



**HAWKESLEY CHURCH
PRIMARY ACADEMY**

'LET YOUR LIGHT SHINE' MATTHEW 5:16

**SEND Report & Local Offer
(2023-24)**



Inclusion at Hawkesley Church Primary Academy



At Hawkesley Primary Academy, we aim to raise the aspirations of and expectations for all pupils, including those with special educational needs, or disabilities (SEND). We endeavor to achieve maximum inclusion of all children, whilst meeting their individual needs.

We make every effort to narrow the gap in attainment between vulnerable groups of learners compared to others, focusing on individual progress as the main indicator of success. We strive to make a clear distinction between a child who is classed to be underachieving, compared to a child with a SEND.





Built upon the foundations of Christian Faith



BUILDING UPON THE CHRISTIAN ETHOS

The Christian ethos is the core to service we provide.

The beating heart of Hawkesley, flows through the corridors into the classrooms.

My vision for pastoral support is inspired by the Christian ethos which lies at the heart of the school and multi-academy trust.



BDMAT
Birmingham Diocesan
Multi-Academy Trust

Life in its Fullness for All.



"Do all the good you can, by all the means you can, in all the ways you can" – John Wesley.



Hawkesley's – Lighthouse Keepers' Approach

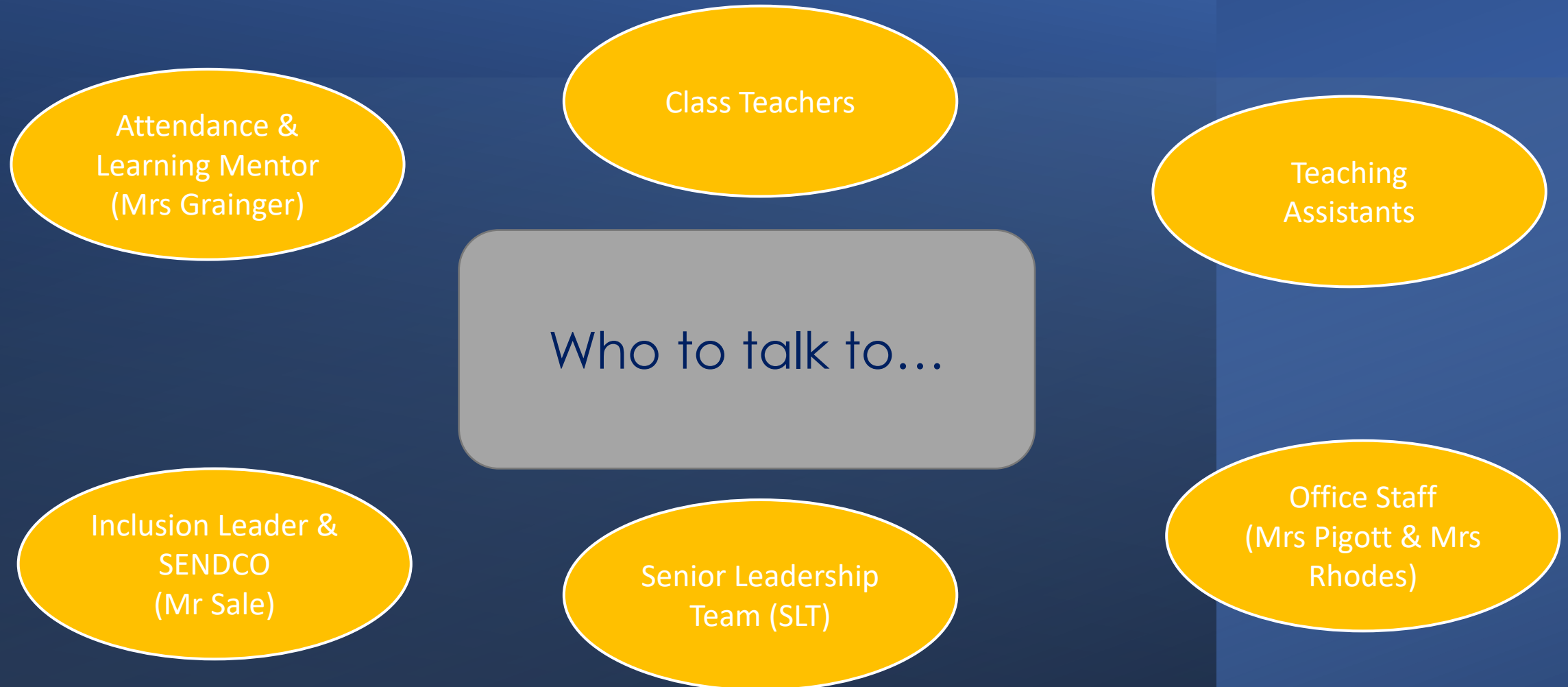


***'Shining in the darkness,
guiding you through the storm'***

Our approach to special educational needs, or disabilities (SEND) is centered around True Inclusion. As a Church school, our school ethos, visions and values are at the heart of the service and support that we provide to our children and their families. True Inclusion is a holistic approach to meeting pastoral and educational needs.

When supporting learners with SEND, we follow Hawkesley's 'Lighthouse Keepers' Approach' – to light the best route through stormy seas, enabling them to '*Let their Light Shine*' (Matthew, 5:16) and to '*Live Life in its Fullness for All*' (John, 10:1-10). We recognise that all learners have the same end points, but their journey in reaching that point may look different, as we look to provide them with the support and tools they need to achieve their greatest aspirations – '*Therefore welcome one another as Christ has welcomed you, for the glory of God*'. (Romans, 15:7).

Who can I ask for help if I have a concern about my child?



Who is the SENDCO?

Our Inclusion Leader and SENDCO is Mr Adam Sale.

Mr Sale has been at Hawkesley Church Primary Academy since 2018 and has been the designated SENDCO since September 2022. He is currently completing his National SENDCO Award with Birmingham University.

The SENDCO's role is to oversee and manage the provision and support for children with SEND throughout the school.

We have an open-door policy, please do not hesitate to get in touch if you have a query about SEND provision and support.

If you need to contact Mr Sale, please contact the school on 0121 459 6467 or email: enquiry@hawkesley.bham.sch.uk. With the subject add 'FAO Mr Sale SENDCO'



What is a Special Educational Need or Disability (SEND)?

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.” - Code of Practice, 2014

What kind of SEND do we provide provision for?

- **Cognition and Learning.** This area of need refers to those children who learn at a slower pace than their peers, even with appropriate differentiation is put into place. It also encompasses dyslexia, dyscalculia and dyspraxia.
- **Communication and Interaction Needs.** This includes needs associated with: Autistic Spectrum Conditions, Speech & Language delay, Communication difficulties.
- **Social, Emotional, Mental Health (SEMH) Needs.** This includes additional needs around behaviour, social support groups, emotional well-being.
- **Sensory and Physical Needs.** These are needs such as hearing impairment, physical needs, medical issues.



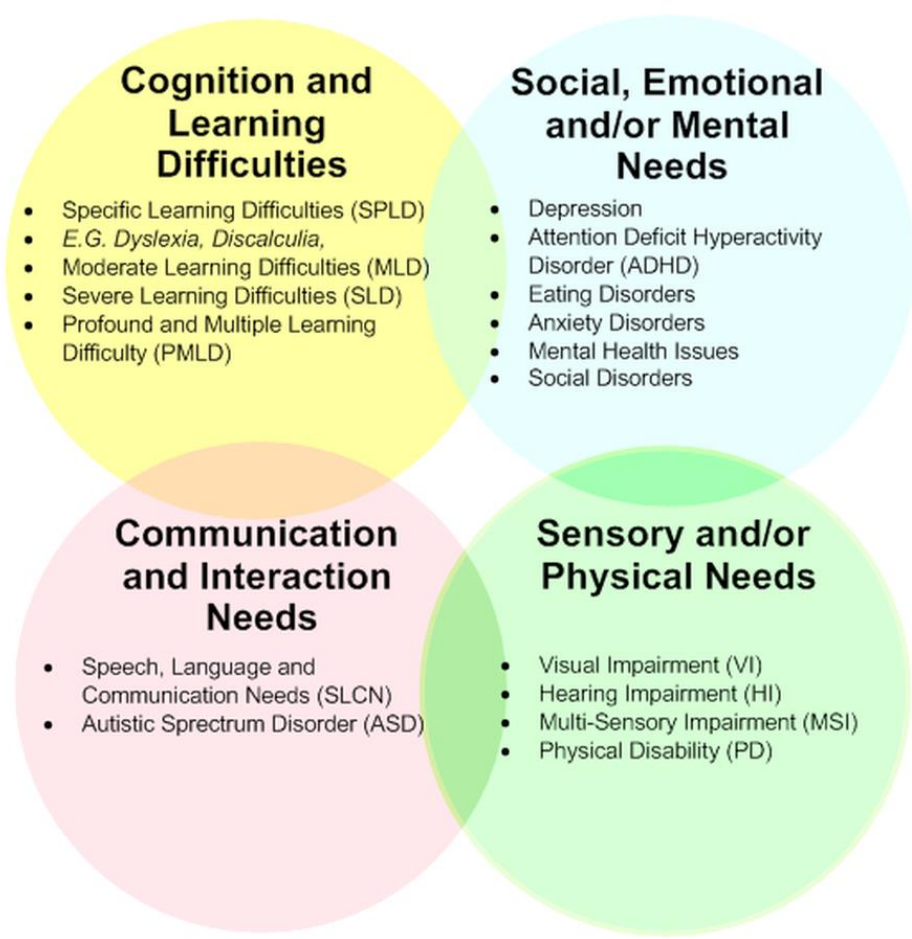
Areas of Special Educational Needs at Hawkesley



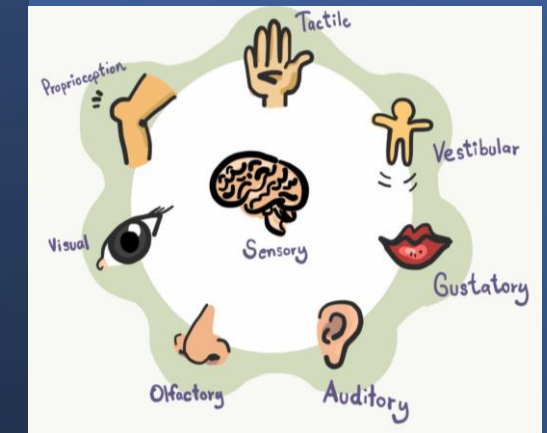
21%



39%



20%


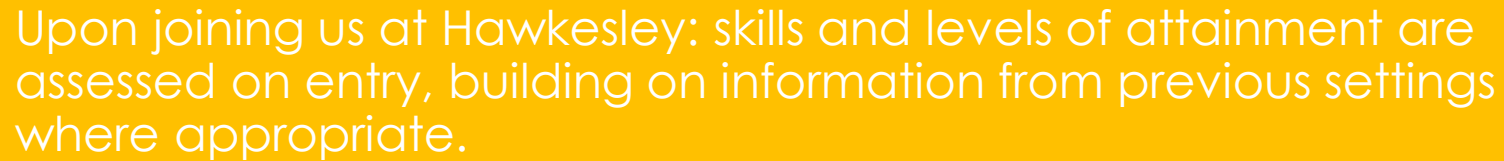


20%

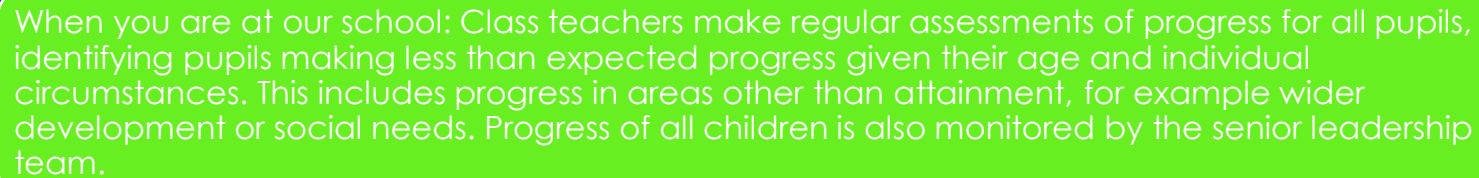
(%s based on SEND Register as of Summer 2023)

How does the school identify pupils with SEND?

Upon joining us at Hawkesley: skills and levels of attainment are assessed on entry, building on information from previous settings where appropriate.



When you are at our school: Class teachers make regular assessments of progress for all pupils, identifying pupils making less than expected progress given their age and individual circumstances. This includes progress in areas other than attainment, for example wider development or social needs. Progress of all children is also monitored by the senior leadership team.



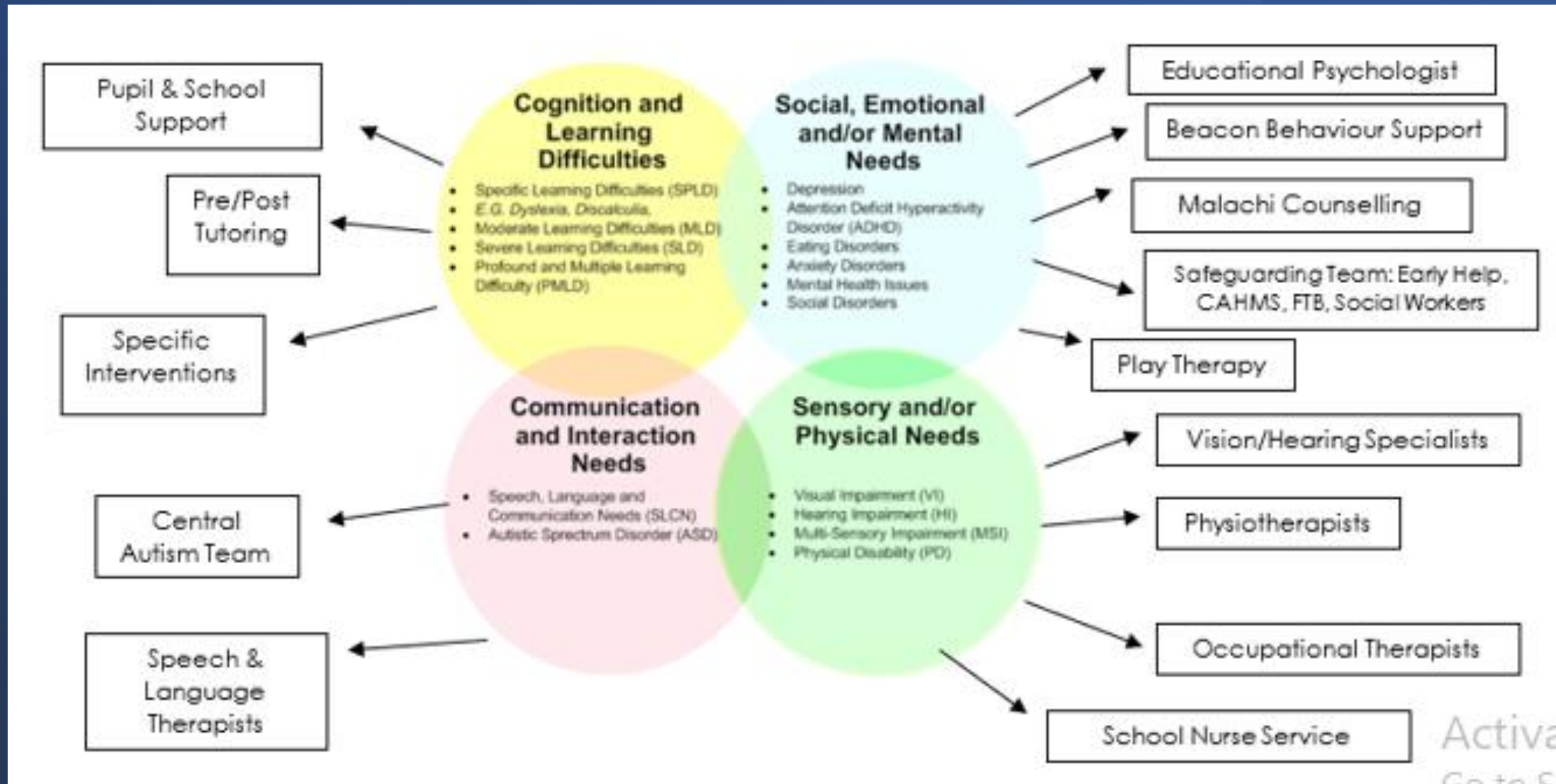
Parental/Carer concerns raised or shared with class teacher.



We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.



Which external agencies do we work with?



How will we help prepare children with SEND for their next transition?

At Hawkesley, we have worked hard to ensure that there is a successful transition programme to support induction at new schools and transition to new classes.

- Year 6 teachers and the SENCo work closely with Secondary feeder schools – meeting with their SEN Team and Year 7 Head of Year as well as accompanying Year 6 pupils with SEND on extra visits in the Summer Term if appropriate.
- The school has a clear approach to transition which makes the necessary adjustments for all children with SEND.
- Additional transition sessions are organised between all Key Stages for children, these sessions also account for parents building a relationship with their child's new teacher.
- There is a clear transfer of data and relevant information between all staff.
- During the Summer term, teachers have allocated time to discuss their new children for the following academic year.



TRANSITIONS

How do we consult with and involve parents & pupils?

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents.



We will formally notify parents if it is decided that a pupil will receive special educational provision.

We will keep regular communication with parents, providing them updates as provision develops over time.

Our SEND pupils' experience – A snap-shot!

"When I ask for help,
my teachers show me
what to do" – Y1
Student

"I find the lunch hall too
loud, so I get to eat my
lunch somewhere quiet"
– Y3 Student

"I have Autism which
means I can find school
stressful at times. They
understand that and
give me time to cool
off" – Y6 Student



"I sometimes find
lessons hard, but I get
shown how to do it" –
Y2 Student

"I find reading really
hard, but I am doing
extra work with my
teacher to get better at
it" – Y4 Student

"I know that I am
different to others, but
so is everyone. This is
all our school" – Y5
Student

Our SEND pupils' parents' experience – A snap-shot!

My autistic son has received support from the CAT team to advise the teacher how to work with him.

Thank you for making the reasonable adjustments for my child with her eye-sight and difficulty writing

The staff here are kind and understanding towards my son who has complex needs. Thank you helping him.



I really appreciate the extra support, sometimes 1:1, that my child has received from his teaching staff.

I have been really pleased with the communication between myself and my daughter's teachers

We would like the Needs Base Plans to be reviewed in parents evening and to focus on recent achievements

How do we identify and assess for SEND?

Baseline assessment indicating poor early learning skills at the start of Early Years Foundation Stage

Ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests

If the child is working below the age-related expectation for that Year group

The attainment gap between the child and their peers is getting wider

If a previous rate of progress is not being maintained

If little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness

The class teacher's termly assessments are showing underachievement in one or more curriculum areas

Emotional or behavioural difficulties persisting despite the use of the school's behaviour management programmes

Self-help skills, social and personal skills inappropriate to the child's chronological age

Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment

For a child who is new to the school, records from the previous school indicating that additional intervention has been in place

Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills

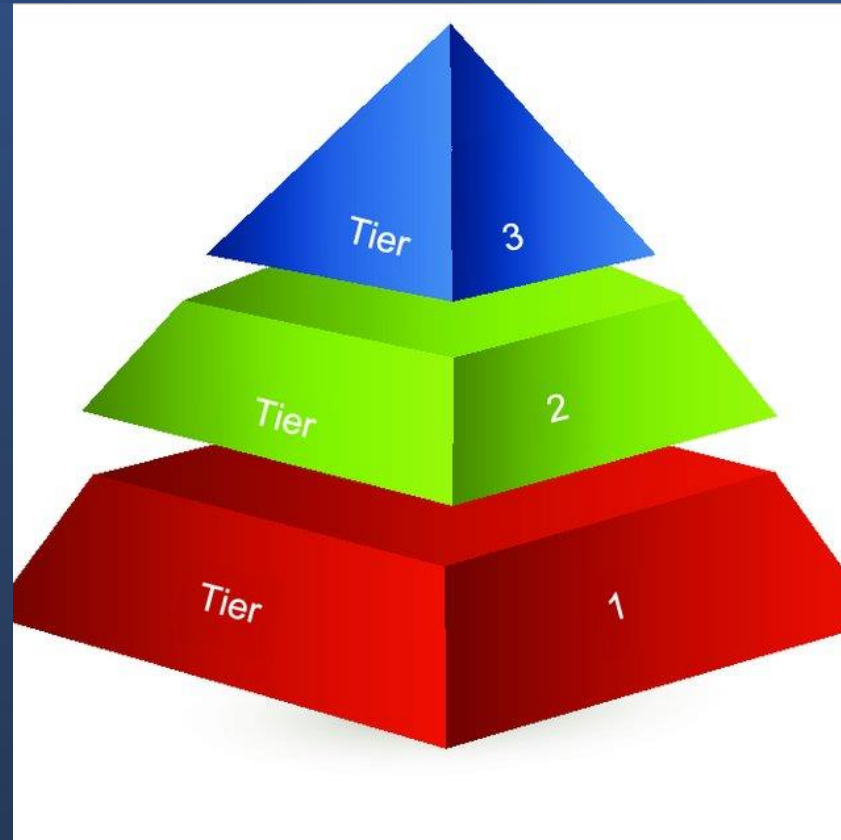
What are the different levels of SEND support available?

Wave 3 - Specialist

Highest-need children with a statutory plan in place, which outlines provision.
They have an SSPP or an EHCP.
Children awaiting Special School Placements.

Wave 1 - Universal

Most pupils on the SEND register.
Needs are met by the Class.
Teacher through QFT in class.
Needs / Progress reviewed termly.



Wave 2 - Targeted

Children who have support from external specialists, such as: PSS, CAT, EP
Teachers to follow advice made.
Extra interventions may be put into place.

How are SEND Pupils supported throughout the curriculum?

On our website, you can find the SEND offer for every subject, which outlines reasonable adjustments, provision and additional support that can be provided to learners within each of the main areas of SEND need. Here are some examples – Maths, Music and MFL.

Hawkesley - SEND Offer Modern Foreign Languages	
<p>We believe that all learners should participate in MFL, as research shows that all abilities – especially SEND – benefit from the experience of a broad and balanced curriculum. We do not take learners (of any ability) out of music lessons for timetabled interventions, as this would lead to a considerable amount of learning lost.</p> <p>In addition to the marking of Exit Tickets (to check whether the individual learners have met the LO), we have introduced whole class feedback slips which are included on the LO page. These include precise praise for the class, address whether the LO was met or not and then provides a next step or a misconception address which the teacher leads in the first 5 minutes of the lesson before beginning the main teach.</p> <p>Below are some reasonable adjustments, additional provision and adaptive teaching examples that can be made to help different SEND learners achieve in Modern Foreign Languages:</p>	
Cognition & Learning	Sensory & Physical Needs
<ul style="list-style-type: none"> Visual learning approaches used when reading, listening, writing or speaking new vocabulary. Focus on 'hinge knowledge', the core grammatical components and language in their subject. Retrieval practice woven into the Long-Term Planning to allow recall opportunities of previous learning. Half-termly reteach lessons addressing misconceptions or GAPS in learning identified in assessments. Initial focus of teaching on direct translations of language to English. Focus on the connections and similarities to English words. When reading, to use written translations of familiar or known words to infer meaning. 	<ul style="list-style-type: none"> Left-handed learners have functional space, partner pairing and stationary available. Classroom layout audit to ensure maximum space between furniture. Key person or buddy to monitor/engage in quiet/non-physical play. Allocated place in line such as at the back or front. Access to Ear defenders or a quieter spot in the classroom. Seating prioritised to the front of the classroom for anyone who has hearing or visual impairments. Use verbal explanation alongside visual demonstration. Lighting of classroom considered, prioritising natural light over artificial.
Communication & Interaction	Social, Emotional and Mental Health Difficulties
<ul style="list-style-type: none"> Access to a mini whiteboard to record, share thoughts and responses. Illustrations and images used to support new ideas/vocabulary shared. Use of additional adult in lessons to provide 'check-ins' with pupils. Direct feedback given if classroom conversation rules and expectations are disrupted. Varied and regular, low-stakes opportunities to share thoughts and feelings. Pupil provided time to say what they want to say and don't interrupt or finish their sentences. Ask questions with yes/no, short responses. Mixed ability pair and small group work opportunities. 	<ul style="list-style-type: none"> Mini brain-breaks, or teacher jobs, offered to pupils who need a moment away from the lesson to reset before returning to learning. Access to a safe and quiet space to calm or seek refuge in during times of distress. Learning Mentor available to speak to if distressed. Regular learning routines and methods of teaching are standardised throughout school. Adjustments for individuals anxious about sharing their thoughts, or rehearsing speaking in another language. When doing paired or grouped work, students are paired with those who they work well with.

Hawkesley - SEND Offer Music	
<p>We believe that all learners should participate in Music, as research shows that all abilities – especially SEND – benefit from the experience of a broad and balanced curriculum. We do not take learners (of any ability) out of music lessons for timetabled interventions, as this would lead to a considerable amount of learning lost.</p> <p>As most of our Music lessons (Y2 – 6) are led by an external expert teacher, this means that the class teacher can offer additional support to SEND learners throughout the lessons. As musical skills and knowledge differ to other subjects, we do not make any assumptions to learners' ability to music, based on their ability in other lessons such as Maths or English. This is because there are often significant differences in all levels of learners' abilities, to those assessed in core subjects. We believe that every child has an unlimited amount of learning and provide the opportunity for all to thrive and 'Let Their Light Shine'.</p> <p>Below are some reasonable adjustments, additional provision and adaptive teaching examples that can be made to help different SEND learners achieve in Music:</p>	
Cognition & Learning	Sensory & Physical Needs
<ul style="list-style-type: none"> Visual learning approaches used when reading, following, or playing music. (Pictures of fingering patterns, letter names, musical notation). Focus on 'hinge knowledge', the core components and vocabulary of Music. Retrieval practice woven into the Long-Term Planning to allow recall opportunities of previous learning. Half-termly reteach lessons addressing misconceptions or GAPS in learning identified in assessments. External expert in lessons (External expert & Class Teacher), extra 1:1 adult support in lesson. 	<ul style="list-style-type: none"> Option to wear ear defenders to soften the volume of instruments. Seating adjustments made to help with the acoustics of the room and volume levels or for physical accessibility. Option of alternate use of a tuned percussion instrument when wind/brass instruments are causing discomfort or distress in the lips or facial muscles. Regular practical opportunities to develop gross motor skills. Ensure easy access to resources or instruments, front of the line positioning to avoid collisions with other enthusiastic children.
Communication & Interaction	Social, Emotional and Mental Health Difficulties
<ul style="list-style-type: none"> Access to a mini whiteboard to record, share thoughts and responses. Illustrations and images used to support new ideas/vocabulary shared. Use of additional adult in lessons to provide 'check-ins' with pupils. Direct feedback given if classroom conversation rules and expectations are disrupted. Varied and regular, low-stakes opportunities to share thoughts and feelings. Pupil provided time to say what they want to say and don't interrupt or finish their sentences. Ask questions with yes/no, short responses. Mixed ability pair and small group work opportunities. 	<ul style="list-style-type: none"> Creative opportunities use to guide self-expression through improvisation, composition and performance. Emotion coaching for children whose emotions are triggered by certain types of music or variances in lyrics. Mini brain-breaks, or teacher jobs, offered to pupils who need a moment away from the lesson to reset before returning to learning. Access to a safe and quiet space to calm or seek refuge in during times of distress. Learning Mentor available to speak to if distressed. Regular learning routines and methods of teaching are standardised throughout school. Adjustments for individuals anxious about performances.

Hawkesley - SEND Offer Mathematics	
<p>Teachers use appropriate assessment to set targets which are deliberately ambitious for pupils identified as having a SEND and ensure needs are met as identified through the SEND pupils' needs base plans. Lessons are planned to address potential areas of difficulty and to attempt to remove barriers to pupil achievement. For the majority of children, such planning means that our pupils with SEND and disabilities are able to study the full National Curriculum. Teaching and targeted support is weighted towards the 'ready to progress' statements and fundamental knowledge stated through adaptive teaching.</p>	
Cognition & Learning	Sensory & Physical Needs
<ul style="list-style-type: none"> Pupils encouraged to explain what they have to do to check understanding. Units to prior learning explicitly made. Number lines accessible. Use of diagrams and pictures to add meanings. Small whiteboard and pens available for notes, to record ideas etc... Additional time to complete tasks if necessary. 	<ul style="list-style-type: none"> Ensure that left and right-handed pupils are not sitting next to each other with writing hands adjacent. Seating should allow pupil to rest both feet flat on the floor – check chair heights. Sloping desk provided if needed. Encourage oral presentations as an alternative to some written work. Allow additional time to complete tasks. Allow more thinking and talking time. Model and teach careful listening along with signals when careful listening is required.
Communication & Interaction	Social, Emotional and Mental Health Difficulties
<ul style="list-style-type: none"> Shared understanding and expectations of good listening displayed, taught, modelled and regularly reinforced. Pupils aware of pre-arranged cues for active listening (symbol, gesture, action) Delivery of information slowed down with time given to allow processing. Pupils are encouraged and shown how to seek clarification. Adults support used effectively to explain and support pupils to ask and answer questions 	<ul style="list-style-type: none"> Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence. Provide lots of opportunities for kinesthetic learning (practical activities, experimental learning, multi-sensory resources) Give breaks between tasks and give legitimate 'moving around' activities. Have a range of simple, accessible activities that pupils enjoy to use as 'calming' exercises. Use of a calm space to complete work elsewhere.

How do we evaluate the effectiveness of SEN provision?

Tracking pupils' progress, using regular assessment, analysing the results within Toolkit Tracker to track progress over time

Carrying out the review stage of the graduated approach in every cycle of SEN support

Using pupil voice at the center of our approach

Monitoring by School Leaders through regular learning walks, book looks and pupil voice

Class Teachers receive tailored, weekly instructional coaching to support the development of their practice

Holding annual reviews for pupils with EHC plans

Getting feedback from the pupil and their parents, during termly SEND meetings where the provision is agreed

How are parents/carers involved with their child's journey?

Through parent and child meetings (termly)

Parents' Evenings and Celebration Evenings

Annual review of SEN Support Plans and EHCPs

Through coffee mornings and workshops

Through informal discussions with class teachers, TAs, our SENCo or SLT.

Open Door Policy: Parents are regularly invited to meet with teachers, the SENCo, and external professionals to discuss needs



How do we involve the children in their journey?

Whenever possible, the views of the children are listened to and acted upon. This is true in all areas of school but also for those with Special Educational

Needs. We work hard to tailor support that children themselves are comfortable and happy with. Children are invited to take part in termly reviews and when appropriate, are invited to SSPP and EHCP reviews.

Within Parents' Evening sessions, teachers complete a SEND parent meeting proforma which includes parent and pupil voice sections. These are completed termly.



What training do teaching staff receive to support children with SEND?

Staff receive regular training from Senior leaders, as well as the SENDCO, in the delivery of quality first teaching in the classroom.

Those who have children with a diagnosis or specific concerns, may receive training from one of our external agencies including the Pupil School Support (PSS) teacher, the Communication and Autism (CAT) team, our speech and language therapist, our Educational Psychologist or disability support team

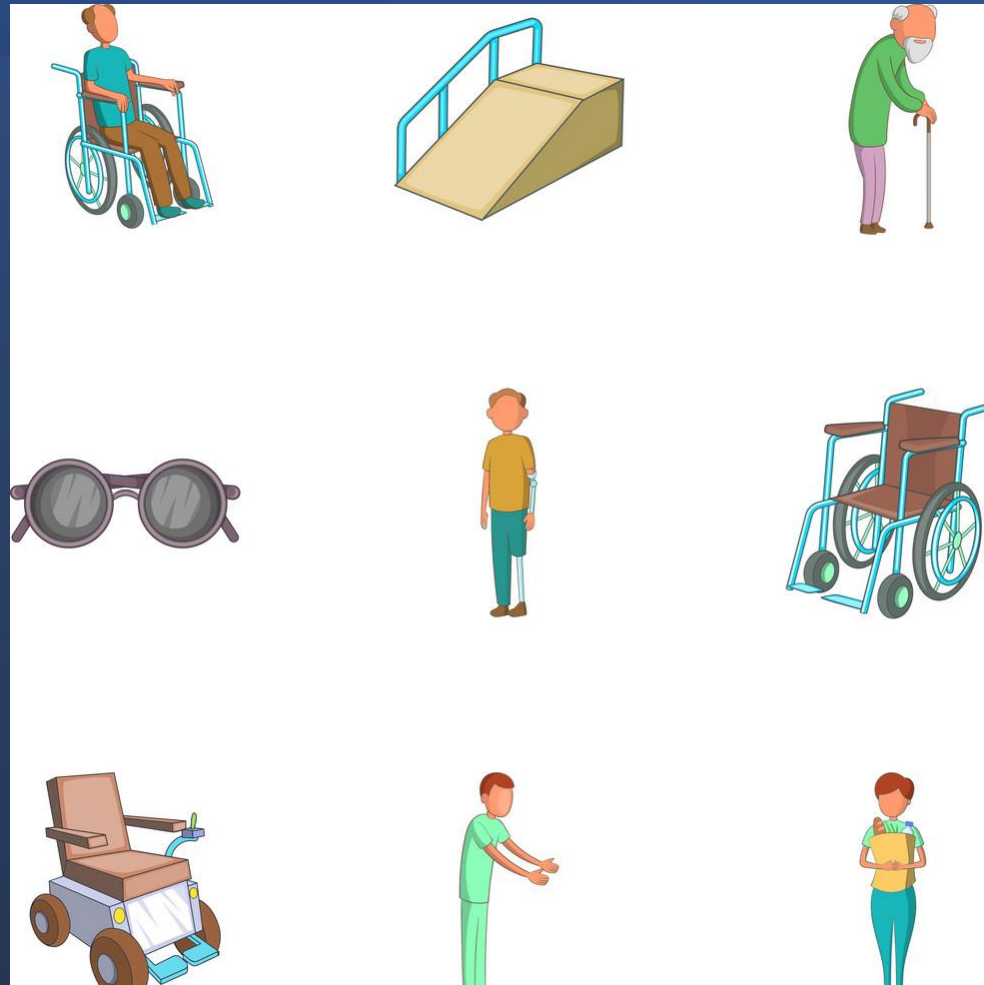
Staff also receive personalised behaviour support training from Beacon Behaviour support if a child's needs has an effect of their behaviour. All staff receive annual training on Asthma and Allergy management.



How accessible our school environment?

Our school is wheelchair accessible and we have disabled toilets.

Working environments are adapted as much as possible for children who require quiet areas/less distraction.



Residential/day trips have detailed risk assessments completed and we ensure all needs are catered for.

Reasonable adjustments are made for any learners who require additional support around school.

What is Birmingham's Local Offer for SEND and where can I find it?

Birmingham's Local Offer identifies what is available for those children in Birmingham with a Special Educational Need.

The link for this can be found here - [Local Offer Birmingham | SEND Advice, support and Information](#)

Contact details for Birmingham's SEND support service:

Birmingham SENDIASS Tel. 0121 303 5004, Email: sendiass@birmingham.gov.uk



How do I make a complaint?

In the event of any complaint being made, the SENCo should be contacted in the first instance; should the matter remain unresolved: The case will be passed to the Head teacher for further investigation and reported to the SEND Governor, Larry Wright. These are the recommended stages of complaint:

1. Class Teacher
2. SENDCO
3. Head Teacher
4. Lead Governor for SEND, Rev. Larry Wright



Useful Links to SEND Services

SENDIAS - [What is SENDIASS? | Local Offer Birmingham](#)

BCBC Speech & Language Therapy - [Birmingham Speech and Language Therapy Service : Birmingham Community Healthcare \(bhamcommunity.nhs.uk\)](#)

SENAR - [You can now contact SENAR directly by phone - You Said, We Did | Local Offer Birmingham](#)

SCHOOL WEBSITE - [Hawkesley Church Primary Academy - Home](#)

Forward Thinking Birmingham - [Home | Forward Thinking Birmingham](#)

Central Autism Team - [Communication & Autism Team – Access to Education \(birmingham.gov.uk\)](#)

Educational Psychology Service – [Birmingham Educational Psychology Service | Birmingham Education Support Services](#)

Pupil & School Support - [Pupil & School Support – Access to Education \(birmingham.gov.uk\)](#)



Glossary of SEND Terms and Acronyms

SEND – Special Educational Needs and Disabilities

SENDCO – Special Educational Needs and Disabilities Co-ordinator

EHCP – Educational Health Care Plan

SSPP – Special Support Provision Plan

PSS – Pupil & School Support

CAT – Central Autism Team

EP – Educational Psychologist

SALT – Speech & Language Therapist

OT – Occupational Therapist

EYFS – Early Years Foundation Stage (Nursery & Reception)

KS1 – Key Stage 1 (Years 1-2)

KS2 – Key Stage 2 (Years 3-6)

QFT – Quality First Teaching

