



Hazlewood
Community Primary School

**Special Educational Needs
Information Report**

2018 – 2019

Our School Vision Statement

'At the heart of our school, all individuals have opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock limitless potential for all in our community. Through nurturing and trust, we can open the door to exciting new adventures, challenges and experiences to spark dreams for every child'

Introduction

At Hazlewood Community Primary School we are dedicated to supporting all children in our care and our school's vision statement has inclusion at its core. We work closely with the Local Authority (see [Local Offer](#)) to ensure that all of our pupils are making progress and their needs are being met.

At our school, we support all children with Special Educational Needs (SEN). The 4 broad areas of Special Educational Needs are Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Sensory or Physical needs. We support children with these needs through differentiated teaching, support offered by support staff during lessons and interventions, and through our partnership with outside agencies who can meet families and train staff.

If you are concerned about your child's progress or well-being please contact your child's class teacher or our Special Educational Needs Co-Ordinator (SENCO), Miss Hodgeon.

In addition to our SEN Information Report, related school policies available on our website include:-

- Behaviour Policy
- Child Protection Policy and Safeguarding Statement
- Medicines in School Policy
- SEND Policy

Our Support Staff

At our school, we are fortunate to have a support team that is able to work closely with teaching staff to support the pupils in the classroom as well as carrying out interventions. All of our support staff and teaching staff attend regular training to ensure that they are able to meet your children's needs and continue their inclusive practice.

Our Support Staff include:

SENCO and Mental Health Lead – Miss Hodgeon

Early Years – Mrs Rippon and Mrs Wood

Key Stage 1 – Mrs Graham and Miss Borsberry

Key Stage 2 – Mrs Bolton and Miss Gibbison

Assess, Plan, Do, Review

To address your child's needs we follow the Assess, Plan, Do, Review model.

Assess

At Hazlewood Community Primary School we are committed to the early identification of additional needs that your child may have. If your child's class teacher is concerned about your child's progress or wellbeing they will complete a 'Teacher Concern Form' (see below). Your child's class teacher may identify additional needs through your child's response to day-to-day work and routines, analysis of data, pupil progress meetings, assessments and observations of your child. We rigorously assess and monitor the development of all children from their individual starting points to ensure they make the expected progress.

The Teacher Concern Form will be handed into Miss Hodgeon who will review it and identify the next step of action.



Learning and Support: Teacher Concern Form

PUPIL NAME:	CURRENT YEAR GROUP:	DATE OF BIRTH:	DATE OF COMPLETION OF THIS FORM:
READING AGE:	SPELLING AGE:	MATHS AGE:	
Brief Description of Main Concern:			
Support Currently Given (from school and outside agencies):			

If you are concerned about your child's progress or wellbeing you can request a meeting with your child's teacher and Miss Hodgeon.

Plan

After the Teacher Concern form has been completed and reviewed by the SENCO, you will be invited into school for an Initial Parent Meeting so that we can work together to create a Learning Plan. This plan will be accessible to you on Edukey.

This plan will have your child at the centre and be put together to address their additional needs. Your child will be involved in a continuous discussion about their Learning Plan and will have the opportunity to voice their views.

The next steps look different depending on your child but may include your child taking part in interventions or contacting external agencies for support. All of this will be discussed at the Initial Parent Meeting.

Interventions that we run at school include:

- Lego Therapy – To promote social and language skills
- Talkabout – To promote self-esteem and self-image
- 1st Class at Number – To improve Mathematics skills
- Success at Arithmetic – To improve Mathematics skills
- Fresh Start – To improve Reading ability
- Individualised Dyslexia programmes
- Boosting Reading at Primary
- Circle of Friends – To encourage resilience and social skills
- Speech and Language programmes
- Social stories
- Language and Communication programmes

External agencies that we may refer to include:

- Educational Psychologist
- Language and Communication Team
- Dyslexia Team
- Dyscalculia Team
- Child and Adolescent Mental Health Service
- School Nurse
- Sensory impairment team
- Speech and Language Team
- Ethnic Minority and Traveller Achievement Service
- Occupational Therapists
- Silverdale Outreach Team
- SENDIAS

Do

Our teaching and support staff will work together to address the targets identified on your child's Learning Plan.

Interventions will be carried out regularly by a member of the support team.

If a referral has been made to an outside agency the SENCO will ensure that any recommendations are being put in place by the class teacher.

Our support staff put evidence from each intervention onto Seesaw which you can access. This app allows us to put a picture of the work completed and a short comment about how your child has done to allow you to be involved in the process and see what we are doing at school.



Review

Depending on the targets set and the support needed by your child, the SENCO and child's teacher will meet with you to review the progress towards the targets. This may be after a week, a half term or a full term.

If your child has a Learning Plan and is on the SEN register, the SENCO will meet with you three times a year where you can review the learning plan together.

The SENCO will use assessment data, observations and intervention assessments to set new targets to ensure ongoing progress. This will begin the cycle again.



Education, Health and Care Plans (EHCP)

For some children who have completed the Assess, Plan, Do, Review process and not made progress an Education, Health and Care Plan may be the next step. The SEND Code of Practice (2015) suggests an EHCP may be issued for specified individual support. Your child will have been identified as needing a high level of individualised support. Usually your child will also require specialist support from an external agency/agencies.

To begin the process of applying for an EHCP, a request would be sent to the Local Authority to carry out a statutory assessment of your child's needs. This will set out the amount of support that will be provided for your child. After the Local Authority receive the request they will decide whether your child's needs warrant a statutory assessment. If this is agreed they will ask you and all professionals involved to submit a report or information outlining your child's needs.

After the Local Authority receive this information they will decide whether your child's needs are complex enough to warrant additional support and funding to make a good level of progress. If this is agreed they will write an EHCP. If this is not agreed they will ask school to continue to support your child at SEN Support level and your child's needs will be addressed through the Assess, Plan, Do, Review process.

The EHCP will outline the desired outcomes from the support which is being put in place and which has been discussed through a school review and from paperwork and reports sent to the Local Authority as part of the assessment process. The EHCP will have short and long term targets which will link with the school's termly Learning Plan targets for your child.

Transitions

At Hazlewood Community Primary School we are aware that transitions can be difficult for children. Whether this is transition from year group to year group, or when they transition to high school.

To make the transition to the next year group as smooth as possible for the children we ensure that every teacher has a transition meeting with the child's previous teacher. This allows your child's previous teacher to inform the new teacher of your child's needs that will need to be considered. Class teachers are also invited to look at the SEN folders so that they are aware of the current Learning Plans and any reports from external agencies.

When children leave our school to go to high school, we ensure that there is a smooth transition of records and information so that the child's new school is aware of their needs. The external agencies that are involved with your child will be notified of their new school so that they can meet with the staff to share their needs. In Year 6, children take part in transition days organised by the high school and events run by the local bus companies. Extra support around independent travel may be available if you contact Miss Hodgeon. Miss Hodgeon will meet with the new setting's SENCO to share existing learning plans and needs. They will be invited to attend review meetings if required.



Emotional and Social Development

All of our staff are committed to the emotional and social development of the children in our care. Miss Hodgeon leads Mental Health in our school ensuring that teachers are aware of resources, interventions and outside agencies that can help support children that may have these needs.

At Hazlewood Community Primary School, we have a Nurture Club that runs at break times and lunch times to address those children's emotional and social needs. At Nurture Group, the children are able to play games with other children in a small group. Miss Hodgeon or Mr Hall are there to support the children's social skills during this time.

Our school has recently gained a Silver award from All Together for our work to stop bullying. We will continue to place importance on this through PSHE.

If you are concerned about your child's emotional or social development please come into school and we will support you with this.



Funding

At Hazlewood Community Primary School we dedicate funds to ensuring that all children are included. These funds are used to facilitate:

- Quality First Teaching
- A part-time dedicated SENCO
- Support Staff for every phase
- Whole School Inclusive practice
- Liaison with costed external agencies e.g. Educational Psychologists
- To invest in interventions
- Staff training

Children who have Education and Health Care Plans may receive additional funding. The school can also apply for High Needs Top up Funding for some children.

School Training

All staff have completed and will continue to take an active role in their own Continued Professional Development (CPD) to improve their knowledge and ability to support those children with SEND.

Members of the Support Staff already have knowledge about specific additional needs such as:

- Dyslexia
- Dyscalculia
- Social, Emotional and Mental Health Needs
- Autism Spectrum Disorder
- ADHD
- Speech and Language
- Physical Difficulties
- English as an Additional Language

School entitlement offer to pupils with Special Educational Needs and Disabilities

Area of Additional Need:	Support Available Within School:
<p>Communication and Interaction Needs:</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Visual timetables • Areas of low distraction • Support / supervision at unstructured times of the day • Social skills programme / support Small group work to improve skills (Talkabout, Lego Therapy or Nurture Group) • Strategies or individual programmes to support speech and language development • Strategies to reduce anxiety / promote emotional wellbeing and understanding • Where appropriate we will use support and advice from external agencies to meet the needs of pupils • Work with pupils, parents, carers and staff to develop and review plans based on the needs of each pupil • Teaching resources are routinely evaluated to ensure they are accessible to all pupils • Differentiated curriculum and resources
<p>Cognition and Learning Needs:</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties • Specific Learning Difficulties such as Dyspraxia, Dyslexia and Dyscalculia 	<ul style="list-style-type: none"> • Strategies to promote/develop speaking and listening, reading, writing and mathematics • Provision to support access to the curriculum and to develop independent learning • 1:1 or small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas e.g. reading groups • IT is used to reduce or remove barriers to learning where possible • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and interventions are put in place • Access to teaching and learning for pupils with Special Educational Needs is monitored through the schools self-evaluation process (e.g. learning walks, observations) • Teaching resources are routinely evaluated to ensure they are accessible to all pupils • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil • Differentiated curriculum and resources

<p>Social, Mental and Emotional health e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social needs • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • The school vision is known by all pupils • Behaviour management systems encourage pupils to make positive decisions about behavioural choices • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities • The school provides effective pastoral care for all pupils Support and advice is sought from outside agencies to support pupils, where appropriate • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations (e.g. Talkabout, Nurture Group) • Outdoor learning is used to offer a rich and varied approach to the curriculum • Information and support is available within school for behavioural, emotional and social needs
<p>Sensory and Physical Needs: e.g.</p> <ul style="list-style-type: none"> • Hearing or Visual Impairment • Multi-sensory Impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils such as Occupational Therapists, Physiotherapists and the Sensory Service • Where appropriate IT is used to increase access to the curriculum • Support to access the curriculum and to develop independent learning from the class teacher or members of the support team • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs • Access to Medical Interventions • 1:1 interventions to complete exercises given by Occupational Therapists/ Physiotherapists • Support with personal care if and when needed • Staff understand and apply the medicine administration policy • The Special Educational Needs coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils • Entrances and facilities in school are adapted to allow wheelchair access

Complaints

All complaints will be dealt with sensitively and as a matter of importance. If you have a complaint please contact the SENCO and Head Teacher. The nature of the complaint will determine the course of action and other staff members that need to be involved.