



## **SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY (SEND)**

*This Policy includes the Nursery and Early Years Foundation Stage*

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**The SENCo (Head of Learning Support) on the Hazelwood School site (including Oak/ Reception) is Lucy Pelling and the named person for Early Years Foundation Stage site is Jane O’Keefe. The named SEN Governor is Emma Francis.**

### **ETHOS**

The staff and Governing Body believe that all children regardless of ability are **valued equally** at Hazelwood. SEND children are not viewed as a separate entity but are part of the whole school community and different children’s needs are recognised and met through varied and flexible provisions throughout the curriculum.

At Hazelwood School, every teacher is now a teacher of a child with SEN. (SEND Code of Practice 2015.)

### **SEND Definition**

At Hazelwood School we use the definition for SEN and for disability from the SEND Code of Practice (2015).

This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him and her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is ‘...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.

We will make ‘**reasonable adjustments**’ to cater for a child’s disability within our setting. However, there may be limitations to the degree of modifications that the School can make.

**Reasonable adjustment** is achieved in many ways, for example:- through targeted support within the classroom; small group and small sets; ensuring access to school facilities & school sports; internal assessment & examination arrangements; access to school clubs, trips & other activities; transition programmes for the next phase of education.

**Additional provisions** examples are Touch Typing and Handwriting clubs, modified timetables, small group work and exam concessions.

Examples of **auxiliary aids** provided for use within the curriculum are: i-pads, writing slopes, coloured overlays, enlarged print, specialist equipment (exampens, wobble cushions etc).

Reasonable adjustments, additional provisions and auxiliary aids are provided for use within the curriculum.

## **CONTEXT**

This policy pays due regard to the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015), 3.65 for Independent Schools and has been written with reference to the following related guidance and documents:

- Equality Act 2010: Advice for schools DfE February 2013
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on Supporting pupils at school with medical conditions April 2014
- The Children and Families Act 2014
- Safeguarding Policy
- Equal Opportunities Policy
- Early Years Foundation Stage Statutory Framework specifically E406 and E407

## **AIMS and OBJECTIVES**

The School is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs.

### **Aims**

- To identify at the earliest opportunity, any pupil who may have special educational needs
- To make reasonable adjustments to provide different levels of intervention to match so far as possible the pupil's level of needs.
- To ensure that children with special educational needs and disabilities have access to a relevant broad based curriculum and the ability to join in with the activities of the School
- To ensure that all SEND pupils will make progress based on their age and starting points.
- To encourage pupils to express their views and to be involved in decisions which affect their education
- To ensure that all relevant staff are aware of each pupil's needs so that they may be met in school settings
- To ensure that no pupil is discriminated against, in any area of school life, on the basis of his/her disability
- To provide pastoral care and support for all pupils so that they may develop in all areas and build a strong sense of self-esteem
- To work in partnership with parents/carers and outside agencies to achieve best outcomes for pupils; and to ensure that there is effective communication between parents and school

- To enable all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood
- To ensure that pupil's records include information relating to their individual need and the interventions which have been provided and their outcomes
- To conduct regular reviews of pupil's progress
- To provide support for staff so that children's needs can be met in the mainstream classroom
- To provide regular INSET programmes for all staff as and when required

### **Objectives**

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers
2. To develop effective whole school provision management for support of pupils with special educational needs and disabilities
3. To deliver support and guidance for all staff working with pupils with special educational needs and disabilities.
4. To develop our partnership with parents/carers and ensure effective communication and sharing of good practice.

### **ADMISSION PROCEDURES**

Pupils with special needs are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with:

- The provision of effective education for the children
- The efficient use of resources
- Prospective pupils entering the School will normally spend a minimum of half a day in the classroom with their year group. Depending on a pupil's point of entry, the following assessments may be used:
  - If they are entering Years 1 or 2, informal, in-class assessments are carried out.
  - If they are coming into Years 3-5, the Head of Lower School may give them a literacy and numeracy assessment.
  - If prospective pupils are coming into Years 6-8, the Director of Studies may arrange for assessment in numeracy and Verbal Reasoning.
- Should any child already have identified SEND, relevant reports should be brought to the admission interview and a copy made available for the SENCo.
- Any child who, at the admission interview, appears to have SEND, may be referred for further assessments with the SENCo, so that the School is able to ascertain if the needs of the child can be met and to provide the appropriate intervention on arrival if it is decided that the child will be offered entry.

Assessments for pupils wishing to join the School will take into account the nature of any difficulty or need as well as our expertise, resources and ability to offer appropriate support within that year group. The type of education offered at Hazelwood will also be a deciding factor. If the School can offer an appropriate and viable programme of support, then the SENCo and appropriate parties will follow the steps for provision outlined below and closely monitor progress. At all times, the welfare of the child and those in the class will be of paramount importance. The ultimate decision regarding the Offer of a Place rests with the Head. They will use all available evidence including

consultation with external agencies to reach a decision which is considered to be in the best interests of the child.

**Consideration is also given to the number of pupils and the degree of SEND requirements, already existing within each year group/cohort.**

## **IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS**

At Hazelwood School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

Types of Need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

A pupil's needs may become apparent through:

- Teachers raising concerns in staff meetings or with the Learning Support Department
- Reading and spelling tests results.
- Assessments in Maths and English
- Inconsistencies in assessment and attainments, in particular discrepancies in Verbal Reasoning and Non-verbal Reasoning scores.
- Parental concerns
- Further specialist assessments undertaken by the Learning Support Department

When a teacher has raised a concern through informal discussions with the Learning Support Department, the SENCo will liaise with other members of staff who teach that child to discuss their progress across the curriculum. If there is a perceived need for extra support, parents will be contacted and permission requested for further 'in-house' assessments to be carried out. The outcome of these assessments will be shared with the parents and relevant staff, and a programme of provision will be discussed and agreed by both teachers and parents.

It is recognised that not all parents may wish action to be taken.

Staff members are to be informed when action is to be undertaken. The Learning Support Department is responsible for drawing up an Individual Education Plan (IEP) with appropriate target. This IEP is then discussed and agreed with the parents and a copy sent to, and signed off by, the parents.

## **CONSULTATIONS WITH EXTERNAL SPECIALISTS and AGENCIES**

In some cases it may become necessary to recommend to parents that their child be assessed by an educational psychologist or other external agency e.g. Occupational Therapist or Speech and Language Therapist. Parents may or may not be willing to undertake this (the School cannot exert pressure on them to do so, only recommend it as a course of action) and in any case may wish to keep any ensuing report confidential to themselves, which they are fully entitled to do. However, they are encouraged to allow reports to be seen by staff in order that the teacher is aware of any

recommendations that are needed to support to their child. Parents that have their child independently tested should be aware that should the agency not be recognised by the School, requests for assistance (e.g. extra time in exams) may not be granted.

The SENCo will meet with parents following an assessment to discuss the outcome and will produce a summary of the findings, which she will distribute to the relevant staff members (with the permission of the parents). The child's difficulties and recommended strategies will then be included on a 'Bookmark' for that year group and shared with all staff who work with that particular child and/or year group.

## **PROVISION**

Learning support will be provided according to each individual pupil needs. This support will be in accordance with the proposed targets set out in the Individual Education Plan. The provision will take place following agreement and discussion with both teachers and parents. The Learning Support Department will provide either:

- In class support
- Small group withdrawal
- Individual support

Some children may have more than one form of support if this is deemed appropriate. Timetabling this support is agreed with parents, teachers and pupil in order that core subjects are not missed and pupils continue to have access to a broadly based curriculum.

IEP targets will be set twice a year: at the beginning of October and at the end of February/beginning of March. A short review will also be sent to parents with the new targets at the end of February/beginning of March. A longer review will be sent home with reports at the end of the summer term.

In the Lower School, all class teachers and specialist staff are provided with a 'Bookmark' for the pupils, in their respective year groups/classes, highlighting the children's difficulties and recommendations. Included in the Bookmark is a record of strategies trialled and implemented both previously and currently.

In the Lower School, it is the class teacher's responsibility to devise targets alongside the child and put together an Individual Support Plan (ISP), where relevant, for implementation within the classroom. Class teachers also have access to the IEPs devised by the specialist teacher, for those children in their class too.

Additional information concerning the individual child is available on the staff drive, for teachers to refer to and to make notes on any pupils on the SEN register.

In the Upper School, all staff are provided with a 'Bookmark' for each year group, which includes a bullet point list of an individual's needs and relevant recommended strategies to employ.

The Learning Support team offers two touch typing clubs after school. There is a handwriting club for Years 3, 4 and 5 twice a week. Recently, a LEGO Therapy group has been established for small groups of children from Years 1 and 2.

Hazelwood is also running a physical literacy programme, STEP, for a number of individuals.

## Graduated Approach to SEN Support

- Quality First teaching and the progress made by pupils, is a core part of Hazelwood School's philosophy
- Class teacher/subject specialist teachers provide differentiated expectations for all pupils and high quality personalised teaching. This is the first step in responding to pupils who may have SEND
- All teachers are responsible and accountable for the progress and development of the pupils in their class
- Progress and outcomes for all pupils are monitored regularly, and we follow closely the Assess, Plan, Do, Review cycle (please see diagram below)
- Inset and training opportunities enable teachers to develop their knowledge and understanding of the most frequently encountered special educational needs and related supportive strategies, in order that they can respond effectively to the needs of individual pupils

### The new vision: A whole school approach



## Special Educational Provision

The progress of all children is carefully monitored. If, over time, difficulties are observed by teachers and/or parents, the School will take the following steps to address the pupil's problems, following the SEND 2015 Code of Practice guidelines.

### Classroom Concern/Additional Needs. A low level of need, mainly supported within the classroom

- a) An initial statement of concern is made by a teacher, parent or other involved person. In the EYFS the concerns can be raised by room leaders, who inform SENCo (HNEY); if concerns are raised by staff working with pupils in Oak through to Year 8, they will inform SENCo (Hazelwood School).
- b) General discussion will take place between class/subject teacher and parents to identify area of concern. The SENCo will be informed.
- c) Needs will be met within the normal timetable through Quality First Teaching following an Assess, Plan, Do, Review model. In the EYFS this is being implemented by Jane O'Keefe. Each room has been given a SEND toolkit to assist in identifying areas of concern and to help in the recording of observations.
- d) Appropriate targets will be set in consultation with parents, teachers and SENCo.
- e) The pupil's progress will be monitored to ascertain if the gap is narrowing or greater intervention is needed. Children in Years 1-8 who have been identified as requiring monitoring, will have their name added to the Bookmark, alongside relevant strategies

being implemented, in the classroom. In the EYFS, tracking sheets are used in addition to other forms of formal assessment.

### **Special Educational Needs (and Disabilities). A mild/moderate level of need and support.**

- a) At this stage the pupil will have met the criteria for having SEND. The child's name will be added to a Special Needs Register of names. The SEN Register is updated as and when required.
- b) Pupils' needs will be met within the normal timetable through Quality First Teaching following an Assess, Plan, Do, Review model. More support will be co-ordinated by the SENCo and this may include group work, individual lessons with a Learning Support Teacher or with a specialist tutor, booster groups, advice from specialists. An Individual Education Plan (IEP) will be developed by the Learning Support Teacher and SENCo in consultation with parents. All parents have been made aware of when and where an ISP (Individual Support Plan for Early Years) or IEP is in place, and parents have been invited in to meet to discuss these.
- c) The pupil's progress will be carefully monitored to ascertain if the gap is narrowing or widening
- d) If necessary, in consultation with the SENCo, staff or parents may suggest an assessment by a recommended Educational Psychologist (EP), SALT or other professional, to highlight problem areas and advise on remediation.
- e) We welcome the advice and recommendations from external agencies and work in partnership with them in the interests of individual pupils. In the EYFS, when staff need external guidance they use the Surrey early years' advisor, who will point them in the right direction or for S&L children, they are referred using NHS referral forms.
- f) In highly exceptional circumstances, it may become necessary to request additional funding from the local authority by requesting an assessment for an Education and Health Plan (EHCP), formerly known as a statement. The EHCPs are granted at the discretion of the local authority and there is no guarantee a specific child will be awarded one.

As a School, we cater for pupils with mild (occasionally moderate to severe) additional and/or special needs. We do not have the expertise or resources to support pupils with **significant and/or complex** needs or where the support of a multi-professional team is likely to be needed over a protracted period of time.

### **PROVISION FOR PUPILS WITH AN EDUCATIONAL HEALTH CARE PLAN (EHCP)**

If the School or the parents consider that the child's needs are severe and meet the LEA criteria for **formal assessment**, the School will follow the Pathway Plan, as laid out by Surrey County Council. Depending on the recommendation of the EHCP, the School reserves the right to confirm if it is able to provide the stipulated approach to and support for a child's teaching and learning needs.

### **ROLES AND RESPONSIBILITIES**

The Head, Lindie Louw, and the SENCo are responsible for the overall policy for Special Needs provision at Hazelwood School. In the EYFS, the SENCo, Jane O'Keefe and Howard Garlick (Head of EYFS) are responsible for the provision of SEN.

It is the role of the SENCo to co-ordinate the SEN Register, liaise with the School staff, specialists and external agencies, parents and the governing body to ensure that the Special Needs and Additional Needs pupils receive support, differentiation where

necessary and access to the curriculum. The learning support teachers and assistants work under the guidance of the SENCo.

Specialist Teachers and Learning Support Assistants, provide individual support, where necessary, on the school premises and in school hours, in class and on a withdrawal basis. Partaking in one to one lessons within school is not mandatory. Parents pay for this tuition (which is added to the school bill each term). The charge for this support is reviewed regularly by the School.

### **SENCo's Responsibilities**

- Oversee the day-to-day operation of the School's SEND Policy
- Co-ordinate provision for children with special educational needs
- Liaise with and advise fellow teachers
- Co-ordinate the work of all the Learning Support team
- Liaise with parents of children with special educational needs
- Contribute to the in-service training of staff
- Liaise with external agencies including the LEA, educational psychologists, occupational therapists, speech and language therapists and health and social services (including CAMHS).
- Provide some specialist teaching to small groups or individuals in response to needs identified throughout the School – devise Class ISPs and Group IEPs to track provision (targets arrived at cooperatively with class teachers).
- Keep all IEPs under review and evaluate with teachers twice a year.
- Carry out informal testing of individuals in response to needs identified by members of staff
- Liaise with staff according to pupil need
- Inform all staff on a regular basis of any concerns or relevant information at staff meetings

### **Teaching Staff Responsibilities**

- All staff have a responsibility to ensure that each pupil is given every opportunity to fulfil their potential within the normal classroom situation
- All staff are expected to be aware of the Learning Support needs of all the pupils they teach and to ensure that the needs of each pupil are addressed during classes and in the prep set
- In the classroom, tasks and / or resources should be differentiated if the original task is deemed too difficult for an individual.

### **RECORDS**

All records of pupils receiving learning support are kept in the SENCo's office. Copies of IEPs are distributed to all relevant members of staff as described in the 'Provision' section above and can be found on the curriculum server in the Learning Support folder in the staff shared area.

Individual learning support teachers make a termly plan and use their planners or files to plan and record their lessons.

### **EXAM PROCEDURES**

It is the School's policy that children should be enabled to show what they know rather than what they do not know in tests and exams. Extra time is allowed when an Educational Psychologist or Specialist Assessor has recommended this and/or sufficient summative assessment evidence has been collated, by the SENCo, to support this recommendation. Arrangements are made for Year 7 and Year 8 children sitting mock and Common Entrance exams to be supervised in a separate area. Access to a



computer/ word processor is provided, if the individual's touch typing skills are up to speed and the use of such a device has been advised by an Educational Psychologist.

### **EXTERNAL AGENCIES**

The School maintains a list of Educational Psychologists to whom the parents may take their children for assessment. Locally based psychologists will sometimes visit the School and offer help and advice. Good relationships have been established with a range of professionals and external agencies.

### **COMPLAINTS**

Should anyone have any concerns or complaints about SEND Provision, they should follow the School's complaints procedure.

### **INSET**

Staff at Hazelwood attend conferences and training days on their own specialism. There are also regular INSET days held at school on topics of general concern. Special Needs have been included in this general programme.

### **MONITORING AND EVALUATING THE SCHOOL POLICY FOR SEN PROVISION**

Both the SENCo and the Head will monitor the administration and development of special needs provision within the school. The SENCo meets with other staff from the Learning Support Department on a weekly basis as well as liaising regularly with the Head to discuss SEN issues.

Ratified by the Education Committee 15<sup>th</sup> November 2017.