



Hazelwood Schools



Hazelwood Schools

SEND Information

Report

2018-2019

## **Hazelwood Schools**

How do we support children or young people with special educational needs or disabilities?

### **Our vision:**

Inspire awe and wonder.

Engage and motivate children to be better than they believe possible.

Ensure all children achieve their full potential.

Support children to think, problem solve and learn.

Give children the foundations to be confident, happy and successful.

Prepare children for their future lives.

The staff at Hazelwood School recognise that all children in their care have needs; each child is seen as an individual and every effort is taken to ensure that a child's needs are met.

We believe that all children have the right to access a broad and balanced curriculum at Hazelwood:

Ensuring children are valued equally.

Ensuring all children make progress.

Ensuring barriers to learning are identified and support put in place.

Consultation with Parents/carers throughout the process.

Working with the Local Authority (LA) and other agencies.

Maintain and develop a range of expertise within the school.

We use the graduated approach where we assess, plan, do then review.

Monitor, review and evaluate policy and provision on a regular basis.

### **The SEND register**

There are 15 children on the SEND register in Infants.

There are 38 children on the SEND register in Juniors.

There are 53 children in total.

### **How many children have an EHCP?**

There are 6 children with EHCP in the Infants.

There are 8 children with EHCP in the Juniors.

There are 14 children in total.

(Based on SEND data: 24<sup>th</sup> January 2019)

### **The type of school we are**

Hazelwood school is a federated school and has a nursery, primary and junior school all based on the same site. It is a three form entry school with an additional class in Year 6. The age range is 3-11. Our lovely nursery has expanded and is now a two form entry with 90 pupils on roll. The nursery runs from 8.30-3.15pm with an extended after school club specifically for our Nursery children until 6.00pm.

### **Our Ofsted rating**

Hazelwood schools' last OFSTED rating on: 24<sup>th</sup> 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.*'

### **How we know if a child/young person has special educational 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

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area;
- c) Are under compulsory school age and fall within the definitions above or would do so if social educational

provision was not made for them.

*At Hazelwood all children are monitored and concerns are highlighted through:*

Termly Pupil Progress Meetings

Inclusion Team Meetings

Parents' consultation meetings.

Barriers to learning log completed by teachers/TAs after consultation with parents/carers

Learning support plans

Staff and the SENCO are available to discuss concerns and share strategies with parents

Home school liaison book

*Parents are able to raise concerns at any point during the academic year and make an appointment to speak to the class teacher or any other member of staff if necessary.*

#### **What we do at Hazelwood to help children/young people with special educational needs**

The class teacher is responsible for all children in their class and provides Quality First Teaching ensuring all needs are met during lessons, including adult support where necessary.

A clear referral process has been implemented that provides Parents and Teachers with a clear framework of how their child's needs are being met.

The school has a Provision Map which is updated regularly. This provides an outline of additional interventions the school is currently providing.

Interventions are carefully selected for each child and these are monitored to ensure progress.

The Barriers to learning form is used by staff to raise their concerns about pupils in their class.

The SENCO gains external advice from professionals to gain greater insights of a child's specific needs.

*The Special Educational Needs Coordinator (SENCO) is responsible for overall SEND provision and teachers have responsibility for the Learning Support Plan and hold termly Special Educational Needs and Disability (SEND) meetings with Parents/Carers and class teachers to discuss progress and review targets.*

*Support Staff have regular meetings to discuss children's needs and ensure effective support.*

### **How we adapt our teaching at Hazelwood for children/young people with special educational needs**

Class teachers plan lessons according to the specific needs of all groups of children in their class.

The planning is adjusted as necessary for all children to access the learning. Tasks are differentiated to your child's needs and a range of resources and scaffolding is chosen to support their learning and encourage independence.

### **How we decide what resources we can give to a child/young person with special educational needs**

Class teachers are supported in planning for children with SEND. They are signposted to additional learning resources.

Staff regularly receive general support and training delivered by the SENCO, SEND Teacher 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 other professionals to identify new learning programmes that will support learning. The school has a provision map showing the range of provision, additional staffing and support that is available to support pupil learning.

Parents/Carers are invited to meetings where they can learn strategies to support their child's learning at home.

All interventions are reviewed and the impact is measured regularly.

## **How we check that a child/young person is making progress and how we keep parents informed**

Children's progress is continually monitored by the class teacher and senior leaders. Progress is reviewed termly. Progress in other areas such as attendance and behaviour is also monitored.

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.

Parent consultation evenings are held three times a year to discuss progress. SEND meetings are held termly with parents of children on the SEND register to discuss progress and review targets.

Children with Education and Health Care Plans (EHCP) and Statements will have a formal Annual Review to discuss strategies and progress, with appropriate adults invited to the meeting.

*If a child is not making expected progress, the class teacher will discuss his/her concerns during Pupil Progress Meetings; interventions and additional learning resources may be put in place to support learning. If your child is still not making the desired progress then the class teacher would meet with you to discuss his/her concerns and possibly make further referrals with your support.*

## **The support we offer children around their health and general wellbeing**

### **Medical**

If you inform the school that your child has a medical need, you will be invited into school to discuss your child's needs and provision. A medical care plan may be completed for children with medical needs and this plan will be reviewed regularly. All medical information will be given to all adults working with your child.

All medicines are carefully monitored and recorded.

The school nurse may be contacted to gain further advice around your child's needs.

Children's needs are taken into account when accessing all school activities.

Children with physical disabilities and other learning needs have plans devised by the Health safety lead to support a safe evacuation from the school building in an emergency.

### **Social and emotional**

All children are encouraged to work together.

A range of strategies including social stories are available to support transitions.

New children are provided with an appropriate 'buddy' to support in class and at break times.

Staff are made aware of children with social and emotional needs.

Designated staff will be notified of any safeguarding concerns.

Specialist teachers provide additional support for targeted children.

### **Behaviour**

To support appropriate behaviour, the class teacher shares strategies with parents when necessary.

Home school books are provided where required to support communication between home and school.

Additional support will be implemented if needed and advice requested from additional professionals if required.

The behaviour policy is implemented by all staff.

All incidents are monitored and recorded according to the behaviour policy and action is taken by the appropriate member of staff.

### **Attendance**

Children should attend school every day to ensure they are making good progress.

Attendance is monitored by the Deputy Head and action is taken if necessary by the Education Welfare

Officer. (EWO)

Breakfast Club is available for all children and supports good attendance.

The school encourages good attendance through a range of strategies and incentives.

Work is provided by school to support the learning of children absent from school due to their medical needs.

### **Child's views**

Children contribute in the termly SEND meeting.

Children with EHCP plans contribute to the Annual Review.

School council meetings are held regularly and the views of children are represented.

Children's' opinions are gathered termly from intervention groups, as well as through the school council, annual reports and annual questionnaires.

### **Specialist staff working at school or in partnership:**

SENCO

SEND Teacher

Play Leaders

Designated Safeguarding leads

Higher learning teaching assistants specialise in: Speech & language, English as an additional language and maths.

Speech & Language therapists supporting pupils in the classroom

Approach trained staff

Autism specialists

First Aid trained staff

Trained in specific interventions such as daily supported reading, Colourful Semantics, Communication In Print, Language for Thinking, gross motor skills, phonics and maths.

### **Specialist external services we use/recommend when we think extra help is needed:**

Educational Psychologist

Speech and Language Therapist

Dyslexic teacher

Social Services

Child and Adolescent Mental Health Services (CAMHS)

Behaviour Support Service (BSS)

Occupational Therapy

Physiotherapy

Family Support Unit

Parent Partnership

Children's Centre

School Nurse

National Autistic Society

Outreach (Russet House, West Lea, Waverley and Oaktree)

Enfield Parents and Children

**The training our staff have received:**

*Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.*

Individual teachers and support staff have attended or will attend training courses that are relevant to meeting the needs of specific children.

Training is provided to develop the expertise of staff which are identified through appraisals.

All staff have received training around the changes in the Code of Practice.

Internal training is provided to introduce new techniques to support learning.

Training is provided to all staff in the assessment of children with SEND.

**How we include children/young people in activities and school trips**

All children are included in all activities with their peers and additional support is provided where necessary.

Risk assessments for children with needs are written to ensure safety and accessibility for all.

Strategies may be provided by class teachers to parents to prepare pupils for visits and activities, such as social stories.

**Our school environment**

Our building has suitable adaptations for all children including wheelchairs and for the visual impaired at present.

Classrooms and corridors are clearly lit and kept clear to ensure children with visual difficulties are catered for.

The school can provide disabled changing and toilet facilities.

When agencies advise, additional equipment, where possible is provided.

### **How we prepare for children/young people joining our school and leaving our school**

Admission interviews take place where all needs are discussed and SEND and medical needs are highlighted. This information is given to relevant staff to consider strategies needed before admission.

When a child with SEND enters the school, strategies are put in place to support learning.

If a child with SEND is transferring from another school, staff will liaise with the existing school.

If your child is moving to another school relevant paperwork is provided and strategies shared.

Our SENCo makes contact with SENCOs from secondary schools to discuss provision and share strategies.

Transition Groups may be provided to support with the move to secondary school.

Visits are arranged for children in Year 6 to view their new secondary school.

If possible staff from the new secondary school will visit Year 6 children in their current setting.

When moving classes, within Hazelwood, information and strategies are passed on to the new teacher in advance through a meeting with the current teacher and if necessary the SENCo.

### **How parents are involved in school life**

Parents are encouraged to discuss any concerns at the first opportunity with the class teacher.

Parents are encouraged to join HPSA to support the school through fundraising activities.

Parents have the opportunity to discuss progress at Parents' Evenings, SEND Meetings and Annual Reviews.

Parents are encouraged to communicate with the class teacher via the Home School Liaison Book.

Parents are invited to support all events held by the school.

Parents have the opportunity to complete Parent Questionnaires annually.

There is a link to OFSTED Parent View on the school website.

Dual Language staff are available to support parents in meetings or parents are encouraged to bring their own support.

ESOL workshops are provided weekly.

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

If you have a concern please liaise with your child's teacher at the end of the school day. If

necessary an appointment can be made with other members of staff, such as:

Tracey Kilkenny (Headteacher), Stella Gannon (Deputy Headteacher),

Sam Powell (AHT), Paola Quebrada, (AHT) Nicole Gardiner (AHT), Justyna Powrie (AHT)

or Donejaye Cameron (AHT/ SENCo).

If you are considering joining the school, contact the school office for a prospectus and to arrange a visit.

(Tel: 0208 886 - 3216)

Our Send Information Report was revised in December 2018 and will be reviewed in December 2019. 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.

Appendix A – SEND Referral pathway

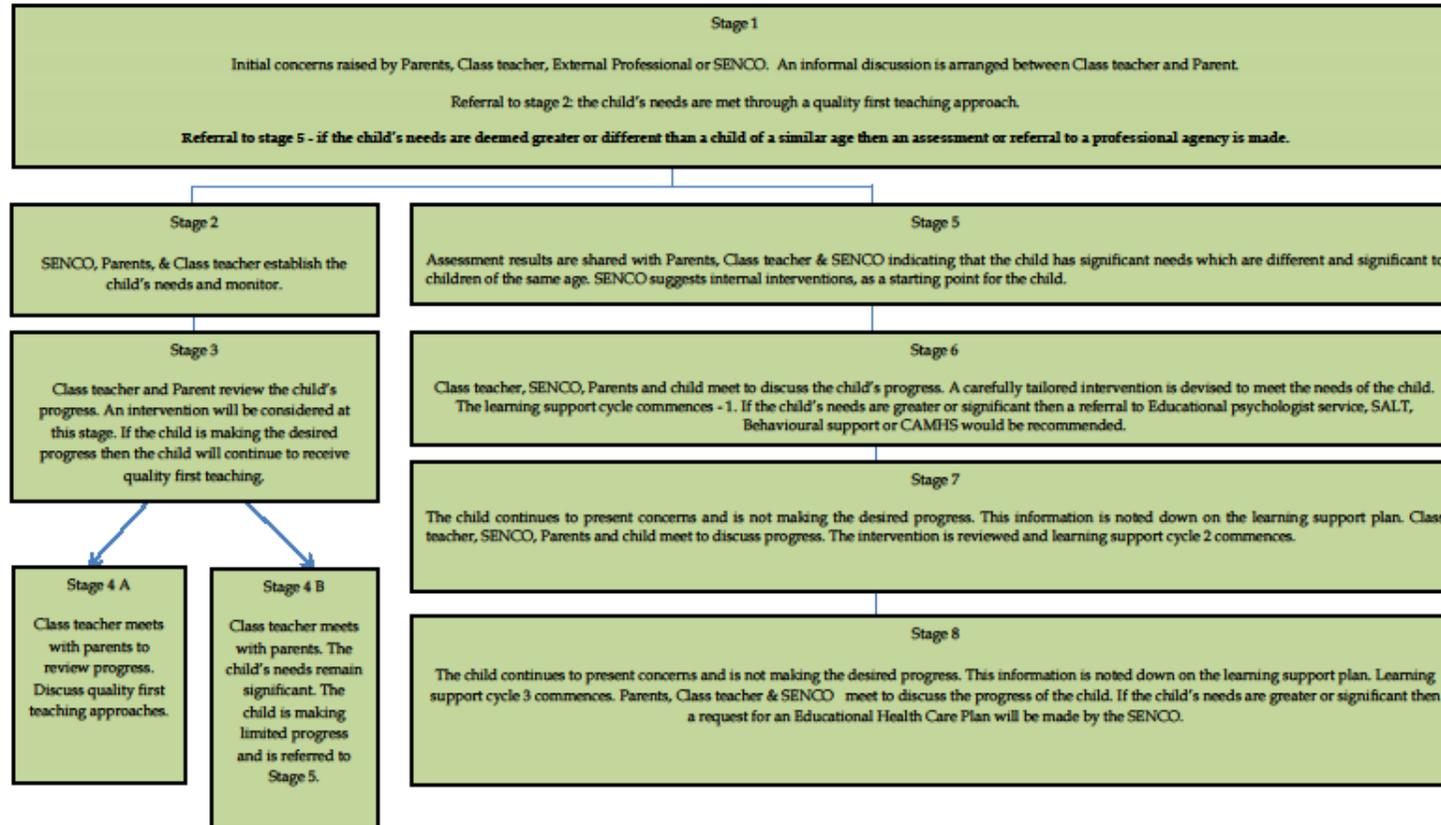
Appendix B – Provision map

Appendix C – Learning support plan

## Appendix A



### Hazelwood school special educational need referral pathway



Appendix B

<b>Year group</b>	<b>Interventions per year group</b>	<b>Subject/Area of coverage</b>	<b>Set up</b>
<b>Nursery</b>	1	Lass Group	Group
<b>Reception</b>	2	Speech Sounds Speaking Enrichment	Group 1:1
<b>Year 1</b>	9	15 mins a day ASD Welcome Take Boost Lass/Toms Group Speech Sounds (Literacy) Tiger Teams Learning Journey Phonics Group Grief Encounters	Group Group Group Group Group Group Group Group 1:1
<b>Year 2</b>	9	15 mins a day Maths Catch Up Maths Booster Spelling Tiger Team Talk Boost ASD Welcome Learning Journey Phonological Awareness	Group Group Group Group Group Group Group Group Group
<b>Year 3</b>	12	Guided Reading Support Word Aware & Spelling ASD Welcome Session EAL induction Additional Maths Support Phonological Awareness & miscue analysis Narrative & Spelling group (after school) Phonics Speech Sounds Grief Encounters Learning Mentors	Group Group Group Group Group Group Group Group 1:1 1:1 1:1

		ASD Group	1:1
<b>Year 4</b>	9	Additional Guided reading Additional Maths support Word Aware Closing the Gap Mr. Farmer Narrative & Spelling Group Learning Journey Group ASD Welcome session Phonic reading books, handwriting & spelling	Group Group Group Group Group Group Group Group
<b>Year 5</b>	13	Guided Reading Support Word Aware Additional maths Support Speech Sounds Phonological Awareness Maths-Closing the gap EAL Support Multi-Syllabic precision teaching & spellings of high frequency words Multi-Syllabic precision teaching & spellings of high frequency words Maths Support ASD Group Learning mentor Music Therapy	Group Group Group Group Group Group Group 1:1 1:1 1:1 1:1 1:1 1:1
<b>Year 6</b>	11	Guided reading Maths-Closing the gap Basic Grammar EAL Support Additional Maths Support Maths tuition (after school) Spelling Spag Additional Maths Support year group intervention Writing LJ intervention Maths LJ intervention ASD group Learning Mentor	Group Group Group 1:1 Group Group Group Group Group Group 1:1



Appendix B

Hazelwood Schools Learning Support Plan

<b>Name:</b> <b>DoB:</b>	<b>Teacher:</b> <b>LSA:</b> <b>Class:</b>	<b>Attainment</b>	<b>End of previous Year</b>	<b>CP2</b>	<b>CP4</b>	<b>CP6</b>
<b>Date of LSP:</b>	<b>Date of Review:</b>	<b>Reading</b>				
		<b>Writing</b>				
		<b>Maths</b>				

<b>Pupils Strengths and Interests</b>	<b>Barriers to Learning</b>
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<b>How have these been assessed? (Professional Appointments &amp; dates)</b>	<b>Details of Parental Involvement</b> •	<b>Details of Pupil Contribution to LSP</b> •
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History of concern

<b>Autumn (Summary/overview/notes/agreed actions)</b> v
<b>Spring</b>
<b>Summer</b>

**LSP Priority Areas:** Communication & Interaction, Cognition & Learning, Social, Emotional , Mental Health, Physical & Sensory

<b>Short Term Targets (SMART)</b>	<b>Strategies</b>	<b>Review / outcomes</b>
1. 0   1   2   3   4   5   6   7   8   9   10		0   1   2   3   4   5   6   7   8   9   10
0   1   2   3   4   5   6   7   8   9   10		0   1   2   3   4   5   6   7   8   9   10
0   1   2   3   4   5   6   7   8   9   10		0   1   2   3   4   5   6   7   8   9   10

<b>Present at review:</b> <b>Class Teacher:</b> <b>Parent/carers:</b> <b>TA:</b> <b>SENDCo:</b> <b>Professional:</b>	<b>Date:</b>
<b>Interventions</b>	