

Special Educational Needs and Disabilities Report

Hawkes Farm Academy

About this report

The children and Families Act 2014 states that all maintained schools must publish and Special Educational Needs and Disabilities (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND.

In the report, we explain how we meet our duties towards pupils with SEND. This report is also part of our SEND policy. The report is also the document we provide to the East Sussex local offer which will show the support that is available for children and young people with SEND in East Sussex.

It will be shown on our school website: www.hawkesfarmacademy.org, and in the 'local offer' on www.eastsussex.gov.uk/localoffer.

We will review this report every year and will involve pupils and parents. If you want to give us your views about the report, please contact the school office at: office@hawkesfarmacademy.org.

This report has been compiled by Karen Williams (SENDCo)
Date: 13th November 2019

Who can I contact?

If you are thinking of applying for a place, please contact East Sussex County Council to apply. You can apply online here: www.eastsussex.gov.uk/educationandlearning/schools/admissions/

If you would like to arrange a visit to the school before applying, please contact our office on: 01323 841466, or email office@hawkesfarmacademy.org.

If your child is already at the school, you should talk to your child's class teacher, the school phone number is: 01323 841466.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo), is responsible for managing and co-ordinating support for children with SEND, including those who have Education, Health and Care Plans (EHCP). The SENDCo also provides professional guidance to school staff and works closely with parents and other services to provide for children in the school.

The SENDCo for Hawkes Farm Academy is Karen Williams, you can contact Mrs. Williams via the school office at Hawkes Farm Academy.

Which children does the school provide for?

We are a two form entry Primary School. In 2019-2020 we admit pupils from Foundation Stage to Year 6. We are an established academy within the STEP Academy Trust.

We are an inclusive school. This means we provide for children will all types of Special Educational Needs and Disabilities. If you want a place for a child who has and Education Health and Care Plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with SEND, you should apply as normal and your application will be considered in the same way as applications from children without SEND.

How the school meets the needs of children with Special Educational Needs and Disabilities

Hawkes Farm Academy is an inclusive school, led by our core values of Passion, Urgency, Positivity, Aspiration and Commitment (PUPAC), our mission:
For Every Pupil to Receive the highest quality education and be supported in becoming highly effective and successful members of society.
and our vision:
Providing learning which recognises the value of developing the whole person.

We are committed to meeting the needs of children with SEND through a whole-school approach and we ensure that our duties under the Children and Families Act and Equalities Act 2010 are met.

Many children with SEND require an individualised approach to supplement the Quality First Teaching they experience in class. At Hawkes Farm, we use the 'Assess, Plan, Do Review' model, where we work in conjunction with children, families, other agencies and other schools to ensure that children's needs are met, to the best of our ability as recommended by the SEND Code of Practice 2014, this approach is called the 'graduated response'.



If the child is looked after by the local authority they will have a Personal Education Plan (PEP). We will involve parents and carers, as well as foster carers and social workers in discussions.

We work closely with East Sussex to ensure that the SEND local offer is available at Hawkes Farm. You can find out more about the local offer here: www.eastsussex.gov.uk/localoffer.

We aim to identify children's Special Educational Needs and Disabilities as early as possible, so that the child achieves the best possible outcomes.

A pupil with SEND is a pupils for whom a learning difficulty or disability calls for provision that is different from or additional to that normally available to pupils of the same age. Children may have one or more broad areas of SEND, as listed below:

- Communication and Interaction – including speech, language and communication difficulties as well as social interaction and autism.

- Cognition and Learning – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and developmental co-ordination delay (previously referred to as dyspraxia).
- Social, Emotional and Mental Health difficulties – including difficulties with behaviour, attention deficit and hyperactivity disorder, attachment disorder, adverse childhood experiences or anxiety.
- Sensory and/or Physical – including visual or hearing impairment, developmental co-ordination delay, cerebral palsy and other physical or medical conditions which impact upon a child's learning.

We assess each pupil's skills and level of attainment when they start school using a variety of different assessments. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have SEND. We would always talk to families as part of this process and certainly before asking for advice or help from any other professionals.

We screen all Reception children using an assessment called 'Language Link' to help determine each child's understanding of language. Where a need is indicated, we would also assess the speech sound production of Reception children using an assessment called 'Speech Link'. All year 1 children undergo the statutory phonics screening test. This will help us identify any children who require additional phonics tuition. We also hold termly pupil progress meetings where teachers meet with the Head teacher and appropriate members of the school's Senior Leadership Team and review the progress of every child in the class. Children who are not making progress are identified and we may ask parents if we can make referrals to other agencies (e.g. Speech and Language Therapy) to check whether the child has any additional SEND needs. We would ask parents/ carers to meet with us as part of the process.

Working together is a key part of life at Hawkes Farm Academy, and we are proud of how closely we work with our parents and carers. Should you feel that your child has a SEND need or should they not be making the progress you expect, please speak to the class teacher first. Some children may also have more than one area of need (e.g. some children with behavioural difficulties also have SEND, as do some children with English as an Additional Language).

If your child is identified as having an SEND need, we will initially have a meeting together, this may include the class teacher, or other professionals working with the family, so that everyone can share their knowledge of what strengths and difficulties the child has. Where appropriate, we will set some targets that the school team and family can work on together, these will include a target for English and maths, if these are areas of learning in which the child is not meeting age-related expectations.

How does the school teach and support children with SEND?

We expect all pupils at Hawkes Farm Academy to receive the best possible learning experiences. We use high quality teaching to meet the needs of children with SEND. We hold regular (termly) pupil progress meetings for every class so we are quick to identify and children who are not making expected progress. These children are then targeted for intervention or specific teaching. We have a dedicated Specialist SEND TA and a team of highly skilled Learning Support Assistants who run high quality interventions throughout the day as well as supporting individuals in class where appropriate. Every day, during assembly time and the daily mile, teachers and/ or Learning Support Assistants deliver targeted interventions to children who need extra support with

something they have learned that day. Our aim is to ensure children do not go home with misconceptions in their learning.

All learning at Hawkes Farm is led by the class teacher, in this sense learning for children with SEND is no different. We provide different learning opportunities on a case by case basis where we look at each child with SEND (through our review process with parents and teachers) and consider whether they need extra support and whether this learning should be 'additional to' or 'different from' provision which is provided for the main class. Interventions at Hawkes Farm are reviewed every six weeks and focus on a short term target which the class teacher identifies will most impact the child's learning.

On occasion, it may not be appropriate for some children to follow the expectations for their year group in one or more areas of the curriculum. Where this is the case, a teacher might deem it more appropriate for that child to work towards the age related expectations of a lower year group. We follow a mastery curriculum and therefore it would be highly unusual for a child to follow the expectations of a year higher than their age.

All teaching staff at Hawkes Farm Academy work together for planning and for their Continuing Professional Development. We do this because we believe that teachers are best placed to help improve each other's teaching and our school is a place where everyone is learning and improving. We are lucky to have a wealth of expertise within the staff team at Hawkes Farm, as well as being able to access expertise from other STEP Academy Trust academies within the local area and beyond. In addition, we use a 360 monitoring model for all staff, where the Senior Leadership Team regularly reviews books, teaching, marking and feedback, parent and pupil feedback to aid out performance management judgements.

How will the curriculum and learning environment be matched to the child's needs?

All pupils will have access to a deep mastery curriculum which is suitable for all our pupils. We will set high expectations for all pupils, including those with SEND. Where appropriate, we adjust the curriculum for children with SEND to make sure they can access the subjects at their own level and continue to make progress. Our teachers are experienced in scaffolding learning for children planning for individuals with SEND.

We will look at the child's level of achievement and identify what support they need to make good progress and reach their potential. We will use our assessment policy and procedures to do this. We will talk to children and parents as part of the SEND support cycle (Assess, Plan, Do, Review).

You can find further information about our curriculum on the school website.

How are parents/ carers involved in reviewing children's progress and planning support?

We are committed to working with parents and carers and we are proud of the good relationships we have at Hawkes Farm Academy.

Children with different SEND will require different levels of support. We aim to offer an approach which meets that individual child's needs through collaborative working with both parents/ carers and professionals.

Support is planned in order to help children reach the agreed outcomes. Reviews will have a focus on an individual child's progress towards these outcomes. Children with an SEND need will

have a scheduled review three times annually, these may be SEND Support reviews run by the class teacher, or where a plan is in place the reviews will be led by the SENDCo. For some children the reviews may be more regular. If parents/ carers wish for an additional review they can speak to the school office so this can be arranged.

Children with Education, Health and Care Plans have reviews three times annually, one of these reviews will be the formal 'Annual Review' of the Plan itself.

How are children involved in reviewing their progress and planning support?

We are committed to allowing all our children to have a voice and to share their thoughts and feelings with us both incidentally and through more structured 'Pupil Voice' discussions.

These views will feed into targets set.

There are many opportunities for children to tell us what they think in school, these include:

- Pupils voice discussions with LSAs or the SENDCo.
- Daily self-assessment of learning in class.
- Class circle times.
- School council meetings.
- SEND support review meetings.
- Annual reviews for those with an EHCP

The above list is not exhaustive and open channels for communication between pupils and staff are encouraged.

How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

We want every child at Hawkes Farm Academy to be successful and to ensure this happens it is important that we plan carefully for children's next steps.

When a child is moving on from us we will invite a professional (e.g. a teacher, member of the SEND team where appropriate) from the child's new school to come and observe them with us. This gives them a chance to see the child in their familiar school environment. We will also hold a transition meeting to ensure that all relevant information is passed on. All SEND paperwork held at Hawkes Farm Academy will be passed to the SENDCo at the new school.

We work closely with receiving secondary schools to ensure that all key information is shared as well as a child's individual plans. In some cases additional transition is planned for with the SENDCo from the receiving school.

Some children need more support for transitions and we will work together with the family and new setting to create a transition plan, activities within the plan may include:

- Visits to the new school with a member of staff from Hawkes Farm Academy.
- Extra transition days/ events, sometimes alongside other SEND pupils.
- Staged transition, where some days are completed at Hawkes Farm Academy and some at the new school, with a gradual increase in time spent in the new setting.

- Targeted small group or 1:1 work focused on transition.

What training do school staff have?

When we plan support for a child, we think about the knowledge and skills that their teachers and support staff will need. Where appropriate we plan training for individual staff members or arrange an INSET training day. The schools SENDCo supports the Continuing Professional Development of school staff by arranging training from external agencies where necessary.

We work closely with a number of external support agencies who can offer advice and training to staff when needed, these include:

- The Communication, Language and Autism Support Service (CLASS)
- NHS Speech and Language Therapists
- The Education Support, Behaviour and Attendance Service (ESBAS)
- Educational Psychologists
- The Child and Adolescents Mental Health Service (CAMHS)

The above list is not exhaustive.

How does the school measure how well it teaches and supports children with SEND?

We regularly and carefully review the quality of teaching for all pupils to ensure all children have the opportunity to fulfil their potential. We look at whether our teaching and our programmes of support have made a difference. We use information systems and termly pupils progress meetings to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We complete an annual self-evaluation of our SEND provision and use this to develop an action plan to further improve our SEND provision.

We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website: www.parentview.ofsted.gov.uk.

How accessible is the school and how does the school arrange equipment or facilities children need?

Our school site is accessible to children with limited or impaired mobility. The school is all on two levels, the first floor being accessible both by stairs and by a lift. Doorways and corridors allow access for wheelchairs and mobility equipment, and there are shared spaces outside the classrooms which allow for a quieter and calmer space in times that this is required. There are easy access toilets as well as an easy access shower within the school building.

In the instance of further equipment or facility adjustments required we would seek advice from Occupational Therapy with a view to making reasonable adjustments needed.

As a school, we are subject to the Equalities Act 2010 and are bound to make reasonable adjustments and provide auxiliary aids to ensure that no child with a disability will be disadvantaged when attending our school.

How are children included in activities with other children, including school trips?

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in any wider learning experiences.

What support is there for children's overall well-being and their emotional, mental and social development?

At Hawkes Farm Academy we believe that it is our role to work with families to develop the whole child. We teach children about tolerance and understanding, as well as about managing their feelings. We believe that by increasing children's awareness about mental health they are better able to manage the strong emotions that we all feel from time to time.

We take incidents of bullying very seriously and they are dealt with robustly when they occur. Staff will speak to you if we feel your child has experienced bullying as a victim or as a perpetrator. We teach all our children about bullying and specific kinds of targeted bullying e.g. SEND bullying and homophobic bullying as part of our assemblies programme.

We record all reported incidences of bullying so we can monitor trends and patterns so staff can intervene early and prevent bullying from occurring whenever possible.

We know that pupils with SEND can be more vulnerable. All staff at Hawkes Farm Academy have been trained in identifying signs of abuse in SEND children and have read and understood the updated guidance from Keeping Children Safe in Education.

You can read more about our commitment to safeguarding by following the 'Safeguarding' link on the 'Key Information' tab on our website.

The school may work with other services to support children including ESBAS, CAMHS and the Early Help Keyworker services to ensure children get any specialist support they may need. We will talk to you if we feel we need to engage with these outside agencies.

What specialist services does the school use to support children and their families?

As part of the cycle of SEND support (Assess, Plan, Do, Review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to refer to specialists.

You can find more information on some of the services available in East Sussex here:
www.eastsussex.gov.uk/childrenandfamilies/specialneeds

At the moment, Hawkes Farm Academy works closely with the Educational Psychologist, Education Support, Behaviour and Attendance Service, Communication, Learning and Autism Support Service, the Children's integrated therapy service and the Schools Health Team.

We are able to contact and make referrals to other appropriate professionals should we need to.

Where can I get information, advice and support?

You can find information regarding the 'local offer' on the internet:

www.eastsussex.gov.uk/localoffer.

You can contact the school office by coming in and speaking to the office team, calling 01323 841466 or emailing office@hawkesfarmacademy.org.

SEND information, advice and support service (SENDIASS) is a service who provide impartial advice and help for children and young people with SEND and their parents/ carers:

www.eastsussex.gov.uk/childrenandfamilies/information-for-families

What can I do if I am not happy or want to complain?

If you are unhappy, you should speak to your child's class teacher first. We always want to sort things out as soon as possible so please raise any concerns with us as soon as you can.

If the complaint cannot be resolved, you can ask to meet with the Head Teacher.

If you remain unhappy after this, you can make a complaint direct to our Academy sponsor, STEP. A complaints panel will meet to discuss your complaint.

More details of how to do all these things is given within our complaints policy. You can find a copy of the school complaints procedure and form to complete on our website.