



# SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

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## INTRODUCTION

The Special Educational Needs and Disability Information Report fulfils the statutory requirements of the Children and Families Act, 2014. It shows how we as a school provide for students with Special Educational Needs and Disabilities who are in our care.

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS

‘A pupil has special needs 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.’ Special Educational Needs and Disability Code of Practice, 2014. Children are not regarded as having a learning difficulty solely because the language used in their home is different from the language in which they will be taught. However, support will be available and should a student have difficulties not related to their second language skills, these will be identified and met under the SEND policy. Special educational provision means provision which is additional to, or otherwise different from the educational provision made generally for students of their age in schools.

The British Dyslexia Association (2017) states that dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organization, but these are not markers, by themselves, of dyslexia. In addition, the British Dyslexia Association acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience.

## THE KINDS OF SEN PROVISION

The Learning Support Department aims to provide support for a wide range of difficulties:

**Speech, Language and Communication Needs** includes Autistic Spectrum Conditions

**Cognition and Learning:** dyslexia, dyspraxia, dyscalculia

**Social, Emotional and Mental Health Difficulties:** Attention Deficit Hyperactivity Disorder (ADHD), emotional and behavioural problems

**Support with Revision and Study Skills.**

**English as an Additional Language (EAL)** There is a separate unit which provides teaching for pupils where English is their second language. Lessons are for individuals and groups.

## AIMS

All students are entitled to a broad and balanced curriculum. We seek to provide maximal opportunities for all our students across the whole range of abilities, from all cultures and genders. Our firm belief is that all students should be valued equally, irrespective of their differences, but at the same time we appreciate the need for treating them all as individuals. It is our intention to promote and develop a whole-school policy at Hazlegrove through which we can promote inclusion and provide the appropriate support to ensure that all students achieve their full potential and prepare for adult life through effective learning.

## MISSION STATEMENT

Hazlegrove enables children to be children and is committed to celebrating childhood. A Hazlegrovian in the 21st century is a child that is empathetic, kind and connected to the world; one who is independent but knows that developing relationships and a sense of duty to the community are integral to a successful life. A vibrant and creative curriculum, exceptional pastoral care and stunning rural Somerset location combine to make children feel nurtured, motivated, inspired and encouraged to love learning for life. Within this family focused environment, academic rigour sits alongside endeavour and ambition. This offer reflects Hazlegrove's status as an exceptional coeducational full boarding and day school for children between 2-13 years.

## OBJECTIVES

To make sure that the school uses its best endeavours to ensure:

- Students with SEND are the shared responsibility of all staff in line with the Code of Practice (2014) and the Standards for Teachers (2014).

- All students have a broad and balanced curriculum which is differentiated to enable maximum progress.
- There is a flexible, graduated structure of provision and appropriate resourcing for meeting SEND.
- Students with SEND receive inclusive education where their needs are met within the least restrictive environment with particular regard to the Special Educational Needs Code of Practice, 2014 and the Equality Act, 2010.
- Parents are involved as partners in the education of their children.
- All governors and staff have maximum awareness of SEND and appropriate training to enhance their professional skills.

## **POLICIES FOR IDENTIFYING AND ASSESSING THEIR NEEDS**

Pupils are assessed each year using CATs and Standardised Spelling Tests. From these assessments, we are able to identify students who may need more help with learning. The Accelerated Star Reading Test gives every student in the school a Reading Age. Within school, class teachers make regular assessments of progress for all students, especially in Maths. From these assessments, it is possible to identify students who are not making expected progress. Indicators could include progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the student's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the gap.

We use a graduated approach to assessment of SEND. First, high quality teaching is targeted at the student's area of weakness; if progress continues to be less than expected, the class teacher, working with the SENDCo, will assess whether the student has SEND. This includes consultation with both parent and pupil. An internal assessment is then usually undertaken and this may be followed by further in depth assessment from an External Agency, such as an Educational Psychologist.

Concerns may come from parents\carers or even the pupil themselves, and again after discussion with the parents and specific staff, an internal assessment is usually undertaken.

## **PROVISION FOR THE PUPILS**

With the support of the Head of Learning Support, teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from teaching assistants or specialist staff.

Pupils with special educational needs and disabilities are able to engage in all school activities alongside their peers. Pupils will be encouraged with lots of positive praise. Lessons and Prep are differentiated. There are teaching assistants who help children who need additional support with their learning on an individual basis.

Pupils who have been assessed and have been recommended further action will be noted in the Learning Support Register, which is updated regularly. Access to the register is given to all members of staff. In addition, the Head of Learning support circulates one-page summaries of the additional needs in each year group. These have hyperlinks to sources of additional information on specific children. They are also accompanied by guidance on how to support children with Dyslexia and/or Working Memory and Processing speed deficits.

Lessons will be offered to the child on an individual basis. One, two or possibly three lessons a week will be offered depending upon the severity of the difficulty. These pupils will be monitored closely, with regular feedback given and liaison with the class teacher.

Pupils will be tested at least twice a year to track improvements in Spelling and Reading. In addition to this, close scrutiny of class tests\examinations, whole school testing will be undertaken. Regular dialogue with specific teachers will also take place. Once a year, pupils are assessed using Non Verbal and Verbal Reasoning online CATs test. These give an indication of underlying ability.

Each pupil will have an I.E.P. or "Pupil Learning Passport" which contains learning targets and reviews of progress made. These are created with the pupil so that their voice can be heard.

External Agencies such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists and the School Counsellor also visit the school to assess and support pupils. The School Psychologist, also plays an important role in supporting pupils with their emotional wellbeing, offering individual and group sessions along with a Nurture Room provision.

## **THE EXPERTISE AND TRAINING OF STAFF TO SUPPORT CHILDREN WITH SEN**

Two members of the Learning Support Unit have a Level 5 or 7 Diploma in teaching children with Specific Learning Difficulties (SpLD). Staff are recruited as the need arises and appointments are made through normal school channels, with support given to staff to undertake training as needed.

Every term there is whole school training which the specialist staff attend. In addition to this, the staff attend training courses and often cascade information down to other staff. The Head of Learning Support holds termly meetings to inform and update staff on any latest information on Special Needs. She also observes lessons to give support and guidance tailored to specific individual children.

There is regular liaison with the Pre-prep and Nursery teachers and children who are showing difficulties are discussed and monitored. The Head of Learning Support also visits to observe and gives advice as necessary about any children who give rise to concern. One member of the LSU teaching staff delivers interventions and carries out assessments in the Pre Prep.

## **EQUIPMENT AND FACILITIES**

There are three well-resourced teaching booths and an office. Each area has computer facilities with a range of IT support and a white board on each wall. The LSU has a wide range of resources including practical equipment such as plastic letters, sand trays, white boards with pens and Numicon. There is also an array of reading books, resource books and intervention programmes. There are games specifically targeted to support Literacy, Numeracy and Communication skills and a set of ipads for the children to use.

Most of the LSU information is stored electronically for ease of access and security. There is a private teaching room where meetings, counselling sessions, examinations and assessments can take place. This doubles up as a larger teaching space for groups of students. This is primarily used for the teaching of pupils who have English as an Additional Language.

## **ARRANGEMENTS FOR CONSULTING PARENTS AND INVOLVING THEM IN THEIR CHILD'S EDUCATION**

- Regular communication occurs through emails, phone calls and arranged meetings.
- Before and after each assessment – both internal and external – parents are contacted and meetings are held to inform and plan the next step. Part of the Assess-Plan-Do-Review plan.
- Parents are seen at Parents Evenings and the Pupil Passports\ I.E.P.s are available for inspection and input.

## **ARRANGEMENTS FOR CONSULTING PUPILS WITH SEN AND INVOLVING THEM IN THEIR EDUCATION**

Regular communication takes place concerning the pupils' needs in class and how Staff can help. Children are involved in discussions about their difficulties; if they are assessed, the process is explained thoroughly and the reasons why the assessment is carried out. The results of an assessment will be explained to the pupil and if the pupil has lessons, he or she will be involved in formulating his learning targets which will be recorded on the Pupil Passport and these targets will be reviewed termly.

Pupils may consult Learning Support Staff for help and advice on a personal matter and they may arrange extra sessions for some additional input into their prep assignments or learning for examinations.

## **THE GOVERNING BODY**

There is an active Governing Body at Hazlegrove with one of its members specially designated to oversee Special Educational Needs and Disabilities.

## THE CONTACT DETAILS FOR SUPPORT SERVICES

Please contact Mrs Seery for these details.

## ARRANGEMENTS FOR SUPPORTING TRANSITIONS

- This is carried out by the Year Eight class tutors. A lot of work goes into the transition to ensure each child receives the best advice and input for a smooth transition.
- Regular liaison takes place between staff and new proposed schools.
- Pupils visit and stay over at new designated schools as appropriate.
- Extra preparation is given to pupils who require extra support.
- The Learning Support Unit send additional information and reports to the new schools and often have meetings or telephone calls with the receiving Head of Learning Support.