



# Hawthorn Primary School: Special Educational Needs and Disabilities (SEND) Information Report

Hawthorn Primary School is a fully inclusive school, and our mission statement; 'Hawthorn Primary School, where every child **really** matters' forms the foundation of our belief that all pupils can achieve their potential to become the best version of themselves.

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 individual education plans (IEP's) and year group provision maps, which help support their development and speed up progress. We may also involve other professionals that work at Hawthorn to help support the children, 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.

Hawthorn Primary School operates its SEN provision in line with Newcastle Local Authority's SEN and disabilities and procedure. To access more information about this, visit [Newcastle Families Information Service](#).

Parents/Carers can also contact Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SEND IASS) for information, advice and support about their child's SEN and/or disability. They can be contacted on 0191 284 0480 or by email at [sendiassadmin@newcastle.gov.uk](mailto:sendiassadmin@newcastle.gov.uk) ask for Judith Lane or Sarah Francis.

## **School entitlement offer to pupils with additional needs**

For **all** pupils at Hawthorn Primary School who have an additional need (SEND) we:

- Recognise that the family is the expert on their child and work in partnership with them.
- Operate a graduated response based upon need; **assess, plan, do, review**, using the information to inform future planning and teaching.
- Deliver high quality teaching, adapting and differentiating the curriculum and our resources to ensure pupils can access learning.
- Use individual education plans (IEPs) and year group provision maps, which clearly state the pupils' area(s) of need, their targets and the provision and resources to be used to support them in meeting personal targets.
- Involve the pupil, parents/carers and key staff members in the writing, implementing and reviewing of individual education plans (IEPs) and year group provision maps.
- Ensure staff continue to receive on-going training in relation to meeting pupils' needs in the classroom.
- Are flexible with adult support throughout the school, to ensure pupil progress, independence and value for money.
- Evaluate intervention groups, strategies and teaching resources on a termly basis and adapt the interventions to suit, including the use of pupil progress meetings.
- Ensure there is access to teaching and learning for pupils with SEN through the schools self-evaluation process and the Inclusion Quality Framework (IQF) Award.
- Support our families through termly review meetings and through our "open door" approach.
- Seek advice from outside agencies to ensure each pupils' needs are fully identified and understood and to learn from specialists how best to support our SEN pupils. Families are also advised of other services and organisations which may offer further advice and support.
- Ensure the SENCo, who has completed the NASC qualification, can provide advice and guidance to staff.
- Ensure that our school activities and trips, as far as possible, are accessible to all our SEN pupils.
- Understand that Parent/Carer voice is of great importance and endeavour to listen to views and act on them, where appropriate.

- Offer support to all pupils and parents/carers during periods of transition; Early Years to Key Stage 1, Year 6 to Secondary School by organising:
  - Transition visits to the next school;
  - Visits to Hawthorn Primary school and a chance to meet our team;
  - Staff from other schools/provisions invited in to meet pupils that may be moving on;
  - Transition groups carried out by our Educational Psychologists (EPs);
  - Multi-disciplinary reviews to gather/share information.

**For pupils with a higher level of need or an Education Health and Care Plan (EHCP) we:**

- Use detailed planning and closely monitor of progress.
- Support access to the curriculum and provide individualised programmes of work across several areas where necessary.
- Deliver specific, targeted interventions where necessary.
- Act as a link between home and school.
- Organise an annual review of the Education, Health and Care Plan (EHCP) with recommendations submitted to the local authority.
- Support the pupil work on their individual targets.
- Organise multi-agency planning and assessment of targets at interim reviews.

Type of SEN for which provision is made at Hawthorn Primary School	Type of support/provision made at Hawthorn Primary School
<p>Communication and Interaction Needs:</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder (ASD)/ Social Communication Disorders</li> <li>• Speech, Language and Communication Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Language Enhancement Action Package for Schools (LEAPS), and access to a Speech and Language Therapist, x1 day a week to provide further support, assessments and interventions where needed.</li> <li>• Access to an Occupational Therapist ½ day a week to provide further support, assessments and specific programs, where needed.</li> <li>• Use of visual supports, for example visual timetables etc. to help children to understand what will happen and when.</li> <li>• Offer support and supervision at unstructured times of the day e.g. break and lunchtime, where appropriate.</li> <li>• Social skills programmes/support including strategies to enhance self-esteem.</li> <li>• Individualised reward systems to promote learning and enhance self-esteem.</li> <li>• Use of social stories to help children learn how to approach and deal with different social situations.</li> <li>• 1:1 time with children helping them to identify situations that cause anxiety and finding ways to help them make the right choices, for example, fiddle toy, time-out, 1:1 time with members of staff and 'emotion fans' etc.</li> <li>• Strategies/programmes to support speech and language development e.g. NELI (Nuffield Early Language Intervention for EYFS), individual speech and language programmes, specific language booster groups, Speech, Language and Progression Tools, PECS (Picture Exchange Communication System).</li> <li>• Where appropriate, children access 1:1 support.</li> <li>• Access to staff that have extensive experience and expertise in supporting children with speech and language difficulties.</li> <li>• Most of our staff have completed Level 2 Autism training.</li> </ul>

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<p>Cognition and Learning Needs:</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties (MLD)</li> <li>• Specific Learning Difficulties (SpLD)</li> </ul>	<ul style="list-style-type: none"> <li>• Support with accessing the curriculum and development of independent learning skills e.g. through changes to classroom environments, use of IT, support staff, specific interventions etc.</li> <li>• Resources to promote multi-sensory, practical and independent learning.</li> <li>• Small group targeted intervention programmes to improve skills in a variety of areas of learning including Literacy and Numeracy.</li> <li>• 1:1 targeted intervention programmes are delivered to pupils to improve skills e.g. Beat Dyslexia</li> <li>• Staff recognise and support children requiring additional time to process information and ideas.</li> <li>• Staff assess pupils regularly and report progress to parents/carers and staff.</li> <li>• Ensure appropriate access arrangements for SATs testing, for those in need.</li> <li>• Ensure use of ICT where appropriate, for example the use of interactive whiteboards, kindle, iPads/tablets etc.</li> <li>• Access to a variety of specifically targeted IT programmes available to support learning in school including: Nessy, Times Table Rockstars etc.</li> <li>• Where appropriate, learning aides such as coloured overlays, reading rulers and Ace Spelling dictionaries are available within school.</li> <li>• Staff members that are trained and have experience in supporting children with dyslexia.</li> </ul>

<b>Type of SEN for which provision is made at Hawthorn Primary School</b>	<b>Type of support/provision made at Hawthorn Primary School</b>
<p>Social, Emotional and Mental Health: including an Additionally Resourced Provision (ARP) for Emotional, Social and Mental Health Difficulties</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Social Difficulties</li> <li>• Mental Health Conditions</li> <li>• Emotional Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• We have an Additionally Resourced Provision (ARP) for children with social, emotional and mental health difficulties (SEMH).</li> <li>• 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>• Our behaviour management systems in school are based on treating every child as an individual and encouraging them to make positive decisions. Please read our behaviour management policy for more information.</li> <li>• Use of risk assessments to ensure the safety and inclusion of all pupils in all activities.</li> <li>• Small-group and 1:1 targeted programmes to develop social skills and emotional resilience, e.g. social skills groups, individual behavioural support programmes etc.</li> <li>• Whole school code of conduct, which all staff refer to as required.</li> <li>• The school offers learning points as a reward for positive learning behaviours.</li> <li>• Our outstanding pastoral staff support all aspects of social, emotional and mental difficulties.</li> <li>• Kalmer Counselling provides structured and time-limited support for vulnerable pupils.</li> <li>• We seek support from outside agencies such as School Health, Community Paediatrician, the Children and Young People’s Service (CYPS), Newcastle Educational Psychology Service (EPS) etc.</li> </ul>

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<p>Sensory and Physical Needs:</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</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.</li> <li>• Staff seek and act on advice and guidance for pupils who have significant medical needs.</li> <li>• Support with personal and intimate care if and when needed.</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>• Small group or 1:1 targeted intervention programmes are delivered to pupils to improve skills e.g. Teodorescu (Write from the Start) etc.</li> <li>• We have staff that have completed the British Sign Language qualification, level 2.</li> <li>• Please see our Accessibility Plan for further information regarding school accessibility.</li> </ul>

## Other useful information/contacts

### **Autism Helpline**

Tel:	0808 800 4104 (open 10.00am-4.00pm, Monday-Friday)
Text:	07903 200 200

### **Children and Families act 2014**

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

### **Education Healthcare Plan**

<http://www.ehcplan.co.uk>

**[Northeast Special Needs Network](#)** (supports families with disabled children/young people from birth to 25 years).

Contact details:

Northeast Special Needs Network

Northern Counties Site

Tankerville Terrace

Jesmond

Newcastle upon Tyne

NE2 3BB

Phone and fax

Admin: 0191 281 2485

Family Advice Workers: 0191 281 2255

Email: [admin@nsnn.org.uk](mailto:admin@nsnn.org.uk)

### **Newcastle Families Information Service**

<http://www.newcastlefis.org.uk/kb5/newcastle/fsd/home.page>

**[Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service \(SEND IASS\)](#)** for information, advice and support about their child's SEN and/or disability.

Telephone: 0191 284 0480

Email: [sendiassadmin@newcastle.gov.uk](mailto:sendiassadmin@newcastle.gov.uk)

Contact names: Judith Lane or Sarah Francis

### **SEND information, Advice and Support Service**

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=2>

### **SEND Code of Practice**

<https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations>

### **The Alan Shearer Centre**

<http://alanshearercentre.org.uk/>

### **The National Autistic Society**

Web: [www.autism.org.uk](http://www.autism.org.uk)

Email: [mailto:nas@nas.org.uk](mailto:mailto:nas@nas.org.uk)



## Glossary of Abbreviations and Acronyms

<b>Term</b>	<b>Explanation</b>
ARP/ARC	Additionally Resourced Provision/Additionally Resourced Centre
ASD	Autistic Spectrum Disorder
CYPS	Children's and Young Peoples Service (Previously known as CAMHS)
EAL	English as an Additional Language
EHCP	Educational, Health and Care Plan - An education, health and care plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.
EHP	Early Help Plan
EP	Educational Psychologist
EPS	Educational Psychology Service
ESBD	Emotional, Social and Behavioural Difficulties
EYFS	Early Years Foundation Stage
FSC	Family Support Coordinator
Golden Time	Reward operated within the school whereby children can participate in self-chosen activities.
HI	Hearing Impaired
ICT	Information Communication Technology
IEP	Individual Education Plan
Key Stage One	Pupils in years 1 – 2 in primary school
Key Stage Two	Pupils in years 3 to 6 in primary school
LA	Local Authority
LEAPS	Language Enhancement Action Package for Schools
MLD	Moderate Learning Difficulties
NELI	Nuffield Early Language Intervention
OT	Occupational Therapist
SALT	Speech and Language Therapy
SEAL	Social and Emotional Aspects of Learning
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs and Disability Coordinator
SENTASS	The Special Educational Needs Teaching and Support Service (SENTASS)
SLCN	Speech Language Communication Needs
SPLD	Specific Learning Difficulties E.g. Dyslexia, Dyscalculia
VI	Visual Impairment

**Updated and Amended: November 2021**

# Hawthorn Primary School SEN Questionnaire



**Please tick to show your answer for each statement**

My child is in year .....	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Comments
1. My child enjoys school.						
2. I know what my child's SEN needs are.						
3. I know how my child is supported at school.						
4. I feel that my child is getting the right amount of support at school.						
5. I am invited to SEN review meetings each term for my child.						
6. I understand my child's targets/IEP and can discuss them with their class teacher.						
7. I feel I get the right amount of information and communication about my child's progress.						
8. My child's needs are met by Hawthorn Primary School.						
9. I feel that staff have given me suggestions of ways to support my child at home.						
10. I am able to talk to a member of staff if I have any concerns, e.g. the Class Teacher, SENCo, Head Teacher, Family Support Coordinator etc. if I have any concerns.						
11. I know how to access SEN information from the school website and think it is useful.						
12. I know how to access the 'SEN Information Report' on the school website and think it is useful.						

We are continually trying to improve the quality of SEN provision at Hawthorn Primary School. We welcome any further ideas or suggestions. Please write any comments below...