



Hazelwood Schools  
Special Educational Needs/Disabilities  
(SEND) Information Report  
2019-2022

Review in Sept 2022

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### Useful Abbreviations:

<b>SEND</b>	<b>Special Educational Needs/Disabilities</b>
<b>SENDCo</b>	<b>Special Educational Needs/Disabilities Co-Ordinator</b>
<b>EHCP</b>	<b>Education Health Care Plan</b>
<b>LSP</b>	<b>Learning Support Plan</b>
<b>HLTA</b>	<b>Higher Level Teaching Assistant</b>
<b>TA</b>	<b>Teaching Assistant</b>
<b>BSS</b>	<b>Behaviour Support Service</b>
<b>EWO</b>	<b>Education Welfare Officer</b>
<b>IHCP</b>	<b>Individual Health Care Plan</b>
<b>PEP</b>	<b>Personal Education Plan</b>
<b>LAC</b>	<b>Looked After Child</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>

## **Hazelwood Schools SEND Information Report**

### **Our Vision and Aims:**

Educational Excellence.

Pupils are responsible citizens prepared for the 21<sup>st</sup> century.

Confident, happy children that are resilient and willing to take risks in their learning.

All staff lead learning that is innovative and inspires pupil curiosity.

A learning culture for all based on embedded values.

A strong, positive and supportive community.

A creative curriculum that is RRIP- Real, Relevant, Immersive and purposeful.

Staff are creative, skilled, empowered and innovative practitioners.

Inspirational teaching and learning that is consistently good or better.

Children achieve at least good attainment and progress.

Exceptional teamwork working collaboratively for our children.

### **Our Core Purpose:**

To inspire, engage and motivate children to enable them to be the best that they can be.

To ensure that all children reach their full potential.

To support children to think, problem solve and learn to enable independence.

To give children the foundations and core values to be confident, happy and successful.

To prepare children for their future lives in a world that is changing quickly.

### **How do we support children with Special Educational Needs or Disabilities (SEND)?**

The staff at Hazelwood School recognise that all children in their care have needs; each child is seen as an individual and every effort taken to ensure that his/her needs are met.

We believe that all children have the right to access a broad and balanced curriculum at Hazelwood:

- Ensuring children are valued equally.
- Ensuring all children make progress.
- Ensuring barriers to learning are identified and action is put in place.
- Consultation with Parents/carers throughout the process.
- Working with the Local Authority (LA) and other agencies.
- Maintain and develop a range of expertise within the school.
- We use the graduated approach where we assess, plan, do then review.
- Monitor, review and evaluate policy and provision on a regular basis.

### **School Context**

Hazelwood School is a hard federated school and has a Nursery, Infant school and Junior school all based on the same site. We are a three form entry school with approximately 720 pupils ranging from 3-11 years old.

### **The SEND Register**

There are 10 children on the SEND register in Infants.  
There are 29 children on the SEND register in Juniors.  
There are 39 children in total.

### **Children with an EHCP**

There are 9 children with EHCP in the Infants.  
There are 8 children with EHCP in the Juniors.  
There are 17 children in total.  
(Based on SEND data: January 2020)

### **Ofsted**

Hazelwood Schools' last OFSTED rating on: 24th April and 27<sup>th</sup> June 2018 was: 'Good' in all areas. Our current report states *'Teachers and teaching assistants provide effective care and support for disabled pupils and those with special educational needs. As a result, these pupils make similar progress to their peers and achieve well.'*

### **How we know if a child has Special Educational Needs**

The school uses the SEND Code of Practice 2015 definition of Special Educational Needs:  
*'Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.'*

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- are under compulsory school age and fall within the definitions above or would do so if social educational provision was not made for them.

At Hazelwood all children are monitored and concerns are highlighted through:

- Termly Raising Achievement Meetings (RAMs)
- Inclusion Team Meetings
- Parent Consultation Evenings
- Barriers to Learning Form completed by teachers/TAs after consultation with parents/carers
- Learning Support Plans (LSPs) See Appendix C
- Meetings between Staff and the SENDCo who are available to discuss concerns and share strategies with parents
- Home and School communication books

Parents are able to raise concerns at any point during the academic year and make an appointment to speak to the class teacher, SENDCo or any other member of staff if necessary.

### **What we do at Hazelwood to help children with Special Educational Needs**

- The class teacher is responsible for all children in their class and provides Quality First Teaching to ensure all needs are met during lessons, including adult support where necessary.
- A clear referral process (Appendix A) has been implemented that provides parents/carers and teachers with a clear framework of how their child's needs are being met.
- The school has an Interventions/Provision Map (Appendix D) which is updated regularly by the SENDCo. This provides an outline of additional interventions the school is currently providing.
- Interventions are carefully selected for each child and these are monitored by SENDCo to ensure progress.
- The Barriers to Learning Form (Appendix B) is used by staff to raise their concerns about pupils in their class.
- The SENDCo gains external advice from professionals to gain greater insights of a child's specific needs.
- The Learning Journey Group which is provision for children who benefit from classrooms with less pupils.
- Early Morning Welcome Group for those children with ASD who need a space to settle before going into their classroom (Soft Start).
- The SENDCO is responsible for overall SEND provision.
- The SENDCo supports teachers to write appropriate LSPs (Appendix C) and ensures termly meetings are held with parents/carers and class teachers to discuss progress and review SMART targets.
- Support Staff have regular meetings with the SENDCo to discuss children's needs and ensures support is effective.

### **How we adapt our teaching at Hazelwood for children with Special Educational Needs**

- Class teachers plan lessons according to the specific needs of all groups of children in their class.
- The planning is adjusted as necessary for all children to access the learning.
- Tasks are differentiated to your child's needs and a range of resources and scaffolding is chosen to support their learning and encourage independence.
- Additional adults support at times but too much of this could mean that children become over reliant and less independent.
- It may be appropriate to provide specialist resources to support specific children to access the curriculum.

### **How we decide what resources we can give to a child with Special Educational Needs**

- Class teachers are supported by the SENDCo, if necessary, in planning for children with SEND. They are signposted to additional learning resources to support children's learning and progress.
- Staff regularly receive general support and training delivered by the SENDCo and other professionals in order to meet the needs of SEND children; this can be whole school training or identified groups and individuals.
- Staff consult with other professionals to identify new learning programmes that will further support learning.
- Parents/Carers are invited to meetings where they can learn strategies to support their child's learning at home.
- All interventions are reviewed and the impact is measured regularly.

- The school has an Intervention/Provision Map (Appendix D) showing the range of provision, additional staffing and support that is available to support pupil learning such as:
  - Full time Learning Mentor
  - Learning Journey Group
  - Early Morning Welcome Group/Soft Start for ASD children
  - Sensory Garden
  - Wildlife Garden

### **How we check that a child is making progress and how we keep parents/carers informed**

- Class teachers and support staff monitor and assess children's progress daily. It is an ongoing process called 'assessment for learning' which takes place throughout a lesson.
- Children's progress is continually monitored by the class teacher.
- Progress is reviewed termly with SLT in RAMs.
- Progress in other areas such as attendance and behaviour is also monitored and shared with parents/carers.
- Termly NFER tests support teachers to identify gaps and inform planning.
- Children are assessed at the end of each Key Stage (Year 2 and Year 6) through formal assessment using Standard Assessment Tests (SATs). The results from these tests are published nationally.
- Reception carry out baseline assessments in October.
- Nursery and Reception assess against Early Learning Goals. Years 1-6 assess against the National Curriculum expectations.
- 'P levels' or '7 areas of engagement' are used to assess children who are working below the National curriculum expectations.
- Parent consultation evenings are held three times a year to discuss progress. Requests for the SENDCo to join these meetings is possible.
- SEND meetings are held termly with parents of children on the SEND register to discuss progress and review SMART targets on their LSP (Appendix C). The SENDCo may attend where appropriate.
- Children with Education and Health Care Plans (EHCP- Appendix E) will have a formal Annual Review to discuss strategies and progress, with appropriate adults invited to the meeting including parents/carers.
- If a child is not making expected progress, the class teacher will discuss his/ her concerns during RAM. Interventions and additional learning resources may be put in place to support learning.
- If your child is still not making the desired progress then the class teacher would meet with you to discuss his/her concerns and the SENDCo may possibly make further referrals.

### **The support we offer children around their health and general wellbeing**

- 1. Medical** (Please read the Medical Policy for more information which can be found on our website)
  - If you inform the school that your child has a medical need, you will be invited into school to discuss your child's needs and provision.
  - An Individual Health Care Plan (IHCP) (Appendix E) may be completed for children with medical needs and this plan will be reviewed regularly with the welfare officer Diana Shaw.
  - All medical information will be given to all adults working with your child.
  - All medicines are carefully monitored, recorded and stored in the welfare room.
  - The school nurse may be contacted to support any medical need.

- Children's needs are taken into account when accessing all school activities and a risk assessment may need to be carried out.
- Pupils with physical disabilities and some pupils with other learning needs will have risk assessments to support a safe evacuation from the school building in an emergency. This is written with parents and a member of SLT.

## **2. Social and Emotional:**

- All children are encouraged to work together which is linked to our Hazelwood values.
- A range of strategies including social stories are available to support transitions.
- New children are provided with an appropriate 'class buddy' to support in class and at break times.
- Staff are made aware of children with social and emotional needs.
- Designated staff will be notified of any safeguarding concerns and information will be shared on a need to know basis.
- Specialist teachers provide additional support for targeted children.
- Year 4 Friendship Buddies during lunchtimes
- Year 6 Buddies in the playground at lunchtime may be paired with an individual or small group of children to encourage interaction, integration and development of healthy friendships and play.
- Indoor quiet spaces at lunchtime.

## **3. Behaviour:**

- The Positive Behaviour Policy is implemented by all staff and linked to our Good to be Green initiative, this can be found on our website.
- Good To Be Green is a whole school approach to encourage positive behaviour throughout the school and is implemented in our provision before school and after school.
- To support appropriate behaviour, the class teacher and parents will work together to share strategies when necessary.
- Home School Communication Books are provided where required to support communication between home and school.
- Additional support will be implemented if needed and advice requested from additional professionals if required.
- All incidents are monitored and recorded according to the Positive Behaviour Policy and action is taken by the appropriate member of staff. (Please see our Positive Behaviour Policy for more information).
- Behaviour Support Service (BSS)
- Full time Learning Mentor and lunchtime drop-ins are available.
- Lunchtime Clubs

## **4. Attendance:**

- Children must attend school every day to ensure they are making good progress.
- Attendance is monitored by the attendance team and Deputy Head; action is taken if necessary by the Education Welfare Officer (EWO) from Enfield.
- Breakfast Club is available (at a cost) for all children and supports good attendance.
- The school encourages good attendance through a range of strategies and incentives (see the Attendance Policy available on our website).
- Work is provided by school to support the learning of children absent from school for a fixed period due to their medical needs.
- Hazelwood's Attendance Target is 96.8%.
- National Government expectation is that attendance must be above 95%.

### **5. Child's Views:**

- Children contribute in the termly SEND meeting and it is recorded on their LSP.
- Children with EHCP plans contribute to the Annual Review.
- LAC children are involved in their termly Personal Education Plan (PEP) reviews.
- School council meetings are held regularly and the views of children are represented.
- Children's opinions are gathered termly from intervention groups, as well as through the school council, annual reports and annual questionnaires.
- Governors will seek the views of children as part of their Learning Walks and visits.
- The pupils have each voted for a Year 6 House Captain to represent their house: Rowan, Oak and Maple.

### **Specialist staff working at Hazelwood:**

- SENDCo
- Learning Mentor
- Play Leaders
- Designated Safeguarding Leads
- Speech & Language Teaching Assistants supporting pupils in the classroom
- Approach trained staff
- Autism Specialist
- First Aid trained staff
- Staff are also trained in specific interventions such as daily supported reading, Colourful Semantics, Communication In Print, Language for Thinking, Gross motor skills, Phonics and Maths.

### **Specialist external services we use/recommend when we think extra help is needed:**

- Educational Psychologist
- Speech and Language Therapist
- Social Services
- Child and Adolescent Mental Health Services (CAMHS)
- Behaviour Support Service (BSS)
- Occupational Therapy
- Physiotherapy
- Family Support Unit
- Parent Partnership
- Children's Centre
- School Nurse
- National Autistic Society
- Outreach (Russet House, West Lea, Waverley and Oaktree)
- Enfield Parents and Children
- DAZU
- Early Years Support
- EWO



### **The training our staff have received:**

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff have attended or will attend training courses that are relevant to meeting the needs of specific children.
- Training is provided to develop the expertise of staff which are identified through appraisals.
- Staff have received Attachment Theory Training.
- Designated staff have been trained in Adverse Childhood Experiences (ACEs) and Trauma.
- Internal training is provided to introduce new techniques to support learning.
- Some training is provided to staff in the assessment of children with SEND.

### **How we include children in activities and school trips:**

- Reasonable adjustments are made to ensure all children are included in all activities with their peers and additional support is provided where necessary.
- Risk assessments for children with needs are written to ensure safety and accessibility for all.
- Strategies may be provided by class teachers to parents to prepare pupils for visits and activities, such as social stories.

### **Our School Environment:**

- Our building has suitable adaptations for all children including those with wheelchairs and for the visually impaired.
- Classrooms and corridors are clearly lit and are kept clear to ensure children with visual difficulties are catered for.
- The school has disabled changing and toilet facilities.
- When agencies advise, additional equipment is purchased and provided when necessary.

### **How we prepare for children joining our school and leaving our school:**

- When starting at Hazelwood, admission interviews take place with SLT where all needs are discussed and SEND and medical needs are highlighted. This information is given to relevant staff to consider strategies needed before admission.
- When a child with SEND enters the school, strategies are put in place to support learning.
- If a child with SEND is transferring from another school, staff will liaise with the existing school.
- If your child is moving to another school, relevant paperwork is provided and strategies shared.
- Our SENDCo makes contact with SENDCOs from secondary schools to discuss provision and share strategies.
- Transition Groups may be provided to support with the move to secondary school.
- Visits are arranged for children in Year 6 to view their new secondary school.
- If possible staff from the new secondary school will visit Year 6 children in their current setting.

- When moving classes, within Hazelwood, information and strategies are passed on to the new teacher in advance through a meeting with the current teacher and if necessary the SENDCo.
- Transition books with photographs are very useful in supporting SEND children settle in a new setting or class.

#### **How parents are involved in school life:**

- Parents are encouraged to discuss any concerns at the first opportunity with the class teacher.
- Parents are encouraged to join HPSA (Hazelwood Parent and Staff Association) to support the school through fundraising activities.
- Parents have the opportunity to discuss progress at Parents' Evenings, LSP Meetings and Annual Reviews.
- Parents are encouraged to communicate with the class teacher via the Home School Communication Book.
- Parents are invited to support all events held by the school.
- Parents have the opportunity to complete Parent Questionnaires annually.
- There is a link to OFSTED Parent View on the school website.
- Dual Language staff are available to support parents in meetings or parents are encouraged to bring their own support.
- We signpost parents to ESOL workshops within the local area.
- For further SEND support we refer parents to Enfield's Local Offer: <https://new.enfield.gov.uk/services/children-and-education/local-offer/>
- Family Learning workshops (classes for parents/carers) for YrR, Yr1, and Yr2 provide opportunities for parents to support their children at home.
- Parents invited into school to share knowledge in assemblies or workshops and other occasions.
- We welcome parent volunteers to support pupil learning. Volunteers will first attend a formal induction with the Deputy Head Teacher prior to joining the team.

#### **Who to contact for more information or to discuss a concern:**

- If you would like to discuss anything in this report please contact Erina Komodromos via the school email – [office@hazelwood.enfield.sch.uk](mailto:office@hazelwood.enfield.sch.uk)
- If you have a concern please liaise with your child's teacher at the end of the school day to arrange a mutually convenient time. If necessary an appointment can be made with the Year Group Leader or other members of staff, such as: Tracy Kilkenny (Headteacher), Stella Gannon (Deputy Headteacher), Sam Powell (AHT), Nicole Gardiner (AHT), Justyna Powrie (AHT) or Erina Komodromos (SENDCo).

#### **Admissions:**

If you are considering joining the school, you may contact the school office for a prospectus and if necessary you can book an appointment with the SENDCo. (Tel: 0208 886 - 3216). Admissions to Hazelwood are via the admissions team at Enfield Civic Centre.

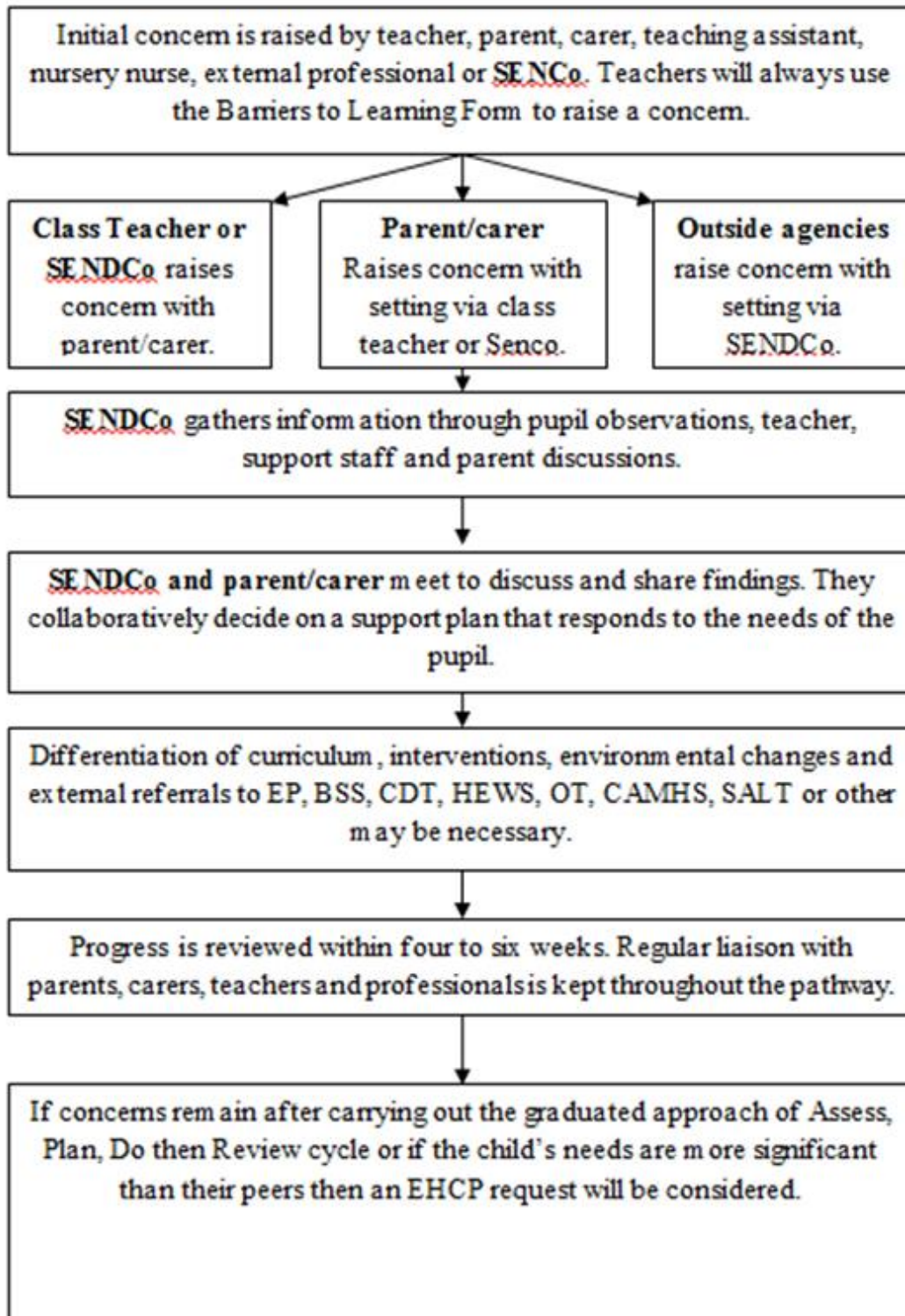
**Review of Report:**

Our Send Information Report for children with Special Educational Needs and Disabilities was revised in December 2019 and will be reviewed in July 2020.

**Enfield's Local Offer:**

The school also works alongside a range of approved charities and professional organisations that provide advice and guidance to Parents, Teachers and professionals. Please see the London borough of Enfield's local offer. [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND) The Local offer provides support for parents and children with special educational needs and offers a range of services within the borough of Enfield.

### Referral for Special Educational Needs Support



## Appendix B – Barriers to Learning Form



Hazelwood Infant and Junior School

Barriers to learning form

2019- 2020

### Stage 1

Class teacher outlines concern and includes current attainment levels and quality first teaching strategies used to support child. This information is shared with parents.

Child's full name:		
Teacher's name:		
Class:		
Attainment level R:	W:	M:
Date:		
Teacher Concerns:		

Learning concerns		
Comprehension		Short-term auditory memory
Concentration		Relevant content
Presentation		Independent learning
Attention to task		Output
Needs scribe		Needs instructions broken down
Recording work from a text		Homework
Recording work from a board		Sequencing
Organisation of thoughts		Number concepts
Unable to follow simple instructions		Confidence
Unable to follow complex instructions		Verbal participation in class
Spatial skills		Self-esteem
Spelling		Reading skills
Social, emotional & behavioural concerns		
Motivation		Co-operation
Concentration		Demanding
Easily distracted		Lack of attention to learning
Calling out in class		Self-esteem
Leaving seat		Inappropriate verbal participation
Working as part of a group		Poor relationships with peers
Relies on peer support		Poor relationships with adults
Refuses peer support		Needs firm structures
Refuses adult support		Poor self-control
Gives up easily		Output

## Appendix C - LSP

### Hazelwood Schools Learning Support Plan



<b>Name:</b> <b>DoB:</b>	<b>Teacher:</b> <b>Class:</b> <b>TA:</b>	<b>Track</b>	<b>End of Year 4</b>	<b>CP2</b>	<b>CP4</b>	<b>CP6</b>
<b>Date of LSP Meeting:</b>	<b>LSP Cycle:</b>	<b>Reading</b>				
		<b>Writing</b>				
		<b>Maths</b>				
<b>Pupils Strengths and Interests</b>		<b>Barriers to Learning</b>				
•		•				
<b>Professional/External Agency Involvement</b>		<b>Details of Parental Involvement</b>		<b>Details of Pupil Contribution to LSP</b>		
•		•		•		
(Summary/overview/notes/agreed actions) <u>Autumn 2019</u>						
(Summary/overview/notes/agreed actions) <u>Spring 2019</u>						
(Summary/overview/notes/agreed actions) <u>Summer 2019</u>						
<b>LSP Priority Areas:</b>						
<b>Short Term Targets (in addition to intervention programme targets)</b>		<b>Strategies linked to four-fold Assessment:</b> a) pupil skills b) tasks c) support d) learning environment			<b>Review / outcomes</b>	
1.		-				
<input type="text" value="0"/> <input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/> <input type="text" value="8"/> <input type="text" value="9"/> <input type="text" value="10"/>					<input type="text" value="0"/> <input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/> <input type="text" value="8"/> <input type="text" value="9"/> <input type="text" value="10"/>	

**Appendix D – Intervention/Provision Map**

<b>Year Group Intervention/ Provision Map</b>	
<p><b>Nursery</b> LSP Mini Lass Group Fine Motor Skills SALT Intervention</p>	<p><b>Reception</b> LSP Learning mentor Lass/Group Speech Sounds SALT Intervention Closing the Gap (Literacy &amp; Maths)</p>
<p><b>Year 1 and Year 2</b> LSP Learning mentor 15 mins a day reading support ASD Welcome Session Talk Boost SALT Intervention Speech Sounds Tiger Team Learning Journey Group Phonics Group Grief Encounters Maths Booster EAL induction and Intervention groups</p>	<p><b>Year 3 and Year 4</b> LSP Learning mentor SALT Intervention ASD Welcome Session Social Skills Group EAL induction and Intervention groups Closing the Gap (English &amp; Maths) Grief Encounters Learning Journey Group Mr. Farmer’s Reading support (Year 4 only)</p>
<p><b>Year 5</b> LSP Learning mentor SALT Intervention ASD Welcome Session Social Skills Group EAL induction and Intervention groups Closing the Gap (English &amp; Maths) Additional Maths Support Additional Guided reading Grief Encounters Learning Journey Group</p>	<p><b>Year 6</b> LSP Learning mentor SALT Intervention EAL induction and Intervention groups Closing the Gap (English &amp; Maths) Additional Maths Support year group intervention Additional Guided reading Grief Encounters Maths Booster Learning Mentor Music Therapy</p>

**Appendix E – IHCP**

**Individual Health Care Plan – IHCP**

Name of school/setting	Hazelwood Schools	
Pupil's name		
Class		Photograph here
Date of birth		
Pupils address		
Medical diagnosis or condition		
Date written		
Review date (at least annually)		
<b>Family Contact Information</b>		
Name (Contact 1)		
Phone no. (work)		
(home)		
(mobile)		
Relationship to pupil		
Name (Contact 2)		
Relationship to pupil		
Phone no. (work)		
(home)		
(mobile)		
<b>Clinic/Hospital Contact</b>		
Name		
Phone no.		
G.P.		
Name		
Phone no.		

+ Who is responsible for providing support in school

Describe medical needs and give details of the pupil's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

Daily care requirements

Specific support for the pupil's educational, social and emotional needs

Arrangements for school visits/trips etc

Other information

Describe what constitutes an emergency, and the action to take if this occurs

Who is responsible in an emergency (state if different for off-site activities)

Plan developed with

Staff training needed/undertaken – who, what, when

Form copied to

I have read and understood and agree to this care plan.  
 If anything changes I will inform the Welfare Officer.

Name:	Welfare Officer Name:
Signature:	Signature:
Relationship to child:	Date:
Date:	