This report is compliant with ‘The Special Educational Needs and Disability Regulations 2014, Schedule 1, Regulation 51’.

Hawes Down Primary School is an inclusive school and we are committed to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

We offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Hawes Down Primary School has three Additional Resourced Provisions (ARPs). Children with an Education, Health and Care Plan are placed within these classes by Bromley Special Educational Needs team.

### Information and Guidance:

**Who should I contact to discuss the concerns or needs of my child?**

<table>
<thead>
<tr>
<th>Class teacher</th>
<th>He / she is responsible for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email: <a href="mailto:office@hdps.org.uk">office@hdps.org.uk</a></td>
<td>Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support.</td>
</tr>
<tr>
<td>Special Educational Needs Coordinators (SENCO) : Mrs K Barks (KS1)</td>
<td>Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.</td>
</tr>
</tbody>
</table>

Applying the school's SEN policy.

If you have concerns about your child you should speak to your child's class teacher / form tutor first. You may then be directed to the SENCO.

The SENCOs are responsible for:
- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring that parents are:
  - Involved in supporting their child’s learning
  - Kept informed about the range and level of support offered to their child
### Head of the Additionally Resourced Provision Settings (ARPS)

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Mrs S Rowedder (EYFS and Upper School) | office@hdps.org.uk         | - Included in reviewing how their child is doing  
- Consulted about planning successful move (transition) to a new class or school  
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties  
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs |
| Mrs K Barks                     | office@hdps.org.uk         | The Head of the Additionally Resourced Provision Settings (ARPS) is responsible for ensuring that teachers are:  
- Planning and assessing specialist provision children’s individual needs  
- Setting and monitoring targets for your child’s learning  
- Including children into mainstream classes as appropriate  
- Keeping clear and detailed evidence of your child’s progress  
- Working closely with parents/carers and liaising with a range of outside agencies as appropriate |
| Head teacher: Mr Matt DeFreitas | office@hdps.org.uk         | He is responsible for:  
- The day to day management of all aspects of the school, including the provision made for pupils with SEND  
- Delegation of the co-ordination of provision for children with SEND to the SENCOs |
| SEND Governor/s: Lesley Davies and Mark Upham | office@hdps.org.uk         | They are responsible for:  
- Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school |

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**Assessment, Planning and Review**

**How can I find out about how well my child is doing?**

At Hawes Down Primary School we believe in early intervention for pupils who are a ‘cause for concern’ and may have SEND. Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have behaviour difficulties which are affecting their ability to engage in learning activities. Information is gathered from:

- Teacher assessment (including formal assessment data)  
- Pupil progress reviews  
- Provision maps  
- Moderating across year groups, key stages and across schools within the Academy Trust  
- Teacher/SENCO meetings  
- Parent/Teacher meetings

After discussions with key staff and parents additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil about their support will be given consideration at this stage. Pupil
Passports may be completed with the pupil and documents the pupil’s views about their learning. These are reviewed regularly.

If a referral to an outside agency is recommended, parents will always be asked for their permission for the referral to take place. The aim of involving an outside agency will be to help the school and parents understand any particular needs a pupil has and be able to support them better in school. The specialist professional will work with a pupil to understand their needs and make recommendations to support them.

Any additional support is documented in a Provision Map / Pupil Support Agreement or Behaviour Support Plan. In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil’s strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Provision maps are reviewed at least twice a year. Parents, relevant external agencies and when appropriate, pupils are invited to contribute. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement will be drawn up and implemented with the schools/Local Authority’s Educational Psychologist and other professionals where appropriate.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests including phonics and both KS1 and 2 SATs. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by the Joint Council for Qualifications (JCQ) can be accepted for access arrangements for public examinations.

Curriculum and Teaching Methods

How will teaching be adapted to meet the needs of my child?

Class teachers are skilled at adapting teaching to meet the diverse range of needs in each class and have the highest possible expectations for all pupils. Daily planning takes into account what a pupil already knows and their individual needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults (Teaching Assistants, Teachers, and Parents) are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Interventions may take
place within the classroom or in an alternative area of the school. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

## Interventions

### Access to learning and the curriculum

**What interventions may be used to support my child?**

**Access to Teaching Assistants**
- In all year groups
- Regular intervention groups
- Intensive programmes for key skills

**Strategies/programmes to support speech and language**
- Speech and Language Therapist advice disseminated and followed by staff
- Specific differentiation
- Speech therapy individual or group work delivered by Teaching Assistants following speech therapist advice
- Vocabulary books for pre-learning of concept and topic words
- Modelling correct speech and pronunciation
- Provision maps used to support recommendations from Speech and Language Therapists

**Strategies to support/develop literacy**
- Focussed reading programmes e.g. Rapid Reading, Toe by Toe, 5 Minute Box
- Small group intervention programmes
- Access to specialist programmes such as Nessy spelling (Computer based program)
- Ability setting

**Strategies to support/develop numeracy**
- Small group intervention programmes e.g. Rapid Maths, Number Box
- Use of manipulatives.
- Ability setting

**Provision to facilitate/support access to the curriculum**
- Mentoring by peers/Secondary pupils, Teaching Assistants, Teaching staff
- Homework diaries for personal organisation
- Alternative recording methods e.g. use of a scribe/word processor
- Visual timetables for class and individuals
- Differentiated success criteria used in lessons

**Strategies/support to develop independent learning**
- Homework diaries for personal organisation
- Alternative recording methods
- Writing frames
- Visual timetables for class and individuals
- Differentiated success criteria used in lessons
- Checklists

## Pastoral Support

**Strategies to support the development of pupils’ social skills and enhance self-esteem**
- Small group programmes
- Mentoring
- Head teacher awards
- Challenger Troop programme
- Emotional Literacy Support Assistant (ELSA)
- Family Worker support
- Counselling
- Listening ear
- Social stories

**Mentoring activities**
- Access to Family Worker
- Access to counsellor
- Access to Emotional Literacy Support Assistant (ELSA)

**Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)**
- Access to Family Worker
- Access to named member of staff
- Access to counsellor
- Access to sensory room
- Access to Emotional Literacy Support Assistant (ELSA)

**Strategies to support / modify behaviour**
- School sanctions and reward system as set out in the school behaviour policy
- Behaviour Support Service

**Support/supervision at unstructured times of the day including personal care**
- Access to Teaching Assistants
- Access to clubs

**Planning, assessment, evaluation and next steps**
- Regular reviews with parents
- Pupil progress reviews
- Provision maps
- All lessons differentiated to take account of individual needs

### Increasing accessibility - getting about

- Access to strategies/programmes to support occupational / physiotherapy needs
  - Advice of professionals disseminated and followed
  - Use of any recommended equipment
  - Programme for gross and fine motor skills
  - Handwriting groups
  - Access to writing slopes
  - Writing grips
  - Cushions to enhance core stability
  - Sensory circuit
  - Treadmill walker

- Access to modified equipment and ITC
  - Specialist equipment as required on an individual basis to access the curriculum
  - Sound field systems
  - Sensory equipment
  - Software to support learning
  - Braille equipment
  - Visual timetables
  - Laptops
  - Access to touch typing

### External Agencies

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

**Access to Medical Interventions**
- Use of individualised Care Plans
- Referral to Paediatrician
- Referral to CAMHS (Child Adolescent Mental Health Service via Bromley Wellbeing)
- Access to whole staff training if required.

**Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports**
- Regular meetings as required
- SENCOs available at all Parents Evenings
- Referrals to outside agencies as required
- Speech and Language Therapist for specific individual pupils
- Sensory support; Educational Psychologist; Social Communication Team (Social Eyes) all attend school at regular intervals to see specific pupils

<table>
<thead>
<tr>
<th>Agency</th>
<th>Description of Support</th>
</tr>
</thead>
</table>
| **Inclusion Support and Advisory Team (ISAT)** – Jacob Perira – Lead Advisor for Inclusive Education  
  Andrea Blair – Inclusion Advisory Teacher (SEMH specialist)  
  Carol Pyne – Inclusion Advisory Teacher (ASC specialist)  
  Educational Psychology Service - Our attached Educational Psychologist is: Mrs Julie O’Rourke  
  Sensory Support Service                                                                          | To support effective SEND co-ordination for pupils with SEND.  
                                                                                                                                 |
| **Speech and Language Therapy**              | School may refer as required and implement recommendations following specialist assessment                                                             |
| **Occupational Therapy/Physiotherapy**       |                                                                                                                                                       |
| **Paediatric Services**                      |                                                                                                                                                       |
| **Bromley Wellbeing**                        |                                                                                                                                                       |
| **Social Eyes (Mr Paul Cabb)**               | Observations and advice to staff and parents re social and communication difficulties.                                                                 |
| **Family Worker: Julie Emmett**              | Family worker provides independent information and advice for parents/carers of children with SEND. She may work with pupils individually as a mentor with the aim being to improve their self esteem. |
| Tel 07974 509704  
  E mail: jemmett@hdps.org.uk                 |                                                                                                                                                       |
| **Information, Advice and Support Service (IASS)** :  
  Tel: 01689 881024  
  Email:iass@bromley.gov.uk                    | The Information, Advice and Support Service (IASS) offers free, impartial information, advice and support in confidence for:  
  • Children and young people with special educational needs and disabilities (SEND).  
  • Parents and carers of children and young people with special educational needs (SEND).  
  • All Bromley residents (regardless of SEND) around transitions from pre-school to primary school and onto secondary school. |
| **Educational Professional responsible for children who are looked after**  
  Tel: 0208 313 4016                            | This oversees and monitors provision for children who are in the care of the Local Authority                                                            |
| **Voluntary agencies**                       | These agencies offer impartial advice and support for parents.                                                                                       |
  • Bromley Parent Voice  
    Tel: 07803287838  
  • Bromley Mencap  
    Tel: 0208 466 0896                           |                                                                                                                                                       |
### Transition

**How will the school help my child move to a new class / year group or to a different school?**

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

#### From pre-school to Early Years:
- Home visit at the beginning of September
- Transition meetings
- Additional SENCO visit where pupil has SEND
- ‘Meet the new teacher’ day
- ‘Play and Stay’ sessions
- Liaise with outside agencies where appropriate
- Offer additional familiarisation visits.

#### When moving to another school:

We will contact the school SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

#### When moving classes in school:

An information sharing meeting will take place with the new teacher. Class provision maps ensure that every child who receives additional and/or different teaching to ‘Quality First teaching’ will be identified to the next teacher.

Opportunities to visit the new class / teacher.

#### Year 2-3 transition

The SENCO and/or class teacher will attend a lower (KS1)/upper (KS2) transition meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

There will be a programme of transition activities.

In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan.

#### Year 6-7 transition

The SENCO and/or class teacher will attend the primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

On some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.
Staffing Expertise

How skilled are staff in meeting the needs of my child?

Our SENCO’s are qualified teachers and the KS1 SENCO has the SENCO accreditation in accordance with the SEND Code of Practice. The EYFS and upper school SENCO was in post before the requirement to undertake the accreditation and is not required to do it.

An ongoing programme of training is in place to ensure that teachers and Teaching Assistants have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. All staff receive regular safeguarding and child protection training.

Our SENCO’s actively engage with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including makaton, accredited training for pupils with autistic spectrum conditions and safe restraint training.

Who do I talk to if I am unhappy with my child’s support or progress?

The class teacher should be spoken to in the first instance followed by the Inclusion Manager/SENCOs and then the Head Teacher.

Review of 2017/2018 (Evaluating the effectiveness of the provision made for children with SEND)

- OFSTED (February 2018) - You have an excellent working knowledge of the local special educational needs offer and use this to give the best advice to pupils and parents on their future destinations. You have invested in provision for pupils with severe and complex communication needs. They attend your specialist setting, the Additionally Resourced Provision (ARP). In the ARP, pupils receive an individualised programme of study and enjoy lessons delivered by specially trained teachers within a safe learning environment.
- The majority of pupils with SEND met expected progress as a result of quality first teaching and targeted interventions.
- There were 10 children in the lower school (EYFS and KS1) and 20 children in the upper school (KS2) with Statements/EHC Plans.
- Children identified as having speech and language needs had interventions as recommended by speech and language therapists.
- Children were referred to specialist agencies for advice and support. Advice given was followed up and reviewed on a regular basis.
- SENCO in Upper school continued to attend termly ‘Autism Champion’ and ‘Social, Emotional and Mental Health Lead’ meetings disseminating relevant information to staff.
- SENCOs attended Local Authority updates, both national and local on SEND and disseminated information to all staff.
- SENCO in Upper school and SENCO Assistant trained to become Mental Health First Aiders (First Aid for Mental Health)
- SENCO and Teaching Assistants attended a certified course on dyslexia awareness.
- SENCOs and class teachers of the Additional Resourced Provisions attended half termly ‘cluster’ meetings for staff of specialist provisions attached to mainstream schools.
- Whole school training was undertaken including Social Emotional and Mental Health (behaviour) and making sense of autism.
- Whole school, year/class and individual provision maps were reviewed regularly as part of the ‘Assess, Plan, Do, Review’ process.
- A sensory room was opened in the Upper mainstream school.
- Information meetings were held for parents on subjects including – Supporting your child at home and school, Hawes Down Primary School: making a sensory inclusive school and managing your child’s anxiety.
- All children with SEND accessed school visits and residential visits with reasonable adjustments where necessary.

FURTHER INFORMATION about support and services for pupils and their families can be found in:

**Hawes Down Primary School SEND Policy** – Attached to SEND Information Report 2017 - 2018

Web link to: The Local Authority SEND Information - Bromley SEND Local Offer

(https://bromley.mylifeportal.co.uk/lbb-local-offer.aspx)

Information, Advice and Support Service (IASS) - Email:iass@bromley.gov.uk

The DfE Code of Practice (http://www.education.gov.uk)