



SEN Report
2019/20

This annual SEN Information Report outlines the current provision across Hawthorns School. It is available on our website <http://hawthornsschool.org/> The report is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

What types of SEN do we provide for?

Hawthorns School is an 80 place co-located special school, developed specifically to meet the needs of pupils and students with complex learning needs. Pupils range from the age of 4 up to 11 years. These are as described in the SEN Code of Practice.

The school is part of the New Bridge Multi Academy Trust (MAT).

Admission arrangements are detailed in our admissions policy which is available on our website. All pupils who attend the school are either under assessment or have a Statement of SEN or an Education Health and Care Plan (EHCP).

What is our approach to teaching pupils with SEN?

We believe in the concept of lifelong learning and the notion that learning should be accessible, regardless of need, and a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives and achieve their full potential both academically and socially.

Our curriculum and philosophies provide opportunities for academic and social development to enhance life opportunities.

All decisions about each child's support are based on your child's specific needs, baseline assessment, information at admission and progress. All children are in classes of up to 12 pupils with 1 Teacher and at least 2 Teaching Assistants.

In the Early Years classes pupil numbers are smaller as the children here characteristically need more support with personal skills – such as toileting, dressing/undressing for PE, eating.

Children all have provision maps, pupil profiles detailing what helps them to learn and what barriers there may be. This in turn helps inform each child's plan.

Support may therefore be through additional adult support, small group work – learning tasks that are carefully differentiated, carefully matched resources, high quality learning environments.

How do we adapt the curriculum and learning environment?

The Hawthorns Curriculum is personalised and skills based to meet the needs of our learners. We use a teaching model that is designed to connect each learning step and build on achievement skills are taught, reinforced, practised and mastered.

Then there are opportunities for pupils to apply their learning in a wide range of contexts such as Cookery/Outdoor Learning/Thematic Learning/Themed Weeks/Special Events.

We teach what each child needs, "we go where children need us to go". Our curriculum is responsive and adaptable. Where children are demonstrating confidence and competency in

a subject area or in their personal social development, there are appropriate opportunities to be included with their peers in our co-located mainstream school or another primary school. This is only considered in discussion and following a careful review of progress.

Premises are continually adapting to meet the needs of the young people. In the last 12 months security and reflection rooms have been a focus of room development.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

Our curriculum focuses on outcomes and destinations, supporting young people with consistently high expectations. This includes skills for independent living, community access, social inclusion, employability and preparation for higher and further education.

Other curricular partnerships include flexible arrangements which enable pupils to access mainstream courses, if relevant, and with appropriate specialist support. We also work with mainstream teaching school partners.

Outdoor learning is a high priority for the children at Hawthorns. We believe this is an opportunity for children to develop and apply a wide range of skills including talking and listening, self confidence collaborative working building self esteem.

We have two minibuses and trips are planned each term to support learning such as trips to Museums, Theatres. Risk Assessments are carefully planned.

We also have Residential Visits at the Adventure Farm Lymm and also the Lake District. Prior to these trips there are information sessions to ensure staff are fully informed about each child's needs.

The school uses social media to ensure parents and carers have an up to date window on the world of learning at Hawthorns. There are daily Twitter feeds, class blogs and Facebook posts.

How do we consult parents of pupils with SEN and involve them in their child's education?

Hawthorns School works closely in partnership with parents. Parents are valued and welcomed at School. There are regular meetings to review progress as well as informal information/coffee mornings, where a range of external agencies will talk about their work and how they support pupils with particular needs. Staff hold workshops on a range of topics and are always available to support parents in any aspect of their child's development.

Progress for each child is carefully tracked in core skills - Literacy, Maths, Science, ICT as well as Foundation Subjects and other areas of the Curriculum such as Outdoor Learning and Cookery. We plan targets and design learning tailored to each child's needs. We understand barriers to learning and plan appropriately, carefully differentiated learning so that pupils make small step progress. We hold pupil progress meetings to plan learning.

At Review meetings and planning meetings we will share progress, we will explain what the information is telling us and carefully plan next steps.

How do we consult pupils with SEN and involve them in their education?

All pupils are treated with dignity and respect. There is full personalisation for the curriculum for each pupil in order that they can access and experience success through-out their school life.

The School Council gives pupils a voice and allows them to contribute to and decide on aspects of school life relating to their needs.

The assessment and annual review process of Statements of SEN and EHC Plans includes the choices and views of pupils.

An annual PASS (Pupil Attitudes to Self and School) survey is undertaken each year.

How do we assess and review pupils' progress towards their outcomes?

The pupil dashboard ensures that all pupils and students have an individualised target destination. Destination pathways include:

- Being involved
- Taking part
- Taking control
- Playing my part in my community
- Volunteering in my community
- Working with support in my community
- Being independent.

Targets are set across all curriculum subjects and these are assessed on an ongoing basis that ensures that assessment is continuous and we are always accessing 'live' data when reviewing each child's pathway.

Progress towards each pupil's targeted destination is formally reviewed twice per year and reported to families on both occasions through a written report and parents' evening consultations.

How do we support pupils moving between different phases of education?

All pupils take part in transition at relevant times in their education. Our school currently provides transition packages for pupils:

- new to the school
- moving from Key Stage 2 to Key Stage 3

How do we support pupils preparing for adulthood?

Our ethos, aims and curriculum are driven by transitional pathways leading to fulfilling, contributory and worthwhile opportunities for all pupils as they progress into adulthood. Pathways and progression include striving for academic success across the curriculum in order to achieve the range of life-skills and relevant academic qualifications necessary to fulfil each individual's potential. Learning pathways include a relevant focus on life skills, vocational skills and academic studies.

How do we support pupils with SEN to improve their emotional and social development?

Our Pastoral Managers provide support and guidance to pupils that helps promote their social and personal development with respect to learning, health and safety. They monitor such things as attendance and behaviour and they carry out important 1:1 sessions with

pupils where required. The pastoral team also meet formally with pupils on an annual basis to gain their views for annual review purposes.

The Pastoral Managers work very closely with parents, carers and staff to ensure maximum learning opportunities for all our young people. They assess and monitor 'Learning for Life' skills through 'I Can' statements in areas such as :

- behaviour
- keeping safe
- personal qualities
- communication

Targeted support for pupils is provided through discrete Nurture Group bases where there is significant need. The majority of pupils take part in weekly interventions that target areas of development identified for them as individuals.

What expertise and training do our staff have to support pupils with SEN?

New Bridge MAT is a large organisation with many needs regarding training, re-training and development of staff to enable a first class education for the young people in all of its schools. High quality training also provides an opportunity for staff to improve their skills and knowledge on an individual level.

We are highly committed to ongoing training of all staff at all levels. We have a dedicated training team and a senior leader with responsibility for training and development across the MAT. They track all staff training ensuring it is up to date and statutory duties are met. Training is specifically related to the needs of children in our school and also as required by statutory guidance. We have a qualified Health and Safety manager who assists in ensuring appropriate statutory health and safety training is identified.

The organisation has a compulsory training package that all staff are required to undertake annually. This usually includes health and safety based training elements such as epilepsy awareness, rescue medication, moving and handling, safeguarding, etc. In addition there is a full programme of specialist training that staff can opt into such as Rebound Therapy, working with pupils with severe Autism etc.

Staff can also opt in to acquiring degrees, achieving QTS and middle leadership (NPQML). All staff have access to mentors who can guide them with their development and personal goals.

How will we secure specialist expertise?

As a special school for pupils with Autism we require staff with very specific expertise. The training and development team work continuously to develop courses and partnerships with other organisations that can provide the variety of specialist training that is required.

We provide all staff with training and development opportunities to enable effective practice.

How will we secure equipment and facilities to support pupils with SEN?

Hollinwood Academy is a single purpose-built building on two floors and is fully accessible for wheelchair users. We review curriculum resources annually in line with timetabling projects.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

The governing body are aware of the wide range of staff working together within the school to support the children, young people and their families. Some staff are employed directly by the school, others work in the school but are employed by external organisations. School Nurses, Speech and Language Therapists and Positive Steps all work within school, training and advising staff and working with children and young people who are on their case load.

NHS staff work closely with the Training and Development team at New Bridge to provide necessary training courses.

Home/School transport is organised by the LA and transport staff are employed directly by them and the transport companies. The LA transport department work very closely with the school throughout the school year.

Social workers regularly attend the school and support with safeguarding the young people. They contribute to annual reviews where necessary.

How do we evaluate the effectiveness of our SEN provision?

The effectiveness of our provision is evaluated and assessed through our Accountability Framework. The framework demands that data and evaluation reports are submitted with clear analysis based on the pupil dashboard and destinations. Governors play an active role in challenging the school as a critical friend and Trustees ensure that actions and development plans are implemented and acted upon.

How do we handle complaints from parents of children with SEN about provision made at the school?

The process for complaints is made available through hard copy documents and can also be viewed on the school website.

Who can young people and parents contact if they have concerns?

Class teachers are the initial point of contact if parents or the young people have any concerns. Alternatively they can speak to a member of the pastoral team with whom they have built up positive relationships. The Head of Site is also happy to hear from parents and young people with any queries they may have.

What support services are available to parents?

There are a number of support services available to parents. These services are both internally and externally provided and include:

POINT (Parents of Oldham in Touch) <http://pointoldham.co.uk/>
Oldham SENDIAS <http://iassoldham.co.uk/>
Positive Steps <https://www.positive-steps.org.uk/>
CAMHS
EAL

Where can the LA's local offer be found? How have we contributed to it?

We regularly update the local offer and work in partnership with the LA to ensure our offer is correct and up-to-date. A link to the local offer can be found on our website <http://hollinwoodacademy.org/oldhams-local-offer/> or alternatively it can be viewed directly at www.oldham.gov.uk