



## SEND Offer at Hawksworth Wood Primary School

At Hawksworth Wood Primary we create a warm and nurturing environment, where children feel safe and secure. It is important that all pupils experience success. We aim to develop a sense of self-worth and self-esteem among all of our pupils and treat pupils equitably, so that all pupils have the opportunity to realise their full potential; intellectually, emotionally, physically, socially and spiritually, regardless of race, gender, religion or disability. We work as a whole school community to fulfil this aim.

Since September 2014 all local authorities have been required to publish a 'Local Offer' detailing all services and support available in the area for children and young people with SEND aged 0-25 under the Children and Families Act. All schools are also required to detail how we support children with SEND and provide advice and support to parents.

Leeds Local Offer is available to view at:

<https://leedslocaloffer.org.uk/#!/directory>

This link is also available on the SEND page of our school website.

### **How does Hawksworth Wood Primary School fulfil the Leeds Local Offer?**

Please find below responses to some Frequently Asked Questions (FAQ's). If you have any further questions please contact our Special Educational Needs and Disabilities Co-ordinator (SENDCo), Sarah Russell, or Deputy SENDCo, Hannah Fox, via the school office

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

Parents are able to discuss concerns with their child's class teacher, SENDCo, Deputy SENDCo or school's Leadership Team.

All children's' progress, academically, socially and emotionally, is monitored by teachers and the Leadership Team. Where concerns arise, wider discussions and consultations with parents/carers will take place.

### **How will school staff support my child?**

The wave model shows the stage of support available to pupils.

<p><b>Wave 3</b> – Children at this stage are identified as needing SEN SUPPORT. Pupils will be on the Special Needs Register and have an Individual Education Plan. Pupils working at this stage may have support for external professionals. Some pupils may have an Education, Health, Care Plan (EHCP)</p>	
<p><b>Wave 2</b> – In addition to Wave 1, Children require interventions over a specific time period to address any gaps in learning, allowing a child to move forward.</p>	
<p><b>Wave 1</b> – This stage offers all pupils inclusive quality first teaching, taking into account the needs of all learners through differentiation and carefully planned learning opportunities.</p>	



- All children are provided with Quality First Teaching – this ensures that a good level of classroom teaching is in place (wave 1).
- Children identified as needing extra support will have interventions put in place (Wave 2). These interventions are monitored for impact and support will be adapted as part of the review process.
- Most children identified as having special educational needs will have individual support plans which outline specialised targets and strategies to support your child. These plans are reviewed termly with the child and shared with parents, who have the opportunity to add their views to the child's support plan.
- For some children with special educational needs, high levels of support are needed and external professionals may offer additional support (wave 3).
- The school's SENDCo and Deputy SENDCo meet regularly with the school's Pastoral Team, the Leadership Team and members of the Educational Psychology Team. Any child needing support will be identified to the relevant professionals and given any support necessary.
- 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 from the Pastoral Team or external agency support from 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 SENDCo and/or the Leadership Team before contacting parents to discuss concerns.
- The class teacher or SENCO will speak to parents regarding any referrals to outside agencies to support a child's learning.
- Support plans are shared with parents each term. Parents have the opportunity to contribute to the formation of these plans.
- All children are tracked using school's data tracking. The SENDCo 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. 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 required, staff receive regular training from the School Nursing Team around key medical issues involving the children in their care.



- Professionals such as Speech and Language Therapists, Physiotherapists and Educational Psychologists work with staff, offering advice and training to support individual needs.
- First Aid training is provided for all staff throughout school.
- Training related to specific areas of SEND takes places as part of whole-school Continuous Professional Development.

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

- All children are encouraged to participate in all activities both within and outside of school.
- Trips and visits are risk assessed. If, for any reason, a visit is risk assessed as inaccessible or poses substantially high risk, reasonable adjustments will be considered to promote participation.

### **How accessible is the school environment?**

- We have wheelchair access.
- There are facilities for changing and accessible 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.

### **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 show the child and parents around school and be available to answer any questions.
- Where the child already attends a private childcare setting or another school, a member of the Pastoral Team or SENDCo 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 to another school:

- We will contact the school SENDCo 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 SENDCo.
- 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 SENDCo/Deputy SENDCo will discuss the specific needs of your child with the SENDCo 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 our school.

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

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, SENDCo, the Leadership Team and additional 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 to speak with Mrs Russell (SENDCo), Miss Fox (Deputy SENDCo) or a member of the Leadership Team.