

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 other subjects.

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

Children are identified as having SEN through a variety of ways including the following:

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is effecting performance
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting (if applicable)

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

- Talk to us – in the first instance contact your child's class teacher; if you still have concerns you can contact the Deputy Headteacher for Inclusion (who is also the SENCO) Hulya Zeki via the school office
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

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

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent Consultation evening) to discuss your child's needs, support and progress

How will school support my child?

- Our Deputy Headteacher for Inclusion oversees all support and progress of any child on the Special Educational Needs (SEN) Register across the school
- Class teachers will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made
- The class teacher will use a provision map to set out the support your child is receiving and evaluate the success of any interventions
- Some children are given learning support plans with specific time limited targets so that it is easy to track progress
- There may be a Teaching Assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts
- Some of the teaching assistants in school specialise in a specific area such as motor skills or speech, language and communication. These staff may work with the class teacher to plan a specific intervention to meet a child's needs

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

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

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

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 class based teaching assistants and SEN teaching assistants and part of their responsibility is to deliver programmes designed to meet individuals' or groups of children's needs
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support

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

- The class teacher and the Deputy Headteacher for Inclusion will discuss the child's needs and what support would be appropriate
- Different children will require different levels of support in order to help them make progress and achieve their potential

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

- By reviewing children's targets on Individual Education Plans and ensuring they are being met
- The child is making progress academically against national/age expected levels, discussed at Progress Meetings, attended by the Class Teachers, Assistant Headteachers Leader, the Deputy Headteacher and the Headteacher
- Verbal feedback from the teacher, parent and pupil
- Children may be taken off the SEN register when they have made sufficient progress

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly
- You will be able to discuss your child's progress at parent consultations
- You are welcome to make an appointment at any time to meet with either the class teacher or Deputy Headteacher for Inclusion and discuss how your child is getting on

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

- The class teacher or Deputy Headteacher for Inclusion can offer advice and practical ways that you can help your child at home
- If your child is on the special educational needs register they will have a Learning Support Plan (LSP) which will have individual targets. This will be discussed with you on a termly basis and you will be given a copy of the LSP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed
- If your child has complex special educational needs or a disability they may have a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress

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, 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 or a different approach may be tried to ensure the child does make progress

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- 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 well-being
- 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 Deputy Headteacher for Inclusion for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service
- The schools have Learning Mentor's, who work under the direction of the Deputy Headteacher for Inclusion with children who need emotional support

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.
- Parents need to contact the school Welfare Officer if medication is recommended by Health Professionals to be taken during the school day. The Welfare Officer will then inform the class teacher if it is decided the medication can be given
- The school welfare officer administers medicines
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises
- If a child requires personal hygiene care this will be managed through an individual 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 of every child is monitored on a daily basis by the attendance officer. Lateness and absence are recorded and reported to the Headteacher
- There are attendance incentives for classes and individual children throughout the year

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Parliament
- Our Learning Quest enables pupils to choose some of what is taught and how it is delivered, thus taking responsibility for their own learning
- Children who have Individual Support Plans (IEP) discuss their targets with their class teacher
- If your child has a Statement of Special Educational Needs or an Education, Health Care Plan their views will be sought at the review stage, if appropriate

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

- We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including Cheviots Children's Disability Service, and Social Workers

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.
- A number of teachers are 'Approach' trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded)
- All of our teaching assistants have had training in delivering interventions such as, Read, Write, Inc. and some other reading, spelling, phonics and multi-sensory programmes
- A number of our teaching assistants have had training in delivering Maths programmes, such as First Class in Number and Number Box
- A small number of teaching assistants are trained to deliver Tiger Team sessions, an intervention to help develop gross motor skills

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. Most 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
- We write 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 parents are involved in school life?

- We have parent workshops, which give parents the opportunity to see and participate in their children's learning
- Parents are also welcome to help out as volunteers (subject to a D.B.S. check)
- For children with special needs or a disability, parents are often invited to help support their child on a school trip, if the school feels this would best meet your child's need
- Parents are also invited to regular class events and performances

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 the Deputy Headteacher for Inclusion
- Enfield Parent Partnership is an organisation that provides independent advice and support for families – 0208 373 2700

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

- Contact the Headteacher to arrange a meeting and tour of the school
- If your child has a special educational need or a disability you could contact the Deputy Headteacher for Inclusion who will discuss how the school could meet your child's needs

Our offer to children with special educational needs and disabilities was prepared in September 2020.

It will be reviewed in September 2021.

Addendum for COVID September 2020

This information report will be reviewed in response to Government guidance in respect of COVID-19. This guidance will be updated as required and in response to new guidance announced.

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Risk Assessments

In the event of a child with an EHC plan being unable to attend school, due to self-isolation, shielding or the school being closed due to a lockdown, they will be risk-assessed in consultation with the Local Authority and parents, to decide how their needs can be met. This could include, if necessary, carers, therapists or clinicians visiting the home or communicating virtually to provide any essential services. The school will work with external agencies in order to provide support.

It may also be the case that if the school is in a complete lockdown, however is still able to provide provision for vulnerable children, then the risk assessment would serve as an indicator as to whether the child should attend on site. When considering inviting the pupil to school, school staff should incorporate the views of the young person and their parents/carers (and where relevant the allocated social worker). This will inform the decision about whether or not they should be offered a school placement, or whether their needs can be met safely at home.

In the completion of a child's risk assessment, the individual needs of each child will be considered. The risk assessment should be focused around the best interests of the child, with the primary focus being on their safety at this time.

A child's risk assessment is not fixed; it is inevitably impacted by any changes in circumstances and so will require ongoing consideration. Risk assessments will be continually reviewed.

In the event of a child being unable to attend school due to self-isolation or shielding, welfare calls may be made. These calls are to check that families can access appropriate help and advice during the Covid-19 situation and to ensure that any risks to a child or young person's health, wellbeing or safety if they do not receive a particular provision or intervention, are addressed.

EHCP Needs Assessments

The school will endeavour to deliver provision regarding an EHC plan by working with partners including the local authority regardless of the circumstance surrounding COVID. This includes information gathering as well as the annual review process, which, where necessary, will endeavour to be at least virtual meetings. The school and Local Authority will take guidance from the government regarding their statutory duty during these times.

Remote Learning

In the event that your child is unable to attend school due to self- isolation, shielding or the school being closed due to a lockdown, the class teacher will take account of their needs when planning for and providing work to be completed at home.

This may include:

- suggesting different ways in which children can present their work
- giving more detailed instructions
- providing parents with suggestions to make tasks more practical in nature
- providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.

Partnerships and Support

The school will endeavour, in any circumstance, to retain partnerships with all agencies and find safe ways of working that support your child with their needs. Where the child is in school, the school will accommodate working with agencies and supporting children, whilst ensuring the health and safety procedures outlined in the school's risk assessment are adhered too, as well as enabling virtual support if required.

Where a child is unable to attend school, due to self-isolation or shielding, the school will work with parents and professionals to enable children to access services.