SEND Information Report



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# 1. Aims

Our SEND policy and information report aims to:

* Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
* Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

**Our ‘Super North Star’:**

At Hazeldown School, we expect excellence at every level to provide an extraordinary experience for all. By providing our children with “Learning for Living” we aim to develop socially responsible global citizens who dare to dream.

**This features:**

* Excellent Teaching and Support
* Values-Driven Attitudes to Learning
* A clear purpose for actions at every level
* Excellent Outcomes for all

**You will see:**

* Strong relationships and connections between adults and children
* Opportunities for an engaging curriculum full of memorable experiences
* Equal chances for all
* Limitless expectations

**We focus on** **setting children up for life by*:***

* Igniting their passion to become effective, efficient and enquiring learners
* Developing a true Growth Mindset
* Developing attitudes and dispositions that lead to high quality learners who become positive contributors to society
* Nurturing and developing leadership talents
* Promoting good habits for lifelong physical, emotional, mental and spiritual wellbeing and health
* Becoming a Community Hub with Pre-School, parent support, and professional links
* Connecting with our community – traditional and modern

**We create:**

Well rounded, socially responsible citizens who are curious learners, who have the power to choose and respond to change, and who recognise that they can have a significant impact on their community and the wider world.

They demonstrate self-awareness, an independent will and a creative imagination. They are not afraid to dream, are aspirational for themselves and others and become positive contributors to society.

They demonstrate emotional intelligence, are innovative, resilient and demonstrate a ‘warrior spirit’ within themselves. They are determined strategists and develop a positive ethos and passion for who they are and what they do in pursuit of their own North Star.

# 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) and the following legislation:

* [Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

# 3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

* A significantly greater difficulty in learning than the majority of the others of the same age, or
* A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

# 4. Roles and responsibilities

4.1 The SENCO

The Acting SENCO is Kit Hardee khardee@hazeldown.devon.sch.uk

The Assistant SENCO is Michelle Swainson mswainson@hazeldown.devon.sch.uk

They will:

* Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
* Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
* Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
* Advise on the graduated approach to providing SEND support
* Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
* Be the point of contact for external agencies, especially the local authority (LA) and its support services
* Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
* Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN governor

The SEN governor will:

* Help to raise awareness of SEND issues at governing board meetings
* Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
* Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

* Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
* Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

 Each class teacher is responsible for:

* The progress and development of every pupil in their class
* Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
* Working with the SENCO to review each pupil’s progress and development, and decide on any changes to provision
* Ensuring they follow this SEND policy

# 5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

* Communication and interaction, for example, autistic spectrum condition (ASC), speech and language difficulties
* Cognition and learning, for example, dyslexia, dyspraxia
* Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
* Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
* Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

When assessing any possible SEND, we will consider the needs of the child.

* “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
* “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 in mainstream”

*Special Educational Needs and Disability Code of Practice 0-25 (2014).*

Hazeldown promotes a graduated approach to assessing, identifying and providing for pupils’ special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2, the children are assessed against nationally set criteria to check their progress across all subjects / areas of learning. It is through this process that children who are not making the expected progress are highlighted.

Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as: behavioural, social, emotional and mental health matters.

A rigorous assessment procedure to track children’s progress is continuously used. If a child fails to make expected progress, the next stage would be to discuss this with all adults that support the child, including the parents/carers. We feel it is important to include the child in these discussions to understand their difficulties from their perspective. A plan, considering the use of school intervention and/or outside agency involvement for the identification, assessment and recording of the child’s learning difficulties, will then be put together. This is then closely monitored using Provision Maps and Pupil Progress Meetings, which allow us to ensure children are receiving regular, targeted intervention. Following assessment and consultation, a child’s specific special needs are identified and the needs are recorded on the SEND register.

We have provision to meet the needs of children within the four main categories of SEND:

* Communication and Interaction
* Cognition and Learning
* Social, Emotional and Mental Health Difficulties
* Physical or Sensory Needs.

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better the child’s previous rate of progress
* Fails to close the attainment gap between the child and their peers
* Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Parents/carers of a child with SEN Support will have the opportunity to meet with their class teacher (and SENCo when necessary) at least 3 times a year. Twice a year, parents of children with SEN Support are given additional meeting time, to discuss their child’s IEP, during parents’ evenings. In addition to this, during the spring term, the SENCo and SENCo Assistant arrange drop-in sessions for parents (morning and late evening slots available) to discuss the provision for their child.

The SENCo and SENCo Assistant are also available to be contacted by parents directly if they wish to share information or schedule an additional meeting. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We consider the parents’ concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

Assessment judgements are based on a triangular approach that incorporates standardised scores from assessments, teacher assessments and moderation. These judgements are then reviewed alongside Provision Maps and Pupil Progress Meetings, which the SENCo and a member of the Senior Leadership Team attend.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher (with the support of SENCO) carry out a clear analysis of the pupil’s needs. This will draw on:

* The teacher’s assessment and experience of the pupil
* Their previous progress and attainment or behaviour
* Other teachers’ assessments, where relevant
* The individual’s development in comparison to their peers and national data
* The views and experience of parents
* The pupil’s own views
* Advice from external support services, if relevant

The assessment will be reviewed on a termly basis.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil’s progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We offer a structured induction to your child once application to the school has been successful. The class teacher, any support staff, SENCo and Head Teacher will liaise with parents and your child’s current educational setting to arrange transition and discuss needs.

If your child is joining us at the beginning of Foundation, then a nursery and home visit will be arranged by the class teacher. The SENCo will attend these meetings upon request. After these visits, your child will be invited to spend some time in their class before the end of the Summer Term. A gradual introduction to the school will begin in September.

If your child is transitioning from another school, we will liaise with the child’s current setting to arrange a period of enhanced transition so that your child can become familiar with their surroundings, and support staff, before their start date. The new school will be involved with EHCP reviews, where appropriate, to ensure consistency between the two settings.

During the final week of the end of the summer term, we transition pupils to their new classrooms, to meet their new class teachers, to relieve anxiety around their new classroom and teacher. This helps by familiarising themselves with their new surroundings and the adults that will be supporting them when they return in September. Children that struggle with transition always receive an enhanced transition and are supplied with transitional books with photos to look at over the summer holidays. As part of the transition process, we ensure relevant and up to date information is provided to the new teacher, including attainment levels; relevant strategies that have proven successful and any other key information about the child.

We feel that it is important to teach our children social and moral values – these are evident in our learning values and social bond. We feel that it is invaluable to provide them with the skills and tools to support themselves and overcome difficulties by seeing them as a challenge. We insist that it is good to make mistakes because that is how we learn, and consistently encourage developing a Growth Mindset.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. Here at Hazeldown, we understand that our pupils with SEN have the greatest need for high-quality teaching and this requires daily decisions regarding the school learning environment and classroom management. Such high-quality teaching – adjusting, adapting and assessing in the classroom – is vital for the progress of all pupils. Our teachers develop a range of strategies, incorporating guidance from the Education Endowment Foundation (EFF) on the ‘Five-a-day’ principle: Explicit Instruction, Cognitive and Metacognitive Strategies, Scaffolding, Flexible Grouping and Using Technology. This is used daily and flexibly in response to individual needs, using them as a starting point for classroom teaching for all pupils, including those with SEND. Having a full understanding of each child’s needs allows us to adapt our teaching and to identify reasons for struggles.

We will also provide the following interventions:

* Precision teaching
* Pre and post teaching
* Colourful Semantics
* SEMH/Zones of regulation
* Phonics
* FunFit
* Speech and Language Therapy
* Lego Therapy
* Drawing and Talking Therapy

5.7 Adaptations to the curriculum and learning environment

It is our expectation here at Hazeldown that all pupils can participate in all parts of the curriculum. You can find the full accessibility plan on the website.

The curriculum is adapted to meet the needs of all children. Adaptation may occur by:

* grouping (e.g., small groups, 1:1, ability groups, peer partners)
* content of lesson
* teaching style
* lesson format (e.g., role play, discovery learning, Self-Organised Learning Environment (SOLE)
* pace of the lesson
* provision of alternative recording methods (e.g., scribing, use of ICT, mind-mapping, photographs etc)
* outcomes expected from individual children
* materials used
* the level of support provided
* provision of alternative location for completion of work.

We also act upon advice received from external agencies. The following list details just some of the ways that we have altered our practice because of external support / advice:

* enlarging print for VI children
* use of sensory breaks
* providing sensory/wobble cushions
* personalised visual timetables

We endeavour to ensure that all classrooms are dyslexia friendly and include the following:

* labelled resources, literacy walls, vocabulary walls, Communication in Print resources, visual timetables, individual toolkits (which include personal resources), reading rulers, appropriately coloured backgrounds on interactive whiteboards and sound pegs.

We make every effort to ensure that all classrooms are ASC friendly, including the use of:

* whole class visual timetables, personalised timetables, now and next boards, visual choice and reward charts, prompt cards, quiet workstations, areas of retreat and labelled resources.

Furthermore, we also offer our Forest School area, which allows children to spend time out of the classroom environment, developing new skills.  Each class is offered time in Forest School.

* 1. Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as: Precision teaching, pre and post teaching, Colourful Semantics, Dyslexia/spelling, Zones of regulation/ The 5-point Scale, Phonics, Fun Fit, Speech and Language Therapy, Lego Therapy and Drawing and Talking Therapy

Teaching assistants will support pupils on a 1:1 basis when a child’s provision states this in their EHCP.

Teaching assistants will support pupils in small groups in class, or as part of an intervention out of class, as guided by the class teacher.

5.9 Expertise and training of staff

Our team have a wide range of experience and training in planning, delivering and assessing intervention programmes. SEND training forms part of the continuing professional development of all teachers and learning support assistants and is organised in accordance with the needs of the pupils.

We are always looking to increase our knowledge and develop our pedagogy and have received whole school training on: Speech, Language and Communication Needs, Autism and Mental Health in recent years. We work very closely with a Speech and Language Therapist, who will assess children we refer for speech difficulties or comprehension of language. If there are gaps in the child’s learning, they are provided with Speech Therapy, by a qualified Therapist, in school or a Test of Abstract Language Comprehension (TALC) programme is written for them, which we also deliver in school.

As specific needs arise, the SEND Team will approach specialists from a range of agencies (e.g., Occupational Therapy, Educational Psychology, Neurodevelopmental, School Nurse Team) to seek advice about raising awareness of the specific type of SEND. To enhance knowledge about a specific type of SEND (for the class teacher or learning support assistant working directly with a child with a particular type of SEND to adapt teaching and learning to meet the need appropriately), more specific training may be sought from Devon County Council, Children and Family Health Devon, Speech and Language or directly through specialist agencies.

5.10 Securing equipment and facilities

Through tracking of progress, additional SEND staff-parent meetings, annual and interim reviews **of EHCPs** and ‘Team Around the Family’ meetings, we bring agencies together to discuss the child’s needs. Through this process, we can put a holistic plan in place and secure specialist advice, equipment or access to facilities.

If further support is needed, we are happy to work closely with healthcare providers, including paediatricians, whom we also invite to our Team Around the Family meetings. Sometimes social care bodies will need to be part of our holistic approach to offer support and guidance to meet the child’s needs. The Local Authority, the SEND 0-25 Team and Early Help are vital for the guidance and signposting they offer. Early help describes the range of support that can be offered in response to the emerging needs of children, young people and families.

When a child’s needs increase, more than one service may be required to support them effectively. Early Help is the name given to the way services work together, in a coordinated way, to support the child, young person and their family. In Devon, the Right for Children Assessment Framework has just been developed as the tool to support Early Help. The Devon Information, Advice and Support service (DIAS) website contains detailed information about all aspects.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

* Reviewing pupils’ individual progress towards their goals each term
* Reviewing the impact of interventions after 6 weeks
* Use of attainment and progress data for children with SEND across the school, part of whole school tracking of children’s progress in terms of National Curriculum levels of attainment – 3 x yearly.
* Using pupil/parents’ interviews/questionnaires.
* Monitoring by the Senior Leadership Team and the SEND Team
* Using provision maps to measure progress
* Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Every child at Hazeldown can access activities both on and off site, including school trips, residential trips, after school clubs etc. Provision can be adapted, and all aspects of safety and inclusion are determined on a risk assessment, with additional support provided for a pupil, if required. We believe it is essential to have these life experiences and no child is excluded from activities at Hazeldown.

* All of our extra-curricular activities and school visits are available to all of our pupils, including our before and after-school clubs.
* All pupils are encouraged to go on our residential trip(s).
* All pupils are encouraged to take part in sports day/school plays/special workshops etc.
* No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development



We have also implemented the ‘Zones of Regulation’, a resource used to support children in regulating their emotions and recognising emotions of others. For some children, we also offer ‘zone tracking’ support to allow children to visualise the changes in their emotions throughout the day, as well as targeted sessions around understanding the different zones

Social stories are also an invaluable insight into how our actions affect the emotions of others too and we actively encourage our children to make social stories alongside us.

Other ways we support social development include Circle of Friends sessions. Furthermore, we were previously part of Virgin Care’s Early Help for Mental Health commissioned programme, and our staff have undergone training focussing on attachment patterns, relationships and anxiety. Our SENCo Assistant and Emotional Support Practitioner offers additional 1:1 and group sessions to support with mental health, wellbeing and attendance.

Here at Hazeldown, we have an anti-bullying policy and a zero tolerance approach to bullying, including cyber bullying. We always get actively involved in Anti-Bullying Week but this is reinforced continuously throughout the year.

Pupils with SEN are also encouraged to be part of the school council.

5.14 Working with other agencies

We work closely with other bodies to provide the best and most appropriate provision for your child and will involve the necessary professionals when reviewing such provision. This may be through updated reports, invites to meetings or requests for support.

We work with the following agencies to provide support for pupils with SEN:

* School Nurse Team
* Children and Family Health Devon
* Speech and Language Team
* Social, Emotional and Mental Health Team
* Communication and Interaction Team
* Cognition and Learning/Dyslexia Team
* 0-25 Team
* Educational Psychologist
* CAMHS
* NHS
* Social Care

5.15 Complaints about SEN provision

It is in everyone’s interests for complaints to be resolved as quickly and at as low a level as possible. In the first instance, the class teacher is the best person to talk to. If the complainant feels that the matter cannot be resolved, then the SENCo will become involved. Should there need to be further input, the Head Teacher will wish to be actively involved in discussions. If you feel that there is still an ongoing concern, then the complainant must put in writing their concerns to the Chair of Governors, who will put it to the Board. In the unlikely event that the matter is still not resolved, the parent can take the complaint to the Local Authority.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

We will work with you to support your child and guide you in the right direction to access support for your family. We have our own Early Help Lead (mswainson@hazeldown.devon.sch.uk) who can also signpost you to other services. Below are just some of the services available to you in Devon.

<https://www.dcfp.org.uk/early-help/>

<https://childrenandfamilyhealthdevon.nhs.uk/>

<https://devonias.org.uk/>

5.17 Contact details for raising concerns

In the first instance, to raise a concern, the class teacher is the best person to talk to. You can contact them via their email address or through the school office on 01626 772901 or admin@hazeldown.devon.sch.uk

Should you then wish to involve the SEND team you can contact the SENCo on senco@hazeldown.devon.sch.uk

5.18 The local authority local offer

A link to the Local Offer can be found on our website in our SEND section. You can also use the link below:

[Devon Local Offer](https://www.devon.gov.uk/education-and-families/send-local-offer/)

If you need help and support, you can contact Devon Information, Advice and Support Service for SEND ([DIAS](http://www.devonias.org.uk/)) – 01392 383080

You can also email the SEN 0-25 Team at specialeducation0-25-mailbox@devon.gov.uk or write to: SEN 0-25 Team, Room L102, County Hall, Topsham Road, Exeter EX2 4QD or phone: 01392 383000 and say “nought to twenty-five team”.

[Devon County Council - Support for schools](https://www.devon.gov.uk/support-schools-settings/) can be contacted regarding support offered to the school through services such as Educational Psychology, Behaviour Support, Communication and Interaction, ICT and so on.

Should there be a need for agencies to become involved with your child, you will be invited in for feedback from their observations and assessments and have access to their reports.

The progress of children holding an Education, Health and Care Plan are discussed at their annual review (interim reviews may also be necessary). At Year 5, annual reviews, transition to secondary school is discussed. At Year 6 annual reviews, the SENCo of the receiving secondary school is invited to attend.

Our local authority’s local offer is published here: <https://www.devon.gov.uk/education-and-families/send-local-offer/about-send-and-the-local-offer/>

# 6. Monitoring arrangements

This policy and information report will be reviewed by Stuart Ludford (Headteacher), Kit Hardee (SENCo) and the Governing Board **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

# 7. Links with other policies and documents

This policy links to the following documents:

* Accessibility plan
* Behaviour policy
* Equality information and objectives
* Supporting pupils with medical conditions policy