Special Educational Needs and Disability (SEND) Policy and Information Report Hazelwick School

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Committee:	Curriculum & Standards
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1. Our Philosophy

At Hazelwick we believe that every student is able to achieve their maximum potential including those with Special Educational Needs or disabilities (SEND). We are committed to providing an excellent education for all our students to enable them to reach their maximum potential, both academically and in wider aspects of life.

Hazelwick is an inclusive community where diversity, equality and appreciation of the uniqueness of all are embedded in our core values. Every student is valued and respected and it is our aim to provide equal opportunities for all students in every aspect of school life. High expectations are set so that every student can become an independent learner who takes responsibility for their own success.

2. Our Aims

To identify effectively and support students with SEND to enable them to meet their full potential.

To provide a safe and secure environment where students will thrive.

To ensure that students with SEND participate fully in school life.

To provide a broad and balanced curriculum appropriate to students' needs throughout their time at Hazelwick and to prepare them for adulthood.

To take a graduated approach to intervention and provision following a cycle of assessing, planning, doing and reviewing.

To ensure that where necessary, learning is adapted and personalised to meet the needs of students with SEND.

To work with a child-centred approach so that the child is involved in planning, decision-making and communicating their provision.

To make positive relationships with parents and carers, involving them in planning and reviewing provision for the benefit of the child and to maintain a view of the whole child including preparation for adulthood.

To provide a whole-school approach which provides a cohesive response to a student's needs.

To ensure a well-planned transition process when students join us so that they have a positive experience of our school from the start.

To provide an effective transition to students' next stage of education or training.

To liaise with external agencies to ensure that appropriate support is provided.

3. The Statutory framework for SEND

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for students with SEND and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

a. Definition of Special Educational Needs:

The Code of Practice 2015 (p15-16) defines Special Educational Needs (SEND) as follows: *'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 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 of the same age in mainstream schools or post-16 mainstream institutions.'

Special Educational Provision: Within our mainstream secondary environment, special educational provision is defined by the Code of Practice 2015 (p16) as 'educational … provision which is additional to or different from that made generally for other children or young people of the same age'.

b. SEND Support

The school holds a register of students with special educational needs. Most of these students will be designated as 'SEND Support'.

c. Education, Health and Care Plans

If the Local Authority decides that the special educational needs of the student require special provision, an Education, Health and Care Plan may have been agreed. This document describes in detail the strengths and difficulties of the child, sets outcomes and determines provision which the school must make best endeavours to provide for the child.

4. Roles and Responsibilities:

a. Governing Body

The governing body through the SEND link governor is responsible for ensuring that:

- all legal requirements are met
- best endeavours are made to enable provision for students with SEND.
- a qualified teacher is appointed to the role of SENDCo and that this person gains the SENDCo accreditation within the designated time-period.
- the SENDCo is line-managed by a member of the Senior Leadership Team (SLT) who represents SEND within the SLT

- the provisions of the SEND Code of Practice 2015 are met.
- Learning Support staffing levels are sufficient to meet required provision.
- The school makes reasonable adjustments to enhance accessibility for students with SEND.

b. Member of the Senior Leadership Team with responsibility for SEND

The member of the Senior Leadership Team (SLT) with responsibility for SEND represents SEND within SLT and works with the SLT and the Head of Learning Support to determine strategic direction and oversee SEND provision.

c. Head of Learning Support (SENDCo)

The Head of the Learning Support Department is the designated Special Educational Needs Co-ordinator (SENDCo) and is line managed by a member of the Senior Leadership Team. In line with the Code of Practice the SENDCo is the key member of staff responsible for SEND provision, including:

- overseeing the day-to-day application of the school's SEND policy
- co-ordinating provision for children with SEN and/or disabilities
- liaising with the relevant Designated Teacher where a looked after student has SEND
- liaising with parents/carers of students with SEND
- liaising with primary schools, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority SEND Assessment Team and its advisory services
- liaising with potential next providers of education to ensure that a student and their parents/carers are informed about options and a successful transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all students with SEND and disabilities up to date

The SENDCo, supported by the Learning Support Coordinator, leads the Learning Support Department which includes key staff involved in working with students with SEND:

d. The Teacher in Charge of the Special Support Centre, Learning Support Teachers and other key Learning Support staff

The Teacher in Charge of the Special Support Centre (SSC) oversees support for Deaf students who are supported in the SSC.

Three Learning Support teachers provide the majority of the teaching in department. Learning Support teachers provide specialist teaching to students with SEND in either 1:1 or small groups contexts. They provide key worker support for students with EHCPs, overseeing their provision (liaising with the SENDCo) and running their Annual Reviews of EHCP.

The Learning Support Coordinator supports the SENDCo in coordinating provision including deploying Learning Support Assistants.

The Learning Support Supervisor oversees the provision for (SEND) students when they occasionally need support outside of their lessons.

The Coordinator for English as an Additional Language runs provision for students for whom English is an Additional Language.

e. Learning Support Assistants
A team of Learning Support Assistants (LSAs). LSAs support in lessons and run some targeted interventions.

f. Class teachers
Each class teacher is responsible for:

- the progress and development of every student in their class
- directing Learning Support Assistants to effectively support students with SEND, maximising their progress and developing their independence.
- reading information provided about students with SEND and disabilities, following recommendations provided in Student Profiles and Teaching Strategy Guides, including adapting teaching and resources appropriately to maximise progress.
- ensuring they follow this SEND policy

g. Other staff with roles relevant to SEND and with whom the SENDCo and Learning Support Department liaise:

- Pastoral teams – Years 7 to 13
- Heads of Lower School, Middle School and Sixth Form
- Designated teacher for Looked After Children
- Link Governor for Special Educational Needs and Disabilities
- The school's Educational Psychologist
- Literacy Co-ordinator
- Numeracy Co-ordinator
- Head of Teaching and Learning and Lead Practitioner
- Heads of Department
- School First Aider
- School counsellors
- Educational Welfare Officer
- Exams Officer
- Inclusion Welfare Officer

5. SEND information report

5.1 The kinds of SEND that are provided for
The Code of Practice defines four broad areas of need:

Communication and interaction including Speech, Language and Communication Needs (SLCN). Children and young people with Autism are likely to have difficulties with social communication.

Cognition and Learning: including such needs as Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) such as dyslexia.

Sensory and Physical including hearing, visual and multi-sensory impairment and physical disabilities.

Social, Emotional and Mental Health including a range of mental health difficulties and disorders such as Attention Deficit Hyperactive Disorder and Attention Deficit Disorder.

5.2 Identifying pupils with SEND and assessing their needs
In many cases special educational needs will have already been identified in primary school and a child will have been on the primary school's SEND Register. If this need is deemed to still be present the child

will remain on the SEND Register at Hazelwick. In some cases the child may have made sufficient progress at primary such that the need is deemed to be no longer in place and the child will be removed from the SEND register. Parents/carers will be informed.
On entry to Year 7, students are assessed using recognised nationally standardised assessments for reading, spelling and aptitude for learning. These assessments, together with National Curriculum testing results and input from primary school teachers and parents/carers, are used to determine initial provision.

It is possible that a child's special educational needs may be identified during their time at Hazelwick. Classroom teachers, Heads of Year, parents/carers or the child may contact the SENDCo or Learning Support Department with concerns, or needs may become apparent through the results of assessments. The SENDCo will consider the case and if the child is deemed to have special educational needs as defined in the SEND Code of Practice they will be placed on the SEND Register under the designation 'SEND Support' and their main areas of need will be noted (see the broad areas of need above). We consult with the child or young person and their parents/carers about their strengths and difficulties, aspirations and planned provision. With parents'/carers' permission the SENDCo may request the advice of the Educational Psychologist, county advisory teams and/or other specialists.

5.2.1 Request for Education and Health Care Needs Assessment
Where there are concerns that the special educational needs of the student require special provision over and above that provided by the school under its SEND Support provision, a request may be made to the local authority for Education, Health and Care Needs Assessment. Parents/carers are fully involved in this process and their views form part of the referral. A body of evidence is collated by the SENDCo or Learning Support teacher as part of the request and the school is likely to request the advice of the Educational Psychologist and/or other specialists. Once the request is submitted the Local Authority follows a statutory process. Firstly a decision is made on whether an Education, Health and Care Plan is deemed necessary and then a draft plan is written and sent to parents/carers and the school. Once it is finalised it becomes a document of the child's needs and the provision required to meet those needs. The Local Authority should complete the process within 20 weeks of submission.

5.3 Consulting and involving students and parents/carers
Students are closely involved in decisions about their provision at all stages. Where Learning Support staff feel teachers need more detailed information about a student's strengths and needs, the student is consulted and they work with a Learning Support teacher or LSA to write their Student Profile or SEND Information focusing on the whole child and not merely their educational needs.

The school values the knowledge and opinions of parents/carers about the progress and needs of their children. We expect parents/carers to be fully involved in their children's education. This is especially true for children with Special Educational Needs and Disabilities. Parents/carers are informed of their children's progress through reports and consultation evenings and are consulted on any proposed changes in educational provision.

Parents/carers are made welcome at the school and are encouraged to contribute to Student Profiles. They should keep school informed of the specific needs of their child and any significant changes. The SENDCo attends the transition information evening, the Year 7 student review day in the first term, in-person parent/carer consultation evenings and options information evenings and encourages appointments and drop-ins to discuss progress and provision. The SENDCo and Learning Support Teachers and the Teacher in Charge of the Special Support Centre are happy to speak with parents/carers on the telephone, email or in person by appointment. Parents/carers of students with an Education, Health and

Care Plan are invited to the Annual Review to give their views and are informed of the progress of their child in relation to the outcomes and provision on the Plan.

5.4 Assessing and reviewing students' progress towards outcomes

Following the Graduated Approach, students' progress towards outcomes is regularly reviewed using a range of methods including testing, progress data and feedback from heads of year, teachers and parents/carers and the student, as well as advice from external support services, if relevant. Students who have extra help with literacy are retested at the end of each academic year and as appropriate to assess progress.

5.4.1 Annual Review of Education, Health and Care Plan (EHCP)

A statutory review of EHCP takes place annually.

In advance of the review the views of the student, parents/carers, teachers and other staff involved with the child are gathered, focusing on progress towards outcomes identified on the EHCP and in preparation for adulthood. The school produces a report which is partly prepared before the meeting and sent to those invited to attend and to the Local Authority.

Invitations to attend will be sent to the student, parents/carers and relevant support staff. The Head of Year may be invited as are other relevant agencies involved with the student such as the Educational Psychologist, Educational Welfare Officer, Social Workers etc. The school's Special Needs Officer is invited and attends some reviews. The local authority Preparation for Adulthood team attend all reviews in Year 11 and above.

The report is completed following the review incorporating views of attendees and actions agreed at the meeting. The EHCP may be continued, amended or may be discontinued depending on the needs of the student.

5.5 Supporting students moving between phases and preparing for adulthood

5.5.1 Transition to Hazelwick

During the summer term, primary schools pass on information about students with SEND to the SENDCo. This is complemented by the transition process run by the pastoral team. Annual reviews of EHCP for students in Year 6 are usually attended by a Learning Support teacher or the SENDCo. Meetings with parents/carers can be arranged if required and the SENDCo meets parents at the Parents/Carers Information Evening in July.

A transition program is planned as appropriate for the child. Some students with SEND or other difficulties have an extended transition programme prior to starting at Hazelwick. This involves extra sessions at the primary school and an additional visit to Hazelwick. Deaf students joining the SSC have additional visits as required. For students with a Visual Impairment, transition may include orientation work with a Learning Support teacher during the Summer term. This work will then extend into Year 7, in order to promote confidence and independence.

The Learning Support department uses the information collected to include Year 7 students in the Register of Special Educational Needs. For some students an initial Student Profile is produced including more detail on strengths and difficulties and likely strategies teachers should employ.

For students with complex additional needs including medical needs, information is given to all staff at the start of the Autumn term.

5.5.1 Transition to next phase of education

Where students would benefit from support with choosing their post 16 setting, support is provided in the form of college visits, discussions with students and in some cases completing applications. The SENDCo may contact the SENDCo at the college to arrange additional transition support. She passes on information to staff at the college and files are transferred.

5.6 Our approach to teaching students with SEND

The core of our approach is quality first teaching in the classroom. Every subject teacher is responsible for the inclusion and progress of all students in their class through high quality teaching which is adapted and personalised to meet the needs of students with SEND. It is recognised that a rich and varied multi-sensory teaching approach with a relational teaching style is best practice for all as every class will contain students with a range of learning styles and needs. Using the graduated approach further provision and intervention is provided as needed.

5.7 Adaptations to the curriculum and learning environment

Adaptations required for a student are communicated to teachers and other staff via the school's internal Student Information Site. Students with SEND have an entry on the system giving staff key information about them, their needs and advice about how to support them. Teachers are directed to teaching guides for the student's area of difficulty e.g. dyslexia. Some students, including those with an EHCP, have a separate Student Profile document providing more detailed information about the child.

Reasonable adjustments are made to support students to access the curriculum and these may include for instance simplified or enlarged printed materials, adapted tasks and teaching approaches such as giving broken-down instructions, additional processing time, use of group work etc.

The Special Educational Needs and Disability Coordinator (SENDCo) oversees classroom provision for students with SEND and may observe lessons, request evidence of classroom practice following Student Profile strategies for adaptation and provision.

Learning Support Assistants (LSAs) support wherever possible in classes where there are students with SEND. A number of factors are considered when deploying LSAs: the highest priority is meeting the needs of students with EHCPs and other factors include a focus on core subjects and efficient use of resources. Where an LSA is in a class predominantly for a student with an EHCP they will also support other students with SEND and may even provide some support to others as required. The nature of support varies due to the subject, lesson content and needs of the child but the overall aim is that LSA support will focus on the child achieving the learning objectives of the lesson as independently as possible. The teacher remains responsible for the progress of all students in the class and will not delegate responsibility for the supported student to the LSA. The LSA is not responsible for adapting work for supported students; the teacher is responsible and LSAs always work under the direction of the teacher.

Equipment is provided where deemed by the SENDCo to be useful and necessary to improve students' independence in their learning. This includes laptops which may have read aloud and / or speech to text software, iPads, coloured overlays, 'fidget tools' and handwriting pens.

For Deaf students in the school's Special Support Centre (SSC), radio aid systems are provided to reduce background noise in classrooms.

Where other equipment for visual impairment is needed, the school accesses it through external agencies.

5.8 Additional support for learning
Where required, targeted interventions are provided which are designed to meet a specific learning need:

Literacy Classes: In Years 7 and 8, some students with literacy levels below expectations for their age have Literacy classes throughout the year with a specialist Learning Support teacher. These classes are in place of Spanish lessons and groups have a maximum of 10 students. They are designed to improve literacy skills to help these students in their learning across the curriculum.

Numeracy Classes: In Years 7 and 8, some students with numeracy levels below expectations for their age have Numeracy classes throughout the year with a specialist Learning Support teacher. These classes are in place of French lessons and groups have a maximum of 10 students. They are designed to improve numeracy skills to help these students in their learning across the curriculum.

Literacy Groups: In addition to these classes a number of small literacy groups are run in years 7 to 9 which aim to improve the literacy skills of students with specific needs, including those with dyslexic traits. These lessons, delivered by specialist Learning Support teachers, may focus on: reading comprehension, phonics skills, writing and/or spelling depending on need.

Some Key Stage 4 students join Study Support groups in place of one of their options. This provides additional support across their other subjects with a particular focus on Maths and English as well as activities to improve learning skills and confidence and enhance and employability and life skills.

Support Groups: the 'Skills and Strategies' course aims to provide strategies for Year 7 students needing support with coping with the demands of secondary school life, organisation and homework. The Lego Therapy course works on communication skills. The 'Positive Steps' outdoor programme supports self esteem, communication and a range of personal skills. These are short term interventions of 4 – 8 weeks and a number of groups are run throughout the year as students are identified as needing support. Other courses such as Emotional Literacy, Lego therapy and Social Communication groups are run depending on need. Handwriting courses are run on an ongoing basis to provide advice and support for improving skills.

Break and Lunch Clubs: Social skills are supported through clubs run every break and lunchtime. These focus on Key Stage 3 students but older students can use the clubs depending on need. These clubs provide vital social support for vulnerable students and those needing a quieter or safer space.

Some students, usually those with an Education and Health Care Plan (EHCP), have a named key Learning Support Teacher who will coordinate their support. Further intervention may be provided in the form of 1:1 or very small group lessons with a teacher or additional support out of lessons. The nature and content of these lessons are specific to the needs of the child and the provision specified in their EHCP.

A Study Hub is provided after school Monday to Thursday until 4pm to support students to complete homework and revision. Learning Support Assistants run the hub in the library with computers available.

5.9 Expertise and training of staff
The SENDCo has completed the National Award for SEND Coordination and the Certificate in Psychometric Testing, Assessment and Access Arrangements and has a specialist qualification in teaching students with dyslexia.

We have three Learning Support teachers each with many years of teaching experience. One has over twenty years' experience specialising in social, emotional and mental health difficulties and including a period as headteacher of a special school for looked after children. Another is currently studying for the National Award for SEND Coordination

Skills and knowledge are kept up to date through continuous professional development including training from the local authority and external providers. The team of Learning Support Assistants, currently numbering 15 has a range of experience and qualifications. Our part-time Educational Psychologist provides valuable consultancy and training. Topics relating to SEND such as differentiation and attachment difficulties are included in In Service Training for the wider teaching staff.

Our Educational Psychologist provides additional training and support to teachers and Learning Support Assistants. Recent sessions have included metacognition and learning in the zone of proximal development and mentoring for students with difficulties with executive functioning.

5.10 Securing equipment and facilities
Where equipment and facilities are required for the benefit of students, the SENDCo may simply purchase them through departmental capitation. Cost/benefit analysis is reviewed with the SLT member with responsibility for SEND including any costs incurred through securing external resources.

5.11 Evaluating the effectiveness of SEND provision
In addition to reviewing the progress of individual students, teachers evaluate the overall progress of their groups using test data, teacher feedback and progress reporting. They use this to inform their ongoing practice. The SENDCo uses the school progress reporting to determine where intervention and changes to provision may be required. On an annual basis, the department reviews the progress of students with SEND by reviewing their GCSE and equivalent results and comparing their progress with that of the whole school population and with that of students with SEND in other schools. Practice and policy are reviewed in the light of these findings to ensure that we are meeting the needs of our students with SEND and giving them the opportunity to maximise their potential.

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND
Educational visits run throughout the year and we encourage students to take part in these activities. We aim to include all students in offering extra-curricular activities including trips. Additional support staff can accompany students with disabilities to ensure their safety and enjoyment. A risk assessment is carried out for all trips and there may be some trips or activities where it is not reasonably possible for a student to be able to take part. Parents/carers are specifically consulted in this instance.

Hazelwick has a number of students who have additional needs resulting from physical disabilities, ranging from diabetes and asthma to hearing impairment and visual impairment. All major buildings of the school give ground floor access to students with physical disabilities. Students who cannot easily use stairs are timetabled to use downstairs classrooms with their appropriate class. Automatic doors on main entrances

facilitate the independent movement of these students. Newer buildings have been built with lifts to accommodate those with disabilities.

The school has provision for students with sensory impairment in the Special Support Centre (SSC). These students are supported by the Teacher in Charge of the SSC and trained support staff with the aim of allowing them to fulfil their potential in mainstream school. The SSC is acoustically treated for HI to the standard of BB93 Section 6a and radio aid systems are provided to reduce background noise in classrooms.

For arrangements for the admission of disabled pupils please refer to the school's admissions policy.
The school's accessibility plan can be found on the school website.

5.13 Support for improving emotional and social development
Groups are run to provide support for students with social, emotional and mental health difficulties or who need strategies to help them in their school and wider life. They include groups:

- to manage and reduce anxiety
- to help develop resilience
- to develop emotional literacy skills
- to learn strategies to manage anger and modify behaviours that are adversely affecting a student's success in school

Learning Support and pastoral staff work together to support students with a range of needs. The school has a Counsellor, an Inclusion Welfare Officer and an Educational Welfare Officer. An Educational Psychologist provides part time consultancy. The programme of care is personalised to the needs of the student. Where specialist expertise is required, a referral can be made to external agencies such as specialist teams under the local authority and NHS services.

The school has a robust anti-bullying policy. Each student has a right to enjoy an education free from fear and distress. We are committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school.

5.14 Working with other agencies
Our Educational Psychologist is a valuable source of expertise. The SENDCo, Inclusion Welfare Officer and pastoral teams have strong links with the relevant external agencies such as local authority advisory teams, health, social care, specialist agencies and voluntary organisations for particular types of special educational needs. We work closely with them where necessary and access support as required for our students.

5.15 Complaints about SEND provision
Complaints about SEND provision should be made in the first instance to the SENDCo. They will then be referred to the school's complaints policy, if the matter remains unresolved.

5.16 Contact details of support services for parents of pupils with SEND
The West Sussex SEND Information, Advice and Support Service provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disabilities. https://westsussex.local-offer.org/services/7-1-information-advice-and-support-service-send-ias-formerly-known-as-parent-partnership

5.17 Contact details for raising concerns

SENDCo: Mrs Carmel Checkland SENDCo@hazelwick.org.uk Tel: 01293 403344 x2268
Parents and carers may also contact their child's Head of Year.

5.18 The local authority local offer

The **West Sussex Local Offer** provides details of SEND Services available in West Sussex. https://westsussex.local-offer.org
This document represents our contribution to the West Sussex Local offer and is published: https://westsussex.local-offer.org/services/639-hazelwick-school

Revision Number	**Summary of Changes**	**Date of Change**
3 (previous version noted as Issue 2).	A large number of changes due to: • the revised SEND Code of Practice January 2015 • new SENDCo in post	November 2015
4	Review of document with only minor changes made	October 2020
5	Review of document with minor changes made (SEN changed to SEND throughout, Inclusion Welfare Officer added to 4g, update to qualifications in 5.9 for Teacher in Charge of the SSC)	October 2021
6	Review of document with minor changes made (1d regarding SENDCo support and an additional sentence regarding the Learning Support Supervisor; additional support groups added in section 5.8; SENDCo email address updated	October 2022
7	Review of document with minor changes made including updating the current range of interventions.	October 2023
8	Review of document with minor changes made including improving the opening paragraph of 5.7 to better reflect how SIS works, updating the number of LSAs to 16 and removing the paragraph about the Blacklands Farm trip.	October 2024
9	Review of document with changes in sections 4d Roles and Responsibilities, 5.3 SEND Information Report, 5.7 Equipment, 5.8 Additional Support, 5.9 Expertise and Training of Staff and 5.12 Removed Teacher in Charge of the Deaf.	October 2025
10	Review of document with minor changes to reflect staffing.	October 2026