

# SEN Information Report

## Hazeldene Lower School Parents' Information Special Educational Needs and Disabilities (SEND) information Report 2015



### Introduction

All Bedford Borough's maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Hazeldene is committed to providing an appropriate and high quality education to all the children. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and have the right to be fully included in all aspects of school life.

### What is the Local Offer?

#### The LA Local Offer

- The *Children and Families Bill* was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.
- The Bedford Borough's SEN and Disability Guide is Bedford Borough's local offer. It sets out, in one place, what support and services are available for children and young people with disabilities and special educational needs and their families. It can be found at: <https://sendguide.bedford.gov.uk>

#### Hazeldene SEND Information Report

This report outlines the school's commitment and duty to meet the needs of SEND pupils as set out in the school's SEND policy,

#### What is SEND?

SEND means Special Educational Needs and Disabilities.

The Special Educational Needs and Disability Code of Practice (2014) from the government states that, 'A child has SEN if they have a learning difficulty or disability which calls for Special Educational provision to be made for him or her.' The child 'has a learning difficulty or disability if ***the child 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.***'

The Equality Act (2010) and SEN and Disability Code of Practice (2014) defines disability as '***...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.***' 'Long term' is defined as a year or more and 'substantial' is defined as 'more than minor or trivial'. This definition 'includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.' The SEN Code of Practice (2014) states that, 'Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'

**Your Child has Special Educational Needs and/or Disabilities. What can we at Hazeldene Lower School offer you?**

**At Hazeldene Lower School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different, including those with Special Educational Needs and or Disabilities.**

Please click on the questions below for more information about how Hazeldene Lower School can support your child.

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# ***1. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?***

## **The Class Teacher**

### **Responsible for:**

- Making sure your child is happy, enjoys learning and is able to achieve.
- Making sure through High Quality Teaching (HQT) in class, that your child is wherever possible, able to achieve their full potential.
- Communicating with and listening to you as parents/ carers regularly both informally and through formal reporting arrangements in the best interests of your child.
- Making sure lessons are well planned and delivered to include the needs of your child.
- Mapping provision for their progress and well being in relation to each child's targets and in respect of reading and spelling assessments, the teacher's planning, intervention monitoring, pupil progress meetings between the Senior Leadership Team (SLT) and class teacher, pupil and parent voice, teacher marking of books and feedback ,dialogue between pupils and SLT book scrutinies and feedback.
- Writing Pupil Passports for Learning for identified SEND children, including targets and sharing and reviewing these with parents at least once each term, identifying next steps (Assess/ Plan/ Do/ Review)
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Letting the SENDCo know if any child is making less than their expected progress so further support/ provision can be put in place.
- Monitoring /helping to plan and reviewing any SEND support provided for your child in addition to HQT in class support.

## **The Special Educational Needs and Disabilities Coordinator: Mrs. V Norman**

### **Responsible for**

- Developing and reviewing the school's SEND policy.
- Assessing, planning and reviewing all the support for your child with Special Educational Needs and/ or Disabilities (SEND)
- Making sure that Hazeldene is aspirational and outcome focused in its support for your child.
- Making sure that your wishes and aspirations are central to assessing/ planning/ doing and reviewing any support in place.
- Keeping the SEND Governor informed and involved via a termly meeting and report to the Governing Body.
- Keeping an open, regular dialogue with each class teacher and the Senior Leadership Team in relation to assessing, planning and reviewing SEND provision for your child in a monitoring capacity.
- Making sure teaching assistants are deployed effectively and feel equipped to meet the needs of each child they are supporting.
- Seeking support and advice for your child (should this be needed), from colleagues in Education, Health and Social settings and sharing this with you and the class teacher
- Requesting further support for your child should this be needed based on evidence and advice
- Making sure your child experiences smooth transitions between classes and schools
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.

- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support training for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- **Ensuring that you are:**
  - i. Aware that you can request to meet with the child's teacher or SENDCo at any time.
  - ii. Centrally involved in supporting your child's learning
  - iii. Asked to give your views and aspirations so that these are central to the assess/plan/do review approach to supporting your child.
  - iv. kept informed about the support your child is getting
  - v. Involved in reviewing how they are doing.

**The Head teacher: Mrs H Ward**

**Responsible for**

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Making sure that you as parents/ carers feel confident in how Hazeldene is working to meet the needs of your child.
- Giving responsibility to the SENDCo and each class teacher whilst monitoring and supporting these colleagues to make sure that your child's needs are met so they can enjoy learning and achieve
- Ensuring that all policies in relation to SEND are up to date and implemented and regularly reviewed.
- Ensuring staff are appropriately trained and have access to continuing high quality continuing professional development so that they can provide high quality teaching for your child.
- Making sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEN Governor: Mrs M Lambert**

**Responsible for**

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Making sure that the SENDCo and Headteacher report to the Governing Body on a termly basis.
- Meeting with the SENDCo each term and producing a report about the meeting

School contact telephone number: 01234 300100

***2. How Accessible is Hazeldene Lower School?***

- The school is fully compliant with DDA requirements.
- The school has easy access, double doors and ramps to the outside playground.
- Dedicated disabled parking spaces
- The front desk has a wheel-chair height section and is DDA compliant.
- There are two disabled toilets, a dedicated hygiene room which includes a shower area and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- A lift to access the 1<sup>st</sup> floor.
- After-school provision is accessible to all children, including those with SEND.

- Extra-curricular activities are accessible for children with SEND

### ***3. How does Hazeldene Lower School know if your child needs extra help and what should I do if I think my child may have special educational needs or disabilities?***

Class teachers continuously monitor the progress of all the children in their class and are in regular discussions with the Head Teacher, Key Stage Leader and SENDCo to ensure there is an early identification of need. A process of Assess/ Plan/ Do/ Review is followed. On a termly basis, the class teacher meets formally with the Headteacher/ SLT (including SENDCo) to discuss the progress made. Children identified as SEND will be a focus for the conversation to ensure better than expected focus is made. Further conversations with the SENDCo and the child's parents would be undertaken to ensure a partnership of provision.

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo).
- The school SEND Governor and Head Teacher can also be contacted for support.

### ***4. How will Hazeldene Lower School Support my child?***

Hazeldene meets the personalised needs of all children through a targeted graduated response as follows:

1. High Quality Teaching (HQT) in class support
2. SEND support in addition to HQT
3. Statement/ Education Health and Care Plans

## **The Graduated Response to SEND**

### **For your child this would mean**

Your child will be identified as a result of observations made by the individual class teachers as well as by the regular screening and ongoing assessment procedures established in the school:

#### **1. High Quality Teaching**

- Through High Quality Teaching (HQT) in class, the class teacher aims to ensure that your child is able to achieve their full potential.
- That your child's teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.

#### **2. SEN Support**

- Your child may require SEND support in addition to High Quality Teaching (HQT). This may involve an intervention which may be
- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

- By the SENDCo, or specialist teacher or supporting professionals from Health or Social Care such as a Speech and Language Therapist, Autism Advisory Teacher, Educational Psychologist or Sensory Team (for students with a hearing or visual need).
- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

### **Your child may need a Pupil Passport for Learning**

A **Pupil Passport for Learning (PPFL)** makes use of person centred approaches to create a formal record of what is important your child, what they enjoy, who the members of their family are, medical or dietary needs and the views of your child and you as parents/ carers. The document also indicates what your child finds difficult, how to help your child and who will help at home and school. The PPFL will be reviewed at least termly through person centred approaches with you and the child, class teacher and/or SENDCo so that next steps towards the overall can be identified. The PPFL will be updated in response to new professional guidance received from supporting external educational, health and care professionals.

### **Statement/ Education, Health and Care Plan**

If your child is still making insufficient progress and his/her learning difficulties cannot be fully met by the school's existing provision, a decision will then be made, subject to parental consent and an assessment application to the Local Authority (see below) for a Statement or Education, Health and Care Plan (EHCP) to be provided for your child. If successful, this would result in a high level of support for your child in school, in a small group or 1:1 setting.

### **For your child this would mean**

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

## ***5. How will the curriculum be matched to my child's needs?***

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, will adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs

## ***6. What support will there be for my child's overall well being?***

- Your child's teacher will develop high quality personal, social, health and citizenship lessons in the first instance.
- Your child and his or her class will be encouraged to respect and understand differences in terms of appearance, religion, family cultural heritage, background, ethnicity, SEND, academic ability, gender and age, likes and dislikes and experiences
- The school Council has also introduced a worry box system so your child can discretely make the class teacher aware that they are needing to talk to the teacher.
- Your child will experience Values education within the school and this is explored via weekly assemblies and references made across the curriculum.
- Pupil voice is very important at Hazeldene and your child will be asked regularly to 'traffic light' their feelings e.g. happy, ok, sad.
- The school has a Learning Mentor and class teachers or your child can make a request for support. These referrals would be made in consultation with you as parents/ carers.
- Specialist interventions are available such as 'Forest Schools', which are delivered on site by a fully qualified class teacher and the Learning Mentor.
- Further specialist support can be accessed outside of the school, these include CHUMS (Child Bereavement, Trauma and Emotional Well being Service) and CAMH (Child and Adolescent Mental Health Service).

## ***7. What specialist services and expertise are available at or accessed by Hazeldene Lower School?***

### **School provision**

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants mainly working in the group rooms with either individual children or small groups under the direction of the class teacher/ SLT including the SENDCo
- ICT support in the form of writing and maths programmes and Sounds Write phonic reading programme, is delivered by teaching assistants, according to need.
- Learning Mentor offering support for children with emotional and social development

### **Local Authority Provision which can sometimes be delivered in school**

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs

- Parent Partnership Service
- SALT (Speech and Language Therapy)
- The Early Years Advisory Teacher

#### **Health Provision which can sometimes be delivered in school**

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy

### ***8. How will my child be included in activities outside the classroom including school trips?***

All children are included in school visits outside of the school grounds. Targeted support is available for children to access the extra curricular/ enrichment opportunities. In every case a full risk assessment will take place to safeguard all children including any with SEND.

### ***9. How will we support your child when they are joining this school? Moving from this school? Or moving to another class?***

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

#### **If your child is joining us from another school:**

- The SENDCo will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- The SENDCo will liaise closely with the previous school to ensure relevant information about your child is shared with the new class teacher at Hazeldene.

#### **If your child is moving to another school:**

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- Where possible, extra visits will be arranged for your child
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. PPFL will be shared with the new teacher.
- Where possible, extra visits will be arranged for your child
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.



#### **In Year 4:**

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's middle school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them

### ***10. How is extra support allocated to children?***

The school budget, received from Bedford Borough Council, includes money for supporting children with SEN.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including
  - the children getting extra support already,
  - the children needing extra support,
  - the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible

### ***11. What support do we have for you as a parent with a child with SEND?***

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets such as PPFL will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

### ***12. How are the children included in planning for their support for and provision?***

Your child will be involved in the review of his or her targets and PPFL and future targets and curriculum planning, as age appropriate.

### *13. Who can I contact for further information?*

We hope that all the information contained in this report and information available on the SEND section of the school's website at [www.hazeldeneschool.co.uk](http://www.hazeldeneschool.co.uk) is helpful.

Please contact Mrs Vicky Norman (SENDCo) at Hazeldene should you have any questions. No question is too small:

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