



SEND Local Offer at Hawthorn Wood Primary School

What should I do if I think my child may have special educational needs?

All children's progress, academically, socially and emotionally, is constantly monitored by teachers and the Leadership. This may take the form of wider discussions to identify next steps, consultations with parents/carers, in-school interventions, referrals to professional agencies such as Speech and Language Therapists. At all stages, parents/carers will be kept informed of the provision in place for their child.

Parents are able to discuss their child with either the class teacher, the SENCO or the Leadership Team should they have concerns over their child's progress.

How will school staff support my child?

- All children are provided with 'Quality First Teaching' – this ensures that a good level of classroom teaching is in place.
- Most children identified as having special educational needs will have Individual Education Plans (IEP) which outline specialised targets and strategies to support your child.
- IEP's are reviewed termly with the child and shared with parents.
- The school's SENCO meets regularly with the Educational Psychologist, the school's Pastoral Team (Learning Mentor and Community and Inclusion Officer) and the Leadership Team. Any child needing support will be identified to the relevant professionals and given any support necessary.
- Children identified as needing extra support will have interventions put in place. These interventions are monitored to ensure they are effective.
- Some children may need support for medical and physical conditions. Where this is the case, school will liaise with the relevant professional agency to ensure support is provided for the child.
- In some cases social, emotional and mental health support might be needed. This may take the form of support within school by the Pastoral Team or further support can be sought through the North West Area Inclusion Partnership (NWAIP).

How will I know how my child is doing and how will you help me to support my child's learning?

- All children's progress is shared with parents throughout the year during parents' evenings and parents are informed of their child's attainment.
- Parents of SEND children may be invited to meet relevant members of staff so that a detailed and full conversation can take place.
- If teachers have concerns they will discuss these with the SENCO and/or the Leadership Team before contacting parents to discuss concerns.
- The class teacher or SENCO will speak to you regarding any referrals to outside agencies to support your child's learning.



- Education plans (Individual Education Plans, IEPs or Individual Behaviour Plans, IBPs) are shared with parents each term. Parents have the opportunity to contribute to the formation of their child's IEP or IBP.
- All children are tracked using school's data tracking. The SENCo monitors the progress of children with SEND needs.
- Annual reports are written for every child.

What specialist services and expertise are available at or accessed by the school?

- School has direct access to a wide range of services all of which can support both parents/carers and children. These agencies include: Speech and Language Therapy, Occupational therapy, Physiotherapy, CAMHS, Educational Psychologist, NWAIP, Social Services, Paediatricians and the School Nursing Team.

What training is given to staff who are supporting children and young people with SEND?

- As requires, staff receive regular training from the School Nursing Team around key medical issues involving the children in their care.
- Basic First Aid training is provided for all staff throughout school.

How will my child be included in activities outside the classroom including school trips?

- All children are encouraged to take part in all activities both within and outside of school. As appropriate, reasonable adjustments will be considered to promote partial participation if some visits are risk assessed as inaccessible.
- Risk assessments are carried out and procedures are put into place to enable children to participate.

How accessible is the school environment?

- We have wheelchair access.
- There are facilities for disabled changing and toilets which can accommodate wheelchairs and support individuals with a disability.
- A Computer suite is accessible across school and the use of computers and iPads enable all children to have access to new technologies to support their learning.
- For additional information, please see the latest Accessibility Policy and Plan.

How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?

We recognise that transition may be an anxious time for a child with SEND. To promote a smooth transition school may take some of the following steps.

If your child is joining our school:

- We encourage parents and children to visit the school and meet their new teacher prior to joining the school.
- A member of the Leadership Team will either show the child and parents around school or be available to answer any questions.
- Where the child already attends a private childcare setting or another school, the new class teacher or SENCo will liaise with the current setting to gain advice



on the systems which are currently in place to support the child before the child moves to our school.

If your child is moving child to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance by current class teacher and, where needed, the SENCo.
- Your child will have transition visits to meet the class teacher and become familiar with their new classroom.

In Year 6 – moving to high school settings:

- The teacher and SENCO will discuss the specific needs of your child with the SENCO of their secondary school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

How are the schools resources allocated and matched to children's special educational needs?

- All classes have at least one member of support staff as well as an experienced teacher.
- Resources may include deployment of staff depending on individual circumstances.
- Resources are allocated throughout the year on a needs basis and deployed based on discussions between Class Teachers, SENCo, the Leadership Team and professionals involved with each child.

Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the Mrs Russell, SENCo, or a member of the Leadership Team.