

Annual SEN Report 2019

Evaluating the Effectiveness of Hawthorn Primary

School's Provision for Pupils with SEND

The Annual SEN Report should read in consultation with the SEN information Report, the SEND policy and the Accessibility Plan.

This report reflects how the school has used SEN funding to meet pupils' needs.

At Hawthorn Primary School, we pride ourselves on being an extremely inclusive school, and our mission statement; 'Hawthorn Primary School, where every child **really** matters' forms the foundation of our belief that all children can achieve their potential personally, emotionally, socially and academically in all areas of the curriculum.

Our school is a small one form entry primary school with a double SEMH (Social, Emotional, Mental Health) Additionally Resourced Centre (ARC), in the heart of Elswick and is part of the WEST Trust.

Context: February 2019

	No. of pupils	% of pupils
School population	218	
No of mainstream children on SEND register	42	19.2%
No of ARC children on SEND register	9	4.1%
No of higher needs funding (not including ARCs)	2	0.9%
No of EHCP children	8 (2 mainstream)	3.7%
No of pupil premium children on SEND register	33	66%
No of EAL children on SEND register	19	38%
No of girls on the SEND register	15	30%
No of boys on SEND register	35	68%

Within our SEN cohort

Main Needs	Communication and Interaction Difficulties	Cognition and Learning Difficulties	Social, Emotional and Mental Health Difficulties	Sensory and Physical Difficulties
	26 (7 ASD)	12	10	1

Summary of our SEN population 2019:

Each year we carefully review our SEN population, with teachers and parents, to ensure we are meeting the needs of our children.

We host an Additionally Resourced Centre (ARC) for 12 additional pupils with SEMH which are admitted from other schools in the city. Many of them have complex needs. The inclusion of the ARC children in all aspects of school life exemplifies Hawthorn's inclusive ethos.

Most of the SEN needs within our school with Communication and Interaction, closely followed by Cognition and Learning and Social, Emotional and Mental Health.

Our school works closely with agencies such as SENTASS, LEAPS, Paediatric Speech and Language, Educational Psychologists (EP), Occupational Therapy (OT) etc.

Data from July 2018:

EYFS

Pupils reaching a good level of development

	School (2018)	National (2018)
SEN	50%	23%
All pupils:	73.3%	71.5%

Year 1:

Year 1 phonics screen – pupils meeting the expected standards of phonics decoding.

	School (2018)	National (2018)	School Year 2
SEN Support	40%	44%	84.6%
EHCP	0%	18%	0%
All pupils	78.1%	82%	90.3%

Year 2:

Year 2 pupils reaching the expected standard

Reading	School (2018)	National (2018)
SEN Support	38%	30%
EHCP (1)	0%	14%
All Pupils	68.8%	75%
Writing	School	National
SEN Support	38%	22%
EHCP (1)	0%	9%
All pupils	68.8%	70%

Maths	School	National
SEN Support	38%	33%
EHCP (1)	0%	14%
All pupils	71.9%	76%

Year 6:

Year 6 pupils reaching the expected standard

Reading	School (2018)	National (2018)
SEN Support	29%	43%
EHCP	0%	16%
All Pupils	89.3%	76%
Writing	School	National
SEN Support	29%	38%
EHCP	0%	13%
All pupils	75%	79%
Maths	School	National
SEN Support	43%	34%
EHCP	0%	15%
All pupils	89.3%	76%

Attendance:

Attendance for pupils with SEND from March 2018-March 2019 was 94.1% and compared to pupils without SEND, which was 95.2%. This is below the national average for primary schools overall of 97%.

Access to the wider curriculum, life experiences and extra-curricular activities:

In Harmony is an integral part of life at Hawthorn.

Since 2012 Hawthorn has been part of the In Harmony project, working with Sage Gateshead. Inspired by the principles of Venezuela's inspirational El Sistema - every child in the school is taught a musical instrument and play in small or large groups (ensembles), which help them work towards joining the Hawthorn Primary Symphony Orchestra! There are currently 4 pupils with SEN in the KS2 Orchestra.

We offer a wide range of after school clubs to pupils in y1-6. These clubs run half termly and include, sports, music, arts, creative writing, gardening etc. Clubs are voluntary but it is very rare for a child not to be allocated a place in at least one club they choose. In the autumn term 11 SEN pupils wanted to take part in the clubs. 3 of which attended on more than 1 night. ARC pupils tend to not attend due to transport issues (they finish school at 2.30) however they do benefit from a day at Forest School once a week and music lessons within school time.

Staff Training and Expertise:

With a growing number of children receiving an ASD diagnosis, a focus this year is to develop an “ASD friendly classroom” and adopt strategies which can enhance classroom practise to support all pupils particularly those with an ASD diagnosis.

A reception support assistant has attended PECS training alongside a child in her class and has disseminated this practise to other staff in early years.

The SENCO attends termly network meeting provided by Newcastle City Council, in addition to termly WEST Trust network meetings.

As part of the WEST trust the SENCO has been involved in peer to peer support with another trust school. This proved particularly valuable to share good practice and recognise successes amongst the trust.

Our in house LEAPS therapist has also delivered training to staff on phonological awareness, within early years and KS1.

Working with outside agencies:

Part of our SEN budget buys into traded services including:

An Educational Psychologist, who has continued to provide valuable information to build up accurate profiles on certain children.

A LEAPS therapist in school 1 day per week who undertakes initial assessments, supports pupils 1:1 and works with teachers and support staff to model how to use the speech and language resources.

SENCO liaises with consultant paediatricians when involved with children with special educational needs.

Counsellors support children with mental health issues in school.

Children and Young People’s Team (CYPS) support children with special educational needs.

As part of the WEST trust SENCOs have also worked together to conduct peer reviews of SEN provision.

Pupils views:

As part of our termly SEN reviews we collect the views of children. This is important as it allows them the opportunity to express their personal views and reflect on their learning.

“I feel that I am now doing well in maths but still need help with spellings as I find that hard.” Year 4 child.

“I am getting better at English. I have enjoyed phonics and I am getting better at spelling.” Year 2 child.

"I am proud of what I have done with my work this year but I must work hard to improve my writing." Year 5 child.

Parents and Carers' views:

Parents views are collected during reviews, drop ins and any other meetings. They are recorded in the review minutes or comments sheet.

A parent questionnaire is to be sent out to each parent of a child with special educational needs during the summer term. Head teacher and SENCO will relay the findings back to staff and governors.

Feedback during termly SEN reviews from parents is particularly positive:

"I am happy with my son's progress, particularly his understanding of his conceptual language." Year 4 parent.

"We are very happy with the progress that our daughter is making in year 2 and we are pleased that she is getting the support she needs, whilst being encouraged to be independent." Year 2 Parent

"Our daughter has made excellent progress this year. I am happy with the strategies that are in place and shall continue to use the strategies at home for continuity." Year 5 parent

Next steps 2019/2020:

Parent questionnaire to be distributed, to those with children who have a special educational need.

SENCO to look at the impact of training during 2018/19.

Provision with the Additional Resources Centre to be reviewed and further developed to enhance learning and transition back into mainstream.