

SEN Report



SEN Report

2018 – 2019



'A caring place to develop roots to grow and wings to fly.'

Welcome to Hatfield Woodhouse Primary School!

'A caring place to develop roots to grow and wings to fly'.

Date of Report: September 2018

Acting SENCo: Mrs Helen Acton (shadowed by Miss Loren Turner)

Supported by: Judith Ingram of Crookesbroom Academy

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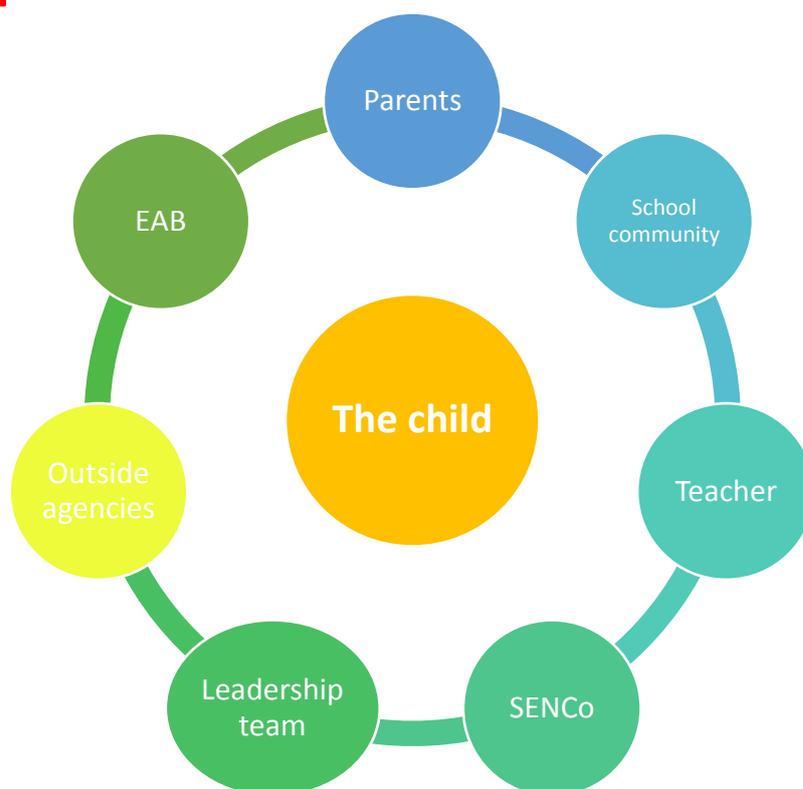
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High Street,
Hatfield Woodhouse,
Doncaster,
DN7 4BU**

At HWPS we support SEN in a mainstream setting -our total number of children on role is currently 220 -approximately 12% of these children have additional needs. We provide differentiated learning, resources and support, to meet the needs of individuals. Working with parents, the school is developing children's potential both academically, personally and socially. Our school aims to be an integral part of the local and wider community, which values, enriches and provides diverse opportunities for all. In an ever-changing world, we aim to equip pupils with the skills to succeed and take their place as caring responsible citizens of the future.

The school is part of Delta Academies Trust. We are a one-form entry primary school (3-11) with a 26 place morning nursery.

Key people – the team



Support for SEN

Hatfield Woodhouse Primary School (HWPS) is committed to providing a high quality education to all the children. We believe that all children, including those identified as having special educational need, are entitled to access the curriculum and be fully included in all aspects of school life.

We believe that all children should be included in an engaging and creative curriculum. Classroom-based Quality First teaching is used to ensure that children are able to access learning in all lessons. Lessons are differentiated to suit the different learning and sensory needs of individual pupils. Resources and support are used to ensure that everyone is able to access the curriculum and thrive and develop. We used a Same-Day-Intervention approach to teaching where possible, so that misconceptions particularly in Maths are addressed as soon as possible. Teaching Assistants are also used to support individuals and groups where a need is identified.

All of our children participate in classroom-based learning, with small interventions groups receiving additional support where a need is identified (which may be outside of the classroom). Sometimes for specific activities children may receive 1-2-1 support.

We provide additional social education opportunities for those with specific needs. This can be done on a 1-2-1 basis (e.g. mentoring) or in group scenarios (e.g. nurture sessions).

How we identify additional needs

Summative assessment takes place half-termly within the classroom for all children in school. The method of assessment varies according to the child's age and school phase (Early Years, Key Stage 1 or Key Stage 2) All children have targets based on these assessments.

When there is a concern about a child having a SEN, class staff will speak to parents to get their view and usually there will be a cycle of monitoring, with additional support being added in lessons, where appropriate. Documents used to support identification:-

- **SEN Code of Practice**
- **National Curriculum**
- **Special Educational Needs Policy**
- **Accessibility Plan**
- **Behaviour Policy**
- **Equality Policy**

If there is an on-going concern, the school will use the assess, plan, do and review cycle (APDR) to monitoring the child's progress against SMART targets (specific, measurable, appropriate, realistic and timely). During this process, the child and parents will be involved. If there is a significant need, a support plan will be established and specialist teams (e.g. occupational therapy, speech and language, educational psychology) may be invited to be involved in the process. This will be reviewed with partners, on a regular basis (at least termly). If good progress is being made, this process can continue if it is needed to support the child. If more intense help is needed, or the support plan is not leading to appropriate progress, then the partners may look to apply for an EHCP

(Educational and Health Care Plan) which establishes formal and on-going support for pupils with high needs.

Specific interventions

The curriculum will be made accessible for all pupils in accordance with the National Curriculum Inclusion statement, emphasising the importance of providing effective learning opportunities for all pupils and offering 3 key principles for inclusion:

- Setting appropriate learning challenges
- Responding to pupil's diverse needs
- Overcoming potential barriers to learning for individuals and groups of pupils.

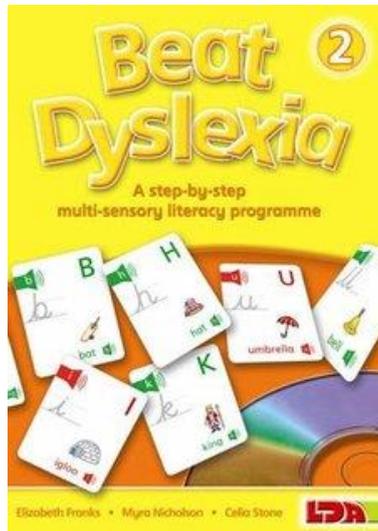
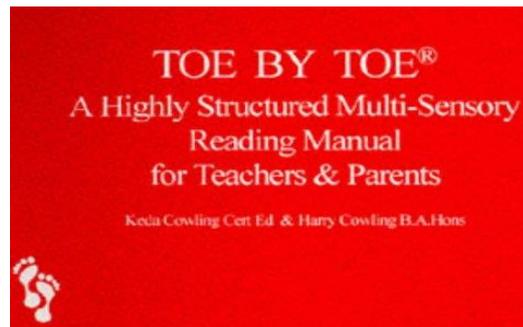
Interventions

We provide a range of targeted and specific interventions to support children in the short to long term. These interventions include support for:

- Spelling
- Maths
- Dyslexia
- Reading
- Handwriting
- Emotion and social development (ELSA) **

**** *This is not an exhaustive list.***

Examples:



Nurture group – Busy Bees

At Hatfield Woodhouse, we have a nurture groups called the Busy Bees, that runs for three afternoons a week. The nurture group provides an opportunity for children with specific developmental and emotional needs, to focus on developing their personal skills. Children are assessed on the Boxall Profile or Pivats Assessment, which highlights and specific needs children may have. The nurture provision is then based on the ELSA programmes and targeted at ensuring we are focusing on the skills that the children need. This might include an afternoon with our sports coach learning to put into practice team-work skills or resilience.



Sensory Circuits

Here at Hatfield Woodhouse we adapt our curriculum and provision to meet the needs of our pupils. Children can have a range of specific needs and these can

include sensory needs. For some children who have sensory needs, we provide resources to help them in class for example:

- Fiddle toys
- Sensory cushions
- Sensory breaks

For those with higher needs we provide a 'sensory diet' which combined these things with more intense sensory 'snacks' for example a balance of work/sensory activities. We also provide a daily sensory circuit timetable, which allows those with specific and intense needs to exercise their different senses.

The circuit is built on the model of activating, organising and calming routines. The circuit takes place twice a day and lasts for around 20 minutes. This prepares the children's senses for the day or afternoon ahead.

Sensory Room



We are very lucky at Hatfield Woodhouse as we have a dedicated sensory room. This room is highly resourced to provide multi-sensory experiences for those who have additional sensory needs.

The room has a range of resources including tactile toys, musical instruments, light features and calming tools.

Specific resources

We have access to a range of resources to support children with SEN. Here are some examples:



Coloured overlays to help children with visual dyslexia.



Sensory cushions



Pencil grips for motor skills.



Writing slopes for posture support.

Expert help

At Hatfield Woodhouse, we ensure that we are able to access training to ensure our staff are trained to a high standard to support the varying needs of pupils in our school.

In addition to this, we draw on support from the local authority and our academy chain, Delta.

IN terms of support services we can access, here is an example of some of the organisation we work with:

- Doncaster SEN team
- ASCETs team
- Visual Impairment and Hearing Impairment team
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Speech and Language therapy
- Health teams – School Nurse and Health Visitor
- Special school outreach support (e.g. ASD - Stonehill, MDL – Pennine View).
- Behavioural support – Bentley PLC, St Wilfred's
- CAMHS

Further information

A copy of our SEN policy and our SEN information report is available on request from the school office.

Hatfield Woodhouse forms part of the local SEN offer in Doncaster. For more information on the services and help that is available help visit:

<http://www.doncasterchildrenandfamilies.info/thelocaloffer.html>

Contacts

For more information, please contact the school:

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