

Hazelwood Schools



Special Educational Needs  
&  
Disability (SEND) Policy

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# Special Educational Needs & Disability Policy

## 1. Hazelwood Schools Principles

All staff recognise that every child has the potential to make progress regardless of their starting point and this should be adequately addressed by their class teacher. We believe that “every teacher is a teacher of every child or young person including those with SEND” (Nasen, 2014) and, in line with the SEND Code of Practice 0-25 (2014) class teachers are responsible for the learning and progress of all children.

The school’s SENDCo works in partnership with external agencies, such as the link Speech and Language Therapist (SALT), to support teachers and children with additional provision and strategies to ensure all children make progress.

Hazelwood schools’ use the SEND Code of Practice 2015 definition of special educational needs. A pupil will be deemed to have Special Educational Needs “*where their learning need requires special educational provision, namely provision different from or additional to that normally available to a child of the same age.*” (SEND Code of Practice 0 – 25, 2015, p94). A child’s special educational need will be identified in discussion with parents and where appropriate, with the child.

## 2. The role of the SENDCo, Headteacher, the School, Governors, Teaching staff and Parents.

The SENDCo is a non-class-based position and is also the Inclusion lead and Assistant headteacher. The SENDCo is responsible for:

- Monitoring the quality of Teaching & learning of children including SEND;
- Line managing Learning support assistant’s, Teaching assistants, Learning mentor, ASD lead and Higher Level Teaching Assistants through targeted deliverables and regular appraisals;

- Attending weekly Senior Leadership meetings to discuss issues arising and to enable whole-school planning;
- Regularly consulting the Headteacher to discuss current pupil roll, Learning Support Plans and next steps;
- Supporting Teachers when setting SMART Learning Support Plan targets;
- Early identification of children with difficulties or needs;
- Making referrals to appropriate services or people;
- Annual reviews;
- Monitoring books and planning to check LSP targets are being achieved;
- Oversees the provision tailored for specific children;
- Provides analysis of SEND data;
- Devises training for staff and parents;
- Modelling strategies to staff, parents and children.
- The SENDCo is also responsible for informing a parent / carer of the child that this may be the case as soon as this is reasonably practicable;
- In relation to registered children who have special educational needs, identifying each child's special educational needs;
- Co-ordinating of special educational provision which meets each child's needs;
- Monitoring the effectiveness of any special educational provision made;
- Securing relevant services for the child where necessary;
- Securing the records of a child's special educational needs and the special educational provision made are maintained and kept up to date;
- Liaising with and providing information to a parent / carer of the child on a regular basis about that child's special educational needs and the special educational provision made;
- Ensuring that, where the child transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution;

- Promoting the child's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- Selecting, supervising and training learning support assistants who work with a child with special educational needs;
- Support the development of Individual Health Care Plans to ensure that relevant professionals work with parents to devise IHCP.
- Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of children with special educational needs;
- Preparing and reviewing the information required by law to be published in relation to special educational needs provision.

The Headteacher is responsible for:

- The strategic overview of the SEND provision and budget;
- Proactively supporting the SENDCo in supporting teaching and non-teaching provision.

The school is responsible for:

- Identifying those children that display learning difficulties;
- Investing in resources to support SEND provision to enable a child to flourish.

The School Governors are responsible for:

- Monitoring and evaluating SEND provision to ensure appropriate support is provided;
- Reviewing the SEND policy triennially and making relevant adjustments to foster a positive learning environment for all.

Teaching staff are responsible for:

- Supporting all children in meeting their full potential as independent learners through differentiation that takes into account children's individual needs and Learning Support Plan targets and/ or Educational Health Care Plans recommendations;
- Working in partnership with the SENDCo and parents to review a child's progress and update support provided as required.

Parents are responsible for:

- Informing the school of any medical condition, or if their child has been identified with specific SEND needs;
- Collaborating with other staff to develop and review Learning Support Plans (LSP) and medical care plans (when required) for a child diagnosed with SEND.

### **3. Educational Health Care Plans**

Due to changes to the SEND Code of Practice (2014), The London borough of Enfield now issues Educational Health Care Plans and no longer issue Statements.

- If a child has exceptional needs, the school may request a statutory assessment by the local authority. Providing all criteria are met, the Local authority will conduct an in-depth assessment to clarify the nature of a child's additional needs; as well as how they should be met in school.
- Where a child meets the criteria for an Educational Health Care plan, it will be issued over the agreed statutory period;
- The Local authority will review an Educational Health Care Plan every twelve months.

#### 4. Types of Special Educational Needs and Disabilities

The Code of Practice identifies four categories of SEND:

Category	Identifier
<b>Communication and Interaction</b>	<ul style="list-style-type: none"><li>• Speech, language and communication needs (SLCN).</li><li>• Children with autism (ASD).</li></ul>
<b>Cognition and learning</b>	<ul style="list-style-type: none"><li>• Moderate learning difficulties (MLD).</li><li>• Severe learning difficulties (SLD).</li><li>• Profound and multiple learning difficulties (PMLD).</li></ul>
<b>Social, Emotional &amp; Mental Health Difficulties</b>	<ul style="list-style-type: none"><li>• Children displaying signs of anxiety, depression, withdrawn or isolated.</li><li>• Challenging, disruptive and disturbing behaviour.</li><li>• Attention deficit disorder (ADD).</li><li>• Attention deficit hyperactive disorder (ADHD).</li><li>• Attachment disorder.</li></ul>
<b>Sensory and/or Physical Needs</b>	<ul style="list-style-type: none"><li>• Children with a visual impairment (VI).</li><li>• Hearing impairment (HI).</li><li>• Multi-sensory impairment (MSI).</li><li>• Children with a physical disability (PD).</li></ul>

## **5. Identifying Special Educational Needs and Disability**

Children are monitored throughout their time at school, with the aim to identify those exhibiting behaviours that could be perceived as showing specific needs. The Senior Leadership Team will meet with class teachers each term in Raising Achievement Meetings, to discuss any concerns regarding a child's progress. The SENDCo will be available to both parents and teachers to provide guidance, advice and support to help cater for their child's needs such information is shared with parents and a collaborative input is encouraged.

It is the Class Teachers' responsibility to support all children to make progress in their class including children with SEND with the support of the SENDco and specialists. Teachers seek support and advice from the SENDCo, if they identify needs and inform parents. The SENDCo might make a referral to engage the services of external professionals in order to identify understand and cater for childrens' special educational needs.

## **6. A Child with Medical Needs**

The school recognises that a child at school with medical conditions should be properly supported, so that they may have full access to education; including school trips and physical education. Hazelwood schools will comply with its duties under the Equality Act 2010 to provide relevant support to children with medical conditions. For more information regarding supporting a child with medical needs refer to our Medical Needs Policy.

## **7. Offering support for a child with Special Educational Needs & Disability**

Where a child is identified as having a special educational need and disability, we will put effective measures in place. SEND support will take the form of a four-part cycle through which earlier decisions and actions are developed with a growing understanding of the child's needs, with a view of securing positive outcomes.





### **Assess**

When a class teacher identifies a child requiring SEND support, the teacher will inform the SENDCo. Both will be responsible for administering a timely and comprehensive assessment to identify the child's needs and how these can be met.

### **Plan**

With the input of both child and parents, the teacher and SENDCo will agree and implement a Learning Support Plan with defined outcomes.

### **Action**

The teacher will provide daily support to the child by working with Teaching Assistants, Learning Support Assistants' or other specialist staff involved with the child's learning, to help deliver the support plan.

### **Review**

In consultation with the parent/ guardian or carer and child, the teacher and SENDCo, will review the Learning Support Plan in respect of the child's progress and development, deciding on any changes, to improve outcomes.

## **8. Supporting Children & Families**

The school works with a variety of external agencies to ensure children and families receive the support they need.

Parents can find information about how the London borough of Enfield supports families via the school website or by following the link:

<https://new.enfield.gov.uk/services/children-and-education/local-offer/education/sen-services/>.

Parents may also wish to read Hazelwood School's Information report.

<http://www.hazelwoodschoools.org.uk/>. This document will inform parents, carers or guardians about additional special educational needs provision in place.

At points of transition (i.e. between classes or moving from nursery to primary school, or primary school to secondary school, or between primary schools); the school offers additional support to parents of a child with SEND. The SENDco may, where necessary, support parents to visit alternative settings (e.g. special schools or secondary schools, to discuss their child's specific requirements).

## **9. Parents as Partners**

Parents of children with SEND are invited into the school on a regular basis to review their child's progress to ensure a holistic picture of the child is considered in planning for support. The school also encourages parents to become involved in all aspects of school life, for example, educational visits, information evenings, religious celebrations assemblies and in-school parents' workshops.

## **10. Monitoring & Evaluating SEND Provision**

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy:

- The wishes of the child are taken into account;
- The effectiveness of the school in meeting all children's SEND;
- Any child's SEND are identified early;
- Intervention programmes comply with best practice;
- Educational professionals and parents work in partnership;
- Learning Support Plans are reviewed regularly;
- Equal access to school activities for all children;
- The extent to which standards have improved generally across groups of children with SEND – measured by teacher assessments, NFER assessments evidenced based assessments and SATs;
- Numbers of children who moved between different levels of the graduated approach (Assess, Plan, Do & Review cycle), including the numbers who are removed from the Special Needs Support Register.

## **11. Training & Resources**

Annually, staff training needs are identified and they are encouraged to attend Local authority or nationally organised courses; whilst consultants and experienced professionals may be invited into the school to deliver any necessary training to meet staff needs.

Governors will allocate funds to meet the needs of children with special educational needs.

When a child requires long-term individual support, the SENDCo will devise a request for an assessment by the London borough of Enfield I authority for an Educational Health Care Plan (EHCP).

## Appendices

### Additional services

- Speech and Language Therapy (SALT) concerns around speech, communication & interaction.
- Physiotherapy (PT) for children experiencing physical difficulties requiring exercises.
- Occupational therapy (OT) for children who have difficulties with their fine and gross motor skills.
- Children and Family Services support for families.
- Re-engagement Unit for educational advice and manage behaviour.
- Multi-agency Safeguarding Hub (MASH).
- Educational Psychologist (EP) assessing children and providing strategies for support – educational and managing behaviour.
- Children and Adolescent Mental Health Service (CAMHS) providing counselling and support for child with emotional and mental health difficulties.
- School Nurse, link Health Visitor and Link GP to assess and diagnose medical conditions.
- Young carers project for Enfield (DAZU).
- Parenting support in Enfield.