

School Offer 2017	The Hawthorne's Free School
Address	Fernhill Road
Town	Bootle
District or Borough	South Sefton
Postcode	L20 6AQ
LINK: Warrington's Local Offer	https://www.sefton.gov.uk/localoffer/

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Academy Context

The Hawthorne's Free School is a non-selective free independent school in the state sector. Our motto is 'Credimus' which is Latin for 'we believe', we believe that children regardless of need can be successful academically if they are provided with the appropriate support. Although we are not a specialist setting, we are inclusive

and cater for students who have needs in the main areas identified in the Code of Practice January 2015, including (but not limited to) those identified as having: MLD (Moderate Learning Difficulties), SpLCD (Speech, Language and Communication Difficulties), BESD (Behavioural, Emotional and Social Difficulties), ASD (Autistic Spectrum Disorders), Dyslexia.

The Academy acknowledges that the needs of all students who may have SEND either throughout or at any time during their school careers must be addressed and their right to a broad curriculum, including maximum possible access to the National Curriculum.

As an Academy we believe that all students may, at various times and in various ways have SEND. It is our duty to provide for these needs. These may be physical, emotional, behavioural or academic. Each need and each student will be treated individually. All involved staff will be made aware of those needs as they arise. All staff are aware of the variety of needs that students may have and will do their utmost to assist students to reach their full potential.

Expectations of the students at The Hawthorne's Free School:

- to develop the highest of aspirations and ambitions as they seek places at university and/or entry to professions and higher level employment
- to develop a firm sense of self-belief in their own ability
- to develop a passion for both learning and character development
- to learn to be resilient on their educational journey to achieve these ambitions
- to become confident contributing citizens and
- fulfil their potential.

Expectations of the staff of The Hawthorne's Free School:

- to be of the highest calibre and be able to demonstrate high personal academic achievement
- to be ambitious for our students, and
- to offer cutting edge practice by continual self-reflection and high quality professional development.

The Hawthorne's will work with its local community by:

- developing strong links with local primary and secondary schools
- making full use of local facilities and expertise in delivering its curriculum

- participating and supporting community events that are aligned with the vision and ethos of the school
- encouraging our students to identify community needs for their annual enterprise project
- developing strong links with local employers, colleges of further education and universities and
- working to create system change in both education and social mobility.

1. Identifying and assessing students with SEND.

Students are initially assessed by the academy at the end of Y6, this provides us with detail on each child's cognitive abilities. We also gather information from the primary schools during transition visits in the Summer term, this ensures that the SENCo can respond proactively to additional needs. Students who are identified as below the expected level in English and maths are not automatically highlighted as having special educational needs but are provided with the teaching they require to close attainment gaps. It is only after a persistent problem that requires additional support has been identified that a child may be said to have SEN.

The SEND Code of Practice 2015 (COP) makes it clear that all teachers are responsible for identifying young people with SEND, and in collaboration with the SENCo, will ensure that those young people requiring different and/or additional support are identified at an early stage.

The class/subject teacher's responsibilities in identifying special educational needs include: observation, monitoring, assessment and evaluation. Other professionals such as speech therapists, health visitors and/or educational psychologists may also be involved in the process by completing appropriate assessments.

Parents/carers are encouraged to pass on information and concerns about their child's health and background by contacting the school and speaking to the SENCo. Identification strategies used include:

- Observation
- Teacher assessment
- Discussions with parents/carers
- Discussions with young people
- Results of standardised tests e.g. reading tests, KS2 SAT's, spelling tests etc.
- Evidence from teacher observation, transition information, assessments from primary school.
- Reports from other professionals or educational agencies such as the Ophthalmic Clinic (Sefton NHS), Speech & language Services, Social Care and CAMHS, were required.

Parents/carers are invited to pass on information and concerns about their child's health and background by contacting the school and speaking to the SENCo.

2. Supporting students with SEND

If you think your child has SEND or is struggling to access the curriculum, then it is important you discuss your concerns with the SENCo, a member of the SEND or TAC (Team Around the Child), your child's Form Tutor. They will listen to your concerns, investigate and provide support to students where appropriate. Concerns can be raised by telephone call, email or personal meeting.

Although we are not a specialist provider, the SENCO will ensure inclusion by:

1. Securing the necessary provision for SEND students. The academy has regard for the Code of Practice January 2015 and ensures that there are clear and staged procedures for identifying, assessing and reviewing SEND provision for students.
2. Ensure that all staff are aware of the importance of identifying and providing for such students.
3. Report to parents 5 times per year on the progress of their child.
4. Provide a suitable education for all students. The class teacher may also be responsible for personalising work for students and making the curriculum more easily accessible for a student with SEND. In some cases the class teacher will be the first to notice a student has a special educational need. It is their duty to notify the SENCo using the referral form.
5. Ensure that all student needs can be catered for as far as possible. Curriculum Leaders are responsible for the provision of a curriculum that all students can follow.
6. Liaise with outside agencies and monitors progress of students with SEND. The SENCO also has responsibility for the record keeping of students with SEND. The SENCO reports directly to the Head of Upper School. The SENCO is also responsible for keeping the Principal and other colleagues informed on students with SEND.
7. The Special Needs Coordinator has responsibility for the day-to-day delivery of SEND.

3. Matching the curriculum to a child needs

The results from our baseline tests and learning cycle assessments inform our in class teaching strategies and group setting. Half termly decoding and vocabulary tests determines our reading intervention programme. Students identified as requiring additional support are placed in the appropriate teaching set. These pupils receive the same curriculum content as other students but teachers focus more on personalisation and the consolidation of learning.

Teaching Assistants provide in class support for pupils with Special Educational Needs, they also provide pastoral feedback to the SENCo on a day to day basis. In lessons, teachers make use of robust assessment to identify the extent of pupils' understanding. Teachers and Scholars monitor pupils with slower processing speeds and low literacy levels and feed back to the teacher and SENCo as appropriate so that changes can be made if necessary.

If students fail to master the teaching content they receive additional support, under these circumstances the SENCo may establish a Pupil Support Plan (PSP) which records: Recommended strategies to be used in the classroom, other agency involvement, interventions proposed by the academy to support and maximize learning, a pen-portrait of the student and a list of the student's strengths and difficulties as well as resources which should be used. The PSP is set up with input from school, parents and young person. Both school and home keep copies of the PSP, which is shared with teaching staff.

4. Consulting parents and students at the academy

The Academy reports to parents throughout the year. We have clear routes for parents to access staff and professionals and understand how important parental collaboration is in securing the child's full potential.

Parents and students are consulted when 'Individual Learning Plans' are deemed necessary. Students with more complex needs may require support through an Education, Health and Care plan (EHCP). Progress of pupils with EHCPs is closely monitored by the SENCo, who reviews this in consultation with the parent and child on a regular basis.

Parents/carers are able to meet with the SENCo at all Parents evenings, and as part of the Annual Review process. Throughout the year the SENCo can be contacted to discuss parental concerns about progress. A copy of each child's provision is also sent home at the start of each academic year.

SEND students with a Pupil Support Plan have the opportunity to meet staff from the support team three times per year to review targets, support arrangements and to discuss progress.

5. Proving support for a student's overall wellbeing?

The Academy has a strong system of Pastoral Care and support. Young people have the support of their form teacher and Head of Year. They may also be allocated a key worker within the academy should additional support be required. Systems and policies are in place for the administration of medicines. Care plans are in place where appropriate. Students with SEND also receive additional support when moving between educational phases, this includes help choosing their options and also with their 'flightpaths' leading to further study or the world of work.

6. Additional services and expertise available at the academy

Meeting the needs of pupils with SEND is a whole school responsibility and priority. For pupils with greater difficulties support may also include intervention from Local Authority Services such as: Speech and Language who will provide advice and programmes of study which can be followed in the classroom; Educational Psychologist input via Authority Inclusion Services; CAMHS and the medical teams located in Sefton to support schools.

Where necessary, individual learning plans are created for pupils in need of the highest levels of support. These are created in consultation with parents and pupils and are tailored to individual child.

7. Staff training to assist children with SEND

All teaching and support staff receive regular professional development to inform them of the latest strategies for supporting students with additional needs. The school has adopted a 'quality first teaching approach' to ensure pupils with additional needs are included in the mainstream curriculum. If pupils join the academy with complex or medical needs, staff are also supported by relevant external professionals.

8. Including students with SEND in activities which occur outside of the academy's normal programme

Students are entitled full access to the curriculum, teachers and scholars prepare for this in their planning. Where necessary, they will ask the advice of the SENCo or House Leader to ensure inclusion. Parental input will also be requested. Additional risk assessments will be completed where appropriate.

9. Accessibility of the school environment

There are disabled toilets on the ground floor. Changing rooms for sports are situated at ground floor level. Should specialist equipment be required, the SENCo would ensure that this was allocated and that reasonable adjustments were made so that students are not discriminated against.

10. Preparing for students who join the academy

The academy operates a multi stage transition programme to support students who join in Y7 or transfer midyear. Once a parent/child accepts their place at the academy the SENCo attends all appropriate review meetings prior to transition. Young people are also visited in their own school and are offered additional transition visits. Early links with parents/carers is encouraged to ensure successful transition.

11. Matching resources to the needs of the young person

Each year a proportion of the academy's budget is allocated to the development of resources to support the development of provision for young people with SEND.

12. Ensuring that each child receives the appropriate support

The provision for individual students is overseen by the SENCo who will identify appropriate provisions and interventions according to need. This will be reviewed on a regular basis following the recommended: Assess, Plan, Do & Review format. Parents/carers will be consulted where appropriate. Assessment data is scrutinised regularly by the SENCo and Lead Practitioners to ensure progress is being made. Provision will be modified if this is not the case.

13. Involving parents in the academy setting

In addition to the reports and face to face contact described above, the academy also produces a fortnightly newsletter, which is emailed out & available for download from our informative website. Paper copies are also provided so that parents can stay up to date on important matters and developments.

We have a regular campaign running with parents – ‘Your Suggestions, Our Actions’ from the website. Here, parents are invited to give anonymous feedback on any aspect of school life and/or share any concerns they may have. This is supported by a detailed parent handbook available for download, which explains the life and work of the academy

14. Who can I contact for further information about SEND?

If you think your child has SEND or is struggling to access the curriculum please discuss your concerns with the SENCo or your child’s Academic Tutor (Form Tutor). We will listen to your concerns and will always endeavour to investigate and provide support to students who may be struggling. Concerns can be raised by telephone, via email or through arranged meeting.

Further information can be obtained below:

The SENCo at King’s is Mrs Elaine Spencer – espenser@hawthornes.org.uk

Information can also be found here, at the Local Authorities web portal-

<https://www.sefton.gov.uk>

Government advice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Sefton Local Offer - <https://www.sefton.gov.uk/localoffer/>