



Hazel Wood Infant School SEN Information Report



What kinds of needs are catered for at Hazel Wood Infant School?

Hazel Wood is a mainstream infant school where all children are valued equally, regardless of their abilities, aptitudes, interests and behaviour. Each child is entitled to a broad, balanced, relevant and adapted curriculum, with high aspirations for progression and achievement.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she: a) has a significantly greater difficulty in learning than the majority of others the same age, or b) 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 or mainstream post-16s institutions."

At Hazel Wood we have children with a range of additional needs encompassing the four broad 'areas of need' which are;

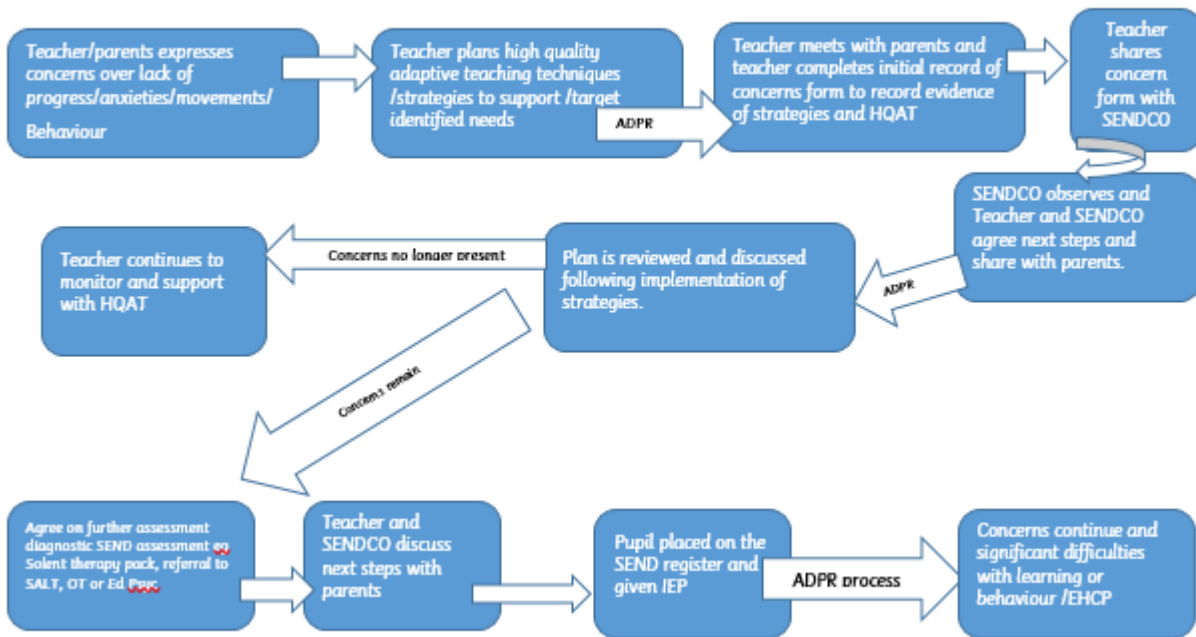
- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or Physical Needs. (SPN)

At Hazel Wood we embrace the fact that every child is individual and therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs and Disabilities (SEND)

How do we identify and assess children SEND ?

At Hazel Wood we follow current legislative policies regarding SEND and our own school policy, which is agreed by our governing body.

SEND Identification at Hazel Wood Infant School



We believe early identification is key to inform us of any learning difficulties. To assist the teachers in early identification of children with SEND we continuously assess and monitor children's progress against the National Curriculum and the new EYFS framework. We also carry out a screening procedure (DEST) for the majority of pupils in their Reception year, to identify any specific literacy difficulties.

We have fidelity to the Scheme RWI children are assessed and placed on the fast track phonics intervention programs. Phonological awareness and The Hampshire SIDNEY programme (Specific Intervention for Dyslexia Notably in the Early Years) is used early in Year One, to address the individual needs of the pupils whose DEST results indicate a need for further intervention.

All children's needs aim to be met in the classroom through Quality First Adaptive Teaching (QFAT) however at times specific interventions are required to meet individual needs of children. Where pupils' progress is significantly below age related expectations, despite high quality adaptive teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made. These needs could be triggered by concern from the teachers, parents or others, underpinned by evidence about a child who, despite receiving adapted learning opportunities *through quality first teaching in the classroom*:

- makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum.

At Hazel Wood we strongly believe in working in close partnership with parents/carers and their children. Parents/carers have unique strengths, knowledge and experiences of their children to contribute to the shared view of their child's needs and the best way to support them. Parents are encouraged to confidentially share any concerns they have about their child's development and progress.

Provision at Hazel Wood

How do we ensure and evaluate the effectiveness of provision at Hazel Wood Infant School?

The SENDCO, in partnership with the Headteacher and Governing Body, have the following key responsibilities:-

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with special educational needs by liaising with, and advising, fellow teachers
- managing Learning Support Assistants (LSA's) in the teaching of pupils with special educational needs
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies, including the support of the LA and Educational Psychology Services, Health and Social Services and voluntary bodies
- ensuring the smooth transition of pupils with additional educational needs to their new class/school or learning environment
- ensuring all relevant records are transferred to the next Teacher/SENDCO
- monitoring and reviewing progress of pupils with additional educational needs
- ensuring that barriers to learning are removed and all pupils can access a full curriculum
- monitoring and reviewing intervention programs for effectiveness
- Keeping up to date with current SEN training and Government initiatives.

We recognise that children make progress at different rates and not always in a steady linear pattern. If your child is identified as having a Special Educational Need which requires additional support, this will be discussed with you and your child will be added to our school SEND Register. This is monitored regularly and children can be removed at any time.

How do we assess and review your child's progress?

Identified pupils will have an Individual Education Plan (IEP) which targets the particular area/areas where they require 'additional to or different from' support. The pupil and parent/carer will have full involvement in the setting and reviewing of the Individual Education Plan outcomes. Where appropriate, pupils will be given group outcomes. Parents are regularly kept informed of the intervention strategies being implemented with their child and are invited to discuss any issues or concerns with the Teacher/SENDCO informally, at any time. Review meetings are held once a term and parents are invited to come and have a more formal discussion on these occasions.

Those pupils identified with additional special needs will receive support in one or more of the following ways:-

- LSA support
- Adapted work, modified timetable and learning environment
- A specific intervention program (e.g. Fast Track Phonics (RWI), ELSA)
- Ideas for home support activities

What is the School's approach to teaching children with SEND?

To ensure that every child with SEND receives the correct amount and type of support, the following intervention systems are in place:

Early Intervention (EI)

At this stage, the teacher has identified a low-level need in a specific area (e.g. literacy). Sometimes we would describe a child at this stage as needing a "boost", which may be as simple as being heard read more in school and at home.

The child will receive support and monitoring within normal classroom activities and will not need individual targets.

Children at the EI stage are supported in class groups by the Teacher or LSA, and often by parent helpers. They will be monitored closely.

How will I know?

Your child's teacher may ask you to come in at an early stage to discuss your child's progress. However, it is more likely they will discuss this with you during the usual course of parent meetings. The teacher will probably not even mention "Early Intervention", as it is more useful for you to be aware of your child's needs, rather than be baffled by terminology! The teacher will tell you what is being done in school, and is likely to offer suggestions as to how you can help at home.

"What if my child makes progress?"

GREAT! This boost has been enough to set your child back on track. The teacher will continue to monitor the progress, and will put intervention in place again if needed.

"What happens if they don't progress?"

If your child is not making the expected progress, or the area of need becomes greater, the teacher may discuss the next step with the SENDCO and move them onto the next level of support, which is...

Special Needs Support

Children who are experiencing significant and ongoing difficulties with one or more areas of their education, (despite the "boosting" support given at the EI stage), will move onto further levels of support. Your child will have an Individual Education Plan (IEP), which will consist of two or three small outcomes to work towards, following a discussion with the SENDCO, their teacher, LSA, yourselves and your child. Each teacher arranges their own timetable for support, but you can be assured that your child will receive at least three weekly sessions in a small focused group, or one to one (when

available), as well as many other opportunities to work on their area of need. IEP Interventions are mostly delivered by our excellent LSA's, in close collaboration with the teacher.

"How will I know?"

If your child requires an Individual Education Plan (IEP), the teacher will ask you to come and discuss the areas your child needs to work on. You and your child will be involved in developing the writing of the IEP. You will be invited to come and discuss your child's IEP and progress early in each half term. Your opinions are most welcome and will always be taken into account. You will be given ideas of how you can support your child at home to achieve their new outcomes.

"What happens if my child makes progress?"

FANTASTIC! After a period of time, the teacher may decide that your child is now making the expected progress, and will move them to the previous level - EI, where they will continue to be monitored at a much lower level.

"What happens if they don't progress?"

You will already be aware of your child's difficulties, and there may come a point where they will require specialist support and advice to meet their needs, either in the short or long term. This will take them onto the next level of support.

A child who is still not making expected progress, despite an IEP and extra support, will require specialist support from an external agency (for example the local Educational Psychologist). At this stage, you will be asked to come and discuss the right type of specialist support that your child requires, and the teacher and/or SENDCO may be present at this meeting. Many children who really struggle with their education or behaviour benefit highly from the expert advice and support given by various specialists. You will always be invited to come and discuss the options with the teacher and SENDCO, and we never proceed without your full consent. We feel confident that you will feel more comfortable and positive about specialist support once you have the chance to discuss and ask questions.

Formal Assessment (Education and Health Care Plan (EHCP))

In a few circumstances, a child may need more specific and targeted support and they may require the assistance and guidance of the Local Authority to assess their needs more formally and they may be given an EHCP. An EHCP is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHCP's identify educational, health and social needs and set out the additional support to meet those needs. Parental involvement at this stage is very important and full guidance will be given from the SENDCO at every stage of this procedure. There is advice on EHCP entitlement and process on our website <https://www.federationofhazelwoodandlydlynch.co.uk>

How will the school adapt the curriculum and learning environment to meet the needs of my child?

Quality First Adaptive Teaching

All pupils benefit when:-

- Tasks are planned and adapted to overcome barriers for learning, e.g adapting work, visual timetables.
- Questions are differentiated to challenge all children.
- Resources appropriate for age and stage of child.
- A range of teaching and learning styles are used, including multisensory approaches.
- Flexible grouping for subject areas - according to task/child's preferred learning style.
- Ongoing monitoring and evaluation of impact of teaching on learning.
- Formative assessment informs planning of next steps in learning.
- Appropriate use of LSA'S (planning in advance, clear explanations of expectations, ensuring TAs work with mix of abilities).
- Pupil involvement in self-assessment, target setting and reviewing learning Independent learning is promoted.
- All adults involved in a child's learning liaise regularly and review targets.
- Emphasis on consolidating learning across the curriculum.

Small focused group teaching (Early Intervention)

Literacy

- Small group Ruth Miskin catch-up sessions (Yr R-2).
- Fast Track Phonics (Fidelity to RWI)
- Talk boost
- Focused handwriting groups (Yr 1-2).
- Additional reading support (additional 1-1 reading sessions delivered by TA, Teacher and any adult helpers) (Yr 1-2).
- Multi-sensory learning
- Booster writing group for Yr1-2s

Maths

- Small group maths booster provision (Yr1- 2) -

Speech, Language and Communication Needs

Small group narrative work with Speech and Language TA (S<A)

Emotional/Behaviour

- Emotional Literacy support (ELSA) (small group or drop in)
- Play skills group
- Therapeutic story writing
- Sensory breaks (Individualised)
- Sensory Stars (Sensory Circuits)
- PAT Dog

Motor Skills

- Hand gym (for children to use independently)
- ABC clever hands therapy program/Gross motor skills programme

Specific targeted intervention for pupils identified as requiring SEN support

Literacy

- SIDNEY (Yr 1, after DEST or occasionally Yr 2)
- Phonographix (Yr 1 & 2)
- Phonological awareness
- Talk Boost (Yr R)
- Catch Up Literacy (Yr 2)
- Precision Teaching (Yr 1 & 2)
- Fast Track phonics (Yr R, 1 & 2)
- Paired Reading
- Multi-Sensory Learning

Maths

- Catch Up Numeracy (Yr 2)
- First Class maths
- Individualised maths activities

Speech, Language and Communication

- 1-1 activities (e.g. following schemes like Derbyshire) with trained S<A, with specific speech targets following termly visits and advice from Speech and Language Therapist.

Emotional/Behaviour

- Nurture Group
- ELSA support (1-1 for programme)
- Individual behaviour management plans with incidents recorded on observation charts
- Behaviour diaries, individual behaviour charts, time out areas, individual work stations, individual visual timetables (rewards, choice time, stickers)
- Liaison with external agencies (EP, Clifford Centre)
- Outreach support (Forest Park, Clifford Centre)
- Clear rewards and sanctions (with parent support)
- Multi Agency Support for the Family

All children who are on these interventions may have an **Individual Education Plan (IEP)**.

What other additional support is available?

We offer a full range of support at Hazel Wood and decisions about appropriate support are made in partnership between the SENDCO, Class Teacher, appropriate external agencies and crucially in partnership with parents.

At Hazel Wood we strongly believe in working in close partnership with parents/carers and their children. Parents/carers have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best way to support them.

If a pupil is identified as having special educational needs, the teacher will notify the parent/carer of their concerns. The parent/carer and child will be fully involved in their education and will be supported with activities/strategies to carry out at home.

What activities that are available for pupils with SEND?

All children will be involved in external activities. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips.

We run a selection of school clubs. All staff, including external providers, are briefed about the individual needs of each child so they can take part.

Parents who have children with additional needs are able to take part in the planning for trips by liaising with their Teacher and SENDCO.

The governing body is committed to having a high level of support from TAs to ensure children are well catered for in the school day, including lunchtimes and breaks. The school is also open plan in design meaning that it is easily accessible for all pupils. The school also has a Butterfly Room where, at key times in the day, children may go to receive extra support through interventions or support from our ELSA.

How are the emotional and social development of pupils with SEN supported?

The school offers an ELSA, FEIPS and high levels of LSA support to ensure each child has a high level of pastoral, medical and social support. Mrs Clarke our ELSA offers bespoke 1:1 sessions to support your child.

There are clear policies about administering medicines and providing personal care to children and all staff are trained to do this.

The school has a robust Child Protection Policy and four fully trained DSL.

We have clear guidelines for behaviour and linked to our learning values, Hazel Wood Star and positive behaviour policy. Individual children have Individual Education Plans or Individual Behaviour Management Plans to help them, and their parents, understand their part in keeping our school community a safe place to be. We have the support of outside agencies such as our Educational Psychologist and the Behaviour Support Team, where needed.

We believe all children have the right to contribute to the development of our school regardless of any additional needs.

Who is the Special Educational Needs Coordinator (SENDCO) and how can I contact them?



Mrs Abby Davey is SENDCO at Hazel Wood Infant school. She is the first point of contact for parents who wish to discuss any SEND concerns about a child. She is also able to provide information for prospective parents. She can also signpost parents to relevant agencies and offer advice and support. Her door is always open.

She can be contacted: 023808666767 or by email: a.davey@hazelwood-inf.hants.sch.uk

What support can the staff offer at Hazel Wood?

At Hazel Wood Infant school all staff are teachers of children with SEND. We provide staff with a full range of training on induction. Our LSA's are also trained to deliver appropriate intervention programmes. One of our LSA's is a specialist in speech and language and we have two members of staff that are trained ELSA's (Emotional Literacy Support Assistants). The school believes in planning strategically and, prior to admission, Transition Partnership Agreements (TPAs) are held and the school liaises with parents and local pre-schools to determine what provision is needed for each child and any training gaps that need to be filled to support your child's needs.

What training have the staff supporting SEND had or what training are they having?

All staff have annual child protection training. The SENDCO also meets regularly with staff to review provision and training needs. Staff are also sent regular correspondence via emails regarding current SEND issues and reading. The SENDCO has a degree in education and has a NASEN award.

Some Staff are trained in:

- Nurture Group provision
- THRIVE
- Learning Intervention programmes, e.g. SIDNEY, Phonographix, First Class for Maths,
- ELSA (Emotional Literacy)
- Sensory Circuits
- Team Teach (positive behaviour handling)
- Trauma
- Hearing Impairment
- Speech and Language Therapy
- Makaton
- Dyslexia
- Visual Impairment
- ASD spectrum disorders

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

The school has active relationships with outside agencies who come into school to support your children and the school to deliver the best provision. These include;

- The School Nurse
- Speech and Language Therapist
- CAMHS and well-being support
- Educational Psychologist
- Physiotherapist
- Occupational Therapist
- Specialist Teacher Advisory Service
- Behaviour Support Team - Clifford Center
- Mental Health support - MHST

How does the school environment support SEND ?

The school is open plan and on one level, for children to access. As such, the school is fully accessible for wheelchairs. There are disabled changing and toilet facilities and two disabled parking bays.

We work with outside agencies to resource any extra provision needed for individual children is based on need. Families are complete partners in the ensuring that their children are fully included in all aspects of school life.

We have the 'Butterfly Room' which offers a quiet and calm environment, with a Sensory corner where children can go if they are overwhelmed. We also have a therapy dog that visits the children every week. We have a calm room where children can go to for sensory breaks. Outside the Butterfly Room we have developed our outside area to include an outside activity area, containing outside gym equipment for the children and a beautiful and developing sensory garden. Children are encouraged to help to develop this area.

How are parents supported?

Partnership with parents and carers is at the heart of and key to everything we do.

This starts before the children even start at our school with a range of induction events. We offer twice yearly formal parent consultations, termly assess/do/review meetings, annual reviews for children with EHCP, curriculum evenings and open days. We also pride ourselves on our open door policy, and parents are welcome to discuss their child's needs at any time with their Class Teacher or other key staff.

The SENDCO (Mrs Davey) also holds termly Coffee meetings where parents of children with SEND can come and meet other parents and talk about and share advice, experience and expertise. These are sometimes themed to help provide the most recent information about a range of SEND issues.

How do we involve children and support pupil voice?

We have Pupil Council who contribute views for whole school issues. Children with Individual Education Plans are asked to contribute their views and opinions. Children are also asked for their views for statutory assessment, annual reviews and Transition Partnership Agreements. Children are also asked for their views and opinions about school in one to one meetings with the SENDCO and through pupil

conferencing and questionnaires. We have also developed 'Amazing me' books that are passed up through the school and are used to inform and celebrate children's individual needs.

How do governors' support SEND at Hazel Wood?

The governing body is committed to supporting SEND at Hazel Wood and work closely with staff and a range of professionals to fully meet the needs of each child as outlined above. Our SEND governor is Mr Neil Galloway and he works closely with the SENDCO.

Who do I contact for more information or to discuss a concern?

If you would like to discuss anything in this report please contact admin via the school email admin@hazelwood-inf.hants.sch.uk.

If you have a concern please liaise with your child's teacher at the end of the day or telephone the school to arrange a mutually convenient time. If necessary an appointment can be made with Mrs Simpson-Riggs (Headteacher), Mrs White (Deputy Head) or Mrs Davey (SENDCo)

We have a proactive approach to solving complaints and parents are always welcome to share their concerns at any time with their Class Teacher, SENDCO or Headteacher.

All concerns are taken seriously by the school. We also have a formal complaints policy which can be accessed on our website or in hard copy from the school office. This clearly outlines what to do and key people to contact, including the Governing Body.

How do we support transition for pupils with SEND?

Hazel Wood has good relationships with all feeder nurseries and junior schools.

We understand that transition is a very important process and we aim to ensure this is as smooth as possible for you and your child by;

- The SENDCO will liaise with the Local Authority and with parents to ensure need can be met at the new setting.
- Adjustments will be put in place for when your child arrives and the SEND strategies will be shared with relevant staff.
- When children transfer to our school or another school the SENDCO will liaise with the schools to gather or share information.
- TPA (Transition Partnership Agreements) are arranged between you and both schools to share important information regarding your child and strategies will be shared. An agreement will be made about the support that will be put in place.
- Transition taster days / visits are organised so your child can feel as settled as possible.
- When moving classes' information and strategies are shared during summer transition meetings and new IEP's will be written in conjunction with current and next teacher to ensure support is put in place for your child.
- The SENDCO can prepare social stories to help support the move between schools and classes.

This SEND Information Report should be read in conjunction with the following school policies, all of which can be found on the school website

- Local offer
- SEND policy
- Accessibility plan
- Teaching and Learning Policy
- Behaviour Policy
- Safeguarding policy

This document fully outlines our school's commitment and responsibility for contributing to Hampshire County Council's local offer. Their local offer can be found on the following link

<https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=dSIWI78rLPq>

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

