



HAZLEGROVE

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (INCLUDING EYFS)

INTRODUCTION AND DEFINITION

This SEND Policy is compliant with the latest statutory guidance and legislation, including the SEND Code of Practice (0–25 years, updated September 2024), the SEND and Alternative Provision Improvement Plan (2023), and the Special Educational Needs and Disability (Amendment) Regulations 2024. It reflects current best practices and national standards, ensuring inclusive, high-quality provision for all pupils with SEND. This policy aligns with the SEND Review Green Paper (2022): 'Right Support, Right Place, Right Time', which proposes a national SEND system with consistent standards and improved access to support. It incorporates the SEND and AP Improvement Plan (2023), which introduces National Standards, digitised EHCPs, and a three-tier model for alternative provision. The National Standards clarify what types of support should be available, who is responsible for providing them, and which budgets should be used to fund them. Our policy reflects the latest legislative updates from the Special Educational Needs and Disability (Amendment) Regulations 2024, amending the 2014 Regulations to ensure compliance with current statutory requirements.

This policy document is linked to, and supported by many other school policies, particularly the school's policies on inclusion, bullying, gifted and talented, accessibility, medical and disability needs and curriculum area policies. This is supported by the Special Needs and Disability Information Report which is also available on the website.

This SEND policy should be read in conjunction with our Accessibility Policy, which outlines how we increase access to the curriculum, physical environment, and information for pupils with disabilities. The Accessibility Policy is available on our website alongside all other policies.

Each child is valued as an individual, regardless of ability, and has the right to a broad and balanced curriculum. The school operates a whole school policy on special educational needs which aims to meet each child's individual needs and help him/her to reach the highest standards of which she/he is capable.

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

- Have a significantly greater difficulty in learning than the majority of children of the same age.
 - Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- (Special Education Needs and Disability Code of Practice, 2014)

AIMS

All children are entitled to a broad and balanced curriculum. We seek to provide maximal opportunities for all our children across the whole range of abilities, from all cultures and genders. All children should be valued equally but at the same time we appreciate the need to be treating them all as individuals.

The Learning Support Unit aims:

- To identify, at the earliest opportunity, and assist pupils in overcoming their specific learning difficulties and to help improve Literacy and Numeracy skills and any other specific learning difficulty. These pupils may require a more specialised programme on a regular, weekly basis. Different levels of intervention will be required to match the child's need.
- To reinforce their curriculum needs and support teachers to provide high quality teaching to all pupils. Pupils with SEND are the shared responsibility of all staff in line with the Code of Practice (2014).
All teachers are special needs teachers and need to differentiate their teaching and materials.
- To give all pupils a broad and balanced curriculum which is differentiated to enable maximum progress- to ensure all pupils experience success in their learning and achieve to the highest possible standard.
- All staff to have a maximum awareness of SEND and appropriate training to enhance their professional skills.
- To help the children to feel good about themselves and make sure no child is discriminated against, on the basis of his/her disability, and to reach their potential and prepare for life through effective learning. Children will be involved in decision making about the course of action best suited for them.
- To enlist the help of Outside Agencies such as the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Counsellor when necessary.
- Parents are involved as partners in the education of their children.
- To conduct regular reviews and monitor progress. To ensure children's records are up to date and include information relating to individual needs, the interventions in place and the outcomes. Children will be included in target making. (Pupil Learning Passports-tracking of results and meetings with staff and parents).

- To help children thrive within the school community, and with the help of pastoral care and support, children develop a strong sense of self-esteem.
- To ensure each child with SEND progresses to a suitable senior school where his/her needs will be communicated and will be met.

ADMISSIONS POLICY

Pupils with special educational needs and disabilities are admitted to our school according to the same criteria as other children. We welcome applications from all children and are committed to ensuring that no child is discriminated against on the grounds of disability or SEND. To support appropriate planning and provision, we ask that any previous assessment documents are shared with the school. Following identification of a need at the Taster Day assessment, a recommendation for further professional assessment and/or Learning Support lessons may be made. This will be explained at the point of offer, and any likely costs detailed transparently. The school will make reasonable adjustments to ensure that pupils with disabilities are not disadvantaged during the admissions process or in accessing education.

Pupils with special educational needs and disabilities are admitted to our school according to the same criteria as other children, provided all previous assessment documents are made available to the school. Following identification of a need at the Taster Day assessment, a recommendation for further professional assessment and/or Learning Support lessons may be made. This will be explained at the point of offer and any likely costs detailed at that point. Charges are made for optional enhanced specialist teaching. There are a variety of provisions which are made without cost to parents, depending on individual pupil need. Decisions around inclusion in groups for short-term interventions are data-led.

THE GOVERNING BODY

The Governing Body seeks to ensure that the needs of all pupils are met, and that provision made for pupils with SEND is adequate and secure.

RESPONSIBILITIES OF THE LEARNING SUPPORT UNIT

1. Provide specialist teaching; either individually, in small groups, or in class, in response to identified needs. Teaching will be multi-sensory using small steps, cumulative and with plenty of opportunity for overlearning.
2. Help classroom teachers to identify and make provision, through normal classroom differentiation and support, for children with SEND throughout the whole school.
3. Keep Pupil Passports under review and seek and respond to children themselves at all stages.
4. Plan and implement interventions following the advice of Outside Agencies.
5. Maintain SEND records so that they are readily accessible to staff.
6. Provide information on all children with SEND to all members of staff who may be involved with them through the iSams system, copies of reports, information on the LSU digital folders, staff briefings, at INSET.

7. Liaise with parents at all stages and involve them in decision making and information.
8. Monitor progress through twice yearly screening test of Literacy skills. Class Maths results are tracked alongside exam and assessment results.
9. Seek and respond to the views of the children themselves at all stages.
10. Carry out specialist assessments on any child who is a cause for concern and contact specific outside agencies to intervene if necessary.
11. Keep up to date with the latest information on Special Needs through reading journals, attending conferences and training days.
12. Give advice to Head of Learning Support and Exams Officer about children who need access arrangements for examinations.
13. Ensure smooth transition to senior schools by providing information to prospective new schools.

THE ROLE OF THE HEAD OF LEARNING SUPPORT

In addition to the duties expected of all LSU staff, it is the role of the Head of Learning Support to fulfill the following commitments:

1. To oversee the day-to-day operation of the Learning Support Unit.
2. To foster close liaison with all departments, staff, nurses, matrons, house staff, teachers, Academic Lead – Teaching and Learning and tutors in order to provide support to all pupils in need, with the minimum of disruption to their normal routine.
3. To ensure that every pupil with identified additional needs receives appropriate support both in and outside the unit in order to meet those needs.
4. To have a general awareness of all pupils throughout the school whether or not they are actively taught in the unit. This includes monitoring past LSU pupils and looking out for vulnerable pupils. This may involve observation and the support of pupils in class.
5. To allocate pupils to learning support staff.
6. To generate and analyse data in order to create groups of children for short-term interventions.
6. To assess prospective pupils and to carry out diagnostic assessments for specific needs.
7. To liaise with external agencies and to follow up and implement their recommendations and liaise with parents and staff.
8. To assess pupils at the request of staff when expected progress is not being made. (**Part of the Assess-Plan-Do-Review system**).
9. To control the annual budget and to supervise spending.
10. To co-ordinate routine testing and to ensure records are up to date.
11. To hold departmental meetings.
12. To liaise closely with the Academic Head – Teaching and Learning.
13. To keep in touch with the children's parents and to listen to their concerns at all times.
14. To ensure suitable exam arrangements are in place for those pupils unable to cope with the usual procedures, or who require extra time.
15. To carry out a certain amount of specialised, individual teaching.

16. To make staff aware of the Educational Psychologist's recommendations and to make classroom recommendations.
17. To regularly liaise with staff and observe teaching and activities in the school to ensure high quality teaching of all children. Special Needs teaching must start in the classroom.
18. Ensure all information on pupils with SEND is disseminated throughout the school.
19. Encourage and learn more about and use IT technology especially computers and iPads.
20. Support colleagues and cascade any new learning, resources.
21. Go on training days and share new teaching and ideas.
22. Involvement of Governors.

From September 2024, SENCOs must complete the National Professional Qualification (NPQ) for SENCOs within three years of appointment, replacing the previous NASENCo requirement. As the current SENCo already holds the NASENCo, no action is needed.

IDENTIFICATION:

Pupil's needs fall within a number of broad categories:

- Cognition and learning (general and specific learning difficulties)
- Communication and interaction (speech and language or social communication difficulties)
- Social, emotional and mental health
- Sensory and /or physical development

A child's needs may become apparent through:

- Admissions procedures or documentation from another school or agency
- Teacher observation or concerns
- Whole school assessment and screening procedures which include annual Standardised Tests (CATs, reading and spelling) and internal examinations and tests. The pre-prep are screened using the COPS Test and other internal assessments.
- In-house Assessment by the Learning Support team, in which areas of weakness will be highlighted, so that they can be addressed in class or through intervention.
- Parental or pupil concerns.
- More formal assessment by an Educational Psychologist, Speech and Language Therapist, Occupational Therapist or other professional.

ASSESSMENT:

Informal

Every lesson starts with a review of the previous lesson and /or a warmup involving the basic skills. Work is corrected at the time with the pupil. This allows errors to be discussed and successes to be praised and recognised. Follow up work is set to check understanding and to provide an opportunity for over-learning.

Formal

Our children are tested at least twice yearly in order to track reading and Spelling, Reading and Maths scores. Once a year they sit online Non-verbal and Verbal Reasoning CATs (Cognitive Ability Tests).

Diagnostic:

Diagnostic assessments occur when a class teacher is concerned about the progress of a particular pupil. The Head of Department carries out these assessments and they include such areas as:

- Reading accuracy, speed /fluency and comprehension
- Spelling
- Phonological awareness
- Speed of processing
- Short term and Working Memory
- Maths
- Handwriting speed, formation and legibility.
- Underlying Ability
- Visual Processing

Exam Procedures

It is the school's policy that pupils should be enabled to show what they do know when taking exams. If extra support is deemed necessary in order to achieve this, then it might be achieved by providing a reader, a scribe, a prompt or extra time for the pupil. These concessions are given after testing, and the child fits certain, specific criteria. Alternatively, concessions may be given on the advice of an Educational Psychologist.

RESOURCES

The Learning Support Unit consists of four well-equipped teaching rooms, one incorporating an office. The rooms are dedicated to the teaching of special educational needs. Each room has a large wipe board and computer. The unit has excellent resources which cater for all learning difficulties.

TEACHING METHODS

The teaching methods used are based on structured, multi-sensory, cumulative techniques. There is plenty of opportunity for over learning and consolidation. The five senses of vision, hearing, smell, touch and even taste all play a part, with the weaker areas of the learning profile being supported by the strengths. In addition to all the academic areas, the following skills are covered:

- Phonological awareness skills
- Auditory memory, discrimination and perception
- Visual memory, discrimination and perception
- Handwriting skills and fine motor exercises
- Study Skills
- IT skills are developed
- Numeracy and Literacy skills
- Mentoring for social and emotional difficulties
- Support of work carried out in class

A wide range of practical equipment, exercises, structured programmes, games, books, white boards, plastic letters, sand tray, shaving foam and IT are in use.

In class there is differentiation in all teaching. The pupil will follow the same curriculum but may receive additional support with tasks and activities and/or a reduction in the amount of work to be completed in the same time frame. They may have differentiated tasks or work, with visual and concrete prompts. (See handbook for more detailed information on differentiation). Some pre-teaching of subject topics and teaching of key subject vocabulary also takes place. The children may be supported with the use of IT. iPads are used frequently by pupils, especially those in Years 6, 7 and 8 who have their own personal device. Read&Write has been introduced, which is an assistive literacy software toolbar that supports individuals with reading and writing challenges, such as dyslexia and English as a second language (ESL), by providing tools for text-to-speech, speech-to-text, word prediction, and grammar/spell checking. It makes web pages, documents, and files more accessible, helping users with research, writing, and overall comprehension.

We follow these criteria at all times:

- o **Assess** – pupils' needs are carefully analysed before identifying a child as needing SEN support. This is usually done through a thorough assessment.
- o **Plan** – personalised planning - with regard to the child's and parents' voice and other staff. A Pupil Learning Passport may be drawn up, outlining difficulties, teaching and classroom strategies. SMART targets are drawn up each term with input from the pupil.
- o **Do** – brief, regular, daily activities to enable progress in class. There may also be individual specialised teaching.
- o **Review** – review every term. Record date and set date for next review. The voice of the child and parent should always be taken into account.

PUPIL LEARNING PASSPORTS

These documents are found on the server (in Staff Resources, Learning Support Department), in individual pupil files. All teachers are made aware of these documents which are confidential.

Pupil Passports focus on the strengths and shortcomings of the pupil. They include information about:

- The child's strengths and abilities alongside their specific areas of need
- The child's interests and views on their strengths and support needs
- The long/short term targets reviewed termly.
- Teaching strategies / classroom strategies based on professional and LSU advice.
- Pupils' personal targets and perception of their needs

These documents are updated regularly and discussed with parents at specific meetings and Parents meetings. Parental and tutor contributions are sought. Redrafting occurs whenever new advice is given by professionals and/or additional needs and changes to the provision are identified.

MONITORING PUPILS PROGRESS

Pupil Passports have termly targets which are reviewed and assessed and adjusted accordingly.

Twice yearly spelling and once yearly reading assessments take place to monitor progress.

Liaison with class\subject teachers inform us of the pupil's progress generally within the school. Exam results can be found on iSams. CATs and exam/test results are tracked too.

The Academic Leadership Team and/or section leads along with the Head of Learning Support meet to analyse CATs scores and exam results. Any unexplained discrepancies in the results are investigated further, usually with an Internal Assessment.

Regular liaison with the Pre-prep section ensures that there is an awareness of pupils' difficulties and progress in the lower school.

Rewards:

Rewards are given widely for effort and attainment. Termly prizes are awarded, in the final assembly, to pupils who make progress in Literacy and Numeracy skills. Rewards are given in the individual lessons for good work and displaying qualities such as resilience, persistence and endeavour. These may be plus points or merits in the child's diary or a Commendation on the iSams System. Recognition and praise of the child's efforts and positive characteristics are made whenever possible. These are vital components of the LSU ethos.

STAFF DEVELOPMENT AND TRAINING

Each member of the unit will develop their professional career by:

- Attending Inset Training days
- Reading professional journals, updates, blogs etc.
- Attending training courses either in person or online – these will normally be attended by one person and then shared with the remainder
- Attending special needs exhibitions and seminars where funds permit
- Colleague appraisal and mentoring

FUTURE DEVELOPMENT

- To strengthen the use of ICT for pupils with SEND through training in specific accessibility tools such as Read&Write.
- To help teachers to provide high quality teaching which means that children with special needs will make progress and achieve their full potential. In class support will be provided and advice given to teachers.
- Keeping up with the latest teaching methods and latest resources and thinking.
- Encouraging greater differentiation in class to achieve success.
- To keep abreast of government changes and updates and incorporate them into our policy.
- Fully cooperate with the local authority's moves toward standardised and digitised EHCPs and take advice when the time comes. Engage with the local inclusion dashboard as appropriate to monitor and improve SEND provision.

LIAISON

There is regular liaison between Learning Support Staff and other members of staff. Visits are made to the Pre-Prep to ensure updated information and knowledge of pupils in this area and to ensure future provision for these pupils will be provided for. Regular visits to class also take place. There is also good liaison with parents through meetings, emails, sharing of the Pupil Passports, reports and Parents Evenings. Regular staff meetings and pupil progress meetings are held at which children with SEN can be discussed. There are links with our affiliated schools, the Foundation Senior School, King's Bruton, and their Learning Support Department. Learning Support staff attend Parents' evenings for the Middle and Upper School and Lower School by request.

EYFS APPENDIX TO SEND POLICY

This policy should be read in conjunction with the whole school Special Educational Needs and Disability Policy.

INTRODUCTION AND AIMS

At Hazlegrove, we believe that every child deserves the best possible start in life in order for them to fulfil their potential. Most children develop quickly in the early years, although it is recognised that they develop at different rates and some children may need additional support at times. A strong parent partnership will provide the foundation children need to make the most of their abilities and talents as they grow up (EYFS 2014).

This policy will have regard to the:

- Children and Families Act/ SEND Code of Practice updated May 2015
- Equality Act 2010
- Statutory Framework for the EYFS

ROLE OF THE SENCO

The SENCo, alongside Key People and in consultation with parents/carers, is responsible for the identification, monitoring and recording of children with SEN and to help ensure a high quality of provision to meet their needs. The SENCo attends in service training. We also aim to train staff in specialist areas as the need arises.

IDENTIFICATION, MONITORING AND RECORDING ARRANGEMENTS

At Hazlegrove, we observe all children to monitor their progress across the EYFS. If we have a concern, we follow the procedures as set out in the SEND code of Practice 2015. The procedures form a graduated approach that recognises that all children learn in different ways and can have different kinds or levels of SEND. So increasingly, step by step specialist expertise can be brought in to help the school respond to the difficulties that a child may have.

The tools used to assess children and identify SEND are:

- o Two Year Progress Checks
- o EYFS – Learning Pathways and observations (Developmental Matters and checkpoints)
- o ECAT/ ABCC's etc.
- o Information from Parents
- o Information from Outside Agencies
- o Reception Baseline Assessments
- o Reception Profile

- o Early Star Literacy
- o Informal observations at Squirrels parent/toddler group

Pupils of concern are discussed each week at the weekly Pre-Prep staff meeting, recorded and monitored as well as in Pupil Progress meetings.

The EYFS SENCo meets with the Head of LSU termly and children of concern are recorded on the LSU register.

Concerns are always discussed with parents and initially any extra support we can provide to meet the needs of the child in partnership with the parents both within the classroom and at home will be identified.

If, over a period of time, the child does not make sufficient progress, the class teacher or EYFS SENCo will discuss with the parent whether to seek advice from other professionals. We are able to seek advice and support from the Prep School LSU staff, and outside the setting Area SENCo, Speech and Language therapist, Educational Psychologist or other educational or health professionals.

If, for a very few children, the help given is not enough to enable the child to make progress, consultation with the EYFS SENCo, class teacher, the parents and any outside professionals already involved will take place to consider whether an Education Health and Care (EHC) assessment may be appropriate.

Areas of SEND will be planned for as identified by the Code of Practice:

- communication and interaction
- cognition and learning,
- social, mental and emotional health,
- sensory and/or physical

Medical Needs and Accessibility within the setting, trips and visits (see Accessibility plan) may be included.

SEND support is given following the GRADUATED RESPONSE:

- o Assess
- o Plan – plan in much smaller steps, a maximum of 3 smart targets from the 4 areas of SEN to encourage progress – Personalised Planning - with regard to the child's and parents voice and other staff.
- o Do – brief, regular, daily activities to enable progress.
- o Review – review every half term. Record date and set date for next review. If progress has not been made contact area SENCo – with evidence of support so far, which ideas worked etc. The voice of the child should always be taken into account and parental permission to share documentation obtained.

Transition Arrangements:

- o Between Settings – information is passed on, telephone discussions, face to face meetings between SENCOs and key staff.
- o Joining the Nursery/Reception – from Squirrels (parent/toddler group), “Getting to know me” forms, Introductory visits, Transfer forms, Handover meetings between teachers.

Please see EYFS Transition Policy for further information.