



Hazel Wood Infant School SEND Information Report



Introduction

At Hazel Wood Infant School, we are committed to ensuring that every child is valued, included and supported to achieve their full potential.

We believe that all children have the right to:

- Feel happy, safe and included.
- Access a broad, balanced and ambitious curriculum.
- Participate fully in school life.
- Have their individual strengths recognised and celebrated.
- Receive support that enables them to thrive academically, socially and emotionally.

We work closely with families, Hampshire County Council and external professionals to ensure that children with Special Educational Needs and Disabilities (SEND) receive appropriate support.

This report forms part of Hampshire County Council's Local Offer and should be read alongside our:

- SEND Policy
- Accessibility Plan
- Behaviour Policy

- Safeguarding Policy
- Equality Information and Objectives

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

Hazel Wood Infant School is a mainstream infant school.

We support children with a wide range of needs across the four broad areas identified in the SEND Code of Practice:

Communication and Interaction

Children may experience difficulties with:

- Understanding language
- Expressing themselves verbally
- Social communication
- Speech and language development

Cognition and Learning

Children may experience difficulties with:

- Literacy
- Numeracy
- Memory
- Processing information
- Specific learning difficulties such as dyslexia

Social, Emotional and Mental Health (SEMH)

Children may require support with:

- Emotional regulation
- Anxiety
- Self-esteem
- Friendships and relationships

- Mental health and wellbeing

Sensory and/or Physical Needs

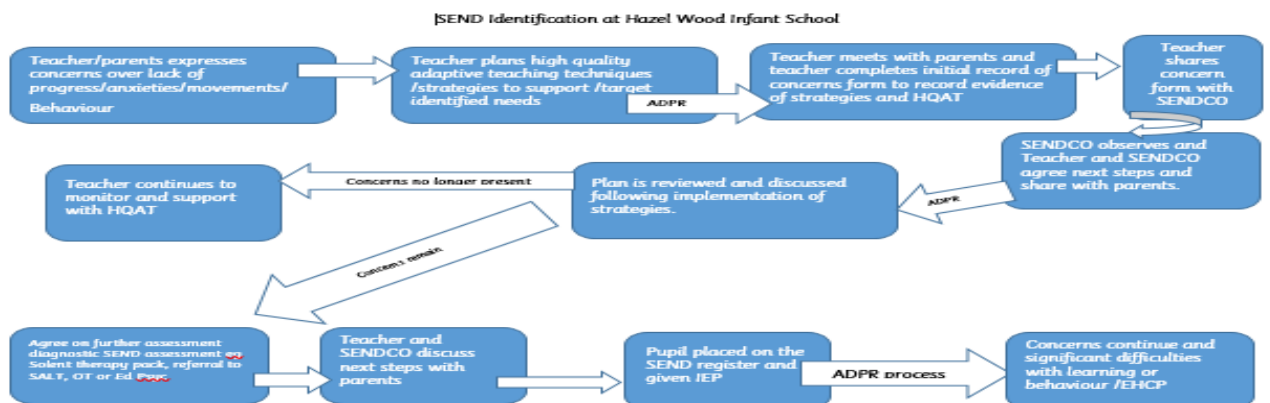
Children may experience:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Sensory processing differences
- Medical needs affecting access to learning

Every child is different. Provision is tailored to each child's individual strengths, interests and needs.

How do we identify children who may have SEND?

At Hazel Wood Infant School we follow current SEND legislation, the SEND Code of Practice and our own school SEND Policy, which is approved and monitored by the Governing Body:



Early identification is extremely important because it enables support to be provided as soon as possible.

We identify needs through:

- Ongoing teacher assessment
- Careful monitoring of progress

- Observation of learning and behaviour
- Discussions with parents and carers
- Information from previous settings
- Pupil voice
- Screening tools and assessments
- Advice from external professionals

Examples of assessment information may include:

- Early reading and phonics assessments
- Read Write Inc. assessments
- Dyslexia screening tools
- Speech and language assessments
- Teacher observations
- SEND reviews

Parents know their child best and are encouraged to share any concerns at the earliest opportunity.

What is Hampshire's Ordinarily Available Provision?

Hazel Wood Infant School follows Hampshire County Council's Ordinarily Available Provision (OAP) guidance.

Ordinarily Available Provision refers to the support, strategies and adaptations that should be routinely available within mainstream schools.

This may include:

- High quality inclusive teaching (HQIT)
- Adaptive teaching
- Visual supports
- Structured routines
- Scaffolding and modelling

- Flexible grouping
- Reasonable adjustments
- Adapted resources
- Environmental adaptations
- Inclusive classroom practices

For most pupils, needs can be successfully met through high-quality inclusive classroom teaching.

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

At Hazel Wood, all staff are teachers of children with SEND.

Support follows a graduated approach:

Assess

We identify strengths, needs and barriers to learning.

Plan

Appropriate support and outcomes are agreed.

Do

The agreed provision is implemented.

Review

Progress is reviewed and future planning agreed.

This cycle is known as:

Assess → Plan → Do → Review

Parents and children are involved throughout the process.

What support is available?

Support may include:

Universal Provision

Available to all pupils through:

- High-quality adaptive teaching
- Inclusive classroom practice
- Flexible approaches to learning
- Emotional wellbeing support
- Reasonable adjustments

Targeted Support

Some children may benefit from:

- Additional phonics support
- Reading support
- Language interventions
- Maths interventions
- Social communication groups
- Nurture provision
- Emotional literacy support
- Motor skills programmes

SEND Support

Where a child has an identified SEND and requires provision additional to or different from that normally available, they may receive SEND Support.

Children receiving SEND Support may have:

- A SEND Support Plan
- Clearly identified outcomes
- Additional interventions

- Individual strategies
- Regular review meetings

How do we assess and review progress?

Progress is monitored through:

- Classroom assessment
- Teacher observations
- Intervention reviews
- Pupil voice
- Parent feedback
- SEND Support Reviews

Children receiving SEND Support have formally reviewed outcomes at least termly.

These reviews consider:

- Progress towards agreed outcomes
- Current strengths
- Changes in need
- Future support required

Parents are fully involved in all review meetings.

How do we work with parents and carers?

Partnership with parents and carers is central to our approach.

We value the knowledge, experience and understanding that families bring.

We support this partnership through:

- Open communication
- Parent consultation meetings

- SEND review meetings
- Annual Reviews
- Transition meetings
- Parent coffee mornings
- Information sharing

We operate an open-door approach and encourage parents to contact us with any concerns.

How do we involve children and support pupil voice?

We believe children should be involved in decisions that affect them.

We encourage pupil voice through:

- Individual discussions
- Review meetings
- Pupil conferencing
- Questionnaires
- SEND Support Plan reviews
- Annual Reviews
- Amazing me books

Children are encouraged to share:

- What is working well
- What they find difficult
- What support helps them
- Their hopes and aspirations

Our "Amazing Me" books support children in sharing their strengths, interests and achievements.

What specialist services and expertise are available?

When required, we work with a range of external professionals including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- School Nursing Service
- Mental Health Support Team (MHST)
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist Teacher Advisory Service
- Hampshire SEND Services
- Ethnic Minority and Traveller Achievement Service (EMTAS)

Parents are always involved before referrals are made.

What happens if specialist support is needed?

Where a child continues to experience significant difficulties despite SEND Support, further specialist advice may be sought.

The purpose of specialist involvement is to:

- Gain a deeper understanding of need
- Recommend evidence-based strategies
- Support staff and families
- Inform future planning

Many children make excellent progress with specialist advice and targeted support.

Education, Health and Care Needs Assessments (EHCNA)

For a small number of children, support may be required beyond the resources ordinarily available in school.

In these circumstances, school and parents may request an Education, Health and Care Needs Assessment (EHCNA).

The Local Authority considers evidence from:

- Parents and carers
- The child
- School
- Health professionals
- Other involved agencies

The assessment determines whether an Education, Health and Care Plan (EHCP) is required.

Education, Health and Care Plans (EHCPs)

An EHCP is a legal document describing a child's:

- Educational needs
- Health needs
- Social care needs
- Outcomes
- Required provision

EHCPs are reviewed annually.

Parents and children are central to the review process.

Further information can be found through the Hampshire SEND Local Offer.

www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer

How do we support emotional wellbeing?

Children's wellbeing is a priority.

Support available may include:

- Emotional Literacy Support Assistants (ELSA)
- Thrive group and individual session
- Nurture approaches
- Mental Health Support Team involvement
- Small group interventions
- Therapeutic approaches
- Sensory regulation support
- Friendship and social skills support
- Therapy dog activities

The Butterfly Room provides a calm and supportive environment for children who require additional support.

How is the learning environment adapted?

Hazel Wood Infant School provides an accessible and inclusive environment.

Features include:

- Single-storey building
- Wheelchair accessibility
- Accessible toilets
- Adapted resources
- Visual supports
- Sensory equipment
- Quiet spaces
- Outdoor learning opportunities

Reasonable adjustments are made to enable children to access all aspects of school life.

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 training do staff receive?

At Hazel Wood Infant school all staff are teachers of children with SEND.

Staff receive regular training and professional development to ensure they can meet the needs of all children. This includes training in SEND, communication and language, emotional wellbeing, neurodiversity, safeguarding and a range of specialist intervention approaches. Staff receive training in the following areas;

- Safeguarding
- SEND awareness
- Thrive
- Neurodiversity
- Dyslexia
- Speech and language
- Makaton
- SEMH
- Trauma-informed practice
- Thrive approaches
- ELSA

- Sensory processing
- Team Teach
- Medical needs

The SENDCo holds the National Award for SEN Coordination and actively participates in Hampshire SEND networks, local authority training and professional development opportunities to ensure provision reflects current legislation, research and best practice.

How do governors support SEND?

The Governing Body has a responsibility to ensure that the school meets its statutory duties towards pupils with SEND.

Governors:

- Monitor SEND provision
- Review outcomes for pupils with SEND
- Evaluate the impact of SEND spending
- Ensure legal requirements are met
- Support strategic development

The SEND Governor meets regularly with the SENDCo to review priorities and developments.

How do we support transitions?

We recognise that transitions can be challenging for some children and therefore ensure that transition is fully supported.

Support may include:

- Transition meetings
- Information sharing between settings
- Additional visits

- Photographs and social stories
- Transition Partnership Agreements where appropriate
- Pupil-centred planning
- Collaborative work with families and professionals

We work closely with nurseries, preschools and junior schools to ensure smooth transitions.

How can parents raise concerns or obtain more information?

If you have any concerns regarding your child, please speak to:

First Contact

Your child's Class Teacher

SENDCo

Mrs Abby Davey

Email: a.davey@hazelwood-inf.hants.sch.uk

Telephone: **02380 866767**

School Office

admin@hazelwood-inf.hants.sch.uk

If concerns remain unresolved, parents may contact the Headteacher and follow the school's Complaints Policy.

Hampshire SEND Local Offer

Further information about services available to children and young people with SEND can be found through the Hampshire SEND Local Offer:

www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer

Reviewed: September 2026

Next Review: September 2027

SENDCo: Abby Davey

SEND Governor: Sarah West

Headteacher: Hannah Simpson-Riggs

This report will be reviewed annually by the *Governing Body*

