



Hazel Slade Primary Academy

Principal: Mrs Sarah Camacho



SEND Information

UPDATED BY: Mrs Camacho DATE: Jan 2022 REVIEW: Jan 2023

The SEND Team

Mrs Camacho - Special Educational and Disability Needs Coordinator (SENDCO) Switched on Reading / Switched on Writing

Miss Jukes – Assistant SENDCO

Mrs Smith – Mental Health First Aider

Teaching Support

Mrs Coxon – NELI / Read Write In

Mrs Kelsall – Read Write Inc

Mrs Vincent – Read Write Inc / Time to Talk

Mrs Westwood – Read Write Inc / Speech and Language / Time to Talk / One to One Phonics

Mrs Baker – Read Write Inc / Nurture Group / Time to Talk / One to One phonics

Mrs Wright – Read Write Inc / Lego Therapy / Switched on Reading / Switched on Writing

Mrs Armstrong – Read Write Inc / Better Reading

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 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/ previous nursery visits or phone calls to find out about the children who are due to start with us. This includes discussing whether the child has already received any support for their needs. We also have discussions with any day nurseries if your child has attended a previous setting and this provides details of any outside agency input. 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.



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- 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.
- 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. Inform you about how to make a complaint if you are not happy with what we are doing to support your child.

- 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.

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 (SENCO) 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 : [Policies | Hazel Slade Primary](https://hazelsladeprimaryacademy.co.uk/policies/)
(hazelsladeprimaryacademy.co.uk)

2. Teaching, Learning and Support - How will you 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 initially and where this does not adequately bridge the gap, they are then timetabled for small group/1-1 intervention from our teaching assistants during the afternoon sessions.

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 child's learning plan.

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. This is timetabled alongside the termly Parent's Evening so that all involved in the education of the child are able to meet and discuss progress. 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 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 programmes such as 'Time to Listen' and 'Time to Talk' and the Nuffield Language Intervention Programme to children.

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.

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 six points through the year.

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

Strategies/Programmes to support with speech, language and communication

- Language Steps
- 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 and the behaviour team

Strategies to support/develop Literacy

- Differentiated Curriculum
- Pre-teaching of vocabulary, strategies and concepts
- Read, Write, Inc teaching strategies - whole group teaching and 1-1 sessions
- Daily spelling practice of high frequency words
- Toe by Toe
- Beat Dyslexia
- Time to Talk
- Talking Partners
- Use of Computing
- 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.
- Pre teaching and over learning of strategies, concepts and vocabulary.
- Visual timetables.
- Use of ICT – whiteboards and iPads.
- 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.

Strategies to support social, emotional and mental health difficulties

- Circle Time
- Circle of Friends
- Lego Therapy
- Playground Buddies
- Parental involvement
- Support from SENDCO and senior leaders
- Celebration Assembly to raise self-esteem (Principal/Vice Principals Awards, Half Termly achievements)
- Advice from outside Professionals: School Nurse, SEND Services, Behaviour Support Team, EP, Outreach schools, CAMHS.
- Strategies/Programmes to support physical needs
- Pencil grips/Specialist pencils/Posture support.
- Further differentiation of physical activity (fine and gross motor).
- Provision of specialist equipment & resources.
- Advice from outside Professionals - EP, Outreach schools, Advisory Teacher for Physical Development, Occupational Therapist / Physiotherapist, Medical Team.

Strategies to reduce anxiety/promote wellbeing

- Support from class teacher/TA
- Promoting self-care & personal hygiene.
- Regular planned and unplanned meetings with the SENCo as required.
- Achievements and Celebrating Success.
- 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.
- Additional use of visual and practical resources.
- Targeted Maths interventions.
- Spirals Maths.
- Non-specific Maths programmes created by the school.
- Numicon Intervention.
- E.P and Send Services advice.

4. How does the academy and nursery school 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 overlay to support a child's reading. If you are aware of any resource or strategy that helps your child please talk to our staff.

How will you and I know how my child or young person is doing and how will you help me to support their learning?

There are parents evenings and SEND meetings throughout the year which provide opportunities for parents to meet with your child's teachers and discuss their progress. Rest assured however, that staff will contact you at other points in the year should this be required and you are welcome to speak to the staff at any point.

How does the academy and nursery school 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 or passport. The children are also encouraged to know what their own next steps are to ensure they know what they need to do to progress.

How does the academy and nursery school measure outcomes and the impact of the support provided to children or young people with SEND?

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.

How will you involve parents and carers in this process?

Parents are informed of the impact of their child's interventions as part of the three times yearly meetings.

How will you involve children and young people in this process?

The children are made aware of their progress in each of the tests they have taken as part of the review process.

Does the academy and nursery school use feedback mechanisms or surveys?

All 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.

5. Keeping students safe and supporting their wellbeing How do you ensure that my child or young person stays safe outside of the classroom?**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 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.

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 the academy and nursery school ensure that my son/daughter stays 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.

What are the academy and nursery school arrangements for undertaking risk assessments?

Risk assessments are carried out for any activity where there is some form of risk anticipated.

6. How will the academy and nursery school manage my 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 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 the academy and nursery school 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 other pupils will know in general terms, such as informing a teacher immediately if they think help is needed.

How does the academy and nursery school 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.

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.

7. What support is available to assist with my child or young person'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 Camacho 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 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.

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

- The school follows a Positive Behaviour Programme.
- 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.
- We work closely with the behaviour team who run small group self-esteem groups.
- Children are rewarded for 97% or above attendance.
- 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.

9. Working Together and Roles

What expertise is available in the setting, school or college in relation to SEND? Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?

What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?

- All staff have regular and up to date training according to the needs of the children in the school.
- We share our expertise as a team.

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.
- Our SEND advisor delivers relevant training throughout the academic year.

Does the setting, school or college have any formal accreditations, charter marks or awards?

Not currently. School will be working towards the Dyslexia Friendly Status award and the Inclusion award.

Who is the SEND Coordinator and how can I contact them?

The SENDCO is Mrs Camacho or Miss Jukes. You are welcome to make an appointment to speak to her.

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

The SEND Governor comes into school to meet with Mrs Camacho 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.

How will my child or young person be supported to have a voice in the setting, school or college?

Your child will be involved in discussing any additional support that is provided for them. If they have a Individual Plan detailing their needs, they will have the chance each term to add their comments and will be involved in the review of their provision.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to become governors each year. 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 attend their child's class assembly each year and the end of term show (depending on which year/key stage their child is this may be the Christmas or End of Year Productions).

What help and support is available for the family through the setting, school or college?

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 meet the level 4 safeguarding

criteria. 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.

10. Inclusion and Accessibility How will my child or young person 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.

Do you offer holiday and/or before and after school/college provision? If yes, please give details

We have a before and after school club which is run by school staff

What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?

There are a number of activities that run at lunchtime / after school, these clubs vary throughout the year and are open to all pupils. These clubs are sent out to parents on a termly basis.

How will you help my child or young person to be included?

All children are encouraged and supported when necessary to enable them to be included in the clubs they have chosen. Their needs are taken into account when planning the activities for the club sessions.

11. How accessible is the setting/school/college environment? Is the building fully wheelchair accessible?

Yes; we have a ramp that can be put out to make the hall the accessible to all.

Are disabled changing and toilet facilities available?

Yes.

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

There are a number of visitor parking spaces and designated disabled parking at the front of school

Where can I find the setting's Accessibility Plan?

The school's Accessibility Plan can be found on the school website.

[Policies | Hazel Slade Primary \(hazelsladeprimaryacademy.co.uk\)](https://hazelsladeprimaryacademy.co.uk/Policies)

How are SEND students supported to access those facilities available to all students?

School makes reasonable adjustments to ensure that children with SEND are able to access all the facilities.

Have there been improvements in the auditory and visual environment?

Not currently but this would be done if required.

How do you 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.

We use Google Translate and will request a translator through the local authority service if necessary.

Is any specialist IT software or equipment available and used within the setting?

We use a range of programmes, Ipads and laptops to enhance the learning of all children including the SEND children. Adaptations can be made to iPads to ensure all children's needs are met.

12. Transition - How will the school prepare and support my child to transfer to their next education setting? How can parents arrange to visit the academy and nursery school? What is involved?

Children in Year 6 are supported by our teaching team when they prepare to move into Year 7 and their chosen High Schools. We maintain close relationships with a number of local high schools, children have opportunities to visit them to use facilities there and staff from the schools come to deliver lessons in our setting. Transition paperwork is completed for every child moving to another setting and telephone conversations as part of any follow up take place to ensure smooth transitions are made.

Visits to our school can be made by contacting the school office on 01543 227115

How will you prepare and support my child or young person to join the academy and nursery school and how will you support them to move on to the next stage, or move on to adult life?

Your child will have the chance to meet the staff they will be working with on a daily basis and will be encouraged to ask any questions they may have. They will be asked about their likes and interests so that we can try to make them feel at home as soon as possible. When your child moves up to their next class, they complete a transition time with their new teacher in their new classrooms. This aims to alleviate any concerns and give the teachers the chance to meet and get to know the children prior to September.

When it is time for your child to move to secondary school, there will be transition days for all children in Year 6 and then each of the high schools will put on extra sessions for children with additional needs so that they feel more comfortable and ready for the move in September. All records and information about your child is passed to the next school and conversations are held between our school SENCO and the high school SENCOs to ensure that interventions can be maintained or adapted appropriately.

13. Additional Information - What other support services are there who might help my family and I?

The local Offers can be found at [Staffordshire Connects](#)

When was the above information updated, and when will it be reviewed?

The information in this report was updated in January 2022 and will be reviewed in January 2023.

What can I do if I am not happy with a decision or what is happening?

If you are not happy about a decision or something that is happening in school, please ask to speak to your child's class teacher initially. If you require further assistance, then please request to speak to the SENDCO. If you are still not happy, then you can speak to the Principal. The Academy complaints policy is available from the Office.