

How does the school identify children with SEND?

- At Hawkes Farm Academy the identification of need takes place at the earliest point and then effective provision improves long-term outcomes for the child.
- For some children, SEND can be identified at an early age but for other children difficulties become evident only as they develop.
- The identification of children with SEND is built into our overall approach to monitor the development and progress of all pupils.
- We gather information about any additional needs or concerns relating to individual children during transition meetings with parents, ISEND (the Inclusion Special Educational Needs and Disability team at ESCC (East Sussex County Council)) and pre-school providers before they enter the school. At the same time, we consider evidence that a child may have a disability under the Equality Act 2010 and what reasonable adjustments may need to be made for them.
- We then assess each child's current skills on entry, building on information from previous settings and where applicable continue the provision and support necessary for the child.
- Class teachers, supported by the senior leadership team, make regular assessments of attainment and progress for all pupils.
- These seek to identify pupils making less than expected progress given their age and individual circumstances. This also includes a child's wider development.
- For higher levels of need, we draw on specialised assessments from external agencies and professionals.
- Where progress continues to be less than expected the class teacher, working with the inclusion team, will assess whether the child has SEND according to the broad areas of need identified in the Department for Education and the Department of Health SEND Code of Practice, 2015.
- Evidence is gathered, including the views of parents/carers and pupils where appropriate, and interventions or strategies are introduced to support a pupil's additional needs.
- Children are screened for their understanding of language and their speech sound production on entry into Reception class using the Speech and Language Link programmes. The same programmes are used to assess older children in the school, where appropriate.

What types of special educational needs does the school currently need to provide for?

There are currently 28 children (6.7%) on the SEND register. 22 children receive SEND support, 6 children have an Education, Health and Care Plan (EHCP). 12 Additional Needs Plans (ANP) are also in place. Below is a breakdown according to the broad areas of need:

- 18 children for communication and interaction
- 3 children for social, emotional and mental health
- 5 children for sensory and/or physical
- 2 child for cognition and learning

The SEND register is updated three times a year and distributed to members of staff and the Strategic Governing Body (SGB).

What are the arrangements for assessing and reviewing the progress of children with SEND?

- Pupil progress meetings take place at regular intervals between Senior Leaders and teachers. This is to monitor the attainment, as well as short and long-term progress of each class/cohort for reading, writing and mathematics. The Senior Leadership Team also carry out data analysis throughout the year to identify specific trends or areas for development, including the performance of disadvantaged groups.
- Attainment levels are tracked separately by the Inclusion team and any new actions required are identified and introduced, e.g. a change to type of provision may be suggested, or additional resources may be provided.
- Targets relating to ANPs and EHCPs are reviewed to evaluate the progress of individuals. New ANPs may be drawn up and requests for statutory assessment are made, as necessary.
- The Headteacher and SENDCo provide regular inclusion update reports to the governing body throughout the year.

What plans are used to support children with SEND?

- Provision mapping is used to identify specific interventions for each class based on: groupings, frequency/duration, adult delivering provision, intervention target and outcomes.
- An ANP is used when, despite the appropriate targeted support, a child continues to make little or no progress or to work at levels considerably below those of their peers. It could also be used to support the emotional needs of a child, even where academic progress is stable.
- An EHCP is a statutory document for children aged up to 25 years who need more support than is available through the special educational needs provision in school. An EHCP is drawn up by the local authority SEND team who identify educational, health and social needs and sets out the additional support required to meet those needs.

How does the school approach teaching the curriculum for children with SEND?

- Quality first teaching is the first step in responding to children who have SEND.
- Daily lessons will include sharp objectives with high demands of pupil involvement and engagement with their learning.
- Differentiation is made in lesson planning according to individual needs and (where applicable) these reflect the statutory objectives of an EHCP.
- Resources are sought to meet any sensory or emotional needs of pupils thereby enabling them full access to the curriculum.
- The Inclusion team is a source of advice for staff and a first contact for obtaining more specific advice from external professionals.
- Where needed, learning is supported and enhanced through the use of symbols in visual aids, social stories and by Makaton signs. These can be used for pre-teaching learning or vocabulary for the forthcoming week, or for supporting social and independence skills.
- Staff demonstrate sensitivity to the needs of pupils with SEND when determining learning partners, seating arrangements and grouping.
- The class teacher will demonstrate the appropriate use of questioning, modelling and explanation with challenging learning opportunities differentiated to meet the abilities of groups or individuals.
- There is an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- The expectation is that pupils will accept responsibility for their own learning and work independently where possible. Adults will use encouragement and praise to engage and

motivate pupils.

- A range of practical resources and equipment are used to support all stages of learning within the class. This will include the use of computing skills.
- When appropriate, teachers will make meaningful cross-curricular links between subjects in the curriculum. Real life, practical links are made wherever possible to ensure that children see the big picture.
- Adult deployment is planned on a weekly basis to ensure they are used effectively to support, develop and assess the achievement and progress of pupils.
- Provision mapping for each class identifies additional sessions for interventions with specific targets and outcomes to meet the additional needs of groups or individuals.
- Teachers are responsible and accountable for the development and progress of the pupils in their class, including when pupils access support from teaching assistants or specialist staff.
- Teaching and support staff participate in continued professional development training to refine skills and practice. Recommendations may also be sought from external specialists.

What adaptations are made to the learning environment for children with SEND?

- Extensive building works have been carried out in Reception, Year 1 and 2 to ensure that the classrooms are fully wheelchair accessible.
- The school has a care suite with integrated bed, hoist, toilet and shower facilities. A fixed hoist for the outdoor heated swimming pool has also been installed.
- Individual children may benefit from a quiet space away from the main learning environment to help reduce levels of anxiety and frustration.
- Resources are clearly marked and arranged so that they can be found easily.
- The destination and nature of off-site visits will be taken into account when considering the needs of children with SEND and the relevant risk assessments will be written to reflect any additional needs.
- Pupils may be given a designated workstation for occasions when they are unable to cope at a shared table or with classroom activity and noise.
- Social stories and visual aids support the routines and expectations of the classroom and toilet areas.
- A lift has been installed so that full access can be gained to the first floor of the school.
- An individual class space has been built for pupils with visual impairment.

What support is available to improve the emotional and social development of children with SEND?

- Personalised behaviour support plans.
- The school participates in events such as the NSPCC Speak Out and Stay Safe programme and e-safety is a feature of all ICT/Computing lessons.
- Hawkes Farm supports a pupil-led Rights Respecting School Council. Play Leaders are trained to support children at lunch times to follow the school's golden rules.
- Pupil Peer Mediators are trained to support children in the playground to negotiate disagreement and potential conflict.
- Structured sports activities are arranged regularly during break times.
- 1:1 adult support may be given for children with complex needs within the learning environment or during transition times and to support personal self-care.
- Appropriate training for staff is provided to raise their understanding of emotional and social needs and the strategies to help.

- Staff are informed via staff meetings and teaching assistant briefings of specific individual needs to ensure there is a consistency of approach.
- Additional Needs Plans may be drawn up with parents to address emotional and social needs, even where academic progress is being seen.
- Home-school communication books are provided for children with additional needs. Transition Books are provided at the end of the academic year to help children with additional needs familiarise themselves with the next year's change of teacher and environment.

What are the arrangements for supporting children who are looked after by the local authority and have SEND?

- The SENDCo is also the designated teacher for looked after children.
- Responsibilities include: construction of personal education plans (PEPs), leading PEP meetings to discuss educational progress and targets, attending CLA review meetings, core group meetings, multi-agency strategy meetings, liaison with social workers, foster carers, parents and relevant adults in the school community.

What are the procedures for evaluating the effectiveness of the provision made for children with SEND?

- Provisions are monitored at classroom level using drop in sessions, and at data level through tracking grids and analysis each term to inform pupil progress meetings.
- Data analysis each term for all children on the SEND register for reading, writing and maths against the provisions received to monitor impact and effectiveness. This has indicated the attainment and progress these identified children have made towards their learning targets and their overall wellbeing.
- The development of a school provision map template includes quality teaching strategies and intervention targets/outcomes.
- Those children identified in Reception as having language difficulties are re-tested in Year 1 following intervention.
- Reviews are made by external professionals, as required e.g. speech and language and occupational therapists

How are school resources deployed?

- Children with SEND are supported using the initial school allocation/budget. The school also receives a high needs top up funding for children with an EHCP.
- Service level agreements are purchased for a number of external agencies, e.g. educational psychology service, to provide strategies and to make recommendations to support children with SEND.
- Support staff may be deployed to meet the needs of individual children with SEND.
- A range of continued professional development (CPD) opportunities for both teaching and support staff are delivered to enable staff to refine their skills and practice.
The Inclusion Team also investigate and order new resources and equipment to be used in class to support children with SEND.
- The school receive funding from the Virtual School for children who are looked after, post adoptive children and those who receive Pupil Premium funding on the SEND register.

What are the current objectives for the inclusion improvement plan?

- To monitor the delivery and impact of provisions across the school for vulnerable groups using: drop-in observations, data analysis and tracking grids, refinement of provision mapping and intervention target proformas, pupil progress meetings.
- Development of in-house assessments to inform provision for children with SEND: Infant and Junior Language Link, Speech Link, Boxall profiles, reading and maths age assessments, pupil voice.
- To make improved links with other education providers in the local area: ongoing and transition meetings take place for Reception and Year 6, including nursery visits and multiagency meetings for children with additional needs.
- Teacher and support staff continued professional development for SEND: a number of continued professional training opportunities were identified and attended by staff, e.g. autistic spectrum disorder, attachment disorder and visual impairment awareness, communication using Makaton, social skills group resourcing, effective questioning and marking & feedback training, mathematics subject knowledge and spelling, punctuation and grammar (SPaG).
- To continue to develop the Nurture Room and Nurture Group provision: resourcing the sensory corner, 'small play' and 'home' areas, providing opportunities for social and emotional development through targeted activities in a safe, consistent nurturing environment.
- To continue to develop links with parents and carers through regular meetings to discuss children's needs and to link with parent help organisations to better inform and support parents e.g. CLASS+

Where can I find the school's SEND policy and details of the Local Authority offer?

- The school's SEND policy is published on the Hawkes Farm Academy website and is due for review in spring 2019. The local authority's offer can be found at www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer

Has the SENCO received the necessary training?

- **Postgraduate Certificate in Professional Practice: National Award for SEN Coordination.** Attendance at **10 taught course sessions** at the University of Chichester and the submission of 5 assignments including a mini-research project (completion January 2019).

Have members of staff received appropriate training?

Teaching and support staff have participated in a range of continued professional development opportunities:

- Child protection and safeguarding
- First Aid training
- Attachment disorder
- Behaviour management
- Social Skills group training
- Makaton training
- Supporting and understanding visual impairments training
- Jump Ahead training
- Nurture Group UK accredited training
- Speech and language

- Supporting children with ASD and sensory needs
- Use of practical resources in mathematics
- Lifeguard training

Which external agencies are the school working?

The school has developed positive links with a number of external agencies in order to support children with SEND:

- Educational Psychology (EP) service
- Education Support, Behaviour & Attendance Service (ESBAS)
- Childrens Integrated Therapy Service (CITS) covering Speech & Language Therapy Service Occupational Therapy and Physiotherapy
- Communication, Language and Autism Support Service (CLASS)
- The Scott Unit, Eastbourne District General Hospital
- School nurse
- Dragonflies bereavement support
- Children's services
- The Virtual School for children who are looked after by the local authority
- ISEND Early Years team
- CLASS+ are a service directly contactable by parents/carers:
CLASS@eastsussex.gov.uk
 01273 336887

What communication strategies are in place for parents/carers of children with SEND?

- Parents are able to make an appointment to see the SENDCo, Deputy Headteacher or Headteacher to receive updates and to discuss any issues relating to their child's additional needs.
- Parents are directly involved in the construction of ANPs and they are invited to attend Annual Review and Interim Target meetings to evaluate their child's progress in relation to EHCP objectives.
- In addition to consultation evenings twice a year, parents can also make an appointment to see their child's teacher to discuss any concerns.
- Consultations are held each year for the parents of children entering Reception.
- The SENDCo attends the welcome evening for new parents of Reception children and is available to discuss any concerns.
- Parents are invited to support their Year 6 child in attending 'extra' transition afternoons at Hailsham Community College (HCC) in the summer term before transition where contacts can be established with the Inclusion Team at the secondary school prior to their child beginning their academic career there.
- Parents are given the opportunity to meet with specialists from external agencies to discuss their child's individual needs.
- Home-school communication books are also made available for individual children to develop a positive partnership between home and school.
- 'Meet the Teacher' events are organised around transition time to give parents and children the opportunity to meet with their new Class Teacher and Teaching Assistants.
- Parents are also encouraged to support their children with homework activities and by attending key performances throughout the school year.
- Parental questionnaires enable the school to receive constructive feedback.

- Parents are welcome to come into school as classroom helpers or they may provide support during school trips.
- The Friends of Hawkes Farm always welcome new members to help raise funds through events including the Christmas fair and summer fete.

How are disabled pupils provided for at Hawkes Farm?

- Refer to our Equality Policy which details, amongst other things, the nine guiding principles which guide us in fulfilling our obligations under the Equality Act 2010, our ethos and organisation and information and resources. The Equality Policy can be found on the Hawkes Farm Academy website.
- Our Disability Access Statement is available to view on the Hawkes Farm Academy website.
- The Hawkes Farm Admissions Policy (found on the Academy website) contains details for the arrangement for the admission of disabled pupils.

What are the arrangements for supporting children to move between phases of education?

- We are sensitive to the individual needs of your child at all points of transition.
- In Term 6 the children will visit their new class supported by the relevant members of staff.
- An open afternoon is also arranged for parents to visit their child's new year group in order to meet their new teacher and support staff.
- Information evenings are held for parents to help familiarise them with staff and routines.
- Additional visits to a new year group or school can be organised when required. Preparation work can also be carried out with individual children to reduce anxiety levels for a smoother transition into the next year group, key stage or secondary school provider.
- Multi-agency transition meetings will be necessary to ensure a smooth transition for a child with more significant needs.
- The EYFS leader visits pre-schools to discuss particular needs and support needed for children entering Reception.
- Meetings are held between the inclusion team and local secondary schools to support the transition of children with SEND.

What are the future areas for development at Hawkes Farm?

- To ensure that parents/carers of pupils with SEND are well informed and to develop further opportunities to hear their views.
- To further provide opportunities for Continuing Professional Development of staff to meet the specific need within the school.
- To further develop strong links with Inclusion teams across the STEP Academy Trust and to share best practice.
- To further develop a more flexible approach to personalised support of individual children to encourage their independence and self-confidence.
- To further improve links with the Early Years Service to further develop a proactive approach to meeting the needs of individual children who enter Reception.

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Complaints procedures

Please refer to the STEP complaints policy which is available to view on the school's website.

S. Wood, SENDCo

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