



Hawthorn Primary School

Annual SEND Report

2022-2023

At Hawthorn, we provide an inclusive and creative environment enriched with experiences to nurture individuals socially, emotionally and academically enabling them to develop positive relationships. We support children to work together to achieve, succeed and become the best version of themselves.

The SEND policy was reviewed in November 2022.

The SEND Information Report was reviewed in September 2022.

The Accessibility plan was reviewed in November 2022.

Information on the website is reviewed and updated annually.

SEND Profile at Hawthorn

We currently have 33 children (16%) at SEN Support. This is compared to national average of 13%.

8 children (4%) have an EHCP, compared to national average of 4.3%

Overall SEND: 20% (41 children)

Number and percentage of learners who have SEN and are Pupil Premium: 29 (14%)

Number and percentage of learners who have SEN and EAL: 25 (12%). This is compared to national average of 30.3%.

Number and percentage of learners who are SEN, Pupil Premium and EAL: 20 (8%)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	ARP
SEN Support	4	5	6	4	4	5	5	0
EHCP	2	1	1	1	1	0	0	2

	Boys	National Average	Girls	National Average
SEN Support	19 (46.3%)	62.8%	14 (34.1%)	37.2%
EHCP	3 (7.3%)	72.4%	5 (12.2%)	27.6%

Breakdown of areas of need:

Category of SEND	Number of Children	%
Cognition and Learning	15	37
Communication and Interaction	23	56
Sensory and Physical	0	0
Social, Emotional and Mental Health	3	7

Attendance

2022-2023	Autumn term		Spring Term		Summer Term	
EHCP	96%	95.8%	93.2%	94.3%	94.5%	93.9%
SEN Support	94.4%	91.6%	90.7%	92%	92.4%	92.6%
Non-SEND	96.5%	94.5%	94.7%	94.7%	94.9%	94.5%
Exclusions	2 sessions 1 pupil	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions

Provision

Hawthorn follows the graduated approach of assess, plan, do and review which is embedded in whole-school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils and provide Quality First Teaching. We have a clear approach for identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils. With the support of the Senior Leadership Team, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

2022-2023 Interventions	
Social, Emotional and Mental Health	Cognition and Learning
<ul style="list-style-type: none"> • Lego therapy • SEMH ARP • Zones of Regulation • Kalmer Counselling • Educational Psychology Service referral • CYPS referral • Social Skills intervention • Mindfulness support for wellbeing 	<ul style="list-style-type: none"> • Nessy (helping children to read, spell and write) • Breaking Barriers (Maths intervention) • RWI Phonics Intervention • Maths tutoring • English tutoring • Book Talk • Memory Magic • Beat Dyslexia
Sensory and Physical Difficulties	Communication and Interaction
<ul style="list-style-type: none"> • Fine/vestibular motor skills programme • Gross motor skills programme • Teodorescu – Write from the Start • Sensory activities to support proprioception 	<ul style="list-style-type: none"> • NELI • 1:1 speech and language programmes • Sound Awareness Groups • Guided Talk Groups • Box Time (1:1) • Language for Thinking • Colourful Semantics • Book Talk

ARP

During 2022-2023 there were 2 children placed within the ARP, supported by one teacher and one teaching assistants. The children have been accessing some part-time integration into the mainstream classes, for selected activities.

Attainment of pupils with SEND 2022-2023

End of Key Stage 2 Attainment

Reading	Below ARE	At and Above ARE	Above ARE
All pupils	22%	78%	31%
SEND	60%	40%	20%
No SEND	15%	85%	33%

Writing	Below ARE	At and Above ARE	Above ARE
All pupils	28%	72%	6%
SEND	80%	20%	0%
No SEND	18%	82%	7%

Maths	Below ARE	At and Above ARE	Above ARE
All pupils	28%	72%	25%
SEND	80%	20%	0%
No SEND	18%	82%	30%

End of Key Stage 1 Attainment

Reading	Below ARE	At and Above ARE	Above ARE
All pupils	30%	70%	17%
SEND	57%	43%	0%
No SEND	22%	78%	22%

Writing	Below ARE	At and Above ARE	Above ARE
All pupils	43%	57%	7%
SEND	86%	14%	0%
No SEND	30%	70%	9%

Maths	Below ARE	At and Above ARE	Above ARE
All pupils	30%	70%	10%
SEND	57%	43%	0%
No SEND	22%	78%	13%

Children passing Year 1 phonics screen:

Reception 2022 - 2023	Pass		
	Hawthorn	Newcastle	National
All pupils	83%	72%	75%
SEND	33%	44%	38%
No SEND	70%		

Children meeting Early Learning Goal in EYFS:

Reception 2022-2023	Number of Pupils	Good level of development achieved	
		Number	%
SEND	6	0	0%
Non-SEND	24	24	75%

Staff CPD

The training needs for all staff are identified through performance management procedures where we look at staff strengths and areas to be developed, identification of specific needs for individuals and how staff need to be trained to support the pupils and key objectives on the school development plan that may need addressing through training.

- Speech and language training for staff as new programmes for children are produced.
- Termly SEN workshops for staff and time with SENDCo.
- Relational and Restorative approach – Head Teacher and SENDCo attended. Implementation TBC.
- Training for Little Seedling staff via SEND Outreach, Support Workers, OT and SALT.
- “Check-in” training by Dave Mcleod – SENDCo and Y3 1:1 TA.
- Continued termly meetings with SEND Link governor, Jeff Lough.
- SEND Outreach support with Little Seedlings (Chris Carr)
- OT support for Little Seedlings (Vicki Wisher and Nikki Clark)
- Termly WEST SENCo Trust meetings
- Half-Termly SENCo Network support from Local Authority consultants, Sue Alexander and Jill Tough

Next steps:

- Where appropriate, Box-time and sensory box-time training for staff identified in a 1:1 role supporting our Autistic pupils.
- Dyslexia training for all staff.
- SEN/EAL and Trauma conscious training delivered by EPS.

Working with Outside Agencies






In 2022-2023 we had SLAs with the following local Authority teams:

- Language Enhancement Action Package for Schools (LEAPS), which offer speech and language therapy services for children requiring support in this area.
- Occupational Therapy Service.
- Newcastle School Improvement Service (SIS) team, who offer support to SENCOs to keep them up to date with key SEN developments in the Local Authority and nationally.
- Kalmer Counselling.

We also work closely with:

- SEND OS (Outreach Service), who provide support for Specific Learning Difficulties (Dyslexia and Dyscalculia), Speech and Language, Communication and Interaction and Social, Emotional and Mental Health.
- Bought in Educational Psychologists to support children with SEND.
- School Health
- Children and Young People's Services (CYPS)
- Where appropriate, Social Services and the Looked After Children Team.

Parent/Carer Views

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
						
1.	My child feels happy and safe at school.	0%	0%	4%	15%	81%
2.	I feel that my child is making good progress at school.	0%	0%	4%	26%	70%
3.	I know how my child is supported at school.	0%	0%	4%	15%	81%
4.	I feel that I have enough information about my child's progress.	0%	0%	0%	30%	70%
5.	I understand what the next steps are for my child.	0%	0%	4%	22%	74%
6.	I am able to approach staff to discuss my child's needs.	0%	0%	0%	22%	78%
7.	I feel that everyone is welcome and included at Hawthorn Primary School.	0%	0%	0%	26%	74%
8.	My child can take part in clubs and activities at school.	0%	0%	4%	26%	70%
9.	Does your child have special educational needs and/or disabilities (SEND)?	Yes (19%)				

We welcome any further ideas or suggestions. Please write any comments below...



Review Meetings

Review meetings were held in the Autumn, Spring and Summer terms. Parents/Carers were invited into school for these. Where this was not possible, consultation phone calls took place.

Year 6 Transition

- Children with SEND transitioned to 6 different mainstream secondary schools and one specialist secondary school.
- Transition support included:
 - Conversations with SENCo to discuss children in the SEN register.
 - Conversations with Family Support Coordinator and Year 6 Teacher to discuss vulnerable children/SEND.
 - Transition groups from Educational Psychologist for vulnerable children.
 - All children were offered transition visits/weeks at their secondary school.
 - Some children visited secondary school open evenings.
 - Year 6 staff, Family Support coordinator and SENCo worked on transition document sent by the Secondary Schools.
 - Some SEN children have one-page profiles, which provide detailed information on strengths, needs and strategies to support them – these documents are child-led and have the children's views included.

Newcastle Local Offer

Date:

July 2023