



Hawthorn Primary School

Annual SEND Report

2021-2022

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 2021.

The SEND Information Report was reviewed in November 2021.

The Accessibility plan was reviewed in January 2019.

Information on the website is reviewed and updated annually.

SEND Profile at Hawthorn

We currently have 43 children (20%) at SEN Support. This is compared to national average of 12.6%.

11 children (5.1%) have an EHCP, compared to national average of 4%

Overall SEND: 25% (54 children)

Number and percentage of learners who have SEN and are Pupil Premium: 40 (18.4%)

Number and percentage of learners who have SEN and EAL: 28 (13%)

Number and percentage of learners who are SEN, Pupil Premium and EAL: 18 (8.3%)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	ARP
SEN Support	6	5	9	2	6	7	6	2
EHCP	2	1	1	1	0	0	0	6

	Boys	Girls
SEN Support	28	15
EHCP	7	4

Breakdown of areas of need:

Category of SEND	Number of Children	%
Cognition and Learning	7	13
Communication and Interaction	38	70
Sensory and Physical	0	0
Social, Emotional and Mental Health	9	17

Attendance

2021-2022	Autumn term		Spring Term		Summer Term	
EHCP	93.6%	94.3%	94.5%	94.3%	94.7%	93.4%
SEN Support	93.9%	93.7%	94.2%	94%	94.2%	93.5%
Non-SEND	97.3%	96.6%	96.6%	96.5%	96.1%	96.3%
Exclusions	4 sessions 2 pupils	7 sessions 3 pupils	13 sessions 3 pupils	20 sessions 3 pupils	22 sessions 4 pupils	26 sessions 4 pupils

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.

2021-2022 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">• Nesy (helping children to read, spell and write)• Breaking Barriers (Maths intervention)• RWI Phonics Intervention• Maths tutoring• English tutoring• Book Talk• Memory Magic
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 Interaction Group	<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

ARP

There are currently 8 children placed within the ARP, supported by one teacher and three teaching assistants. We have 3 children that have been accessing part-time integration into the mainstream classes.

Attainment of pupils with SEND 2021-2022

End of Key Stage 2 Attainment

Reading	Below ARE	At and Above ARE	Above ARE
All pupils	30%	70%	27%
SEND	71%	29%	0%
No SEND	17%	83%	30%

Writing	Below ARE	At and Above ARE	Above ARE
All pupils	37%	63%	7%
SEND	86%	14%	0%
No SEND	22%	78%	9%

Maths	Below ARE	At and Above ARE	Above ARE
All pupils	23%	77%	27%
SEND	57%	43%	14%
No SEND	13%	87%	30%

End of Key Stage 1 Attainment

Reading	Below ARE	At and Above ARE	Above ARE
All pupils	34%	65%	7%
SEND	70%	30%	0%
No SEND	16%	84%	11%

Writing	Below ARE	At and Above ARE	Above ARE
All pupils	66%	34%	7%
SEND	70%	30%	0%
No SEND	63%	37%	11%

Maths	Below ARE	At and Above ARE	Above ARE
All pupils	52%	48%	10%
SEND	90%	10%	0%
No SEND	32%	68%	16%

Children passing Year 1 phonics screen:

Reception 2021 - 2022	Pass		
	Hawthorn	Newcastle	National
All pupils	93%	72%	75%
SEND Support	80%	44%	44%
EHCP	100%	17%	19%
No SEND	96%		

Children meeting Early Learning Goal in EYFS:

Reception 2021-2022	Number of Pupils	Good level of development achieved	
		Number	%
SEND	8	1	13%
Non-SEND	23	18	78%

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 pupil 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.
- 1/12/2020 - Children with Handwriting Difficulties delivered to Teaching Assistants by Vicki Wisher (OT)
- 10/11/2021 – SCART assessment tools for Class Teachers – training delivered by Sara Mulvey and Rachel Clayton
- 17/11/2021 – Show Racism the Red Card – all staff
- 18/1/2022 - Training session funded by Newcastle Hospitals NHS Trust on the Write Dance Programme – OT and SENCo attended.
- Feb 2022 – Progression Tools, speech and language training for Teaching Assistants – delivered by SENCo
- 11/5/2022 Trauma Conscious Practice for all staff – delivered by Caroline Collins and Sara Mulvey
- Half-termly paperwork support (individual education plan and provision map) for class teachers
- ARP Support - Educational Psychologists are continuing to work with the ARP staff and deliver their solution-focussed sessions on a regular basis, roughly once every half term.

Next steps:

- Where appropriate, Box-time and sensory box-time training for staff identified in a 1:1 role supporting our Autistic pupils.
- Colourful semantics training for 1:1 staff members.

Working with Outside Agencies

In 2021-2022 we had SLAs with the following local Authority teams:

- Newcastle Educational Psychology Service.
- Language Enhancement Action Package for Schools (LEAPS), which offer speech and language therapy services for children requiring support in this area.
- Occupational Therapy Service.
- 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.
- 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:

- School Health
- Children and Young People's Services (CYPS)
- Where appropriate, Social Services and the Looked After Children Team.

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 8 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.
 - Transition groups from Speech and Language Therapist for vulnerable children.
 - All children were offered transition visits/weeks at their secondary school.
 - Some children visited secondary school open evenings.
 - Year 6 staff, SENCo and Family Support coordinator worked on transition document sent by the Secondary Schools.
 - Some SEN children had one-page profiles produced to 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 2022