



# Hazel Slade Primary Academy

## SEND REPORT



Principal: K.Challinor  
Review due: January.868

### The SEND Team

Special Educational Needs and Disability Coordinator: Mrs K.Challinor  
Mental Health First Aider: Mrs V.Smith

All Teaching Assistants and Teaching staff are Autism Level 1 trained

Mrs Coxon – NELI / Phonics intervention/Balanceability  
Miss Webb – Phonics intervention/ Balanceability  
Miss Kelsall – Phonics intervention / Fine Motor  
Mrs Vincent –Time to Talk / Lego therapy / Phonics intervention  
Mrs Westwood –Speech and Language / Time to Talk / Phonics intervention  
Miss Bird – Lego Therapy  
Mrs Rock – Phonics intervention/ Reading booster  
Mrs Baker –Nurture Group / Time to Talk / Phonics intervention  
Mrs Wright – Lego Therapy / Switched on Reading / Switched on Writing/ ELSA  
Miss Price – EYFS apprentice

Hazel Slade Academy is a mainstream school that caters for children from Nursery (Age 3) to Year 6 (Age 11). We meet a range of special educational needs including children with physical needs, speech and language needs, learning difficulties, Autism, Dyslexia and social and emotional difficulties to name a few.

### How does Hazel Slade Academy know if children need extra help and what should I do if I think my child has special educational needs?

Before a child enters our nursery setting, our staff carry out home visits or previous nursery visits to find out about the children who are due to start with us. If a child already has an identified SEND then the SENDCo will also attend the setting. At these visits, we will discuss whether the child has already received any support for their needs, if any outside agencies have been involved and then plan for an effective transition.

If a child joins our school from a different school, then a transition phone call will be made to the class teacher. In the event that the child has a Special Educational Need then will also arrange to speak to the SENDCo, to ensure all information and documentation is sent transferred to Hazel Slade Primary Academy.

### If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child's learning so we know which skills they need to learn next.
- Ask the Special Educational Needs and Disability Coordinator to support and advise teachers so that your child can learn in the best way for him/her.
- Have a range of programmes to help children who need extra support in an area of their learning and/or development.
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Provide you will a termly Individual Education Plan (IEP) which will document targets set and interventions provided.
- Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.
- Tell you how to get in touch with services who can offer advice and support.
- Talk to you if we think we need to consider asking the local authority to carry out a coordinated assessment of your child's needs because more advice/resources are needed to help your child to make progress (Education Health Care Plan)
- Inform you about how to make a complaint if you are not happy with what we are doing to support your child.

### What should I do if I think my child or young person needs extra help?

If you are worried about your child and think they may need extra help for any reason, please talk to your child's class teacher. The school Special Educational Needs Coordinator (SENDCo) is available to speak to if you need to.

## Where can I find the setting/school's SEND policy and other related documents?

The school SEND policy and other relevant documents can be found on the school website :  
<https://hazelsladeprimaryacademy.co.uk/send-information/>

## Teaching, Learning and Support - How we will support children and young people with SEND with or without an EHCP ?

We provide support for any child who has additional needs. The class teacher is responsible for planning appropriate intervention and adjustments initially, and where this does not adequately bridge the gap, they are then timetabled for small group/1-1 intervention from our teaching assistants in addition to support in lessons.

## How does the school plan the support?

Additional support is planned on a termly basis in conjunction with the class teacher and SENDCo at termly meetings so that we ensure a child's needs are met. Targets are decided and put onto the Individual Education Plan (IEP).

## How and when will I be involved in planning my child or young person's education?

Parents are invited to attend the review of their child's additional support three times a year. At these meetings parents have the opportunity to review, discuss and agree the targets set on the IEP. Parents will be consulted about any additional support that their child may receive. Parents are also asked to support their child with any homework or additional activities that reinforce the support they receive in school.

## What additional learning support is available?

All classes in EYFS, Key Stage One and Two have a teaching assistant. All of the other teaching assistants run intervention groups and do specific individual work too if needed. Staff have received training so that they can deliver a range of intervention programmes to meet all of our pupils needs .

## How will the school modify teaching approaches to meet my child or young person's needs?

We modify our teaching approaches according to the needs of the individual child. Where any outside agency has been involved and any specific requirements have been advised these are shared with all staff working with the child so that they can be incorporated into the teaching. Teaching may be modified through:

- Different resources
- Use of digital technology
- Level of support
- Brain breaks/additional time

## How do you know how effective the school's provision is for children with special educational needs?

Any intervention that is used to support a child's needs is measured before and after the intervention. This may be in the form of a standardised assessment or questionnaire. The information is used to look at the impact of the programme, which can then be adapted according to the needs of the child. Alongside this, all of the children are assessed at three points through the year.

## What interventions and strategies can you offer for a child with special educational needs?

### Strategies/Programmes to support with speech, language and communication

Lego therapy

Individual visual timetables

Talking Partners

Time to Talk

Topic/word mats

Individual programmes provided by speech and language therapists, which are delivered in school by Learning Support Assistants/Teaching Assistants.

Teaching Assistants available during whole class teaching time.

NELI Interventions

Advice is followed and implemented from E.P services, SALT and the behaviour team

### Strategies to support/develop Literacy

Differentiated Curriculum

Nessy

Phonic intervention

Precision teach

Digital Technology  
Pre-teaching of vocabulary, strategies and concepts  
Phonic intervention, Inc teaching strategies - whole group teaching and 1-1 sessions  
Daily spelling practice of high frequency words  
Time to Talk  
Talking Partners  
Awareness of learning styles - Visual, auditory and kinaesthetic approach  
Self and peer assessment  
Advice from outside agencies such as E.P, Outreach schools, Occupational Therapist and SEND Advisor.

### Provision to support access to the Curriculum

Prompt and reminder card to encourage and promote independence/ visual aids  
Pre teaching and over learning of strategies, concepts and vocabulary.  
Visual timetables.  
Digital technology – 1:1 ipad.  
Accessible toilet.  
Awareness of learning styles - Visual, auditory and kinaesthetic approach  
Small group or 1:1 support from Teaching Assistant  
Self and peer assessment.  
Blinds at windows.  
Tables and chairs at appropriate heights.  
Advice from outside Professionals: School Nurse, SEND Services, Behaviour Support Team, Occupational Therapy, EP, Outreach schools, St Barts Trust Specialist SEND Advisor.

### Strategies to support social, emotional and mental health difficulties

Circle Time  
Firework intervention (bought I service)  
NHS mental health practitioner  
Visual aids  
Visual timetables  
Lego Therapy  
Playground Buddies  
Part time tables  
ELSA  
Calm corners  
Sensory Circuits  
Sensory/Fidget toys  
Parental involvement  
Support from SENDCO and senior leaders  
Celebration Assembly to raise self-esteem (Gold Assembly)

### Strategies/Programmes to support physical needs

Pencil grips/Specialist pencils/Posture support.  
Further differentiation of physical activity (fine and gross motor).  
Balanceability  
1:1 ipad  
Provision of specialist equipment & resources.  
Advice from outside Professionals: School Nurse, SEND Services, Behaviour Support Team, EP, Outreach schools, CAMHS, St Barts Trust Specialist SEND Advisor.

### Strategies to reduce anxiety/promote wellbeing

Support from class teacher/TA  
ELSA  
Firework intervention (bought I service)  
NHS mental health practitioner  
Promoting self-care & personal hygiene.  
Regular planned and unplanned meetings with the SENCo as required.  
Achievements and Celebrating Success.  
Calm corners  
Sensory Circuits

Sensory toys  
Visual aids/timetables  
Secondary Transition Programme for some pupils.  
Home/School logs/meet and greet arrangements.  
Working in teams/as groups/individuals.  
Use of talk partners.  
Planned transition.  
Referral to CAMHS/Counselling.  
Advice from outside Professionals: School Nurse, SEND Services, Behaviour Support Team, EP, Outreach schools, CAMHS.

### Strategies to support/develop Numeracy

TA/Teacher led booster groups.  
1:1 ipad  
Precision teach  
Additional use of visual and practical resources.  
Targeted Maths interventions.  
Non-specific Maths programmes created by the school.  
Numicon Intervention.  
E.P and Send Services advice.

### How does Hazel Slade Primary Academy assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? How will the curriculum and learning environment be matched to my child or young person's needs?

At Hazel Slade Academy we make every effort to know all of our children's needs and ensure the learning environment meets their needs, whether that involves specialist equipment or a coloured overlays to support a child's reading. If you are aware of any resource or strategy that helps your child please talk to our staff. As we are a 1:1 ipad school, this provides endless tools to increase accessibility, reasonable adjustments and promote different ways to record and present work.

### How does Hazel Slade Primary Academy consult with and involve children and young people with SEND in planning and reviewing their education?

Any child with SEND will have their input to their IEP (Individual Education Plan). They will be consulted 3 times a year to contribute to their review of progress against the outcomes and targets set on their IEP. The children are also encouraged to know what their own next steps are to ensure they know what they need to do to progress. All children have the opportunity to reflect on their learning in each lesson via our feedback policy. The children reflect on how they feel via emoji marking, teachers use this to inform next steps.

### How does Hazel Slade Primary Academy measure outcomes and the impact of the support provided to children or young people with SEND?

We use B-squared to assess children against targets. In addition we carry out standardised tests for children with SEND to provide a measure of the impact of intervention. The tests used provide measures for reading ability, comprehension, receptive language, expressive language, memory and numeracy ability. These are in addition to the standardised scores collected via termly Puma and Pira assessments (Reading and Maths assessment test). Where numerical data can not be collected, we use pupil observations, pupil voice and Boxall profiles to monitor Social, Emotional, Mental Health and behaviour.

### Does Hazel Slade Primary Academy use feedback mechanisms or surveys?

Everything the children and parents are given the opportunity to complete a school satisfaction survey each year. The results from these are analysed and impacted upon by the school's leadership team. Regular pupil interviews are constructed and SEND pupils have the opportunity to contribute to pupil voice activities. All parents are encouraged to contact their child's class teacher or SENDCo if they have any concerns as soon as they arise.

### What handover arrangements are offered at the start and end of the school day?

In the Early Years, Key Stage One and Key Stage Two school adults are posted on the doors / playground every morning to greet the parents and children and provide a warm welcome into school. Teaching staff are also posted on the doors at the end of the school day and children are handed over to parents one at a time. This provides the opportunity to speak to parents on a regular basis. If your child arrives late to school, you must accompany them to sign in at the office.

### What support is offered during breaks and lunchtimes?

At lunchtime, midday supervisors are posted on each area of the school. The older pupils support younger pupils and are available for the children to talk to if they have any issues with friendships. The older children are given the roles of playground buddies and Zone Leaders and provide additional support for the younger children throughout lunchtime e.g. helping with putting on coats, encouraging positive behaviour such as walking through the building, facilitating activities.

The calm zones in each area of school are for use at anytime of day including breaktimes in order to support our pupils.

### How does Hazel Slade Primary Academy ensure that all children stay safe outside the classroom? (e.g. during PE lessons, Forest Schools and moving between buildings and on school trips)

Staff/pupil ratios are adhered to for all out of the classroom activities. We ensure any actions for a child with a care plan for their health needs are met whether in school or taking part in an out of school activity. Risk Assessments are completed for all visits and forest school activities and measures put in place to reduce risk.

### What are Hazel Slade Primary Academy arrangements for undertaking risk assessments?

Risk assessments are carried out for any activity where there is some form of risk anticipated. Risk assessments are regularly reviewed to ensure correct measures are put in place. These are also monitored further by the Local Authority through Evolve and St Barts Trust. Any member of staff creating a risk assessment has had the appropriate risk assessment training.

### How will Hazel Slade Primary Academy manage a child or young person's medicine or personal care needs?

Please see the [Supporting Pupils with Medical Needs policy](#) on the academy website.

### How does the academy and nursery school manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?

We follow the requirements of the latest DFE advice (Supporting Pupils at school with medical conditions at school- August 2017). Any medicines that are required to be taken are kept in the school office, in the fridge where necessary and parents sign a form to detail when and how they need to be taken. Any toileting or eating needs are managed sensitively and in consultation with the parents to agree the best approach. Please ask at the Office for the Academy's [Intimate Care Policy](#) if you require it.

### What would Hazel Slade Primary Academy do in the case of a medical emergency?

In the case of a medical emergency, an ambulance is called for and parents contacted. Any child's care plan will detail what should happen in an emergency and this will be followed by all staff. A 'helping hand' mat be sent to another class by a child to indicate support is needed immediately.

### How does Hazel Slade Primary Academy support young people who have to take time off for medical appointments?

If a significant amount of time is needed to be taken for medical reasons, school work will be provided for the child to complete at home once they are able to do so. Parents may be asked to present medical appointment cards in the event of escalating absence. Please consult the Attendance policy on the school website for further advice.

### How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Where a care plan is necessary, staff work with the school nurse and the family to draw up the elements of the plan and then copies are given to all staff working with the child and a separate copy is kept in the medical file and uploaded to Arbor.

### What support is available to assist with a child's emotional and social development? Does the setting, school or college offer a counselling service and/or learning mentor?

Mrs Smith is Mental Health First Aid Trained along with Mrs Challinor as SENDCo and these staff members will support pupils as needed. The calm areas are in place across school and can provide a quiet space and time away from the classroom for your child, should the need arise. They are also happy to discuss any problems or difficulties with parents should they arise. We have support in school from a NHS Mental Health Practitioner which children can be referred to with parental consent. In addition to this we use external agencies to support individual children; Fireworks, Playtherapy, Furryfriends etc. We as a school, can make referrals to counselling services or the NSPCC if they need arises. If there are significant concerns about the emotional welfare and needs of your child we can also refer to the Child and Adolescent Mental Health Service (CAMHS) who can work with the parent(s) and child to try to enable them to move forwards. Looked after children - we work closely with social services and other outside agencies to ensure that our looked after children are fully cared for both emotionally and academically.

### What support is there for behaviour, avoiding exclusions and increasing attendance?

The school follows a Positive Behaviour Programme (see [Behaviour Policy](#)) and we teach all children to follow our '5 To Thrive at Hazel Slade'

We can set up individual/group reward/incentive charts, personalised to your individual child should their need benefit from this.

The school has a selection of Playground Buddies for pupils who need a little extra support. Midday Supervisors have had training in relation to managing behaviour in a positive way, how to speak to children and are made aware of the most effective strategies to employ with individual children. Children are rewarded for good attendance with termly initiatives. Classes with the best attendance are also celebrated in the Gold assembly with the presentation of the Golden Cup. All children can earn dojos for making good choices, following school rules, making extra effort with their work and achievements both in and outside of school.

### What ongoing support and development is in place for staff with regard to supporting children and young people with SEND?

The SENDCo delivers staff training in SEND at least termly to raise awareness, knowledge and understanding of SEND. In addition, training is sourced from SENSS, Autism Outreach, Virtual School, Behaviour support, Occupational Therapy, Outreach support from special schools, the Educational Psychology team and St Barts Trust Specialist Education teacher. Staff also have the opportunity to access further CPD provided by St Barts Trust on a needs basis. The SENDCo attends half termly network meetings and termly review meetings to further develop skills and subject knowledge of SEND.

### What roles do the governors have? And what does the SEND governor do?

The SEND Governor is Christie Jones. Mrs Jones comes into school to meet with Mrs Challinor and the team on a termly basis to discuss provision and impact of our SEND support. She will then provide a report for the Governing Body. SEND is reported on at every Governor meeting.

### What opportunities are there for parents to become involved in the school or to become governors?

Parents are encouraged to become governors when a position arises. There are a number of governing body committees that they can be a member of. The school office can be contacted for further information about this. Parents are also invited to several parent/child activities, performances or assemblies throughout the year. Parents are encouraged to take part in the PTFA events and attend regular PTFA meetings.

### What help and support is available for the family through Hazel Slade Primary Academy?

We can offer regular informal meetings to discuss a particular issue or concern, or we can invite other professionals to meet with the parents in a multi-agency capacity if there are more wide-ranging issues. We pride ourselves on our work with our families and like to think that we get to know our families well enough to know when more support may be needed. We are here to listen and help. We support families through the Early Help Framework. We work closely with the Family Support Workers to ensure our families are getting the right support for their issues. We also work closely with the social care service in supporting our families who raise safeguarding concerns. We have robust systems in place in school to ensure all of our children are safeguarded and that any concerns are logged and reported to the safeguarding officer via CPOMS.

### How will all children be included in activities outside of the classroom, including trips? What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?

We work closely with the SEND Services. All of our after school clubs are available for any child to join and if adaptations need to be made to ensure a child is able to access all elements of the club then these are made accordingly. No child will be excluded from a visit or club based on their SEND.

### Do you offer a before and after school provision? If yes, please give details

We have a before and after school club which is run by school staff. 'The Hub' is open for all pupils to access, and specialist arrangements can be made for any child with additional needs. If a child with SEND accesses 'The Hub' then a meeting with the staff, the parents and the SENDCo will be arranged to plan provision.

### How accessible is the school/ environment? Is the building fully wheelchair accessible?

Hazel Slade Primary Academy is accessible as there is a ramp that can be put out to make the hall accessible to all. In addition, we have a disabled toilet which pupils and visitors can access.

### Are disabled changing and toilet facilities available?

Disabled toilets are available, but there are no disabled changing facilities.

### Do you have parking areas for pick up and drop offs?

We do not have designated parking on our school grounds. If a parent believes that they need specialist parking provision then they should consult with Mrs Challinor, who will assess if we can accommodate parking in the carpark.

### Where can I find the setting's Accessibility Plan?

The school's Accessibility Plan can be found on the school website: <https://hazelsladeprimaryacademy.co.uk/policies/>

### How does Hazel Slade Primary Academy communicate with those whose first language is not English (including parent/ carers)?

We have the ability to make links with EAL Co-ordinator in the authority and staff also attend EAL courses. In addition, having access to 1:1 ipads enable us to break down language barriers more readily.

If you would like further information in anything in this report then please arrange an appointment via email [hazelslade@sbmat.org](mailto:hazelslade@sbmat.org) or phonecall 01543 227115



