

Name of School: Hatchell Wood Primary Academy – March 2021

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY’S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA’s Local Offer site located under ‘Information, Advice and Guidance’ (then under ‘Schools and Alternative Provision’). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4). This document reflects the changes within Doncaster Local Authority in the 2020-2021 academic year with the introduction of the Graduated Approach for SEND.

Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.

<p>Brief description of the school <i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i></p>
<p>Hatchell Wood Primary Academy is part of the Rose Learning Trust providing education for children from the age of 4 - 11. We aim to be fully inclusive and to give every pupil the opportunity to achieve to their maximum potential by providing a broad and balanced curriculum, a flexible and differentiated programme and success in learning. When planning, staff provide opportunities for all pupils to achieve their full potential regardless of ability, gender, disability, social and cultural backgrounds and ethnic groups. Recognition is given to the fact that pupils learn at different rates and there are many factors which affect achievement, such as ability, emotional state, age and maturity. We know that at some time in their school career many pupils will experience difficulties which will affect their learning and these may be long or short term. We aim to identify these needs as they arise and provide the necessary teaching, learning and support to enable every child to achieve to their potential.</p>
<p>How we identify if your child may need additional help and/or has special educational needs (SEND)</p>
<p>The school identifies children as having Special Educational Needs through a variety of assessments such as: observation, data analysis, computer based testing, outside agency involvement and parental concerns. The progress made by all pupils is regularly monitored and reviewed in order to highlight children in need of additional support. School has an</p>

internal referral system which teachers use to refer children to the inclusion team for further assessment of need and allocation of provision. Our Special Educational Needs Policy contains more information about how we assess and identify children with SEN. This can be found on the school website: https://www.hatchellwood.com/serve_file/355916

How we involve parents and carers in meeting the needs of their child and in whole school developments

At Hatchell Wood we value the role of parents in supporting our children with SEN and work together as a team to ensure appropriate provision is made in order to meet the needs of the child. Ways we ensure this:

- Staff and parents/carers work together on shared outcomes.
- Teachers talk to parents about their concerns and vice versa.
- Parents can make appointments with the class teacher, SENCO or the head teacher to discuss the needs of their child.
- The SENCO will discuss including their child on the SEND register and what that means and involves with parents.
- At review meetings with parents, suggestions as to how parents can help at home are specific and achievable. All parents are made clear about the action to be taken, how they can help and the way the outcomes will be monitored and reviewed.
- Parents are asked to discuss their views of their child's progress at review meetings with the class teacher/SENCO, these views are then recorded on SEN support plans.
- All SEN support plans involve the parents and copies are offered to them after the meeting
- Regular communication between school and home ensure that concerns are promptly acted on.
- Parents are encouraged to take part in surveys/meetings/ training on new initiatives in school so that their views are considered.

How we will involve your child in the planning and review of their support

Where appropriate, our school involves children in their SEN support meetings. Children's views are recorded on SEN support plans and as part of one page profiles. Children are involved in the decision-making, target-setting and review process, where appropriate. Pupil voice is at the heart of our school and, throughout, leaders use this as a way of developing classroom practice and the curriculum.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

Our school is an inclusive school; we value each individual child and endeavour to provide the best education possible for each and every child regardless of needs (see our equality policy for more information).

In order to do this:

- All staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice. Staff are given CPD to improve their understanding of a range of special educational needs and are able to adapt their teaching to suit a range of needs within their class
- Class staff teams know the profile of their class and individual needs ensuring that learning activities well matched to children's learning needs.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- Classes are well resourced and for children with additional needs, specialised equipment can be arranged. Resources for SEN are purchased as appropriate. These are matched to the needs of the SEN children throughout the school.
- All teachers working within the school are aware of the importance of identifying and providing for those pupils who have special needs.
- All children with SEN are given access to join in the activities of the school together with pupils who do not have SEN.
- Additional support is provided by LSAs and TAs within the classrooms. Individual children with statements/Education Health and Care Plans (EHCP) are supported by LSAs within the classroom where this is appropriate to the Statement objectives and provision. We ensure that all staff know and understand the needs of all pupils. Details of adaptations to the curriculum and environment are recorded on SEN support plans which are written by class teachers termly (or more frequently if needed) and identify the provision being made for children in their class.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

Children with learning needs will be supported through the use of evidence based interventions in either small groups or on a 1:1 basis. We work very closely with our Educational Psychologist to ensure that provision matches needs. Our Educational Psychologist supports staff with planning, attends SEN support plan reviews and annual reviews and also provides CPD for our staff.

Some of this includes:

- Specialist teaching advice may be requested – for example in relation to children with autistic spectrum disorders, or severe emotional difficulties.

- Teachers of children with communication difficulties support the school to improve provision. These teachers are involved in SEN support plan reviews and statement/EHCP reviews.
- Teachers of children with hearing and visual impairment support the school to improve provision.
- We also liaise frequently with a number of other outside agencies: ◦ Educational Psychology Service ◦ ASCETS Team- ASD support ◦ Play Therapist/Counselling ◦ Children and Adult Mental Health Services ◦ Social Care ◦ Educational Welfare Service ◦ School Nurse ◦ Community Paediatrician ◦ Occupational Therapist ◦ Physiotherapist ◦ SAIDSEND ◦ Family Support
- Specialist support for attachment
 - THRIVE base in school
- Parents are informed if any outside agency is involved

Universal

- All children have access to whole school quality first teaching
- Small group learning where needed
- Additional resources; adults, technology, manipulatives
- Lessons will be differentiated to support, challenge and extend children's learning.
- Specific interventions will address gaps in children's learning, wellbeing, social skills and emotional regulation.
- Visual prompts and reminders will be used.
- Effective teacher feedback will be provided.

- Opportunities will be provided to build strong and positive relationships with adults and peers.
- Opportunities will be provided to build on speech and language skills through modelling.
- The learning environment aids wellbeing.

Universal Plus

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed.
- Pre-teach and over learning groups will be provided.
- Short term specific provision and interventions will be used to address the gaps in learning and understanding.

Targeted

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan > review process will be followed to ensure the plan is regularly reviewed.

- Support of other an Educational Psychologist will be sought.
- A balanced and personalised curriculum will be provided.

Specialist

If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team

How we will use the Graduated Approach for SEND in order to provide additional support if your child has social and communication needs

As above.

School staff have received training from the ASCETS team to ensure that they can provide the necessary support for children with social and communication needs. Two staff members have completed Cygnet Practitioners training. Teaching assistants and learning support assistants have received training for Lego therapy, 'comic strip' conversations and the 5-point scale. Staff from the ASCETS team are involved in: supporting teachers to plan effectively; attending annual review meetings, and attending SEN support plan meetings. Speech and language therapists also work in school to support children where this is indicated on their statement/EHCP or where a referral has been made. They contribute towards SEN support plans targets and reviews where necessary. A home-school liaison officer from the ASCETS teams also supports families

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

As above.

In accordance with the code of Practice and the guidance from the statutory document 'Supporting pupils with medical conditions in schools' all pupils with medical conditions will have a medical care plan written in partnerships with parents and teachers that ensures that all staff are aware of their needs. We work in partnership with physiotherapists and occupational therapists to ensure that our environment supports children with physical or sensory needs.

How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being

As above.

Our school provides a caring and supportive environment where all children's needs are catered for. Our caring curriculum team focuses on wellbeing; the social, spiritual, moral and cultural curriculum, PSHE and ensures that our school works with agencies such as Child Line to deliver the correct messages to children. Children are aware that they can speak to adults in school at any time if

needed and feel comfortable doing so. Staff take the social and emotional development of our children seriously and where there are concerns outside agencies may be called on, such as CAMHS - Children and Adult Mental Health Service, Play Therapists. The school has two licensed Thrive practitioners and a dedicated Thrive Base. We screen every child using THRIVE screening programme in order to identify children who need additional support with emotional health and well being. Children who access the Thrive programme have a Thrive action plan, reviewed termly and have regular timetabled sessions. The Learning mentors also support children in class, using the Thrive approach

How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND and supporting you as their family

We follow the Graduated approach moving from universal to targeted support as outlined above. We ensure external agencies are involved where necessary and a Holistic view of the child is taken to ensure intervention is appropriate to meet all the needs of the child.

How we deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)

If the child's additional support needs as detailed above in the universal/ universal plus and targeted provision goes beyond the schools funding allocation (Element 2) school will seek further funding (Element 3)

Element 3 funding will be sought through an application for Additional Top-Up Funding, Early Intervention Allowance, Education Health care Plan. Further information can be found here.

<https://www.doncaster.gov.uk/services/schools/local-offer-forms-and-guidance>

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

The safeguarding and well-being of every child in our care is of utmost importance at all times. The designated people for safeguarding and child protection are Mr J Harris, Mrs G Snow and Mrs F Burton. All staff receive annual safeguarding training. The school is a secure site with access only possible through the main reception. All visitors are checked by the office and must wear lanyards at all times on the school site. Senior leaders and governors are involved in reviewing and updating our accessibility plan to ensure that we are a safe and welcoming school.

How we promote developing independence

Our school's ethos and curriculum promotes independence. On the whole SEN pupils will be taught within classrooms alongside pupils who do not have SEN. However, pupils with SEN will receive additional support either in class or withdrawn in small groups or one-one on the targets specified on their SEN support plans. School uses the chilli challenge system where children choose their own tasks that they match to their own depth of learning, children are encouraged to take responsibility from an early age. In addition, the school has 'Smart Seven' to promote learning skills. The children are expected to challenge themselves to be responsible at all times and earn rewards through our house point system for doing so.

How we measure and review your child's progress against their targets and longer term outcomes

Our school provides a caring and supportive environment where all children's needs are catered for. Our caring curriculum team focuses on wellbeing; the social, spiritual, moral and cultural curriculum, PSHE and ensures that our school works with agencies such as Child Line to deliver the correct messages to children. Children are aware that they can speak to adults in school at any time if needed and feel comfortable doing so. Staff take the social and emotional development of our children seriously and where there are concerns outside agencies may be called on, such as CAMHS - Children and Adult Mental Health Service, Play Therapists. The school has two licensed Thrive practitioners and a dedicated Thrive Base. We screen every child using THRIVE screening programme in order to identify children who need additional support with emotional health and well being. Children who access the Thrive programme have a Thrive action plan, reviewed termly and have regular timetabled sessions. The Learning mentors also support children in class, using the Thrive approach

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How we measure and review your child's progress against their targets and longer term outcomes

As with all areas of SEN provision, in school we use an assess, plan, do, review cycle to ensure that our children with SEN are receiving the best support and provision that they can. Class teachers hold the main responsibility for ensuring that the provision for their children is accurate and allows them to access all areas of school life and make progress. Teachers ensure this through rigorous monitoring of progress against targets and goals, both academic and social and emotional. Teachers use SEN support plan outcomes, tracking systems and assessment for learning to monitor the

effectiveness of the provision made. Senior leaders in school evaluate the effectiveness of provision in a number of ways.

- Termly pupil progress meetings held with individual class teachers
- Termly inclusion meetings between class teachers and the Inclusion Manager to assess, plan, and review provision made.
- Termly review of provision maps for individual children and intervention groups.
- Observations
- Learning walks
- Informal drop ins
- Data tracking
- Monitoring of SEN support plans

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

In school we have a rigorous professional development program in which staff are trained in how to support children with SEN. These training sessions may be run by the Inclusion Team or may be run by external agency where a more specialised session is needed. All staff have access to resources that support their delivery of accurate provision for our children. Children with learning needs will be supported through the use of evidence based interventions in either small groups or on a 1:1 basis. If assessments show that with this support the child still isn't making expected progress, then external advice will be sought. We work very closely with our Educational Psychologists to ensure that provision matches needs. Our Educational Psychologists support staff with planning, attend SEN support plan reviews and annual reviews and also provide CPD for our staff. Some of this includes:

- Specialist teaching advice may be requested where we do not have the necessary in-house expertise – for example in relation to children with autistic spectrum disorders, or severe emotional difficulties.
- Teachers of children with communication difficulties support the school to improve provision. These teachers are involved in SEN support plan reviews and statement/EHCP reviews.
- Teachers of children with hearing and visual impairment support the school to improve provision.
- We also liaise frequently with a number of other outside agencies:
 - o Educational Psychology Service
 - o ASCETS Team- Autism
 - o Play Therapists
 - o Children and Adult Mental Health Services
 - o Social services o Educational Welfare Service
 - o School Nurse o Community Paediatrician
 - o Occupational Therapist
 - o Physiotherapist o SAIDSEND
 - o Family Support
 - o Behaviour Support Teams

- o Counselling services
- o Specialist support for children with issues around attachment

How we include children with SEND in the life of our school

Staff deliver quality first teaching to all pupils with teaching methods, resources, activities or targets adapted to the needs of the children in their care. Peer and adult support may be employed to boost confidence, self-esteem and create an active learning environment. All pupils partake in extra-curricular activities the academy offers making sure that children with SEND are included in the life of the academy.

How we prepare children and young people to join our school

As part of our transition program for new starters to our school in reception, the children are invited in to spend mornings/days in school. The EYFS teachers will also make nursery visits to meet the children prior to starting school. For children with SEND, the school works closely with parents/ other schools/childminders/ private nurseries etc. to find out as much information as possible so that we have the correct provision in place for when the children begin at our school. A personalised transition programme is put in place if required.

How we prepare children and young people to move on from our school

For children moving to Hall Cross Academy there is a 5 day transition period in which the children go to secondary school and follow their Y7 timetable. The staff from Hall Cross Academy and other local secondary schools will also come into school first to talk to the children about their new school. Children who are going to be attending a different secondary school will have a different timetable for transition which the school will accommodate. Children with SEND may need extra transition and the school works closely with the secondary school to plan a sequence of transition meetings and events to ensure their needs are met. If children need travel training, the school liaise with the team for children with autism to provide this support. Children who have an annual review in Year 6 will have staff from the secondary school attend

Contacts for more information

Head teacher/ Principal: J Harris

Chair of Governing Body: C Street

Address: Hatchell Wood Primary, Plumpton Park Road, Doncaster, DN4 6SL Telephone: 01302 538108

Email: admin@hatchellwood.com

Website: <https://www.hatchellwood.com/>

SEND Policies and SEN Information Report link(s):

https://www.hatchellwood.com/serve_file/355916

Please note:

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Please return this proforma to Families Information Service, by email to: FIS@doncaster.gov.uk

If you have any queries, please contact Louisa Townsend at louisa.townsend@doncaster.gov.uk or Family Information Service on 0800 138 4568.

Thank you.