



## Hazelbury Primary School SEND Information Report

Hazelbury Primary School admits pupils from age 2 to 11. The Ofsted rating for Hazelbury Primary School is 'Good'. The most recent inspection was in March 2019.

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

#### Our vision and how we hope to achieve it:

- All leaders are highly ambitious for Hazelbury pupils to ensure they achieve more than they believed possible.
- All pupils have positive attitudes to learning in whole class lessons, in groups and when working independently.
- Every pupil makes strong progress from their different starting points in English, Mathematics and all other curriculum areas

### How do we ensure that children who need extra help are identified early?

Early identification is a priority at Hazelbury. There are robust processes in place that are consistent across the school in order to identify children and provide effective provision at the earliest opportunity to ensure that every child is able to progress and succeed.

Children are identified as having SEND through a variety of ways including:

- Parents and Carers - This can be prior to or during the admissions process as well as concerns being raised about their child's needs at any point in the school year
- Class teachers raise concerns regarding learning, attainment, progress or behaviours to the SEN Team
- External agencies may contact that school prior to or during the admissions process or whilst the child is in school - *Health visitors, Child Development Team, Early Years Speech and Language Team*
- Liaising with external agencies - *Educational Psychology Service, Behaviour Support Service, Child and Adolescent Mental Health Service, Occupational Therapists*
- Health diagnosis through a paediatrician
- Liaising with a previous school or setting

### What should a parent do if they think their child may have special educational needs?

At Hazelbury we pride ourselves on building positive relationships with parents and carers and believe in a collaborative approach of working together to support children of all needs and abilities. We recognise that active involvement of parents and carers has a significant impact upon a child's achievement and wellbeing and therefore we value the contribution of parents and carers and actively encourage open communication.

- In the first instance, make an appointment with your child's class teacher to share and discuss your concerns
- These concerns will be shared with the SEN Team as part of the 'Assess, Plan, Do, Review' approach
- This may lead to an appointment with the SEN Team - Hulya Zeki (Deputy Headteacher - Inclusion and SENCO) and/or Danielle Smith (Assistant Headteacher - SEND and Mental Health and Wellbeing)

### Who will explain my child's needs and progress to me?

We believe that your child's education should be a partnership between parents and teachers, therefore we ensure that there are regular opportunities to communicate regarding their needs and progress:

- Class Teacher - The class teacher will meet with parents on at least a termly basis to discuss your child's needs, support and progress. This may be as part of the Parent Consultations and you are able to request additional appointments to discuss how your child is progressing
- SENCO - Parents are invited to attend the Annual Reviews of EHCPs
- External Agencies - Parents are kept informed of any involvement from external agencies and are provided with any documentation relating to their child's needs and progress. In some instances, you may be invited to attend meetings

### How will school support my child?

- Our whole school provision map outlines the different levels of support and the types of provision available for each of the waves - *Wave 1 = Universal Support and Quality First Teaching, Wave 2 = SEND Support, Wave 3 = EHCPs*
- Our Deputy Headteacher for Inclusion and SEND, Hulya Zeki, oversees all support and progress of all children on the Special Educational Needs (SEN) Register across the school
- Our Assistant Headteacher for SEND and Mental Health and Wellbeing, Danielle Smith, oversees teaching and learning of children on the SEN Register
- Class Teachers - Using the provision map, class teachers plan and work with each child with special educational needs or disabilities in their class to ensure that progress is made. The teachers consider each child as an individual to ensure that their needs are met and barriers to learning are addressed.
- Teaching Assistants - There may be a teaching assistant working with your child either individually or as part of a group, and they may deliver a specific intervention to meet a child's needs. Some of the teaching assistants in school specialise in a specific area such as motor skills or speech, language and communication.
- Learning Support Plan (LSP) - LSPs with specific targets may be put in place to ensure that your child is being supported and their needs are being addressed

#### **How are the Local Governing Board and Trustees involved and what are their responsibilities?**

- The Headteacher reports to the Local Governing Board every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times
- A member of the Local Governing Board is responsible for holding the school accountable regarding special educational needs across Hazelbury Primary School and meets regularly with the Deputy Headteacher for Inclusion
- The Trust's Education and Safeguarding Committee reviews all school reports and information presented at Local Governing Boards in relation to SEND.

#### **How do teachers match the curriculum to an individual child's needs?**

- Learning is pitched appropriately so that all children are able to access it according to their specific needs, on occasions this may be individually differentiated to ensure that all children can access a lesson and progress in their learning.
- Learning Support Plans are considered when planning and delivering the curriculum, providing opportunities for children to meet their individual targets
- All subject leaders ensure that the needs of SEND pupils are carefully considered within the planning process across all curriculum areas
- Regular assessment for learning ensures that teaching is appropriately pitched and accessible for all children

#### **How are the school's resources allocated and matched to children's special educational needs?**

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available
- We have a team of additional adults whose responsibility is to deliver programmes designed to meet individuals' or groups of children's needs with regards to their learning as well as supporting individual's emotional and social needs
- Our universal provision enables an inclusive environment in each classroom with a focus on oracy and technology to support the children's learning and development
- Resources have been carefully considered and are readily available to support the four broad areas

#### **How is the decision made about what type and how much support my child will receive?**

- Adults working with the child and the SEN Team will discuss the child's needs and what support would be appropriate
- Different children will require varying support in order to help them make progress and achieve their potential
- Support is personalised throughout the day for each child, taking their needs into careful consideration
- Consideration is also given to LSPs and EHCPs when planning appropriate support

#### **How do you measure my child's progress?**

- As a school we measure children's progress in learning against national age related expectations
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including National age related levels and some standardised tests, as appropriate
- Children who are not making expected progress are identified through the termly Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress
- When a child's LSP is reviewed termly, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps and different strategies may be tried to ensure the child does make progress

### **How does the school judge whether the support has had an impact?**

- Each term, class teacher's review the targets that have been outlined on the Learning Support Plan to ensure that the appropriate provision and support is in place and the impact that this had had
- Annual EHCPs reviews also contribute to this process, as targets are discussed and revised to ensure that appropriate provision and support had an impact
- Additionally, termly progress meetings are held to assess whether the child is making progress academically against national age related expectations. These meetings are attended by the class teacher, the Assistant Headteacher for year group and the Deputy Headteacher
- Discussions and feedback between the class teacher and the parent are also vital in gauging how successful the support has been
- In some instances where children have made significant progress, children may be taken off the SEN register.

### **How will you help me to support my child's learning?**

- If your child is on the SEN Register they will have a Learning Support Plan (LSP) which will have individual targets that are SMART (Specific, Measurable, Achievable, Realistic, Time-Scaled). The expectation is that the child will achieve the target by the time it is reviewed as a result of the provision and the strategies that have been put in place. The LSP is shared with parents each time that it is reviewed so that you are able to apply similar strategies at home.
- If your child has complex special educational needs or a disability they may have an Education Health Care Plan (EHCP). This involves an annual formal meeting to review your child's progress.
- The class teacher or SEN team can also offer advice and practical ways that you can help your child at home

### **What is the pastoral, medical and social support available in the school to ensure my child's overall wellbeing?**

- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's wellbeing
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required for children with Special Educational Needs and/ or Disabilities, the class teacher liaises with the SEND Team for further advice and support. This may involve working alongside outside agencies.
- Our welfare and mental health first-aider provides both pastoral and medical support, contributing to their overall wellbeing
- The PSHE curriculum incorporates the Relationships and Health Education which is embedded across the school. This curriculum has a positive impact upon social and emotional development and themes of wellbeing are at the forefront.
- Wellbeing initiatives are established across the school allowing all children to reflect upon their wellbeing, learn strategies to manage these and feel confident in voicing any concerns that may arise

### **How does the school manage the administration of medicines and personal care?**

- We have a policy regarding the administration and management of medicines on the school site that is found within our Medical Needs policy
- Parents must speak to the Welfare Lead or Welfare Officer if they want medication administered in school. The Welfare Lead/Officer follow procedures by talking through if the medication can be administered and parents will complete an online request for medication form
- Children in nappies due to additional needs will have a nappy care plan
- We have a number of first aiders in the school meeting staff and children's needs
- All school staff can administer basic first aid and can administer medication with guidance from the welfare team and training for specific needs to be completed
- All children with a medical need go on the medical needs list per class
- Care plans are in place for children with medical needs that require a care plan

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- We have a positive approach to behaviour management with a clear behaviour policy that is followed by all staff and pupils
- If a child is at risk of exclusion a Pastoral Support Plan (PSP) is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place
- After any serious behaviour incidents we will inform you what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour
- The attendance, including punctuality, of every child is monitored on a daily basis by the attendance office. Where there is a concern, parents are invited to an attendance clinic and support may be offered from external agencies e.g Education Welfare Officer
- There are attendance incentives for classes and individual children throughout the year

### **How will my child be able to contribute their views?**

At Hazelbury, we value every child's views on all aspects of school life and ensure that their voices are heard through a variety of ways including:

- building positive relationships with staff so that all children can express any worries or concerns they may have
- carrying out pupil voice surveys specifically for SEND pupils
- ensuring that our Hazelbury Parliament is inclusive and representative of the whole school community
- using accessible technology to reflect on learning for half-termly learning vlogs
- sharing and discussing the targets on the Learning Support Plans (LSPs)
- inviting your child to contribute to their annual review if they have a Education Health Care Plan (EHCP)

### **What specialist services and expertise are available at or accessed by the school?**

We work closely with any external agencies and specialist services that we feel are relevant to individual children's needs within our school including:

- Clinical Psychologists
- Paediatricians
- Speech & Language Therapists
- Occupational Therapists
- Educational Psychologists
- The Behaviour Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- My Young Minds Enfield (MYME)
- Cheviots Children's Disability Service

Each service has specific referral and eligibility requirements, meaning support is targeted at children with higher levels of need. If we feel that your child would benefit from these services, we will fully explain the process and get your permission before making referrals to ensure you are kept informed at every stage.

### **What training have the staff supporting children with special educational needs, had or are currently having?**

- Members of staff have had training in delivering Speech & Language programmes from Speech & Language Therapists.
- Teaching assistants have had training in delivering interventions including Monster Phonics, Times Table Interventions, Early Talk Boost, Early Words and Squiggle Whilst You Wiggle
- My Young Minds Enfield (MYME) have delivered staff training relating to emotional regulation and managing anxiety
- A number of senior leaders are trained by COSEE to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded)

### **How will my child be included in activities outside the classroom including day and residential trips?**

- Sports leaders alongside members of staff organise playtimes and lunchtime activities to ensure they are safe and enjoyable times of the day
- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school

### **How accessible is the school environment?**

- The school has a disability and accessibility plan to ensure all areas can be accessed by children and their families, whatever their needs may be. The site is wheelchair accessible with a disabled toilet in each year group large enough to accommodate changing. All classes are on one level with ramps at specified fire exits

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new children to visit the school prior to starting with us
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate and a meeting may be held with the SEN Team to discuss the transition and support their needs from the onset
- We use social stories with children to help explain and prepare them for any major transition
- When children are preparing to leave us for secondary school, where appropriate, we work with the Secondary School to arrange visits for them
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood

- If your child has a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school

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

- Throughout the school year we hold parent workshops, class events and performances which give parents the opportunity to participate in and celebrate their child's learning and achievements
- For children with special needs or a disability, parents may be invited to help support their child on a school trip, if the school feels this would best meet your child's need
- We value the feedback of parents and carers to help us understand what is working well and where improvements can be through opportunities such as parent voice surveys which are specifically aimed at parents who have children with SEND

**Who can I contact for further information or to discuss a concern?**

- The first point of contact would be your child's class teacher to share your concerns
- You could also arrange to meet with a member of the SEND team via the school office
- There are external bodies who are able to offer advice depending on the needs of the parent and child. Information about agencies can be found on our school website.

**Who should I contact if I am considering whether my child should join the school?**

- Contact the school office to arrange a meeting and tour of the school
- If your child has a special educational need or a disability a meeting with a member of the SEND team may be held to discuss how the school could meet your child's needs

**Our offer to children with special educational needs and disabilities was prepared in July 2024.  
It will be reviewed in September 2025.**