



HAZELDENE SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT 2018-19

Introduction

Welcome to our Special Educational Needs and Disabilities information report, which is part of the Bedford Borough Local Offer for learners with special educational needs and disabilities (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This is in accordance with the Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. The required information which must be updated annually, is set out on page 106, named Publishing information: SEN information report. The link can be found here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What is the Local Offer (The Bedford Borough's SEN and Disability Guide)?

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> This information report is Hazeldene's Core offer and outlines the support, service and provision available from our school for those children with special educational needs and/ or disabilities.

Bedford Borough SEND Team contact details are:

01234 276054 localoffer@bedford.gov.uk

SEND Team, 5th Floor, Borough Hall, Cauldwell Street, Bedford MK42 9AP

Hazeldene's SEND Information Report

Hazeldene is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having

special educational needs, 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.

We believe that all children should be equally valued in school, by all who attend and work there. We will strive to eliminate prejudice, direct or indirect discrimination and harassment (in accordance with the Equality Act 2010), and to develop an environment where we will foster good relations so that all children can flourish and feel safe. We aim to engender a sense of community and belonging. This report outlines our school's commitment and duty to meet the needs of SEND pupils as set out in the school's SEND policy. This policy also links closely with other policies, namely Supporting Children with Medical Conditions policy, Accessibility policy, Child Protection policy, Safeguarding policy, Behaviour policy and Personalised Learning and Equal Opportunities policy. These can be requested from the school office or found on the school's website by following this link <http://www.hazeldeneschool.co.uk/AboutUs/policies.htm>

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.'

Core offer statement

At Hazeldene School we are committed to the inclusion of all pupils in all areas of primary school life. Every child deserves a broad and balanced education. We have a highly inclusive culture in our school and we are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). We value high quality teaching for all learners and monitor both teaching and learning in the school. Our school improvement plan is

about improving learning for all. This includes continuing professional development for all our staff, including CPD opportunities available with other local schools. We strive to create a learning environment, which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and we continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular discussions about pupil progress amongst staff and governors and other professionals.

Please do get in touch with your child's class teacher or the SENDCo (Special Educational Needs and Disabilities Coordinator) who will be happy to assist and help with your query or concern. Our contact details are listed below:.

SENDCo: Vicky Norman 01234 300100 office@hazeldeneschool.co.uk

SEND Governor Margaret Lambert 01234 300100 office@hazeldeneschool.co.uk

Head Teacher Helen Ward 01234 300100 office@hazeldeneschool.co.uk

Hazeldene School, Stancliffe Road, Bedford. MK41 9AT.

How will Hazeldene know if my child requires extra help?

At Hazeldene we are all committed to supporting all our children, regardless of what their special educational need or disability might be. The Government defines a child as having Special Educational Needs if they have a learning difficulty or disability, which calls for special educational provision to be made or has a significantly greater difficulty in learning than the majority of others the same age. The government has identified four main areas of SEND. These are:

Communication and Interaction,

Cognition and Learning,

Social, Emotional and Mental Health Difficulties,

Sensory and Physical Needs.

Types of special educational needs and disabilities may include:

- General Learning Difficulties – children whose learning progresses at a slower pace,
- Speech and Language Difficulties,
- Autism (ASD)
- Dyslexia (difficulties with reading, writing and spelling),
- Dyspraxia (problems with motor skills, organisation),

- ADD (Attention Deficit Disorder),
- ADHD (Attention Deficit Hyperactivity Disorder),
- Downs Syndrome
- Muscular Dystrophy
- Cerebral Palsy,
- Other Physical or Medical Needs.

Hazeldene aims for early identification of special educational needs and disabilities, so our assessment process begins even before your child starts our school and then on their entry to the Nursery or Reception and throughout their school life. Early intervention takes place by:

- Visiting your child at their preschool setting and reading information from these settings, liaising with parents and carers and visiting the children in their home.
- Assessing Reception children's on-entry data in the Early Years Foundation Stage and identifying any areas of concerns,
- Initial baseline observations and assessments when a child transfers to our school and discussions with their previous school,
- On-going formative assessments both during day to day activities and at key points throughout the school year
- Ongoing careful formative assessment takes place by each class teacher, in close conjunction and collaboration with the Senior Leadership Team which includes the Assessment Leader, Victoria Kilroy and the SENDCo, Vicky Norman. This follows the school's approach of assessing the child, planning for their needs, implementing the plan and reviewing its impact in terms of the progress made by the child and the impact of that provision. There is a structured cycle across the school year to support this process and in accordance with the Assessment, Teaching and Learning and SEND policies..

What Should I do if I think my child has SEND?

If as a parent or carer you believe your child has special educational needs or you are concerned in any way about their learning, please speak to their class teacher in the first instance or please do get in touch with the SENDCo: Vicky Norman on 01234 300100 office@hazeldeneschool.co.uk

How will Hazeldene School support my child?

At Hazeldene we celebrate the fact that every child is an individual. We understand that children learn and develop in different ways, and have different strengths and

areas for improvement. Teachers and learning support assistants recognise this and use different teaching styles, approaches, adapt resources and plan different levels of work in the classroom to cater for the various ways children learn.

Many children, at some time in their school life, need extra help. We offer the following support for children with Special Educational Needs and Disabilities through a graduated response: We aim for early identification of any Special Educational Needs and Disabilities, and this process starts even before their first day children enter our school. If a child is attaining lower than age related expectations or progress is slower than expected/usual for the child, but it is felt that the child doesn't have a SEND, then appropriate intervention is planned for and specific objectives are set and monitored as the intervention is implemented. If we suspect a child might have SEND, then we talk with parents and carers and the child themselves. We consider what helps the child, what possible barriers to their learning they may be experiencing, how the parents and child feels they learn best and what their hopes and aspirations for the future might be. This forms the starting point for future support planning. At Hazeldene we adopt the graduated approach detailed in the Special Educational Needs and Disability Code of Practice 2014. Where possible, with reasonable adjustments it is hoped that the needs of the child can be met by the High Quality Teaching (HQT) provided by the class teacher. If the child's needs cannot be met through HQT alone, and if it is agreed appropriate, a pupil passport for learning will be co-jointly written with parents, the child and the class teacher and possibly the SENDCo to identify further strategies to support. These are outcome focused, supported by specific, measurable, achievable and realistic (SMART) targets. The PPFL outlines appropriate support or intervention programmes and will be reviewed with the child, their parents or carers at least termly or sooner if required.

Sometimes the support required might involve the class teacher further adapting the way activities are planned and delivered through careful differentiation and reasonable adjustments which have been carefully planned in consultation with the SENDCo. Specific interventions may be planned which will be regularly reviewed. Class teachers and the SENDCo will also discuss and work with families to identify how you can be supporting your child at home.

We track pupil progress through:

- Everyday formative assessment which tracks pupil progress against National Curriculum objectives and is carefully recorded and monitored on the school's Target Tracker Assessment monitoring system
- Analysing pupil progress data and setting appropriate targets,
- Using standardised tests such as reading age and spelling age tests and the year 1 phonics check, Year 2 SATS, termly Maths tests
- Gathering information from the child, parents and carers
- Sometimes additional advice may be sought from professionals from other agencies. With the permission of parents we may seek additional advice from

outside specialists such as health professionals, specialist teachers or educational psychologists who would carry out further assessment of the child's needs and provide advice to schools and parents/ carers on how to best support the child, Such professionals may suggest resources that would help the child make progress.

How the SENDCo will support your child:

- Ensure the right support is put in place for each child,
 - Advise other teachers and learning support assistants on how to help each child and ensure they have an up to date pupil passport detailing how their needs will be met in school,
- Arrange training for staff so they understand each child's needs and how best to support them
- Liaise with visiting professionals and disseminate advice as appropriate
- Monitor progress data and 'softer data' such as qualitative data that give insights into the child's progress.
 - Work closely with parents/carers on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have,
 - Work with other professionals (if necessary) who may be able to help individual children, e.g. speech and language therapists, medical professionals, educational psychologists. If a child's needs are very complex and/or severe we may ask the Local Authority to carry out an Education, Health and Care Assessment
- Work closely with Year 6 teachers to plan appropriate support where necessary such as an amanuensis or extra time for SATs.

This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports. At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child. Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if this is done with the support of the school. Education, Health and Care Assessment is only appropriate for a small number of children. Your school SENDCo or the Parent Partnership Service will be able to advise you about this.

How will the curriculum and lessons be matched to my child's needs?

For every child in our school high quality teaching is the most important tool in ensuring that your child makes good progress. In class, each child's teacher, in conjunction with the SENDCo will use strategies to promote your child's enjoyment of learning so that they achieve. This might be through changing the way activities are planned and delivered, matching activities to the ability/need of each child

(differentiation), adapting learning materials such as equipment and activities to suit each child's needs. In addition to High Quality Teaching of an exciting and creative curriculum, specific interventions may be used alongside to ensure your child's key outcomes are met. These will be planned in discussion between school staff, your child and you as parents/carers. If you require more information on the interventions carried out please speak to your child's Class Teacher or Vicky Norman, SENDCo. Such Interventions may include:

- Numbers Count
- Sounds Write Phonics Intervention

Rapid Read Programme

- Sensory Circuits
- Learning Mentor sessions
- Forest Schools

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

At Hazeldene School we use a graduated approach, in line with the SEND Code of Practice 2014, to identify challenging yet supportive outcomes for our children. Our 'assess, plan, do, review' model of working means that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. At all stages of your child's education we will ensure you are kept fully informed about their progress both academically and socially. However should any one of us (Class Teachers, support staff, parents/carers and the learner themselves) notice a difficulty with learning we will discuss your child's strengths and areas of difficulties together, and agree upon the outcomes we would all like to see as a result of any interventions. From this we will then agree which interventions are best suited and what role we can all play in the intervention. We will agree the next steps together and set a review date so that we can be sure of the timescale in which we expect to make a difference as a result of the intervention. For all children it is about ensuring high quality teaching is then reinforced by personal, appropriate interventions and support, which enables the agreed outcomes to be met. Interventions are closely monitored by Class Teachers, the Senior Leadership Team (which includes the SENDCo) to ensure they are matching pupils' needs and making a positive impact.

How will I know how my child is progressing and how will I know how to support my child's learning?

At Hazeldene we have an open door policy so parents can come and see their child's teacher at the end of the school day or Vicky Norman, SENDCo at any time for a brief discussion or to request a meeting. Parents of children on the SEND register are kept informed about their child's targets and progress through their annual report and both formal and informal meetings with the class teacher. As a minimum, Class Teachers will meet termly with parents and carers to review

progress against the agreed outcomes. The SENDCo is also available for 'drop ins' during parents' evenings. Parents can request to meet with the SENDCo at any time via the school office or through their child's teacher. Parents of children with an EHCP are invited to attend annual review meetings and are formally asked for their views. Every year group provides a termly overview of the curriculum to support parents with home learning opportunities. In addition to this, home learning tasks and weekly challenges provide structured opportunities to support the current learning focus at home. Talk cards, reading and spelling homework are practised both in school and at home. All children receive a Reading Diary to facilitate communication between home and school to record reading and other brief communications. Additional home/ school books are another useful way in which we develop communication for children who perhaps need more support. Additionally all staff at Hazeldene are very happy to meet to discuss specific concerns or ideas for supporting your child's learning at home. We believe that education is a partnership between families and schools, and that children thrive when an open, constructive and honest relationship exists between home and school.

What support will there be for my child's overall wellbeing and mental health?

We believe that children need to feel happy and secure in order to be able to learn and make progress. Class teachers and all adults in school aim to 'safety net' the children so they have a sense of self-worth, feel happy, have a good sense of well being/ mental health and feel secure. Any child may have a worry or concern which we will always listen to. We will work with the child and their parents/ carers to deal with their worries or difficulties, in order to help them make their next steps

Our golden rules are at the heart of our school ethos. These are:

Golden Rules

Do be kind and helpful

Do be gentle

Do keep safe

Do look after property

Do work hard

Do listen to people

Do be honest

Do be polite

British values and our 12 school values, alongside these golden rules underpin all our learning and behaviour.

Further information about our British Values can be found by following this link:

<http://www.hazeldeneschool.co.uk/AboutUs/prevent.html>

We foster a culture of understanding and respect so that all children can enjoy learning and achieving together.

We are also fortunate to have a very experienced Learning Mentor who works very closely with children and their families. Such support could be on going and in collaboration with other professionals (for example following a bereavement or a family separation) or short term (for example to support with a change in friendship groups or settling into a new class). It could be to give key strategies to develop anger management skills or as an opportunity for a very quiet child to 'find his/her voice'. If you feel that your child would benefit from support such as this, please do come and talk to either their teacher or Vicky Norman, our SENDCo.

What specialist services and expertise are available at or accessed by your setting?

Throughout the school year the following external agencies can be called upon to support SEND pupils in our school:

- Occupational Therapy,
- Early Help
- Sensory circuits
- Educational Psychologist (EP),
- Speech and Language Therapist (SALT),
- Child and Adolescent Mental Health Service (CAMHS),
- , • Wheelchair Services,
- Behaviour Support Service (BSS),
- Parent partnership support service
- School nurses,
- Hearing Impairment Team
- Visually Impaired Support Service
- Autism Advisory Teachers
- Early Years Support

What training do staff supporting children with SEND have?

Our SENDCo Mrs Norman has 18 years experience as a Primary Teacher and 4 years experience as SENDCo and member of the Senior Leadership Team. She has completed the National Award for SEND Coordination and has also completed Speech and Language Support Training for 5-11s Theory into Practice and is Sounds Write trained. There is a regular programme of training and support for all staff and LSAs. Recent examples include whole staff Mental Health and Wellbeing training delivered by Clinical psychologist from CHUMS, Makaton training, Autism awareness, Sensory processing training, Numicon, Sounds Write and Polish Culture and Awareness training. Training and Continuing Professional Development needs of staff are regularly reviewed and according to the needs of the children and school developments.

How will my child be included in activities outside the setting including trips out?

All children are fully included in all aspects of school life. Residential visits are planned well in advance and discussions between parents/carers, children, school staff and venue staff ensure that opportunities provided are as inclusive as possible for all children. All our extra-curricular activities and clubs are open to all children and activities are adapted and differentiated where possible to ensure they are fully inclusive for all including for those with disabilities. We meet with professionals, parents and children to plan "reasonable adjustments" which are put in place wherever possible to ensure that children with special needs and disabilities take part in clubs, trips and residential to the fullest extent possible. We try to ensure that these steps are taken to prevent children with SEND being disadvantaged in any way.

How accessible is the Hazeldene environment?

Please find our Accessibility Policy by following this link:

<http://www.hazeldeneschool.co.uk/AboutUs/policies.htm>

The policy identifies the ongoing actions of the Governing body, Head teacher and staff at Hazeldene School to ensure there is full access to the school grounds, buildings, resources and education for all children, including those who are disabled or have a special educational need.

How will the setting prepare and support my child moving to the next stage of education/life? How will you increase their independence?

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, or (later on) training provider or moving in to employment. Hazeldene School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND.

Moving classes will be discussed with you and your child at their summer term (or possibly sooner) review meeting. Transition preparation to secondary schools is managed very proactively to ensure time for planning and preparation. Personalised support will be put in place according to the needs of the child. Techniques such as new year group passports, working with their new 1:1 support; social skills groups; team building games can ease transition anxieties. All children spend a morning at least in the summer term with their new teacher doing transition activities, to make the September transition as smooth as possible. We believe that putting such actions into place – as early as possible – aids a smoother and happier transition. Because Hazeldene has a soft federation arrangement with Castle Newnham, should parents wish, their children will have an automatic place offered there. Hazeldene and Castle Newnham work closely together and different year groups access the teaching and facilities available at the Castle Newnham North site. Equally, the some Castle Newnham, teachers visit Hazeldene on a regular basis, particularly in year 5 and 6. This all helps to aid a smooth transition. Liaison with other secondary school partners is also established so that each child feels secure about their next steps, regardless of where their next setting will be. Separate transition arrangements and induction visits are set up for SEND pupils where required, including a very successful programme of visits in the summer term for those children for whom parents/carers and school feel it would be beneficial. Liaison between staff at both schools takes place through our graduated approach and our 'assess, plan, do, review' model. Similarly, we take very seriously the responsibility of ensuring our younger children make a smooth transition from their early years setting to Hazeldene. Personalised transition plans are created in conjunction with the other setting and the parents/ carers of those children with SEND to ensure they make a smooth, settled start at Hazeldene.

How are the setting's/school's/college's resources allocated and matched to children's special educational needs?

All classes have access to daily support provided by year group LSAs, who support the High Quality Teaching provided by the class teacher. In addition to this, LSA individual support is allocated on a needs-led basis. This may also be to support small groups within a class, or it may be to provide 1:1 or small group provision outside of the curriculum for all, addressing desired outcomes identified between teacher, parents/carers and the child him/herself. 1:1 LSA support may be allocated for learning time or to support social and/or physical needs at play/lunchtimes. For those children with an Education, Health and Care Plan, any allocated LSA hours are provided in addition to the identified needs of others in the class. The purchase of resources specifically for children with SEND is needs led and in line with the budgetary policy of the school. Resources may include sloping writing boards, coloured overlays, large text books and reading schemes to ICT equipment and software, for example and dependent on the needs of the children. This is in line with the Accessibility policy which focuses on the commitment to making reasonable adjustments so that the children have full access to their education and the school's resources.

How can I be involved?

On a day-to-day level, parents/carers are encouraged to be actively involved and engaged in their child's learning, both through their child's specific outcomes and interventions and through the curriculum. Home learning activities are a great way to support. At Hazeldene we also value the learning that children do whilst enjoying experiences at home and outside of school with their families. The class teacher will provide opportunities for children to continue their learning at home and will be pleased to discuss with parents/ carers how to be involved with their child's learning. Class teachers are also happy to listen to ideas and suggestions from home.

If parents are unhappy whom can they talk to?

Hazeldene school takes its statutory responsibility to meet the needs of all children, including those with SEND very seriously.

We always aim to work very closely with families and place them at the centre of decision making. We ask for their viewpoint and listen to any feedback, thoughts, suggestions or concerns they may have and where appropriate, address these promptly in the best interests of the child.

If a parent wishes to complain about the provision for their child or the SEND policy, they should, in the first instance, raise their concern with the class teacher or Vicky Norman, SENDCo, who will try to resolve the situation. If the issue cannot be resolved, the parent can submit a formal complaint to the Head teacher. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

Please do get in touch with your child's class teacher or the SENDCo (Special Educational Needs and Disabilities Coordinator) who will be happy to assist and help with your query or concern. Our contact details are listed below:.

SENDCo: Vicky Norman 01234 300100 office@hazeldeneschool.co.uk

SEND Governor Margaret Lambert 01234 300100 office@hazeldeneschool.co.uk

Head Teacher Helen Ward 01234 300100 office@hazeldeneschool.co.uk

Hazekdene School Office 01234 300100 office@hazeldeneschool.co.uk

Hazeldene School, Stancliffe Road, Bedford. MK41 9AT.

SEND advice (independent support for parents): 01234 276267

We would like to thank you for taking the time to read this Information report. Further details about our school can be found on our school website:

<http://www.hazeldeneschool.co.uk/>

