

SEN Information Report

Hawthorn Primary School



Approved by: Safeguarding and Inclusion Committee

Last reviewed on: September 2024

Next review due by: September 2025

The SEND Information Report should be read in consultation with the SEND policy, Accessibility Plan and Annual SEND Report. Together they include details of:

- The school's admission arrangements for pupils with SEND or disabilities;
- The steps school have taken to prevent pupils with SEND or disabilities from being treated less favourably than other pupils;
- The facilities provided to assist access to the school by pupils with SEND and disabilities. (Children and Families Act 2014, Part 3).

Statement of Intent

At Hawthorn Primary School we value all pupils and celebrate diversity. Staff are committed to developing pupils' strengths, address their needs and make school an enjoyable and happy time. We are committed to providing an education that enables all pupils to be the best version of themselves, by becoming confident individuals living fulfilling lives in a caring and co-operative atmosphere, where each and every one feels respected and valued. We aim to develop pupils' social skills, optimize their emotional wellbeing, link well with parents/carers, nursery and secondary schools to carefully plan transitions, so that they are prepared for the next stage in their education.

SEND Information

This document gives families information about the ways in which we support our pupils with a special educational need or disability (SEND). We provide a full range of educational and pastoral support to all pupils within our school. The strategies, resources and support explained are general; each pupil is an individual and will receive unique provision and resources to suit their specific needs.

SEND and Inclusion Team

SENDCo: Mrs Sara Mulvey

Sara is PGCE trained and has an accredited National Award for Special Educational needs Coordinator (NASC) qualification.

Email: sara.mulvey@hawthorn.newcastle.sch.uk

Telephone: 0191 2734237.

The SENDCo's role is to coordinate the provision for pupils with SEND, promote inclusion throughout school, advise and support staff and ensure our SEND policy is implemented across school.

The Governor responsible for monitoring SEND provision is Mr Jeff Lough.

The designated leads for child protection are: Mrs Jane Dube, Head Teacher, Mrs Lorraine Shields, Family Support Coordinator, Mrs Rachel Clayton and Mrs Sara Mulvey, Assistant Head Teachers.

The designated member of staff responsible for managing pupil premium is Mrs Jane Dube, Head Teacher.

Teaching assistants are deployed where they are needed throughout the school to ensure pupil progress and independence. Some work in class to support pupils and others may use their skills to run targeted interventions/ programmes.

Parents/Carers can also contact **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)** for information, advice and support about their child's SEN and/or disability.

The Newcastle SENDIASS manager is Sarah Francis. She can be contacted on 0191 2116255 or by email: sarah.francis@newcastle.gov.uk

Useful documents, such as our SEND policy are available on the school website <http://www.hawthorn.newcastle.sch.uk>.

Please see the Newcastle [local offer](#) for further information.

Identification and Support

We have a range of ways in which we identify pupils who may need extra help with their learning or who may have additional needs. If you think your child is experiencing difficulties in school, whether this is with their learning or emotional needs, please contact us. We have an open-door policy and know that parental involvement and input is an essential element in a child's education.

When progress has slowed or stopped, we will work together to consider and provide effective support. We use individual provision mapping and resources which aim to support our pupils' development and address any areas of need. All children access quality first teaching. Children who have additional needs may require same-day intervention or small-group provision (on a longer-term basis). Some children may require a highly personalised and individual approach.

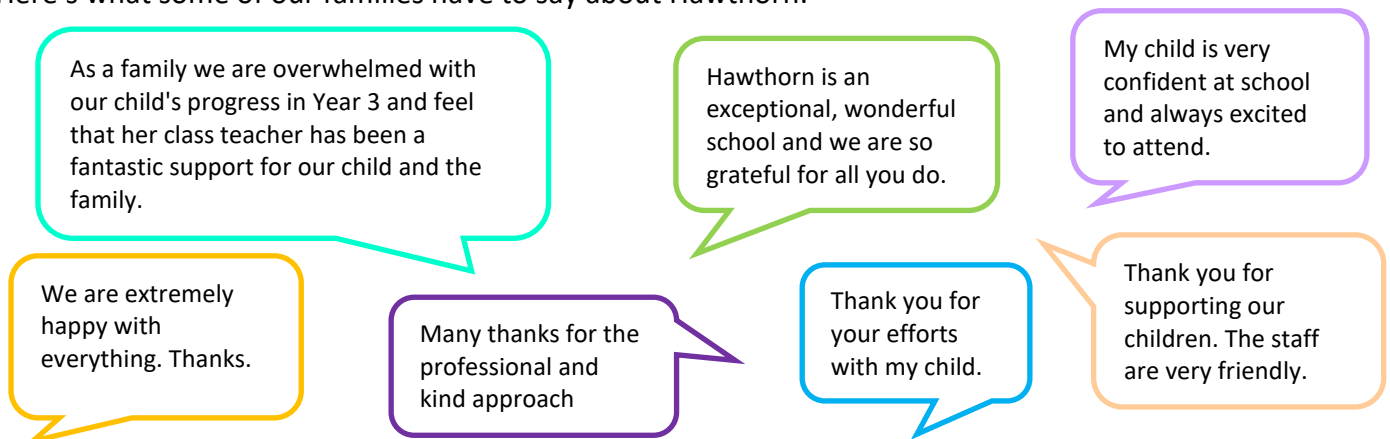
We hold three review meetings each term to discuss progress. This is a great way to find out about your child's strengths and needs as well as discussing their targets and next steps.

We seek support and advice from a range of outside agencies to ensure identified pupils are fully supported. School liaises with the following services: Language Enhancement Action Package for Schools (LEAPS), Educational Psychology (EP), Occupational Therapy (OT), SEND Outreach Service (SENDOS), School Health, School Improvement Service (SIS) SEN support, NHS Paediatric Speech and Language and, when appropriate, Social Services and Children in Care Team.

All staff receive ongoing training in relation to meeting the individual needs of children within school.

If you would like further information about what we can offer, then please get in touch.

Here's what some of our families have to say about Hawthorn:



The Complaints Procedure

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that class teacher attempts to resolve matters, then if required the SENDCo and /or head teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

School Entitlement offer to pupils with additional needs

For all pupils with SEND:

- We use pupil centred SEN support plans, which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We use Newcastle SEND Mainstream guidance to support provision.
- We involve the pupil, families and key staff members in the writing, implementing and reviewing of SEN Support Plans.
- We deliver high quality teaching, an accessible curriculum and resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need: assess, plan, do, review which is monitored by the SENDCo.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND.
- We use strategies to reduce anxiety/ promote emotional well-being.
- We ensure that our school activities and trips are accessible to all our SEND pupils, whenever possible.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- Access arrangements are considered for internal and external assessments
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- Support is offered to families, and they are signposted to our Family Support Coordinator and services/organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We offer support to all pupils and families during periods of transition
- We liaise closely with other schools at transition times to ensure that SEND pupil information is clearly communicated, ensuring the move to the next school is as smooth as possible.
- We work in partnership with families to meet the needs of individual pupils.

Specific provision is also provided for the different areas of need:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical/Medical (SP)

The image below gives more information about these specific strategies and resources:

Communication & Interaction

- Involvement in social skills groups.
- 1:1 individualised SALT programmes.
- Use of visual supports and visual timetables.
- Areas of low distraction / individual workstations.
- Areas of classroom are clearly defined and labelled.
- Use of ICT.
- Use of individualised reward systems to promote learning and enhance self-esteem.
- Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate.
- Social skills support through small group intervention e.g. social stories, Lego therapy.
- Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts.
- Opportunities to communicate in various ways e.g. Picture Exchange System (PECS).
- Small group or 1:1 support for developing speech, language and communication.
- Language Enhancement Action Package for Schools (LEAPS), and access to a Speech and Language Therapist to provide further support/advice, assessments and interventions where needed.
- Access to staff that have extensive experience and expertise in supporting pupils with speech and language needs.
- Staff that have completed Level 2 Autism training.

AUTISM

SOCIAL COMMUNICATION DIFFERENCES

SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN)

SUPPORTING PUPILS' DIFFERENCES

Physical & Sensory

- Support and aids to ensure access to the curriculum, development of independent learning, for fine and gross motor skills, sensory needs, e.g. fidget toy/wobble cushion/weighted vest/sloping board/pencil grip.
- Small group or 1:1 targeted intervention programmes to improve skills fine and gross motor skills, e.g. dough disco.
- Regular movement/brain breaks.
- Alternate means of recording.
- Sensory diet - calm box, sensory box, access to low-stimulus area.
- Referral to OT/SEND Outreach/SPA.
- Support with personal and intimate care.
- Personal emergency evacuation plan (PEEP) in place, where required.

VISUAL IMPAIRMENT (VI)

HEARING IMPAIRMENT (HI)

MEDICAL NEEDS

PHYSICAL DIFFICULTIES

MULTISENSORY IMPAIRMENT

Cognition & Learning

- Strategies to promote and develop learning skills as well as focusing on developing independence.
- Additional small group support in class from the class teacher/support staff.
- Small group or 1:1 Maths/English intervention programmes.
- Small group daily phonics.
- 1:1 targeted intervention programmes e.g. Beat Dyslexia, Nessy.
- Use of ICT to support and evidence learning in a variety of ways.
- Readily available resources, visuals and manipulatives.
- Opportunities for pre-teaching and revisiting key learning.
- Additional processing/thinking time.
- Multi-agency involvement with the family.
- Advice and support from outside agencies, e.g. Educational Psychology Service (EPS), SEND Outreach, SPA.
- Accessible and personalised homework, where required.
- Access arrangements for SATs testing etc.
- Staff members that are trained to support pupils with dyslexia.

LEARNING DIFFERENCES (MODERATE - MLD)

DYSLEXIA

DYSPRAXIA

DYSCALCULIA

Social, Emotional & Mental Health

- Our positive behaviour & wellbeing policy is implemented with reasonable adjustments. All pupils are treated as individuals and are encouraged to make positive choices.
- Pastoral care for all pupils through the Family Support Coordinator, Attendance Officer, SENDCo and DSLs.
- Small-group and 1:1 targeted programmes to develop social skills and emotional resilience, e.g. social skills groups, individual behavioural support plans, Zones of Regulation.
- Learning points and class dojo system.
- Whole school code of conduct, which all staff refer to as required.
- Our outstanding pastoral staff support all aspects of social, emotional and mental health differences.
- Risk assessments are carried out to ensure the safety and inclusion of all pupils, in all activities.
- Referral to EP/SEND Outreach/Single Point of Access (SPA)/Kalmer Counselling.

SOCIAL DIFFERENCES

EMOTIONAL DIFFERENCES

MENTAL HEALTH DIFFERENCES