



Hazelwood Schools

Special Educational Needs & Disabilities (SEND) Policy 2023-2024

Reviewed and Adopted: Summer 2023

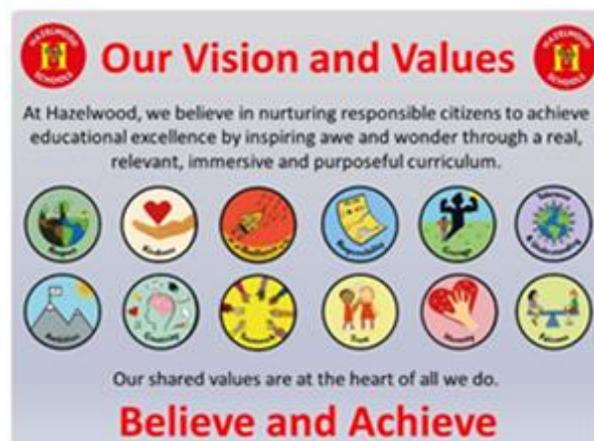
Next Review: Summer 2024

Reviewed Annually

Special Educational Needs & Disability Policy

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.



Aims and Objectives

- To provide children with SEND with the same opportunities as all children
- To identify children's needs and take early intervention with all staff sharing the responsibility for identifying, assessing and meeting the needs of children with SEND
- To ensure access to a broad and balanced curriculum through differentiated planning, reasonable adjustments and special support measures
- To provide access to appropriate intervention programs according to the needs of the child
- To keep clear, up-to-date records tracking individual children, as they move through the school
- To work in partnership with parents/carers, pupils and outside agencies
- To ensure that resources are identified and coordinated according to the needs of individual children, as outlined in their Learning Support Plan and/or EHCP
- To ensure that all governors and parents/carers are aware of the policy
- To co-produce with parents/carers and pupils achievable and relevant targets for children on the SEND register
- To work within the guidance provided in the SEND Code of Practice 2014

Definitions of Special Educational Needs and Disabilities (SEND)

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. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools. A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or

- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice, 2014)
Learning difficulties may be caused by:
- Physical or mental disability (PD)
- Sensory difficulties e.g. vision or hearing impairment (VI or HI)
- Speech, language and/or communication difficulty (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic Spectrum Disorder (ASD)
- ADHD (Attention Deficit Hyperactivity Disorder)
- Multi-sensory impairment (MSI)
- Specific learning difficulties with reading, spelling, fine motor skills and/or gross motor skills (SpLD)
- Moderate learning difficulty (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)

Roles and responsibilities

The Inclusion team (Mrs. Komodromos & Mrs. Hatswell) are the designated team responsible for coordinating provision for SEND and all duties outlined in the SEND Code of Practice. In addition to the day-to-day management of our SEND policy, their duties include:

- Liaising with, advising and supporting teachers and support staff about children with SEND
- Managing support staff appraisals and deployment
- Coordinating provision for children with SEND
- Liaising with parents/carers of children with SEND
- Identifying, assessing, monitoring and record keeping for children with SEND
- Liaising with external agencies including the educational psychology service, health and social services and the behaviour support service
- Organising CPD for support staff and teachers where appropriate
- Coordinating and chairing Annual Review meetings for children with Education, Health and Care Plans (EHCPs)
- Ensuring continuity of provision for children with SEND by liaising with pre-schools and secondary schools during transition periods
- Working closely with the SEND governor
- Monitoring the quality of Teaching & learning of children including SEND
- Supporting Teachers when setting SMART Learning Support Plan targets
- Early identification of children with difficulties or needs
- Modelling strategies to staff, parents and children
- Promoting the child's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities

The Headteacher is responsible for:

- Collaborate with the Inclusion Manager to support the strategic overview of the SEND provision of the school and budget
- Have an overall responsibility for the provision and progress of children with SEND

Teaching staff are responsible for:

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

- Create learning support plans (LSPs) with support from the Inclusion Manager
- Following the SEND Code of Practice and the school SEND Policy
- Supporting SEND children in meeting their full potential as independent learners
- differentiate for SEND children accordingly
- Working in partnership with the Inclusion Manager 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 teachers to develop and review Learning Support Plans (LSPs) and individual health care plans (IHCPs) for a child diagnosed with SEND.

The SEND Register

- SEN Support - Special educational needs and disabilities are met within the classroom and through targeted teaching and intervention programs, individually or in small groups. Support from one or more outside agencies may be needed e.g. Occupational Health or the Enfield Educational Psychology Service. If the school, in agreement with parents/carers, feel that the child has exceptional needs and is not making sufficient progress despite intervention in place then they may request the Local Authority to undertake a statutory assessment. Once granted at panel, this assessment may or may not lead to the Local Authority issuing an Education, Health and Care Plan (EHCP).
- EHCP - Children who are classed by the Local Authority as having exceptional needs will be issued with an EHCP which outlines all of the child's special educational needs and any special educational provision necessary to meet those needs. The EHCP will be reviewed annually in an Annual Review meeting.

Types of Special Educational Needs and Disabilities

The Code of Practice identifies four categories of SEND:

Category	Identifier
Communication and Interaction	<ul style="list-style-type: none"> • Speech, language and communication needs (SLCN). • Children with autism (ASD).
Cognition and learning	<ul style="list-style-type: none"> • Moderate learning difficulties (MLD). • Severe learning difficulties (SLD). • Profound and multiple learning difficulties (PMLD).
Social, Emotional & Mental Health Difficulties	<ul style="list-style-type: none"> • Children displaying signs of anxiety, depression, withdrawn or isolated. • Challenging, disruptive and disturbing behaviour. • Attention deficit disorder (ADD). • Attention deficit hyperactive disorder (ADHD).

	<ul style="list-style-type: none"> • Attachment disorder.
Sensory and/or Physical Needs	<ul style="list-style-type: none"> • Children with a visual impairment (VI). • Hearing impairment (HI). • Multi-sensory impairment (MSI). Children with a physical disability (PD).

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 Inclusion Manager meets with class teachers each term in pupil progress meetings, to discuss any concerns regarding a child’s progress. The Inclusion Manger will be available to both parents and teachers to provide guidance, advice and support to help cater for their child’s needs and to plan for progress. The class teacher is responsible for completing a barriers to learning form when there is a cause for concern.

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.

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 Inclusion Manger. 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 Inclusion Manager 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 learning support plan.

Review

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

Accessing the curriculum

At Hazelwood there are children with SEND in every class, therefore all teachers are teachers of children with SEND and all staff play a vital role in ensuring the full integration of pupils with SEND. High quality, differentiated teaching for individual pupils is the first step in responding to pupils who have or may have SEND. The school ensures access to a broad and balanced curriculum (including the Foundation Stage and National Curriculum) in the following ways:

- Staff use a variety of teaching strategies and inclusive approaches
- Staff are aware that additional intervention support cannot compensate for a lack of good quality teaching
- Variations in expectations of achievement for individual children
- Following a reasonable adjustment plan that may have been designed bespoke for a child with SEND
- Classrooms have visual timetables, now and next boards and choice boards
- Children have access to specific equipment to support their need
- Children with EHCPs have a one page pupil profile which outlines their personal needs and strategies to help them learn, which are available to all staff who have contact with them.

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 ideas of the child are taken into account via Pupil Voice opportunities
- The effectiveness of the school in meeting all children's SEND
- SEND needs are identified early
- Intervention programmes comply with best practice
- Educational professionals and parents work in partnership
- Learning Support Plans are reviewed termly
- Equal access to school activities and whole school events for SEND children

Supporting Children & Families

We aim to work closely with parents/carers in a spirit of mutual support, encouragement and consultation. We value the information and knowledge parents/carers can offer us about their child and notify parents/carers from the earliest stages when a concern has been identified. We encourage active

participation of parents/carers by providing guidance on how learning can be supported at home. Class teachers are available at the end of the school day to discuss concerns. The Inclusion Manger is available every day to deal with concerns and provide advice. At points of transitions the Inclusion manger offers additional support to parents of a child with SEND. The Inclusion Manger may, where necessary, support parents to visit alternative settings such as special schools.

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.

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. When a child requires long-term individual support, the Inclusion Manger will devise a request for an assessment by the London Borough of Enfield Local Authority for an Educational Health Care Plan (EHCP).

Complaints Procedures

Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the class teacher, Inclusion Manger or Head Teacher who will try to assess and resolve the situation. Formal complaints will be dealt with by the Head Teacher through the school's complaints procedure.

Links with External Agencies

External support services play an important role in helping the school to identify, assess and make provision for children with SEND. Outside agencies will usually be contacted for a child on the SEND register. The following services are those which are most commonly consulted by the school:

- Enfield Educational Psychology Service
- Speech and Language Therapist
- Behaviour Support Service (BSS)
- Child Development Team (CDT)
- Child and Adolescent Mental Health Service (CAMHS)
- Education Welfare Officer (EWO) for attendance and punctuality concerns
- Social Services
- School Nurse
- Occupational Therapy Service (OT)
- Physiotherapy Service
- LA SEN advisory service
- EASA (Enfield Advisory Service for Autism)
- EYIS (Early years inclusion service)

Our policy reflects the SEND Code of Practice 0-25 guidance and should be read in conjunction with the following:

- SEND information report
- Enfield's Local Offer
- Safeguarding and child protection policy

- Behaviour policy
- Anti-bullying policy
- Intimate Care Policy
- Teaching and learning policy
- Disability Equality Duty Act
- Accessibility Plan
- Pupil Premium Strategy
- Mental health and Wellbeing Policy

Useful information:

- Enfield Local Authority – Local Offer – www.enfield.gov.uk/SEND
- Enfield Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers – Phone: 0208 373 2700
- Our Voice – A parent-led organisation seeking to improve services for children with disabilities in Enfield. Phone: 07516 662315 email: info@ourvoiceenfield.org.uk
- Parent Support – available to all families living in Enfield. Works with parents/carers of children aged 0 – 18 dealing with concerns and issues before they escalate and become a problem. Phone: 0208 379 2002

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.
- Multi-agency Safeguarding Hub (MASH).
- Educational Psychologist (EP)
- Children and Adolescent Mental Health Service (CAMHS)
- School nurses team
- Young Carers project for Enfield (DAZU).
- Early Help for parent support

The Inclusion Manger, Mrs Erina Komodromos can be contacted on 020 8886 3216 or by emailing the school office at office@hazelwood.enfield.sch.uk