



# **Hazelwood Schools**

## **Special Educational Needs and Disabilities (SEND) Information Report 2023-2024**

Reviewed and Adopted: Summer 2023

Next Review: Summer 2024

Reviewed Annually

## Context

Hazelwood School is a hard federated school with a Nursery, Infant school and Junior school all based on the same site based in the heart of Palmers Green. We are a three form entry school serving up to 720 pupils ranging from 3-11 years old.

Our Nursery provides spaces for up to 60 children, who need to meet our school admission criteria if they wish to join our Reception classes.

We have a daily breakfast and afterschool club which meet the needs of our working parents, we offer clubs during the school holidays and we offer an extensive range of after school activities every day during term time. We are a richly diverse and inclusive school and endeavour to always offer the best for our Hazelwood children.

## Our Ofsted rating

Hazelwood Schools' last OFSTED rating on: 24th April and 27<sup>th</sup> June 2018 was: 'Good' in all areas. Our current report states '*Teachers and teaching assistants provide effective care and support for disabled pupils and those with special educational needs. As a result, these pupils make similar progress to their peers and achieve well.*'

To view the full report please visit our website.

## Our SEND Vision and Aims:

We are a child centred and inclusive school who strive to offer educational opportunities and learning experiences for pupils with SEND enabling them to access daily teaching & learning and supporting them to reach their full potential by the time they leave us in year 6. We aim to fulfil this by providing positive high impact support in the form of high-quality teaching, additional school support measures, training and resources and making reasonable adjustments along the way. Our inclusive ethos is guided by our moral purpose and driven by our Hazelwood values. This vision for SEND sits within our overall vision for all children at Hazelwood Schools.

## The SEND Support Register

There are 39 children on the SEND support register in Infants.

There are 32 children on the SEND support register in Juniors.

There are 71 children in total on SEND support.

## EHCP Register

There are 9 children with EHCP in the Infants.

There are 13 children with EHCP in the Juniors.

There are 22 children in total.

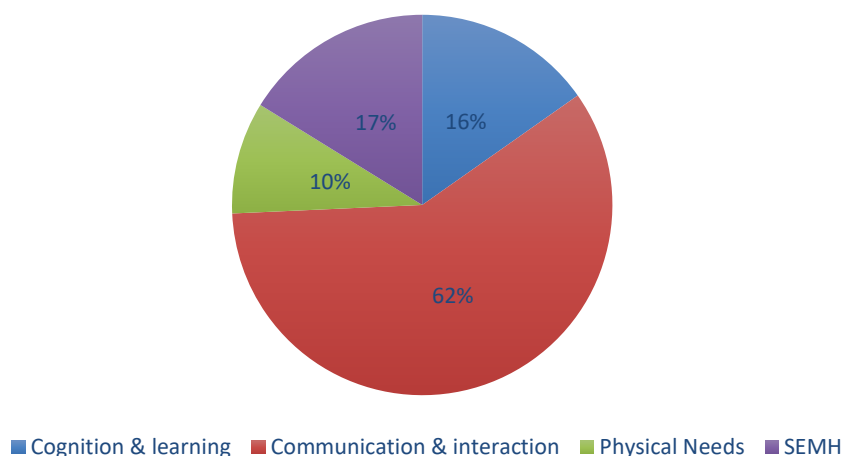
## Whole School SEND Register

Our current whole school SEND register across the school is 93 children.

(Based on SEND data: June 2023)



## The Four Categories of Need



All children on the SEND register are recognised as having additional needs; each child is seen as an individual and our best endeavours ensure that their needs are met accordingly. We believe that all children including those with SEND have the right to access a broad and balanced curriculum at Hazelwood and a healthy positive outlook on school life. We ensure the following for our SEND pupils:

- children are valued equally.
- children are heard via *pupil voice* opportunities.
- staff have high expectations of the children and make progress.
- barriers to learning are identified and action is implemented.
- open communication and child centred approaches with our children and their families.

### Identification of SEND Needs

The school uses the SEND Code of Practice 2015 definition of Special Educational Needs:

*'Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.'*

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning in comparison to their peers;
- require provision that is additional to and different from what their peers are receiving
- have a disability that prevents or hinders them from making use of educational facilities

Staff officially raise their concerns via a Barriers to Learning form which is shared with the school Inclusion Manger who then begins further investigation to decide on the plan of action needed for the child. Parents are closely involved in this process. Once actions have been completed the pupil is monitored by the Inclusion Manger through:

- staff communications
- parent communications
- pupil communications
- SEND learning walks
- intervention review meetings
- parent Consultation Evenings
- learning Support Plan (LSP) Cycle
- home school communication books

Parents are able to raise concerns about their child's progress at any point during the academic year and can make an appointment to speak to the class teacher or SENDCo via the school office.

### **Supporting pupils with Special Educational Needs**

At Hazelwood Schools, children with SEND are supported through a range of different channels depending on their special need. The Inclusion Manager will also need to collaborate with different professionals to ensure the child's needs are met;

- Collaboration with the Local Authority (LA) and other agencies.
- Networking with local special schools and other specialist provisions
- Implementing the graduated approach where we assess, plan, do and then review.
- Class teachers provide *Quality First Teaching* to ensure access for all children
- Class teachers differentiate learning and make adaptations where necessary
- Staff are signposted to additional learning resources to support pupil learning and progress
- Staff encourage pupils with SEND to develop independence at every available opportunity
- SEND interventions are implemented where necessary and recorded on the interventions provision map
- SEND interventions are monitored and reviewed by the Inclusion Manager to ensure they are having a positive impact
- Support Staff have regular meetings with the Inclusion Manager to discuss children's needs and to ensure support is effective
- Children with severe Autism have access to our Orchard Group at particular times of the day
- Adults are deployed across the school to support pupils with SEND
- Specialist resources are purchased to support particular needs
- Support staff regularly receive general support and training delivered by the Inclusion Manager and other professionals in order to meet the needs of SEND children; this can be whole school training or identified groups and individuals
- Staff consult with external professionals organised by the Inclusion Manager, to implement pupil learning programmes
- The Inclusion Manager makes reasonable adjustments for pupils where appropriate
- The Inclusion Manager supports the class teachers to remove the barriers to enable the child to learn
- The Inclusion Manager seeks external advice from professionals to support pupil needs
- The Inclusion Manager supports teachers to write well targeted LSPs and ensures termly meetings are held with parents/carers and class teachers to discuss pupil progress and review their targets
- For SEND support parents are always referred to Enfield's Local Offer:  
<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

### **Progress & Assessment for children with SEND**

The progress of children with SEND is tracked through a range of ways by the school Inclusion Manager, class teachers and support staff. Parents/Carers are regularly informed of progress outcomes;

- Class teachers and support staff monitor and assess pupil progress daily via Assessment for Learning (AFL)
- Pupil attainment is tracked and monitored at each data checkpoint
- Progress is reviewed with SLT during Pupil Progress Meetings
- Progress in other areas such as attendance and behaviour is also monitored and shared with parents/carers
- Termly NFER tests support teachers to identify gaps and inform next steps
- Children are assessed at the end of each Key Stage (Year 2 and Year 6) through formal assessment using Standard Assessment Tests (SATs). The results from these tests are

published nationally

- Nursery and Reception carry out baseline assessments in October
- Nursery and Reception assess against Early Learning Goals. Years 1-6 assess against the National Curriculum expectations
- Children who are working below the National curriculum expectations are assessed via the AET progression tool
- Parent consultation evenings are held three times a year to discuss progress. The Inclusion Manager is heavily involved in consulting with the parents of pupils with EHCPs
- SEND meetings are held termly with parents of children on the SEND register to discuss progress and review LSPs
- Children with Education and Health Care Plans (EHCP) have an Annual Review to discuss strategies and progress, with key adults invited to the meeting including parents/carers

## **Supporting Health and Wellbeing at Hazelwood Schools**

### **1. Medical** (Please read the Medical Policy for more information which can be found on our website)

At Hazelwood Schools, we have our own welfare room with a fully trained welfare officer who supports medical needs throughout the day. Our welfare officer works closely with parents and carers to ensure medicines are successfully administered each day.

- If you inform the school that your child has a medical need, you will be invited to discuss your child's needs with the Welfare Officer
- An Individual Health Care Plan (IHCP) may be completed for children with medical needs and this plan will be reviewed regularly with the welfare officer
- All medical information will be shared with all adults working with your child
- All medicines are carefully monitored, recorded and stored in the welfare room
- The school nurse may be contacted to offer additional support and advice for the school
- Children's medical needs are considered before a school trip and risk assessments carried out where needed
- Children with physical disabilities or other specific learning needs may have additional risk assessments drawn up by the Health & Safety Co-Ordinator to support pupil safety in school

### **2. Supporting social and emotional needs:**

At Hazelwood Schools, we have our own Learning Mentor who provides pastoral support for targeted children. Support is carefully planned and provided via 1-1 or group sessions, targeted interventions and lunchtime drop ins. Class teachers have access to the Learning Mentor referral form. We also have a Mental Health Lead who works closely with our Learning Mentor on a daily basis and also leads the whole school Mental Health Week each year.

In addition to this:

- All children are encouraged to work together which is linked to our Hazelwood values
- Social stories are used to support daily needs
- Staff are made aware of children with social and emotional needs
- Designated staff will be notified of any safeguarding concerns and information will be shared on a need to know basis
- New children are provided with an appropriate 'class buddy' to support in class and at break times
- Teachers assess their children termly against the Leuven Scales which supports the identification of their needs and provision
- Year 5 playground buddies are paired with our high profile SEND pupils to encourage interaction, integration and development of healthy friendships
- SEND pupils can access The Hub at any point of the day and at lunchtime which is overseen by the school inclusion team

### **3. Behaviour:**

- The Positive Behaviour Policy is implemented by all the community and links to our Hazelwood Values. Where appropriate reasonable adjustments are made for pupils with SEND (the policy can be found on our school website)
- Good to be Green behaviour strategies are shared with parents to support positive behaviour at home and to create strong connections between home and school
- Home school communication books are provided where required to support communication between home and school
- Additional behaviour support will be sought from the local authority if required
- Full time Learning Mentor support and lunchtime drop-ins are available every day

### **4. Attendance:**

- All children must attend school every day to ensure they are making good progress
- Attendance is monitored by the school and action is taken if necessary by the Enfield Education Welfare Officer (EWO)
- Breakfast Club is available (at a cost) for all children and supports good attendance
- The school encourages good attendance through a range of strategies and incentives (see the Attendance Policy available on our website)
- School work is provided for children absent from school for a fixed period due to their medical needs
- Hazelwood's attendance achievement is currently 95% which is in line with the national government expectation

### **5. Pupil Voice for children with SEND:**

- Children on the SEND Register contribute to their LSPs
- Children with EHCPs contribute to their Annual Reviews
- LAC children are involved in their termly Personal Education Plan (PEP) reviews
- School council includes children with SEND to represent diversity & inclusion
- Children's opinions are gathered termly from intervention groups, school council sessions, pupil surveys and annual questionnaires
- Governors seek the views of SEND children during learning walks and school visits

### **Specialist staff working at Hazelwood Schools:**

- Inclusion Manager (Erina Komodromos)
- SENDCo (Sarah Hatswell)
- Learning Mentor (Crissy Walls)
- Mental Health Lead (Samantha Powell)
- Designated Safeguarding Leads (Samantha Powell, Josh Newham, Erina Komodromos, Crissy Walls)
- Approach trained staff (Erina Komodromos, Stella Gannon, Samantha Powell)
- First Aid trained staff (Guzin Kucukoglu, all support staff, most of the leadership team and some teaching staff are first aid trained, including our Early Years Practitioners)

### **Specialist external services we use to support children with SEND:**

- Educational Psychologist
- Speech and Language Therapist
- Dyslexia Specialist
- Social Services
- Child and Adolescent Mental Health Services (CAMHS)

- Behaviour Support Service (BSS)
- Enfield Advisory Service for Autism (EASA)
- Occupational Therapy (OT)
- Physiotherapy
- Family Support
- Early Help
- Parent Partnership
- School Nurses Team
- Outreach (Russet House, West Lea, Waverley and Oaktree)
- Enfield Parents and Children
- DAZU
- Early Years Social Inclusion Team (EYSI)
- EWO (Education Welfare Officer)

### **CPD and Training of our staff to support pupils with SEND**

At Hazelwood Schools we provide training for all our staff both internally and externally. Staff also able to request specific training where appropriate.

- Whole school staff communication to disseminate knowledge, strategies and experiences
- Regular Autism and Trauma Informed Practice (TIPS) training provided by the LA.
- Teachers and support staff attend training courses that are relevant to meeting the needs of specific SEND children in their class
- Training is accessed with the Joseph Clarke Service
- Training is accessed by the Enfield & Haringey Hearing Services for the Deaf
- Training is provided to develop the expertise of staff which are identified through personal development meetings (PDMs)
- Internal training is provided through staff meetings, inset days and weekly support staff meetings

### **How we include SEND children in activities and school trips:**

- Reasonable adjustments are made to ensure all children can access class trips including PGL and Tolmers camping
- Risk assessments for children with needs are written to ensure safety and accessibility
- Children are prepped by parents and class teachers to prepare pupils for trips and visits
- Children are prepped by parents and staff to prepare them for any changes of school routine

### **Our School Environment:**

- Our building has suitable adaptations for all children including those with wheelchairs and for the visually impaired
- Classrooms and corridors are clearly lit and are kept clear to ensure children with visual difficulties are catered for
- The school has disabled changing and toilet facilities
- When external agencies visit and advise, additional equipment is purchased and fitted

### **Supporting transitions for pupils with SEND:**

- The Inclusion Manager liaises with the local authority and with parents to ensure needs can be met in new settings
- Adjustments are put in place ready for when the the child arrives and SEND strategies are shared with all relevant staff

- When SEND children are transferring from another school the Inclusion Manager will liaise with the existing school to gather more information
- If children are moving to another school, relevant paperwork is provided to the new school and strategies are shared
- Our Inclusion Manager makes contact with SENDCo's from secondary schools to discuss pupil needs, share strategies and share learning support plans (LSPs)
- Transition Taster Days are organised to support year 6 children moving onto secondary schools
- Our Inclusion Manager organises for Secondary school SENDCo's to visit our EHCP children in the summer term of year 6
- When moving classes, within Hazelwood, information and strategies of EHCP children are shared during summer transition meetings with the current class teacher and the new class teacher. Transition meetings are also arranged for support staff.
- Transition cards are made to support EHCP which show them who their new teachers will be at the start of the new academic year.
- Pupil profiles are made to share with the the new teachers of the EHCP children ready for September

#### **How parents of SEND pupils are involved in school life:**

At Hazelwood Schools we take pride in our parent partnerships and welcome all opportunities of communications between home and school;

- Parents are encouraged to join HPSA (Hazelwood Parent and Staff Association) to support their children and the school through fundraising activities
- Parents are invited to support all events held by the school
- Parents have the opportunity to complete parent questionnaires annually
- Parents are consulted by the school when new policies are being implemented
- There is a link to OFSTED Parent View on the school website
- Parents are invited into school to share their knowledge and expertise which link to our curriculum
- Parents have daily access to staff just before school and just after school in the playground
- Parents are welcome to arrange telephone calls and meetings with class teachers and SLT via the school office. Communication via email is also welcome via the school office.
- Parents have the opportunity to discuss pupil progress at Parents' Evenings, LSP Meetings and Annual Reviews
- Parents are encouraged to communicate with the class teacher via the home school communication book if they have one
- Dual language staff are available to support parents in meetings, parents are also encouraged to bring their own support
- We welcome parent volunteers to support pupil learning. Volunteers always attend a formal induction before joining the Hazelwood team
- Parent SEND parent coffee mornings are held termly
- Parent focus groups support SEND provision

**This SEND Information Report should be read in conjunction with the following school policies, all of which can be found on the school website:**

- Enfield Local Authority – Local Offer – [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)
- SEND Policy
- Accessibility Plan
- Teaching and Learning Policy
- Behaviour Policy



- Assessment Policy
- Safeguarding Policy

**Who to contact for more information or to discuss a concern:**

- If you would like to discuss anything in this report please contact Erina Komodromos via the school email – [office@hazelwood.enfield.sch.uk](mailto:office@hazelwood.enfield.sch.uk)
- If you have a concern please liaise with your child’s teacher at the end of the school day to arrange a mutually convenient meeting time. If necessary an appointment can be made with the Year Group Leader or members of the senior leadership team: Josh Newham (Headteacher), Stella Gannon (Deputy Headteacher), Samantha Powell (AHT), Nicole Gardiner (AHT), Stephanie Pearson (AHT) or Erina Komodromos (Inclusion Manger)
- Our current SEND parent governors are Harriet Potemkin & Louisa Constanti who can also be reached via the school office

**Admissions:**

If you are considering joining the school, you may contact the school office for a tour and if your child has additional special needs you can book an appointment with the school Inclusion Manager (Tel: 020 8886 3216)

Admissions to Hazelwood Schools is via the admissions team at the Enfield Civic Centre or via Enfield SEND Services if your child has an EHCP.

**Review of Report:**

Our SEND Information Report for children with Special Educational Needs and Disabilities was revised in June 2023 and will be reviewed in June 2024.

**Enfield’s Local Offer:**

The school also works alongside a range of approved charities and professional organisations that provide advice and guidance to parents, teachers and professionals. Please see the London borough of Enfield’s local offer. [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND) The Local offer provides support for parents and children with special educational needs and offers a range of services within the borough of Enfield.

**Other Useful Links:**

- Enfield Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers – Phone: **020 8373 2700**
- Our Voice – A parent-led organisation seeking to improve services for children with disabilities in Enfield. Phone: 07516 662315 or email: [info@ourvoiceenfield.org.uk](mailto:info@ourvoiceenfield.org.uk)
- Parent Support Unit – available to all families living in Enfield. Works with parents of children aged 0 – 18. Phone: **020 8379 2002**

## Appendix 1 - Glossary

**SEND Code of Practice 2015:** The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. It is a set of guidelines that the DfE say local authorities and schools should follow.

**SENDCo:** SENDCO stands for special educational needs and/or disabilities coordinator. They are also called SENDCo's in some schools. A SENDCo (SENCO) is a qualified teacher who has had extra training about SEND. They arrange all the extra support for children and young people with SEND.

**SEND:** Stands for *Special educational needs and disabilities* which can affect a child or young person's ability to learn. Additional needs can also affect children's behaviour, ability to socialise and ability to understand things.

**Barriers to Learning form:** This is a school protocol which we use to identify and record difficulties that children have in school both emotionally and academically.

**LSP:** Stands for learning support plan which shows the most recent targets that pupils are working towards. It also incorporates the pupil's SEND history and support received.

**LA:** Stands for local authority. They are multi-purpose bodies responsible for delivering a broad range of services in relation to roads; traffic; planning; housing; economic and community development; environment, recreation, amenity services, fire services and of course education. They also hold and maintain the register of electors.

**Orchard Group:** This is a specialist unit in school that supports our youngest pupils with Autism (ASD).

**Enfield's Local Offer:** They provide help and support to children and young people with Special Educational Needs and Disabilities (SEND), and their families. A wide range of services are on offer for parents and carers, as well as young people who want to live as independently as possible.

**AFL:** Stands for assessment for learning which is an approach to teaching and learning that creates feedback which is then used to improve pupil performance. Children become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

**Pupil progress meetings:** These are professional conversations between our class teachers and our phase leaders to analyse the progress of pupils and celebrate success. The school SENDCo will also be present to discuss the implementation of support for children on the SEND register.

**NFER tests:** These are tests that reflect the style and format of the national curriculum tests to help build pupils' familiarity with more formal assessment. NFER tests users gain access to our free online analysis tool for instant progress measuring and gap analysis.

**SATS:** SATs are standardised assessment tests administered by primary schools in England to children in Year 2 and Year 6 to check their educational progress.

**Baseline assessments:** These are assessments that are carried out at the start of the school year to provide information on the child's starting point. It provides a critical reference point for assessing changes and impact at the end of the year.

**Early Learning Goals:** The Early Learning Goals (ELGs) are the goals or targets for children to achieve at the end of their reception year. They will be working towards these goals throughout the EYFS which is nursery and reception class.

**SLT:** The senior leadership team focus on leading school improvement priorities, monitoring teaching and learning, staff development and can include wider areas, such as safeguarding or Special Educational Needs and/or Disabilities (SEND). It is the role of the SLT to set the school's direction.

**AET:** The Autism Education Trust (AET) is an organisation established in 2007 with funding from the Department for Children, Schools and Families. It is dedicated to coordinating and improving education support for all children with autism in England. It is estimated that one in 100 children have Autism.

**EHCP:** An educational health care plan is a document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide. It was formerly known as a 'statement of special educational needs'.

**IHCP Individual Health Care Plan:** Individual health care plans are developed in partnership between the school, parents, pupils, and the relevant healthcare professional who can advise on a child's case. The aim is to ensure that schools know how to support your child effectively and to provide clarity about what needs to be done, when and by whom.

**Learning Mentor:** Learning mentors work with children to help them address either emotional or academic barriers through supportive one-to-one relationships and sometimes small group work.

**Mental Health Lead:** Supports staff by ensuring they are equipped with the skills to support and manage pupils with mental health needs in their class.

**The Hub:** Is a safe space in the school that SEND children can access throughout the day with their support worker or with support from the SENDCo when they need a break from the mainstream classroom.

**EWO Education Welfare Officer:** is a local government official who ensures that all children within the age of getting formal education are sufficiently educated, be it in school or at home.

**LAC:** A child or young person who is being cared for by their local authority is known as a 'looked-after' child. They might be living in a children's home, or with foster parents, or in some other family arrangement. Although the term used is 'looked-after child', this refers to any young person up to the age of 18.

**PEP:** A PEP is a personal education plan. The document shows how a child is currently progressing both academically and emotionally and what support they need to reach their goals.

**AR:** An annual review is the statutory process of looking at the needs, provision and outcomes specified in an EHC Plan, and deciding whether these need to change or not.

**Designated Safeguarding Lead:** Is the person who has the duty to ensure a company's safeguarding policy is followed by all members of staff in the setting.

**Joseph Clarke Service:** The Joseph Clarke Educational Service, based at the Joseph Clarke school, support blind and partially sighted children (from birth to 19 years of age) in the London Boroughs of Waltham Forest, Redbridge, Barking and Dagenham, and Enfield.

**OFSTED:** Are school inspectors who aim to improve lives by raising standards in education and children's social care. They inspect and regulate thousands of organisations and individuals providing education, training and care – from childminders to training providers, schools to local authorities – and then they share what we find through official reports.