support. This may take place both in and out of the classroom and include 1:1 work and small group support.

10. How do we evaluate the effectiveness of our provision for pupils with SEND?

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We use assessment data and teacher assessment to look at whether our teaching and programmes of support have made a difference. This helps us to develop the use of interventions that are effective and to remove those that are less so.

A parent/carer survey is sent out every year which includes questions specific to how well the school teaches and supports children with SEND. They summarise the results and feedback to parents/carers and the Senior Leadership Team. We use this to inform school improvement planning.

11. How do we adapt the curriculum and learning environment for pupils with SEND?

At Hawthorns, we believe that all children should be able to have full access to the broad and balanced curriculum. We understand that some adaptations may need to be made to ensure that SEND children will be able to reach their full potential in all curriculum areas / subjects. We work closely with parents/carers and the pupil as well as external services for specialist advice in order to support all pupils and ensure both our curriculum and learning environment are inclusive. (See also question 16 below for further details about engagement in activities.)

12. What facilities do we provide to help pupils with a disability access the school?

Please see question 13 and our accessibility plan for further information.

13. What steps have we taken to prevent pupils with a disability from being treated less favourably than other pupils?

Please see our Equality Information and Objectives and the Schoolsworks Academy Trust Equality and Diversity Policy.

14. Where is our school's accessibility plan?

At Hawthorns, we are very keen to engage all parents/carers in the life of the school and in the education of their children. Mostly we use Class Dojo or email for communication and we are also able to provide paper copies of letters for parents/carers do not have internet access.

Our staff support parents/carers with the completion of formal paperwork concerning their children. We spend time to explain paperwork that parents/carers may receive and try to explain it in a parent-friendly way.

We liaise directly with families about off-site trips and visits to promote accessibility for all and undertake individual risk assessments when necessary.

In order to help children with their understanding of the day's events in the classroom we use visual timetables and some children have an individual 'now and next' chart.

Due to the nature of having an old building, there are some areas of the school which are not wheelchair accessible e.g. the older mobile units. However, we can accommodate children in wheelchairs by moving a class if possible. When necessary, we borrow specialist and individual equipment for some children with sensory/physical needs from other services such as the Sensory Support Team.

At Hawthorns, we make best endeavours to communicate with all parents/carers. We can refer to the Ethnic Minority and Traveller Achievement Service (EMTAS) to support pupils from minority ethnic backgrounds and pupils with English as an Additional Language. We are more than happy for parents to bring in a friend to translate and in some cases, we can look to provide a translator.

Our accessibility plan is available on our website.

15. What training and expertise do our staff have to support pupils with SEND and how do we secure specialist expertise?

Staff training changes each year dependent on the needs of the pupils and the professional needs of staff that are new to the school or are meeting pupils with SEND for the first time within Hawthorns.

Our SENDCo holds the National Award for SEN Co-ordination and has also completed Senior Mental Health Lead training.

In addition, staff training provided for groups or individual staff has included:

- Effective deployment of teaching assistants based on resources from the Education Endowment Foundation
- The Empowerment Approach (a research based approach to support children and young people who are anxious or withdrawn, who struggle with unhelpful and risky behaviour and/or who find school a challenge)
- Understanding the Impact of Trauma and Adverse Childhood Experiences
- Team Teach positive behaviour training (Level 1 and 2)
- Comic strip conversations
- Social stories
- Speech and Language (various)
- Creating a Communication Friendly Classroom
- Understanding and accepting autism
- Understanding sensory needs and provision
- Precision Teaching

16. How do we involve other bodies to meet the needs of the pupil with SEND and to support their family, including contact details of support services and those for pursuing mediation?

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we work with a wide range of external services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- The Educational Psychology Service (EPS)
- Occupational therapists (OT)
- GPs or paediatricians
- School / community nurses
- Child Development Centre (CDC)
- Child and Adolescent Mental Health Service (CAMHS)
- Community mental health liaison service (CMHLS)
- Thought-Full (the West Sussex Mental Health Support Team)
- Therapeutic Services
- The Fair Access team
- Children's Services including Early Help and Children's Social Care
- Other Local Authority provided support services such as the Early Years and Childcare Advisors, Specialist Early Years Advisory Teachers for SEND transition, Advisory Autism and Social Communication Team, the Learning and Behaviour Advisory Team, the Sensory Support Team and the Ethnic Minority and Traveller Achievement Service
- Voluntary sector organisations and charities

Parents/carers of pupils with SEND can access further support from:

- The class teacher/Nursery Manager, SENDCo and other staff at Hawthorns School
- West Sussex Local Offer https://westsussex.local-offer.org/
- West Sussex SEND Information, Advice and Support Service (SENDIAS) https://westsussexsendias.org/
- West Sussex Single Point of Access (SPoA) https://www.sussexcamhs.nhs.uk/our-services/service-finder/west-sussex-single-point-advice-spoa
- West Sussex Integrated Front Door http://schools.local-offer.org/team-around-the-school/services-supporting-schools-and-settings-v2/integrated-front-door/

Parents/carers can contact our SENDCo for more details about other bodies available in the locality.

17. How do we enable pupils with SEND to engage in activities (including physical activities) with pupils who don't have SEND?

At Hawthorns, we aim for all pupils to join in with all curriculum activities. Subject leaders make provision for SEND children in their long-term planning. In turn, class teachers, plan for all children to be able to access the curriculum in their short-term planning. If needed, adaptations will be made and extra support given to the child in order that they can fully engage and participate successfully.

In addition, we aim for all pupils to join in with all appropriate extra-curricular activities. There are a small number of activities where the school may use an outside agency to provide the extra-curricular experience (such as a school trip / residential) and in these cases we will work with them to ensure that all pupils are included wherever possible. Any activities taking place outside of the school premises include a risk assessment where advance planning takes place to ensure that provision is thought through for SEND pupils. We can provide extra staff, prepare pupils in advance and also adapt certain activities.

18. How do we secure equipment and facilities to support pupils with SEND?

At Hawthorns, we recognise that each child is an individual and therefore the equipment and facilities they require will depend on their needs.

The school provides a wide range of equipment including sensory and therapeutic resources, access to iPads and laptops, pencil grips, ergonomic pens and scissors, writing slopes and coloured overlays. We are also able to provide safe spaces in school to support children's emotional regulation. These may be in the classroom or in an area outside the classroom where the child can be safely monitored.

We have a therapy room, sensory room and sensory circuits space.

We work with outside agencies in order to secure the appropriate equipment and facilities to support each child if these are not already available within school.

Any additional/different provision will be agreed by the class teacher/Nursery Manager and SENDCo. It is important to remember that all children are different and therefore the support needed for each child will vary. We also work closely with other schools, to share good practice and explore new interventions that we can then implement at Hawthorns.

At Hawthorns, we believe we have a responsibility to promote and develop children's independence. Support does not always need to be in the form of another adult working with the child. Support is regularly reviewed and adapted to the needs of the child. This takes into account the child's progress both academically and otherwise. We look to involve parents/carers and children in the decision making process as much as possible.

19. What support do we offer pupils with SEND for their emotional, mental and social development, including extra pastoral support arrangements for listening to the views of pupils with SEND?

At Hawthorns, we believe in nurturing the development of the whole child. We know that in order for a child to make progress, academically and otherwise, that they must be supported both at school and home. Parents/carers are able to speak to the class teacher, SENDCo and Senior Leadership Team in order to discuss the needs of their child and any support required.

There are a wide range of outside agencies that can be accessed in order to help support the development of social, emotional and mental health of pupils. Some of these are available through the Local Authority/NHS and some are charities.

The SENDCo and/or Teaching Assistants may also spend time with children requiring support (such as help with social skills, emotional regulation or time to talk about any worries).

The West Sussex Single Point of Access (SPoA) is a dedicated service which provides a simplified single route to access specialist emotional wellbeing and mental health support. The SPoA helps direct you to the right service, eliminating the need to refer to multiple services. Led by Sussex Partnership NHS Foundation Trust, the service is delivered in partnership with West Sussex County Council's Youth Emotional Support Service (YES) and YMCA Dialogue. **e-wellbeing** is the digital front door for West Sussex SPoA. Visit the e-wellbeing website for more information.

Thought-full are the West Sussex Mental Health Support Teams (MHST) in Schools service. They exist to support schools with all aspects of mental health and emotional wellbeing. They do this in three ways:

- Supporting the senior mental health lead (SMHL) in each education setting to introduce or develop their whole school approaches to mental health and emotional wellbeing.

- Providing one-to-one evidence-based interventions in schools for mild to moderate mental health issues such as anxiety and depression.

- Giving advice to school staff, and liaising with external specialist services, to help children and young people to get the right support and stay in education.

We have a MHST practitioner in school each week to deliver short-term interventions for children and young people experiencing mild to moderate difficulties.

We also employ a play therapist through ‘Held in Mind’ for one day per week to support children with more complex mental health needs (for example, children waiting to be seen by CAMHS).

To find out more about support for children with social, emotional and mental health needs please contact our SENDCo.

20. What anti-bulling measures do we have in place?

We have a ‘zero tolerance’ approach to bullying. Please see our anti-bullying policy for information about our anti-bullying measures.

21. How can parents raise concerns or complaints about the school’s SEND provision and how will these be handled?

Parents/carers are encouraged to first discuss any concerns they have with the class teacher/Nursery Manager. If there is still clarification needed, then a meeting should be sought with the SENDCo and then, if necessary, the Headteacher.

If there is still a need to make a complaint, then parents/carers or pupils should follow the Schoolsworks Academy Trust Complaints Procedure.

22. What arrangements do we have in place to support children that are cared for by the local authority who also have SEND?

Our SENDCo is also the designated teacher for Children We Care For and children previously cared for. They make sure that all teachers understand how a pupil’s circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children We Care For will be supported much in the same way as any other child who has SEND. However, Children We Care For will also have a personal education plan (PEP). We will make sure that the PEP and any Inclusion Plans, ILPs or EHCPs are consistent and complement one another.

We work closely with the West Sussex Virtual School which strives to champion the education of children that are cared for, have experience of care or are known to social care.