



SEN Report 2018-19

SEN Information Report

2018-19

Introduction

The William Hogarth School is a two form entry primary school (changing to one form in September 2019) with a nursery on site. The **SEND Code of Practice, 2014** requires us to publish a '**SEND Information Report**' that informs parents about the support and provision we have in place to meet the needs of children who come to our school.

The **SEND Code of Practice 0-25 Years, 2014** entitles all children and young people to an appropriate education that meets their needs and promotes high standards so that they are better able to achieve their potential. All schools have a duty of equality and must be inclusive of children with additional needs, so that their needs can be met in a mainstream setting wherever possible.

At The William Hogarth School, our aim is for all children, including those with special educational needs and disabilities (SEND), to be successful learners who feel happy and safe. We want all our pupils, regardless of any additional needs, to make the best possible progress and to enjoy school, so that they can approach every stage of learning with greater confidence. Our aim is to prepare all children to be active and positive members of the community.

What is the Local Offer?

Local authorities are required to publish and maintain a '**Local Offer**' – information for parents and carers about the services the London Borough of Hounslow, Local authority expects to be available for local children and young people with special educational needs or disabilities.

The purpose of this is:

- To provide clear and comprehensive, up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving SEND children and their parents, as well as service providers, in its development and review.

More information about the local offer can be found at:

<https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0>

The William Hogarth School's SEN Information Report

We set high expectations for all our pupils across a broad and balanced curriculum. Our quality first teaching and personalised differentiation, together with access to specialised support, help to reduce any barriers to learning our children might experience. This allows children with special needs to study alongside their peers and access the full national curriculum.

How are children's needs identified?

A pupil with SEND will need provision that is **additional to** or **different from** that offered to pupils without SEN. Our school follows the recommendations from the SEND Code of Practice of **assess-plan-do-review** so that we can ensure SEN children make progress and effective adaptations are made to help them reach their potential.

It is important to identify children's needs as early as possible so that we can respond with effective support promptly. As soon as a child first joins The William Hogarth School, we start collecting a range of evidence about their needs through discussions with the parent and child and previous school or nursery. Further evidence may come from: discussions with teachers and Teaching Assistants, assessments, monitoring of progress, work scrutiny, observations, and consultation with healthcare professionals and ongoing dialogue with both the child and their parents.

When a child is identified, a letter is sent to parents to notify them that their child is on the SEND register and their child will receive further support in ways that best suit their needs.

There are four broad areas of need outlined in the SEND Code of Practice 0-25, 2014.

1. **Communication and Interaction**; including speech and language needs, social and interaction difficulties. Children with Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction.
2. **Cognition and Learning**; difficulty accessing the curriculum and learning at a slower pace than their peers even when work is differentiated. Children may have a specific learning difficulty such as dyslexia, dyscalculia or dyspraxia.
3. **Social, emotional and mental health difficulties**; Including anxiety, depression, self-harming, eating disorders and other disorders such as attention deficit hyperactive disorder.
4. **Sensory and/or physical needs**; Including visual/hearing impairment or other physical difficulties.

Who can I speak to about my child?

Parents and carers should always speak to the class teacher about their child's needs. However, if something is specifically related to SEN an appointment can be made with a member of the SEN team.

Headteacher: Avril Stockley

SENCo: Katy Luciani

Working in partnership with parents and children

The role of parents is critical in supporting children's learning and progress, as well as their general well-being so we aim to work closely with them through:

- parent-teacher meetings joined by SENCo to discuss outcomes
- Termly coffee mornings
- Annual reviews for children Education and Health Care Plans (EHCPs)
- Information, including the Local Offer and SEN report, on the school website
- An open door policy which allows parents to discuss any issues or concerns
- Informal chats at the start and end of the school day, on the school gates
- One Page Profiles to understand how children learn best and what their interests are.
- Assess Plan Do Review plans for children on the SEND register
- Parent/child questionnaires

Working in Partnership – Looked After Children

Where a child with special educational needs is in the care of the local authority, partnership work is crucial to support their success at school and their emotional well-being. As well as the partnership work identified above for the child and primary care-giver, close links exist between the school inclusion and safe-guarding teams so that information can be shared and the most effective provision and support provided:

- Half-termly meetings of school safe-guarding group
- Liaison between safe-guarding and SEN governors
- Attendance at core group meetings and case conferences
- Counselling and therapeutic provision e.g Play therapy

Teaching Children with SEN

A child is regarded as SEND if they need provision which is **different from** or **additional to** the quality first teaching provided to every child at The William Hogarth School. We follow the recommended **graduated approach** to supporting children with SEN so that we gradually increase the level of support and interventions required to match each child's individual needs.

Wave 1 is the quality first teaching we offer every child at our school. This means:

- Well pitched planning, that is differentiated and in line with new curriculum.
- Use of a range of resources and strategies to remove barriers to learning and allow children to access the curriculum. E.g. coloured overlays, learning support packs, headphones
- High expectations of all children
- Higher order and targeted questions that move learning forward
- Use of strategies and resources that encourage children to complete tasks with some independence, through scaffolding, scribing, laptops, enlarged text, word lists, language packs etc.
- Using assessment information to understand the gaps in children's learning
- Listening to parent and pupil voice
- Effective use of a 'cause for concern' tracking system to enable the SENCo to observe, monitor and support over a 2 week period.

Wave 2 involves targeted interventions and close monitoring of progress. This means;

- Identifying gaps in learning and providing focused interventions to close an identified gap
- Providing the child with additional support during class or through evidence based interventions
- Using school programmes such as Fisher Family Trust, 1-1 reading, Play Therapy, Lego Therapy

Wave 3 occurs if limited or no progress has been made during wave 2. This means;

- Outside agency involvement, such as an Educational Psychologist, speech and language therapist, occupational therapist, Play Therapist
- Application for additional funding through an EHCP

Children with an EHCP plan or statement

As well as termly parent meetings, an Annual Review for each child with an EHC plan or statement is held. This involves meeting teachers, teaching assistants, parents and the child to discuss progress over the year. The child's views are particularly valued in this process as they help to develop a clear picture of ongoing challenges and the support that has been

helpful in making progress. Parents are encouraged to share their thoughts and any recommendations are put forward for further support and provisions if needed.

Curriculum and learning environment adaptations

At The William Hogarth School, we value a truly inclusive education for all pupils. Therefore, withdrawal of children from lessons for interventions is minimised to ensure they have the opportunity to work alongside their peers and participate in the full national curriculum. To support this, our teachers make curriculum and environment adaptations including:

- Use of visual timetables and working walls as part of every-day teaching
- Opportunities for pre-teaching and consolidation
- Use of resources such as wordlists and vocabulary books to encourage independence and language development
- Well-trained Teaching Assistants who understand the needs of the children they are working with to encourage independence, higher order questions, no over prompting etc
- Focus groups in each lesson

If an Occupational Therapy or speech and language programme is being delivered over a longer period of time, timetabling issues are regularly monitored through discussion with Teaching Assistants.

Arrangements for assessing and reviewing

We have regular opportunities to assess and review the impact of support that is provided to ensure that it is effective, including:

- Self-assessment, eg. Editing and self-correction to improve outcomes
- Peer-assessment to identify success against learning objectives
- Summative assessment, eg. More formal testing and analysis of results
- Formative assessment through questioning and marking
- Teachers' responsibility for monitoring day to day outcomes
- Regular progress review meetings
- Annual reviews for children with an EHCP.

Staff Training to support children with SEN

All staff at The William Hogarth School are keen to develop their practice and regularly participate in training that helps them to better meet the needs of the children they teach.

This includes:

- Specialised and targeted CPD is organised for staff to help them provide the best quality teaching and learning opportunities for every child they teach
- Whole school training on quality first teaching, recognising needs and effective strategies to teach children with additional needs
- Training for Teaching Assistants to develop their understanding of whole school approaches to supporting children such as use of higher order questioning, no over-prompting, giving sufficient time for pupils to answer, encouraging independence

- Specialised evidence based intervention training for Teaching Assistants from Speech and language or Occupational Therapy.

How effective is the provision made for pupils with SEN?

All children's progress is monitored at our school as part of our teaching and learning. Children are assessed throughout the year and data is analysed to check the progress being made and to identify areas of strength and weakness. It is from this that we can identify children who are making limited progress and ask why. This allows us to quickly implement targeted strategies to help close the gap.

When children are chosen for an intervention a baseline assessment is made; this allows us to assess the impact of the intervention and ensure that we are using interventions that work and are evidence based. Where an intervention is less effective we analyse why.

Baselines that are used depends on the child's needs:

1. Running Record
2. Phonic Knowledge
3. Strengths and Difficulties Questionnaire
4. Writing sample
5. Spelling Age
6. Writing speed
7. Checklist for Speech and Language needs
8. Checklist for Occupational Therapy needs

Talking to parents, teachers and support staff about the effectiveness of provision is crucial. This helps us to gain a better understanding of all aspects of progress for a child, such as confidence, self-esteem and behaviours, as well as academic progress. To this end, we also spend time talking to the children about their learning and development and gaining an insight into what works for them.

What support is given for improving emotional and social development?

The William Hogarth School embeds its values throughout the school curriculum and encourages children to be model citizens in their school and community. We believe that supporting children's emotional well-being and social development is critical to their success as learners. We have a wide range of strategies that promote this:

- Clear and consistent behaviour policy used across the whole school which is monitored and reviewed
- Clearly defined William Hogarth expectations of behaviour and consequences that are displayed in every classroom
- Behaviour mentor to develop and implement behaviour strategies and tracking systems
- Close involvement from SEN team in the day to day issues that arrive with SEN children
- Pupil voice
- Parental involvement managed through coffee mornings
- Brain breaks
- Circle time and PSHE
- Values and reward assemblies

Arrangements for transitions

Transition between Key Stages is managed well for children with SEND. Strategies that we use include:

- Assemblies and circle time discussions around moving on
- Meeting new teachers and becoming familiar with new settings
- Move up day to meet new teachers and begin new routines at the end of summer term
- Meetings with parents to discuss concerns or issues
- Letters and transition talk to parents about the transition arrangement dates and expectations
- Meetings with parents, if requested, to discuss secondary school options, concerns and deadlines
- Supporting parents with supporting letters and statements and visiting prospective secondary schools with parents if necessary
- Meetings with SENDCOs at secondary schools to discuss children's needs or inviting Prospective SENDCOs in school
- Organising additional opportunities for SEND children to visit their secondary school

What if I am concerned about the effectiveness of SEN provision made at the school for my child?

The quality of teaching and learning is monitored by assistant heads, coordinators and members of the senior leadership team on a regular basis. At The William Hogarth School, the SEN team check the quality of provision and report to the governors. The school has an open door policy to arrange meetings with teachers, SENCo, Deputy Head and Head Teacher. If there are any concerns please first speak to the class teacher who can then direct you further if needed