



Hawkshead School Special Educational Needs and Disabilities Provision.

Our provision

Progress of all pupils at Hawkshead School is regularly monitored and as a result, class teachers will identify if a pupil in their class requires additional support with an area of their learning or is having more difficulty than their peers with an aspect of learning or behaviour.

In consultation with the school's SENCo and after discussion with parents, an Individual Education Plan (IEP) may be written, which outlines the areas of need to be addressed and how this will be implemented by school staff with parental support. IEPs are reviewed each term by the class teacher and SENCo and new targets are set for the coming term. IEPs will include any advice given to the school by health specialists or advisory teachers, which will enable a child's needs to be met.

If there is a concern that a pupil is making insufficient progress despite additional support from school, the school may seek further advice from external specialists including specialist teachers, educational psychologists, speech and language therapists or occupational therapists, who will offer advice on further supporting a pupil within school. The class teacher or SENCo will keep parents and pupils fully informed about any proposed interventions for their child.

If class teachers and the SENCo have evidence that a pupil has significantly greater difficulty in learning than the majority of their peers, the school may apply for an 'Education and Health Care Plan' (EHC Plan) from the Local Authority.

A child with an additional need or an EHC Plan will, for some of the time, learn alongside a teaching assistant within the class, individually or in small groups, as is necessary to meet their learning needs. There may be a specific programme of activities to develop specific areas, class lessons may need adaptation or additional resources may be used to support a child.

Pupils with an EHC Plan continue to have a termly reviewed IEP, support and advice from specialists, specific to their need and an annual review, to which parents, school staff and specialists are invited.

Class teachers report to parents twice yearly at parent meetings and once per year in the form of a written report. In addition, meetings with class teachers can be arranged at parents' request.

Progress of all children, including those with SEND is monitored by the class teacher and any other school staff working with the child and may be recorded against P scales. Progress is tracked through the school assessment and tracking system and through Pupil Progress Meetings, which are held twice a year by class teachers and the head teacher.

Specialists from health or education departments will support children with an EHC Plan and provide feedback to staff and parents.

If children require additional medical or pastoral support, then this will be arranged by the SENCo and implemented by teaching and support staff, or school will seek advice from appropriate outside agencies. A Medical Health Care Plan will be devised to meet any significant medical need. Several staff members are

paediatric first aid trained. Additional and specific training will be given to support any individual medical needs.

Access and Facilities

Our school is fully accessible to wheelchairs and we have a disabled bathroom. Staff will attend specific training, if required, that is relevant to a child's needs and they liaise regularly with specialist advisory teachers or health specialists when they visit a child in school.

Transition

Our school welcomes visits from prospective children and their parents. If a child is beginning their time in our school as a reception child, then several opportunities are planned for them to spend time in school before they start. Our local pre-school is on site and the children who attend this setting regularly visit school in the summer term. Additional visits can be arranged if this would enhance the transition for an individual child.

If a child is moving on to the next key stage or secondary school, then a transition review takes place where the secondary SENCo is invited and plans for transition are made. This plan could include additional visits to the next class or school, composition of a 'Personal Profile' or some additional social and emotional support, depending on the child's needs.

Funding and resources

The school receives Special Needs Resource Allocation from the Local Authority. This includes statutory funding for pupils with an EHCP, and non-statutory funding to support other pupils. The school makes up any short fall in funding as is required by the LA funding formulas. Where possible, the school ensures that extra hours of support and preparation time are allocated to maximise the benefits to the child. The funding is used to cover staffing costs, purchase of specific resources or specialist services. The amount of support a child may receive is variable and dependent upon the individual child's needs, availability of school resources or the level of funding within their EHC Plan. The head teacher and SENCo monitor the allocation of funds and the governing body are informed of how funding is allocated to support special educational needs. There is a designated SEND Governor on The Governing Body.

Additional support and advice for parents

For additional advice and signposting on services available to families of children with SEND, please see the link below to The Local Authority website.

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>