



## Hoyland Springwood SEND Report 2021 – 2022



### **Contact Details**

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**SEN Governor** – Mr Matthew Fenton

If you have any enquiries please contact the school on the above details.

### **Overview of Hoyland Springwood Provision that is offered**

Hoyland Springwood Primary School is a mainstream academy which is part of the Every Child Matters trust of which Mrs Gerry Wilson is the Executive Head Teacher. Hoyland Springwood is for children from 4-11, with 144 on role, with 2 specialist provisions. The first being a 15 place Mainstream integrated Resourced Provision for children with Autism and Communication Interaction difficulties, and the second being as Specialist unit for children with Severe Autism and Communication interaction needs which current has 12 places.

The average class size is 28, with a total of 5 classes of mixed year groups. The school currently at the time of writing, 29 children on an EHCP and 22 on SEN Support for various needs.

There is a class teacher and at least 1 teaching assistant within each class which dependant on the needs of the children within that class. The school curriculum is based on the National Curriculum subjects and is taught using a thematic approach based around topics which are alternated every half term.

A school prospectus is available from the school office and you can gain more information about the school from the school website <https://www.hoylandspringwood.org/>

New starters are encourage to arrange a visit to come and look around the school and all it has to offer, these can be arranged by contacting the school office.

The SEN Policy is also available on the website which will offer a greater insight into what our school offers in relation to SEND and additional needs.

Our Current Ofsted rating is : Good

Our Previous Ofsted Rating was : N/A

For the latest Ofsted report please find this on the school website

### **Our Current provision for children with SEND and Additional Needs:**

- Autism and Social Communication Difficulties
- Speech and Language Difficulties
- Dyslexia and Dyslexic Traits
- Dyscalculia
- Dyspraxia
- Moderate Learning Difficulties
- ADD / ADHD
- Hearing Impairment
- Visual Impairment
- Mental Health Difficulties
- Medical Needs which do not require a specialist setting.

### **How does Hoyland Springwood Identify Learners with SEND?**

In our school we know and understand that children learn at different rates and in different ways, which is what makes children unique. Our progress tracking is continuous both within marking books and half termly progress meetings. These will be done with Head Teacher, Class Teacher and SENCO to ensure a consistent approach is used. If a child is making less than expected or less than usual progress, or is noticeably below age-related expectations we will put extra support in place. If this does not have the impact, we will arrange a meeting with parents to discuss concerns and how support has been provided. At this point we would then ask parents if the child could be put on the Special Educational Needs register and support them with an individualised SEN support plan. This plan will be created with parents by class teacher and SENCO to ensure no areas are missed. It may be at this stage if the need is seen to be Speech related, school will then make a referral to SALT.

This will then be reviewed after a four week period, but could be done sooner depending on needs of the child. After this review if the intervention and continued close monitoring the child is not responding, then we will, again, in liaison with parents, seek advice from outside specialists such as:

- Speech and Language therapist
- Educational Psychologists
- BESST
- Art Therapy
- Paediatric Therapy
- Children's Disability team

We use their expertise and advice to ensure that we are correctly identifying those students with SEND. We also work closely with GPs and the Child and Adolescent Mental Health Service (CAMHS).

### **Accessibility at Hoyland Springwood**

Hoyland Springwood is a ground level school with entrances into school either level with the ground outside, or have steps or a ramp. Not all doorways are wheelchair accessible but enough are to make the building wheelchair friendly.

There are no specific adaptations that have been put in place to support children with auditory or visual impairments, but all rooms have blinds to ensure the whiteboard can be better seen in bright light.

All classrooms and learning environments use visual timetables using communicate in print symbols to ensure a consistent approach through school and these are used on a daily basis.

Each class has 2 toilets, with two disabled access toilets located near the front entrance.

The playground is secure and is fully surrounded by a fence. The doors that lead onto the yard secured with flip latches which are above child height. The main entrance to the school building can only be opened by staff using a key fob and to exit a button is in place which again is out of child height.

Quiet spaces are available for children who struggle with noisy environments. These are found in between a joining classes and are also used as intervention support rooms. There is also a sensory room available for sensory breaks and chill out time.

**How we adapt the curriculum for learners with SEND and additional needs:**

The curriculum which the school delivers is differentiated for all learners including those with SEND. We believe our teachers are teachers of pupils with SEND and to support this all staff have extra training on ASD, Sensory Issues, Hearing/Visual Impairment and Dyslexia. When planning all needs are taken into account, with work and lessons differentiated to the required levels for each child. Children in the Resourced Provision will receive the same content of work either within the mainstream classroom or Resourced Provision but this will be delivered in a way to suit their learning style.

Children with identified SEND have the same access to activities within school as all other children who attend. Teaching assistants and support staff are in all year groups to ensure the correct levels of support are available to those who need them. As part of this Teaching assistants run intervention groups that help develop skills which may be behind expected levels for their age. These support groups are:

- Maths Intervention
- Writing groups
- Daily Readers
- Read, Write, Ink Phonics
- Speech and Language ( Following packages from NHS)
- Time to talk – Social Skills
- Thrive
- Life Skills
- Motor Skills – to develop children’s fine and gross motor skills.

The half termly Pupil progress meetings inform staff on which interventions are required and the effectiveness of these.

**Staff training to support learners with SEND:**

As part of school approach is that quality first teaching is embedded throughout school and this is a first intervention as a school to help all students feel supported with or without additional needs. Due to the small natures of the school staff can receive training within school on different intervention types and approaches. These include:

- Incredible Me
- Structured writing
- Smart Moves – Fine and Gross motor skills
- Sensory Processing awareness
- TEACCH
- Autism awareness
- Dyslexia awareness

All staff are trained in the use of Team Teach ethos and positive handling techniques to allow staff and children to be kept safe within the school environment. There are a number of staff that are first aid trained with designated signs displayed around school.

### **Communication with parents/carers and families**

Hoyland Springwood prides itself on communication with families, using a variety of communication methods such as email, phone, text message and letter. Some students use a home school book and all students have a reading record to help track home support for reading and as evidence for the reading scheme that the school takes part in.

Parents involved at every stage of the SEND process which includes – Strengths and needs analysis, School focus plans, EHCP applications and annual reviews. Parents work with staff to set new targets for children and provides a chance for parents to voice their opinions on which approaches may work with their children. This also allows parents to support their children in achieving their targets and share responsibility and ownership.

Parents evenings happen twice per year to discuss pupils progress but parents are encourage to arrange meetings in between these with class teachers if they have any concerns surrounding their children.

Currently parents are invited to an ASD support group which is organised by the locality SENCO group to help share support and strategies for children with Autism. In terms of SEND we offer support in the form of Webster Stratton course and help direct parents to Early bird, Cynet and TADS. Parents also receive support and training with Phonics to help support for reading with their children.

### **How do we evaluate the effectiveness of support and provision for learners with SEND?**

Effectiveness of teaching, interventions and support is done on a regular basis including children with SEND. Regular observations of lessons, work and planning scrutiny, learning walks and reviews help evaluate the provision within school. Pupil progress meetings happen every half term with class teachers, SENCO and Head teacher and this helps to identify specific actions for vulnerable children including those identified as having SEND.

As a school and a trust regular monitoring visits ensure that the provision is effective that is being delivered for the children and that achievement is being made, applicable to the needs of each student.

Each child who is identified as having SEND or additional needs has a SEN Support plan which is reviewed termly by parents, the SENCO and class teacher, with a discussion about how the child has or has not met their target, which support needs to be put in place and what new targets will be. Some children may also be on a specific programme set by NHS agencies such as Speech and Language, Physiotherapy and Occupational Therapy.

### **Support for learners holistic wellbeing**

Pupils will take part in weekly PSHCE and Circle time activities as well as SEAL (Social, Emotional Aspects of Learning) where they will develop social skills, social and emotional wellbeing and developing life skills. The leadership team and class teachers will identify children who may need more support with their emotional and social needs and signpost them to intervention groups which are run by trained staff within school. An art therapist is also employed within the school setting to nurture and develop vulnerable children and develop their emotional understanding.

Within each pupil progress meeting which is held each half term, children's needs/ behaviour/ home circumstances. Any changes in behaviour or attendance will be reported sooner if this is a major concern. If a Multi Agency Support Approach (MAST) is deemed necessary then parents will be informed and a meeting arranged to allow a cohesive approach. Hoyland Springwood is part of a MAST initiative which is called Early Help and Support. Our parent Liaison officer also offers support with multi agency support.

### **Behaviour Interventions to help support Learners**

Due to the small nature of the school all teachers and support staff are responsible for behaviour within school, with behaviour issues being discussed with Behaviour lead Rachel Parker. Approaches will be agreed and shared within staff briefings and structured interventions put in place for children who need these.

We have a structured behaviour system (Sunshine and thundercloud for Foundation, Traffic Light system for KS1 and KS2, time out for Resourced Provision and The Hub children) within school. These systems involve consequences given for negative behaviour and inappropriate actions, as well as rewards issued for positive behaviour.

Many staff have had Team Teaching training to learner de-escalation techniques and positive handling of children to keep both staff and students safe within school. As a school we have two team teach trainers within the trust to keep teachers and support staff updated on a regular basis.

A proactive approach is taken surrounding attendance with an attendance officer working within Hoyland Springwood and working closely with both the Parent Liaison Officer and Educational Welfare officer. Rewards are given to children for weekly, termly and yearly attendance to celebrate and promote positive interaction with school. Pupils who demonstrate extreme behaviour on more than two occasions within 6 months, which requires physical intervention will be provided with a Positive handling plan, which will be produced by the behaviour lead and class teacher. This will then be shared with staff to ensure a consistent approach is taken by all and also shared with parents to explain why this is in place.

### **Access to extra-curricular activities for children with SEND**

All children who have identified SEN and additional needs have access to the same activities as other children as much as their needs allow them to. Parents/carers of children with SEND/ additional needs and vulnerable children are involved in the planning of visits and school trips to ensure every possible support is put in place to allow them to access the facilities to the best of their ability. Breakfast club, lunchtime activities and after school clubs are available for all children to attend.

### **Transition for pupils with SEND**

We understand that transition points e.g. moving to a new class, moving to a new school etc. can be difficult times for any child and particularly a child who may have additional needs. We also know that this can be a worrying time for parents. Wherever possible, we start to plan for transition early; this planning includes parents, children and school staff.

The needs of all children in relation to transition will be very different and a personalised plan will be developed to ensure that the transition will be as smooth as possible. This may include:

- Meetings between old and new staff
- Additional visits for the child to his/her new setting
- New staff invited to meet the child in his/her current setting
- Opportunities for parents to meet with new staff
- Learning opportunities linked to the new setting/staff e.g. opportunities for children moving to high school to practice using timetables and preparing their own resources
- Multiagency meetings to ensure a joined-up transition plan is in place

### **Complaints**

If parents/carers feel they need to complain then they are encouraged to discuss concerns with the head teacher at the earliest opportunity. Our school aims to resolve all complaints and work with families to find the best possible solution. This is an informal stage of the process, however if you feel your complaint has not been dealt with appropriately or fairly please see the "complaints policy" as found on the school website for more information.