



THE HAWLEY PRIMARY SCHOOL SEND INFORMATION REPORT

Updated February 2022

The Hawley Primary SEND Information Report sets out what we provide for children with special educational needs and/or disabilities (SEND) and their families at Hawley Primary School. It also explains how we can support children in moving to the next stage of their education. Our SEND policy gives more detail about our day to day procedures. This document should be read in conjunction with the **Camden Local Offer**.

The Camden Local Offer

The Camden Local Authority has set out a wide range of information on its website. There is information about specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It also explains:

- where to go for advice and guidance on SEN and Disability matters
- how to access leisure activities for children with SEND
- mediation and arrangements for resolving disagreements
- Education and Healthcare Plans (EHCP) and Exceptional Needs Grants (ENG)

AN INTRODUCTION TO HAWLEY PRIMARY SCHOOL

Hawley is a state maintained Primary school serving a diverse community in the heart of Camden. Hawley was originally an Infant school we but moved to our new site in October 2016 and grew to become a one form entry primary school with nursery provision. Our most recent OFSTED report (February 2019) stated that:

“Pupils’ personal development and welfare are outstanding because of rich opportunities to develop their well-being.”

“Pupils with special educational needs and/or disabilities (SEND) are well supported. Regular staff training to support pupils with complex needs is a high priority.”

A parent commented:

“My children are incredibly happy and stimulated at Hawley.”

We are very pleased that our new site has enhanced facilities for pupils with disabilities, including a lift. All our classrooms lead directly onto outside areas.

Our aim is to comply fully with The Equality Act 2010, which prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

OUR VISION FOR CHILDREN WITH SEND

- We welcome difference and diversity – learning from and about diversity strengthens our school community
- We value, respect and celebrate the achievements of all children
- We always involve parents and children in planning and reviewing progress; we know that parents are the first educators of their child - we need their knowledge to plan effectively
- We know that the earlier we identify special educational needs and provide support, the more successful children will be
- We provide expert support and resources to enable children with SEN/D to fulfil their potential
- We guarantee a whole school approach to making provision for children with SEND, ensuring that all staff have the knowledge and skills to support these children

POINTS OF CONTACT

Class Teacher

The class teacher is the initial point of contact at school and monitors the progress of your child, ensuring that the school’s SEND policy is followed in the classroom.

The Special Educational Needs and Disabilities Coordinator (SENDCO) – Oonagh Pierce

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for co-ordinating the support for all children with special educational needs or disabilities, making sure that their needs are met in school. This involves

planning programmes of support for children with SEND and keeping careful records on individuals with SEND and of our provision for them.

Head Teacher – Anne Fontaine

The Head Teacher has overall school responsibility for inclusion, including discussing SEND issues at leadership team meetings and reviewing support for children with SEND.

SEND Governors – Jackie Herald and Jayne Jones

The SEND governors are responsible for ensuring that any child with SEND receives the necessary support at Hawley and provides the challenge to ensure that we constantly aim to improve the quality of provision for children at Hawley with SEN/D.

Useful Websites

www.camdenlocaloffer.camden.gov.uk .

<http://www.hawley.camden.sch.uk>

THE HAWLEY PRIMARY SCHOOL SEND INFORMATION REPORT

In this SEND Information Report, we will inform parents/carers about twelve important aspects of our SEND provision -

1. Effective Leadership, Management and Governance
2. Developing the skills and expertise of staff
3. Specialist services
4. Identifying, assessing and planning support
5. Reviewing children's progress
6. Inclusive teaching and effective support
7. Ensuring access to the curriculum
8. Providing accessible classrooms and special resources
9. Working in partnership with parents and carers
10. Listening to children with SEND
11. Managing transitions – joining and leaving our school
12. Providing support for safety, personal well-being, attendance and health

1. Effective Leadership, Management and Governance

Whilst the Head Teacher has overall responsibility for SEND and inclusion, the SENDCO manages day to day provision, monitoring the progress and wellbeing of children with SEND and planning programmes of support in discussion with external agencies and members of the school staff.

We fully involve our governors when we review our practice with regard to children with SEND and there is one particular governor with responsibility for overseeing SEND provision.

The school receives funding from the local authority to support children with SEND and it is our responsibility to use this funding as effectively as possible to meet the different needs of all our children.

2. Developing the skill and expertise of staff

The SENDCO is responsible for ensuring that all members of staff have the training to meet the needs of children with SEND.

We ensure that all teachers are able to plan and differentiate lessons that support the needs of all the children in the class. We do this through whole staff training and a regular audit of staff training needs.

There is training for all Learning Support Assistants(LSAs) working with children who have particular educational needs and disabilities, and specialist training for those who support children with the most complex needs, for example Autistic Spectrum Disorder. We ensure that we use the knowledge of parents and carers when planning high quality teaching and support for their children.

3. Specialist Services

Specialist services provide support at our school. The services working within Hawley Primary School are as follows:

Specialist Service	Examples of what they do.
Educational Psychologists	Assessments Provide advice to staff and parents Support individual children Lead staff training
The Primary Learning Support Service	Assess and provide specialist help for children with emotional, social, language, communication and mental health difficulties.
The Camden Hearing Impaired service The Camden Visually Impaired service	Provide support and advice to parents, children and school staff on meeting the needs of HI and VI children Staff training
Occupational Therapists	Assessments of Fine and Gross Motor skills and sensory needs Support and/or advice to class teachers, teaching assistants and parents

Camden Language and Communication Service	Assessments of Receptive and Expressive Language. Support and/or advice to class teachers, teaching assistants and parents.
Camden Physical Disability (PD) Outreach Service	Advice and support about differentiating the curriculum, using specialist equipment, etc.
Camden Education Welfare Service	
The CAMHS Team	Support for the emotional and personal development of children Staff training
MOSAIC – supporting children with complex needs	An integrated service coordinating professionals to support children in a multi-disciplinary approach
Social Services	
Health visitor/school nurse	Provide medical advice for staff and parents Monitor individual pupil's wellbeing
Children's Physiotherapy Service	Assessment Provision of support for individual pupils Provision of Staff training

These services provide a range of support including:

- working one to one or with small groups of children
- providing training for teaching and support staff
- helping us to assess needs, plan next steps and review progress

We **will always** involve parents and carers in any decisions about whether a child has a special educational need or disability and about the best way to provide support for their child. If your child requires any of these services, we will involve you at every stage. We will ask you to sign a referral form before support is offered to a child. If your child is receiving support from a specialist team, you will be able to meet a member of the team to discuss your child's progress.

More information about specialist services that work with Camden schools can be found on the Local Authority website:

www.camden.gov.uk/localoffer/specialistservices

4. Identifying, planning and assessing support

Our starting point is to have a “listening” conversation with parents/carers. We know that parents are the first educators of their child - we need their knowledge to plan effectively. If parents already know that their child has a Special Educational Need or

Disability, this conversation must happen before the child starts school. Then we can plan how we will support their child once he/she starts at Hawley.

If a child has attended a Nursery school or Children's Centre, we will also use the information that they provide in order to plan the best programme of support.

In addition, we assess all children in their first half term in our school through careful and sensitive classroom observation. We continue to assess and monitor all children with SEND throughout their time in school to ensure that we can provide appropriate support.

If a child is assessed as having a Special Educational Need, the SENDCO and class teacher will plan the next steps. Where necessary, we ask for support from the Specialist Services as detailed above. We will also meet with parents and carers to agree a plan and to share targets for their child.

If parents are concerned that their child has a Special Educational Need, in the first instance they should discuss this with the class teacher.

More details on how we identify children with SEN/D can be seen in our SEND policy:

<http://www.hawley.camden.sch.uk//senpolicy>

5. Reviewing a Child's Progress

It is very important for our school community that ALL of our children enjoy success and achievement and make good progress in learning.

We use all the information that we collect about each child who has been identified as having SEND in order to plan a personal programme of SEND support. This plan will include short term targets and will describe how we will support your child to achieve these targets.

Once a term the Head teacher and SENDCO meet with each class teacher to review how well all children, including those with SEND, are progressing. We call these meetings our Pupil Progress Meetings.

We make sure that parents/carers know the next steps for learning for their child and we report formally to parents on their child's progress at least once a year.

6. Inclusive teaching and effective support

We know that high quality teaching and well-matched support will make a big difference to the progress of children with SEND. Making sure that this happens in all classrooms is one of the most important things that our school leaders do.

We provide training and guidance for parents on how to help their children with learning at home. For example, we provide workshops for parents on how to help their children with maths, reading and writing. We send out the dates for these events in our newsletter. Our school website contains further guidance for parents on how to help their children with home based learning, i.e. homework.

Through our Hawley Habits of Learning, we help all children to develop their skills as learners and to persevere when they find learning difficult.

You can read more about how we support good learning in our Teaching and Learning Policy on our website.

7. Ensuring access to the curriculum

We want our exciting curriculum to be one of the main reasons that children love coming to school!

We work hard to ensure that all Hawley pupils achieve in lots of different ways as well as in academic learning – for example, in art, drama, sport, music, dance, showing leadership and taking on responsibilities.

We encourage children with SEND to play a full part in the life of our school, including ensuring that all children can take part in educational visits.

We also adapt the curriculum to include children with SEND, for example, providing quiet time out for a student with emotional needs or providing a visual timetable and a task list for a child with autistic spectrum disorder.

Our Provision Map shows the additional specialist interventions that may be put in place to support children's progress. Highly trained Learning Support Assistants deliver these interventions for a specified period, for example, the "Talking Partners" programme, which develops speaking and listening skills, is a 10 week programme.

Additional staff provide support for learning in the classroom and sometimes, for short periods, in small groups away from the main part of the lesson. These staff include:

Staff	Examples of what they do
Learning Support Assistants	In-class small group support Supporting an individual child with an EHCP/ENG Delivering specific interventions
Nursery Nurses – in Reception and Nursery	In-class small group support and whole class teaching

A variety of clubs and activities take place after school and we monitor the attendance of our most vulnerable children at these activities. If a child needs specific help to get involved, we will provide that help.

8. Providing accessible classrooms and special resources

We work hard to ensure that our school building and classrooms are safe, stimulating and accessible.

Specialist teams, for example, Physiotherapists, Occupational Therapists and the Camden Hearing and Visual Impairment Support Service provide guidance, advice and equipment for a child with particular access or support needs.

Our school premises is fully accessible for wheel chair users.

9. Working in partnership with parents and carers

We know that the active involvement of parents/carers in supporting the education of their child is one **of the most important factors** in ensuring a child's success and achievement and we will always involve parents and children in the planning and review process.

We aim to communicate in plain English. We have a bi-lingual member of staff who can offer translation and interpretation services in Bengali and we can arrange for further interpreters or translators as necessary.

More information about how the different services in Camden provide help and support to children with SEND and their parents can be found on the Camden Local Authority web site:

www.camden.gov.uk/localoffer

We work hard to make sure that Hawley parents are happy with the support that we provide for their children. However, we will address particular concerns and complaints as soon as possible. If parents feel that we have not been able to address concerns satisfactorily, we have a complaints policy and procedure on our website and this is also available from the school office.

If an independent adviser is preferred, parents can contact Camden SENDIASS

<https://sendiasscamden.co.uk>

10. Listening to children with SEND

We know that the only way we can really find out if children are happy, feeling safe and taking part in the full life of our community is to listen to our pupils, especially the most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- members of staff supporting children in expressing any worries or concerns that they may have
- talking to children and/or groups of children after lesson observations to understand their experience of the lesson
- annual pupil questionnaires – giving children their say
- encouraging children to respond to a teacher's marking of their work
- agreeing individual targets with the child
- ensuring that our safeguarding procedures are strong and that all staff are well trained

11. Managing transitions - joining and leaving our school

We always encourage parents to visit Hawley before they apply to our school. When a child starts school in our Nursery or Reception Class, members of staff will make a home visit, or collect information and records from their previous nursery provision. Parents and children are able to visit their new classroom before they start at Hawley in order that they can begin to get to know the new adults who will be teaching and supporting them here.

When a child with SEND moves on from Hawley, the SENDCOs from both Hawley and the new school will plan all aspects of the transition with care.

12. Providing support for personal well-being, attendance and health

We take the personal development and well-being of children very seriously at Hawley.

We know that children are unlikely to flourish unless they develop positive relationships, feel safe and adopt healthy life styles. We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friends. There is very little bullying at Hawley but when it does occur we work with the children involved to make sure that it stops and does not happen again.

We encourage children to develop confidence and resilience through teaching, through social play opportunities and through more targeted support where this is needed, for example, through CAMHS or the Primary Learning Support Service.

We have a whole school anti-bullying policy, which is available on our website.

We have a policy on how we manage medical needs

A senior leader has responsibility for Health and Safety concerns across the school.

Children with serious medical needs have an Individual Health Care Plan and staff are provided with the training to put it into practice. We also provide specialist support and up to date training for staff on safeguarding, keeping children safe and meeting children's emotional needs.

All of our staff and governors have an up to date DBS check.

HOW WILL WE KNOW IF WE ARE SUCCESSFUL IN MEETING THE NEEDS OF CHILDREN WITH SEND?

We constantly monitor evidence and take action when we feel we could improve our practice. We look at:

- Academic standards and good progress
- Behaviour
- Attendance
- Involvement in activities, visits and clubs and in the whole of school life
- Smooth transitions between year groups and to secondary school at the end of Key Stage 2
- Parental feedback - Both positive and negative

We want to understand the experience of children with SEND and we consult with them on their sense of inclusion, personal resilience and confidence and attitudes to self and friendships.

Support for Children with SEND during periods of remote learning due to Covid 19

Where possible, children with an EHCP/ENG will attend school during periods of school closure due to the Covid 19 crisis. For some children with additional needs this may not be possible. The school will undertake a risk assessment for all children remaining at home because their safety is the school's priority.

The Department of Education has made it clear that all children with SEND are entitled to their statutory provision during these times.

Teachers will ensure that activities are appropriately differentiated and the school SENDCO will communicate regularly with parents of children with SEND to ensure that the children's needs are met.

We understand that some pupils with special educational needs and disabilities (SEND), might find it more difficult to access online learning and we will work with parents and carers to support these children. The school will communicate on a regular basis with parents of children with SEND because we recognise that changes in routines and provision disproportionately affect children with SEND.

The outside agencies working with the school to support these children, for example the Educational Psychologist, the Speech Therapist and the Occupational Therapist will continue to communicate with both parents and the school to ensure that individual support plans are followed as far as is possible.