

Hazel Leys Academy
SEND Information Report



**HAZEL LEYS
ACADEMY**

Reviewed: *Abeir Kamel* 01.09.2025

Next Review: 01.10.2027

Vision

Hazel Leys Primary Academy Ethos

Respect Each Other

Treat others as you would expect to be treated yourself. Ensure you are polite, sensitive, thoughtful and caring. Communicate in a positive way: in person and in the digital world. Work with others to support their learning and make a positive contribution to our Academy and community.

Respect Our Environment and Community

Value our academy community by respecting our learning environment and property. Keep Hazel Leys a safe, welcoming and inspirational place to work and learn.

Respect Yourself

Take pride in being a responsible, aspirational and ambitious person. Demonstrate honesty and integrity in all aspects of your life; make a positive contribution to your own learning, our Academy and our community.



Hazel Leys Primary Academy is committed to ensuring that every child has access to a provision that enables them to develop their abilities and ambitions, supporting them to grow as successful learners and members of our community.

Introduction

The purpose of this document is to clarify to the Academy staff, Academy Advisory Councillors and parents how the special educational needs of pupils are managed at Hazel Leys Primary Academy and how the Greenwood Academies Trust policy is put into practice.

Definition of Special Educational Needs

The Special Educational Needs and Disability Policy takes into account the Education Act 1996, the Special Needs and Disability Regulations 2014, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice 2015, the Equality Act 2010, the policy of the Local Education Authority and the aims of the Academy.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

The SEND Code of Practice defines SEND as:

6.15 – A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

6.23 – Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties or disabilities occur across the range of cognitive ability and left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

We follow the fundamental principles of the SEND code of Practice and these are:

- A child with SEN should have their needs met.
- The SEN children will normally be met in mainstream schools or early education settings.
- The view of the child, if possible, should be sought and taken into account.
- Parents have a vital role in supporting the child's education.
- Children with SEN should be offered full access to a broad-balanced and relevant education including an appropriate curriculum for the Early Years Foundation Stage.
- Arrangements must be in place to support children with SEN or disabilities, including a clear approach to identifying and responding to SEN.
- Being aware and alert to emerging difficulties and responding early.

The SEND Code of Practice 0-25 (2015) can be located here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Hazel Leys Academy Objectives

- To effectively identify and assess the needs of **ALL** children.
- To set appropriate targets and accelerate progress.
- To monitor and review learning and raise achievement.
- To liaise and involve parents and value their contribution to their child's education.
- To listen and respect the views of the child.

Rationale

Hazel Leys Academy is an inclusive learning community committed to removing barriers to learning, welcoming all pupils, staff and families, regardless of ability, race or social background. We believe that all people are of equal value

and that we have a responsibility to provide a provision that removes barriers to learning, to help them achieve their full potential and secure their best outcomes.

At Hazel Leys Academy, staff work cohesively together, in order to identify children with Special Educational Needs (SEN). These children are entered onto our SEN register, highlighting the category of SEN that is appropriate to the individual child. The SEN register is monitored on a termly basis to ensure it is up to date and accurately reflects the children within the school who are receiving SEN support.

The SEND Code of Practice (2015) recommends a Graduated Approach response to special needs. At Hazel Leys Academy we provide a graduated cycle – **assess, plan, do and review**, which is fully embedded across our school. We provide quality first teaching to all pupils, some pupils will need additional support through school to help remove their learning barriers, whilst other pupils may need further support through external professionals.

Identification of Pupils with SEND come from a range of sources:

- progress of all pupils is monitored by Teachers, Senior Leaders and Subject leaders as part of an ongoing observation and assessment which identifies differences between progress, attainment and achievement
- progress made against objectives that are specific to a pupils' age-related expectations
- standardised screening and assessment tools
- parental concerns
- concerns raised on entry to the Academy in any year group or concerns raised by previous school or pre-school settings
- liaison with Local Authority or other outside professionals
- concerns raised because a child is under the care of the Local Authority

Progress and Assessment

Progress will be measured against the National Expectations of levels. Where the children have complex needs and progress is achieved in small steps, the use of Northamptonshire Portage and SEN Early Years Developmental Profile is used across the school for those on the SEN register. The assessment and recording of progress is monitored termly using Insight. Some children will require close monitoring and will have Individual Learning Plans (ILPs). These ILPs have set targets for the children to work on.

It might be necessary to carry out extended, detailed assessments to inform the next stage of planning. These may involve external professionals where appropriate. Assessment information and pupil progress are available at reviews, parent consultations and annual reports.

Quality First Teaching

This is the essential foundation of all teaching. Teachers should provide quality lessons that are pitched at the learners' level. They should provide structures throughout lessons to ensure pupils can access the lesson's content.

Quality First Teaching includes:

- Engaging and supporting the learning of all children and young people
- Building on pupils' prior learning and responding appropriately to the 'pupil voice'
- Differentiated curriculum and adaptive teaching
- Appropriate grouping of children within lessons. This may be matched ability or mixed ability groups, both of which have benefits to all the children.
- Use of a range of teaching styles which recognise the individuality of the children in the class
- Appropriate use of additional adult support.
- Accessibility to a range of resources and equipment, including electronic devices.

- Use of pre-teaching and intervention sessions to address misconceptions and close identified gaps.

Only when children have not made sufficient progress through High Quality Teaching after a period of monitoring, following the Local Authority Guidelines are they moved to the Special Educational Needs Register. This will be communicated with parents and an Individual Learning plan will be developed if not created to supporting monitoring of concerns.

SEN Support - Additional School Intervention and Support

When a class teacher, supported by the Inclusion Team, identifies that a pupil has SEN, they are added to the SEN register. The class teacher devises interventions and/or differentiated group or individual work additional to or different from those provided as part of the school's medium- term planning. The class teacher remains responsible for working with the child on a daily basis for planning and delivering differentiated work and individual learning targets for specific lessons. To support this process, the school may wish to ask for support from other agencies to help them with assessment and intervention for pupils at this stage.

Provision

- Quality first classroom teaching
- Learning challenge extension activities
- Adaptations including workstations and visual timetables
- Little Wandle Phonics
- Pre teaching vocabulary
- Adult support
- Adapted/Differentiated curriculum
- Circle time
- Talking partners
- Learning buddies
- School Nurse support
- Pastoral support plan
- Widget (pictures to represent words)
- Concrete / pictorial resources
- Speech and language programme
- Zones of regulation (emotional regulation)
- Social Skills (Lego therapy)

- Sensory circuits – Occupational Therapy
- Attention Autism (Focus and concentration)

Further support:

Cognition and learning

- Focused adult support (1:1 sessions on specific area)
- Access arrangements
- Precision teaching
- Small group work
- Intervention sessions
- Adapted resources
- Now and Next charts
- Learning aids – overlays, coloured paper, visual aids (widget)
- Colourful semantics

Social, Emotional and Mental Health

- Meet and Greet
- Buddy System
- Wellbeing sessions
- Circle Groups
- Protective Behaviours
- Drawing and talking
- Lego Therapy
- Time to Talk
- Nurture groups
- Emotional regulation (Zones of regulation)
- Growing young minds
- Catch me being good!
- Emotional Literacy Support Assistant (ELSA)

Communication and Interaction

- Expected and unexpected behaviours
- Widget (using visuals)
- Social stories
- Speaking in sentences
- NHS Speech and language therapy (SALT)
- SEND support services (external)
- Autism outreach (external)
- Creative Communicators Course (SALT)

Sensory and Physical

- Fine motor skills work
- Physiotherapy
- Occupational therapy
- Sensory circuits
- Sensory based play

Early Help Locality Funding

Some pupils will require a high level of provision. When the level of provision goes beyond the expected level that a school is to provide, the school can make an application for additional funds to support the pupil.

If schools seek extra provision beyond their own resources, or an assessment for an Education, Health and Care Plan, there must be clear evidence that appropriate intervention as described in the Provision Guidance has been put in place and reviewed at the previous levels of the graduated approach.

Further information on Early Help Locality Funding can be found at:

<https://www.northnorthants.gov.uk/schools-and-education/early-help-locality-funding>

EHC Plans

An Educational Health Care plan identifies a child's special educational needs, together with health and social care provision when these services are involved.

The EHC plan includes the aspirations of and outcomes for the child or young person as well as a description of their needs, barriers to learning and provision required to overcome these. An EHC Plan must be created in a person centered way. This means that the information is written from the perspective of the child and family and it monitors the support provided to achieve the young person's outcomes. The plan, if agreed, can then be shared with other practitioners so that you only need to tell your 'story' once and practitioners do not duplicate assessments and information.

The plan may cover health and social care services alongside education, if appropriate, for the individual child or young person. An EHC Plan can, under certain circumstances, continue until the young person is 25 years old. Therefore, it can support them into training, further education and apprenticeships.

EHC plans must be reviewed by the local authority a minimum of every twelve months. These reviews must focus on the child and young person's progress towards achieving the outcomes specified in their plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

An EHC plan can be requested by school, a health or care professional or the parent.

Further information can be located:

<https://www.northnorthants.gov.uk/virtual-school/guidance-education-health-and-care-ehc-assessments-and-plans>

Staff Development

- Those staff involved in SEND are:
- Special Needs Co-coordinator (SENCO)

- Principal
- Assistant Principals
- Class Teachers
- Learning Support Assistant
- Family Support Worker

Staff have a wide range of experience and expertise. We encourage all staff to take up training opportunities, attending relevant courses provided by the County Council and outside agencies to develop and upgrade skills and knowledge in SEND. Training needs are identified through CPD and at whole school level through the Academy Improvement Plan.

Staff have received training in:

- ASD
- ADHD
- Effective questioning
- Understanding the Graduated Approach
- Phonics Little Wandle
- Developing effective one-page profiles and learning plans
- Using widget and post-it notes to support learners
- Creative Communicating (SALT)
- Sensory circuits
- Attention Autism
- Supporting SEND pupils with communication and interaction
- Intensive interaction
- Workstations training
- SNIP Literacy
- Precision Teaching
- Emotional Literacy Support
- Zones of Regulation

Supporting Cognition and Learning in the classroom

Involving Parents and Children

Parents who have a concern about their child or who would like to discuss their child's SEND provision should contact the class teacher in the first instance. If concerns continue then a meeting may be arranged with the SENCo. Good communication between home and school is key to effective support so teachers and parents or carers need to talk regularly.

For children on the SEN register or receiving pastoral support, their individual learning plans (ILP) will be shared prior to whole school parent's consultations and discussed. Additionally, they will be shared with parents if reviewed at other points throughout the year.

Children with an EHCP will have 5 planned meetings consisting of: 2 x parent's consultations, mid-year review (only if required to make changes for provision placement), annual review and transition meetings (Summer 2).

Equipment and facilities:

- Visual aids
- Widget symbols
- Coloured overlay and coloured exercise books for Dyslexic pupils
- Using ICT to record
- Using concrete apparatus
- Sensory or tools to help self-regulate
- A site which is accessible to wheelchair users
- A disabled toilet
- Support to communicate with families with English as a second language may be provided through translated documents or an electronic translator.
- Access to advice regarding specialist equipment and adjustments to the school environment from external agencies e.g. Physiotherapist, Occupational Therapist.

Transition

Transition into the school is carefully considered. EYFS staff will visit or meet with pre-school staff, pupils and parents to ensure that we have additional support or considerations in place before pupils start in September.

Mid-year transitions are supported through a school tour, discussions with the previous school and making suitable adjustments where appropriate. Pupils are buddied up with a supportive pupil to help them settle in and become familiar with day-to-day school expectations and practices.

The Academy will liaise with transfer schools, pre-schools etc. and other additional outside agencies before a child starts at the academy. An enhanced transition plan may be implemented if necessary.

In year 6, there are PSHE lessons with a focus on transition including how to talk to new people, how to manage a timetable, what to expect etc.

There are opportunities for pupils to attend additional transition days at some secondary schools. This can be discussed with the SENCo or the year 6 team.

Transition books with familiar photos of staff and prospective classrooms are produced for identified children.

For pupils moving up within the school, additional steps are put in place to support a smooth transition. This may include providing the pupil with a transitional booklet so they can familiarize themselves with their new teacher and classroom. Pupils may visit the new teacher to develop a relationship prior to the move and visit the new classroom to familiarize themselves with the change of location. This is not an exclusive list. Further to this, all staff share key transitional information and create one-page profiles.

The role of the Special Educational Needs Co-ordinator

The SENCO at Hazel Leys Academy is Abeir Kamel, who have achieved the national award for special educational needs and inclusion with the University of Bedfordshire.

The Special Educational Needs Co-ordinator:

- Manages the day-to-day operation of the policy.
- Monitors and update children's provision using the assess-plan-do-review cycle (Graduated Approach).
- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises colleagues by providing or directing to relevant training.
- Maintains the school's SEN Register and Provision Map.

- Contributes to and manages the records of all children with special educational Needs.
- Ensures the annual reviews for children with a EHCPs are completed.
- Manages the school-based assessment and completes the documentation required by professionals including external and the local authority.
- Communicates with parents and provides relevant information.
- Maintains resources and a range of teaching materials to enable appropriate provision to be made.
- Acts as link with external agencies and other support agencies.
- Monitors and evaluates the special educational needs provision and reports to stake holders.
- Liaises with other schools to share transitional information.
- Monitors attendance and number of exclusions.
- Reviews data for pupils with SEN and vulnerable groups.

Activities Outside the Classroom

Activities and school trips are available to all. Risk assessments are carried out and all reasonable adjustments are put in place to enable all children to participate as fully as possible.

Any potential barriers will be discussed with parents.

The local offer:

<https://localoffer.northnorthants.gov.uk/>

Educational Psychology

<https://www.northnorthants.gov.uk/educational-psychology-service/educational-psychology-service-support-schools>

Referral Management Centre for children and young people

<https://www.nhft.nhs.uk/cyprmc/>

Autism

<https://www.nhs.uk/conditions/autism/>

ADHD

<https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/>

Speech and Language (SALT)

<https://www.nhft.nhs.uk/childrens-salt>

Community Paediatric

<https://www.nhft.nhs.uk/community-paediatrics/>

Children's services 0-19

<https://www.nhft.nhs.uk/0-19>

Rowan Gate Outreach Team

<https://www.rowangateprimary.co.uk/outreach/outreach-service>

Mapelfields Outreach Team

<https://www.maplefieldsacademy.co.uk/semh-outreach-service/>

Our Attendance, Anti-Bullying and Behaviour and Exclusion policies are available from the Academy office or are published on our website.

SEND Team at HLA

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