



# Hawthorn Primary School

## SEND Information Report

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, celebrate diversity and take into account their varied life experiences and particular needs. 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 make progress so that they achieve their best, become confident individuals living fulfilling lives in a caring and co-operative atmosphere, where each everyone feels respected and valued. We aim to develop pupils' social skills, optimize their emotional wellbeing, link well with parents, carers and secondary schools, and carefully plan transitions so that they are prepared for the next stage in their education.

All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. We believe that all pupils can achieve their potential personally, emotionally, socially and academically with the right support and nurturing environment.

### **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.

When progress has slowed or stopped, we put in place lots of strategies and interventions to help pupils make progress. After a short time, the impact of the intervention(s) is evaluated, we may identify pupils as having SEN if their progress continues to slow down or has stopped and the interventions, strategies and resources put in place are not working. At this point we use SEN Support Plans and year group provision maps, which help support a pupil with their learning needs and aim to speed up progress. We may also involve other professionals that work at Hawthorn to help support, such as Educational Psychologists (EP), Speech and Language Therapists (SALT), Occupational Therapy (OT) etc.

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

If you would like further information about what we offer here at Hawthorn Primary School, please contact our SENCo, Sara Mulvey, by email [sara.mulvey@hawthorn.newcastle.sch.uk](mailto:sara.mulvey@hawthorn.newcastle.sch.uk) or phone on 0191 2734237.

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](mailto:sarah.francis@newcastle.gov.uk)

### **For all pupils with SEND:**

- We use pupil centred SEND 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 individual education 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 SENCO.
- 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.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- Access arrangements 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 services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We offer support to all pupils and families during all periods of transition
- We liaise closely with other schools at transition times to ensure that SEND pupil information is clearly communicated so that the move to the next school is as smooth as possible.
- We work in partnership with families to meet the needs of individual pupils.

Types of SEND	Type of support/provision made at Hawthorn Primary School
<p><b>Communication and Interaction Needs</b></p> <p>This may include pupils with:</p> <ul style="list-style-type: none"> <li>• Autism;</li> <li>• Social communication differences;</li> <li>• Speech, Language and Communication Needs (SLCN)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of visual supports, for example visual timetables etc. to help pupils to understand what will happen and when.</li> <li>• Areas of low distraction / individual workstations.</li> <li>• Areas of classroom are clearly defined and labelled.</li> <li>• Use of ICT where possible to reduce barriers to learning.</li> <li>• Support during times of stress or anxiety.</li> <li>• Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle resources, stress ball, sensory space.</li> <li>• Use of individualised reward systems to promote learning and enhance self-esteem.</li> <li>• Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate.</li> <li>• Social skills support through small group intervention e.g. social stories, Lego therapy.</li> <li>• Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts.</li> <li>• Opportunities to communicate in various ways e.g. Makaton, Picture Exchange System (PECS).</li> <li>• Small group or one-to-one support for developing speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists.</li> <li>• 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.</li> <li>• Access to staff that have extensive experience and expertise in supporting pupils with speech and language needs.</li> <li>• Staff that have completed Level 2 Autism training.</li> </ul>

Types of SEND	Type of support/provision made at Hawthorn Primary School
<p data-bbox="164 219 564 253"><b>Cognition and Learning Needs</b></p> <p data-bbox="164 338 392 371">This may include:</p> <ul data-bbox="164 398 579 667" style="list-style-type: none"> <li data-bbox="164 398 469 488">• Learning difficulties (Moderate - MLD)</li> <li data-bbox="164 517 579 667">• Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)</li> </ul>	<ul data-bbox="624 163 1469 1619" style="list-style-type: none"> <li data-bbox="624 163 1374 253">• Strategies to promote and develop learning skills with increasing independence.</li> <li data-bbox="624 282 1469 371">• Additional small group support in class from the class teacher and support staff.</li> <li data-bbox="624 400 1406 490">• Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths.</li> <li data-bbox="624 519 1433 609">• Small group daily phonics intervention aimed at the pupils' level of phonic acquisition.</li> <li data-bbox="624 638 1385 728">• 1:1 targeted intervention programmes are delivered to improve skills e.g. Beat Dyslexia, Nessy.</li> <li data-bbox="624 757 1426 846">• Use of ICT to support and evidence learning in a variety of ways.</li> <li data-bbox="624 875 1406 965">• Readily available resources, visuals and manipulatives to promote independence.</li> <li data-bbox="624 994 1426 1028">• Opportunities for pre-teaching and revisiting key learning.</li> <li data-bbox="624 1057 1369 1146">• Additional processing/thinking time for responding to questions, completing tasks, sharing ideas.</li> <li data-bbox="624 1176 1038 1209">• Strategies to reduce anxiety.</li> <li data-bbox="624 1238 1369 1272">• Multi-agency involvement with the family as required</li> <li data-bbox="624 1301 1442 1391">• Advice and support from outside agencies, e.g. Educational Psychology Service (EPS).</li> <li data-bbox="624 1420 1401 1453">• Accessible and personalised homework where required.</li> <li data-bbox="624 1482 1469 1516">• Ensure appropriate access arrangements for SATs testing etc.</li> <li data-bbox="624 1545 1382 1619">• Staff members that are trained and have experience in supporting pupils with dyslexia.</li> </ul>

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<p data-bbox="164 219 558 309"><b>Social, Emotional and Mental Health Needs</b></p> <p data-bbox="164 394 391 427">This may include:</p> <ul data-bbox="164 456 555 607" style="list-style-type: none"> <li data-bbox="164 456 443 490">• Social differences</li> <li data-bbox="164 517 555 551">• Mental Health differences</li> <li data-bbox="164 577 501 611">• Emotional differences</li> </ul>	<ul data-bbox="620 163 1474 1671" style="list-style-type: none"> <li data-bbox="620 163 1374 371">• Our behaviour policy is implemented with reasonable adjustments, where required. We treat the pupils at Hawthorn as individuals and encourage them to make positive decisions.</li> <li data-bbox="620 398 1474 667">• Robust pastoral care for all pupils through the support of the school welfare team. For example, in addition to the SENCO, the school also offers support for families through our Family Support Coordinator (FSC), Lorraine Shields, and attendance officer, Tracey Lamb.</li> <li data-bbox="620 694 1410 784">• The school offers learning points as a reward for positive learning behaviours.</li> <li data-bbox="620 810 1474 963">• 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 etc.</li> <li data-bbox="620 990 1402 1079">• Whole school code of conduct, which all staff refer to as required.</li> <li data-bbox="620 1106 1437 1196">• Our outstanding pastoral staff support all aspects of social, emotional and mental difficulties.</li> <li data-bbox="620 1223 1418 1312">• Risk assessments are carried out to ensure the safety and inclusion of all pupils, in all activities.</li> <li data-bbox="620 1339 1410 1429">• Kalmer Counselling provides structured and time-limited support for vulnerable pupils.</li> <li data-bbox="620 1456 1474 1572">• Referrals to specialists outside of the school are made, where appropriate (Educational Psychology Service, CYPS, SEND ASAP).</li> <li data-bbox="620 1576 1474 1666">• We have an Additionally Resourced Provision (ARP) for pupils with social, emotional and mental health difficulties (SEMH).</li> </ul>

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<p><b>Sensory and Physical Needs</b></p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Hearing impairment (HI)</li> <li>• Visual impairment (VI)</li> <li>• Multi-sensory impairment</li> <li>• Physical Disabilities</li> <li>• Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and guidance from relevant agencies such as Physiotherapists, Occupational Therapists, the Newcastle Children’s Vision team and Hearing Impairment team etc. is sought and acted upon to ensure barriers to success are reduced or removed.</li> <li>• Access to an Occupational Therapist ½ day a week to provide further support, assessments and specific programs, where needed.</li> <li>• Where appropriate, support and aids to ensure access to the curriculum and develop independent learning, including resources to support fine and gross motor skills and alternative ways of recording ideas/writing/investigations.</li> <li>• Small group or 1:1 targeted intervention programmes are delivered to improve skills fine and gross motor skills.</li> <li>• Movement breaks are built into our timetable, where required.</li> <li>• Staff seek and act on advice and guidance for pupils who have significant medical needs.</li> <li>• Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips etc. Please read our ‘Supporting Children with Medical Conditions’ policy for more information.</li> <li>• Support with personal and intimate care if and when needed.</li> <li>• We have staff that have completed the British Sign Language qualification, level 2.</li> <li>• We make every effort to be as accessible as possible, for example, disabled toilet facilities. Please see our Accessibility Plan for further information regarding school accessibility.</li> <li>• Personal emergency evacuation plan (PEEP) in place where required</li> </ul>