



# SEND Provision

2023 – 2024

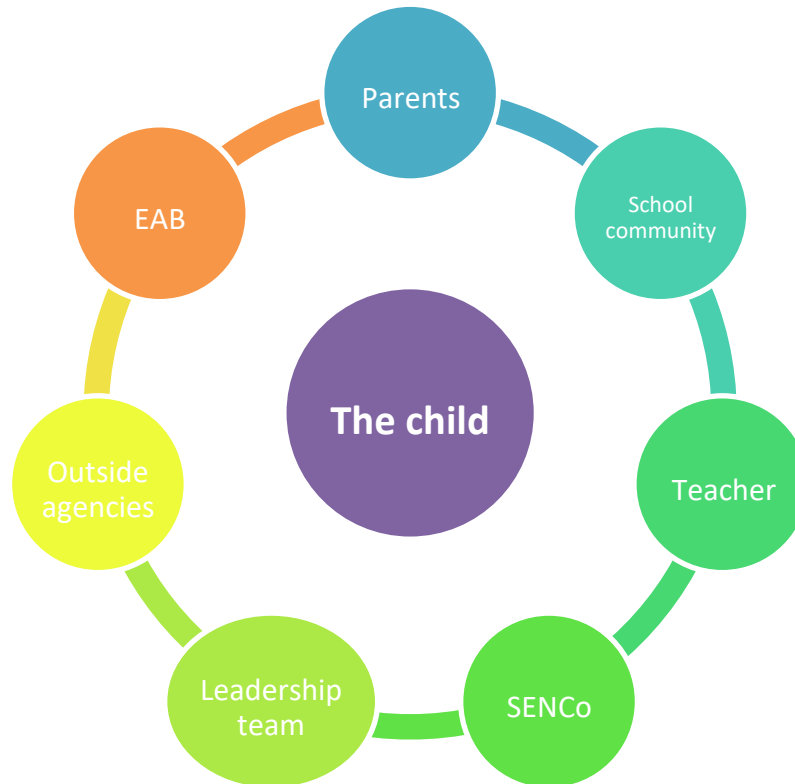


## Welcome to Hatfield Woodhouse Primary School!

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

At HWPS we support SEND in a mainstream setting. 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.

# Key people – the team



In our school we work as a team to meet the needs of our pupils. We work in partnership with a number of people to support children's development. The key person in this process is the child. They are included and consulted in all process, along with their families, to ensure that we are truly meeting the needs of individual people.

In our school, Miss Turner is our SENDCO and on our Education Advisory Board (AAB), Mrs Haigh has responsibility for SEND.

## Support for SEND

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 needs and disabilities, 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 use 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. Thrive sessions).

## Specific support

When there is a concern about a child having a SEND, 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. If there is an on-going concern, the school will use the assess, plan, do and review cycle (APDR) to monitor 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 parents, 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 an EHCP (Educational and Health Care Plan) could be applied for, which establishes formal and on-going support for pupils with high needs.

# Specific interventions

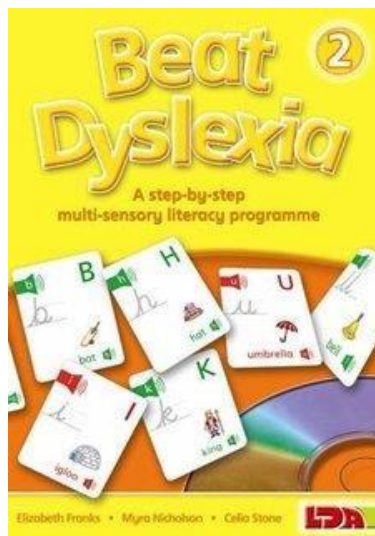
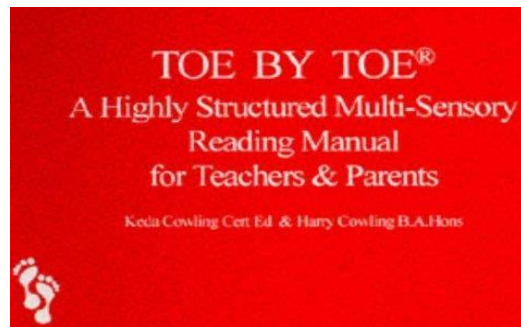
## Interventions

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
- Social and Emotional Well-being (Thrive) \*\*

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

## Examples:



# Thrive Intervention

At Hatfield Woodhouse, we use the Thrive Approach to support children to become more emotionally and socially resilient and better placed to engage with life and their learning. We achieve this by using a whole-school approach to wellbeing, which in turn helps to improve the attendance, behaviour and attainment of our children. The Thrive Approach is based on 4 areas of research: neuroscience, attachment, child development and creative play. Children are assessed on the Thrive platform, which highlights any specific needs children may have. The Thrive provision is then targeted at ensuring we are focusing on the skills that the children need.



## Sensory Circuits

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. Our sensory equipment and resources are available to all children when they need it, building in individuals 'sensory diet' to the daily routine.

# The Thrive Approach



We have recently created space for our new Thrive room, which is a space which children can use when they need a quiet place to work. Our learning mentor is trained in Thrive Approach and also uses the Thrive Room to work with children in small groups or on a 1:1 basis to support their additional needs.

The room is highly resourced with creative supplies, small world toys and a plentiful of educational stories for emotions, families and different circumstances.

## 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 SEND. 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
- ASCETTs 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 – BOSS
- CAMHS

## Further information

A copy of our SEN policy and information reports are available on our school website:

[Academy Statutory Governance and Policy - Hatfield Woodhouse Primary School](#)

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

[Local Offer - Special Educational Needs / Disabilities \(SEND\) - Homepage - Doncaster Council](#)

## Contacts

For more information, please contact the school:

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