



Hadley Wood Primary School

Special Educational Needs and Disability Information Report

Date the policy came into effect	November 2021
Date of the next policy review	July 2022
Name of the person responsible for this policy	Paula Bertram
Issued to	Staff, governors, parents and carers
Date of issue	November 2021

Special Educational Needs and Disability Information Report

Our Vision...

... that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

This document outlines how Children with Special Educational Needs or Disabilities are supported at Hadley Wood School.

What kind of school are we?

We are a one-form entry Community School catering for children from 4 to 11 years old. Whilst we do not have a nursery school, we work closely with Hadley Wood Preschool who are our neighbours but for whom we do not guarantee places. Children come to Hadley Wood from many preschool settings and move on at 11 to a wide variety of secondary settings. We are an inclusive school and seek to promote social inclusion, irrespective of faith, nationality, sexual orientation, gender identity or gender expression. School tours have resumed and we welcome prospective parents and carers to visit and see the school in action.

Senior Management:

Headteacher: Fran Worby

Deputy: Lynsey Jennings

Assistant Head for Inclusion: SEND Coordinator (SENDCo): Paula Bertram

English Lead: Lyndsey Albon

Science Lead: Fabienne Burns

Quality of Teaching: Senior Leadership Team

How does Ofsted rate the school?

Ofsted rated the school as 'Outstanding' in June 2008. To view the report, click here:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/101994>

It has been some years since this formal inspection. A review by the Local Authority graded the school as 'outstanding' in 2016.

Hadley Wood School is situated in the London Borough of Enfield although many pupils live in Barnet and Hertfordshire. To view Enfield's Local Offer for SEND, click on the link below:

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

How does our school ensure that children/young people who need extra help are identified early?

We would recommend that parents/carers have their children's sight tested regularly, especially prior to starting school. Hearing will be tested during the Reception year. Parents and Preschool settings may well have identified that a child has an additional need and begun liaising with the SENDCo during the summer term prior to the child starting at Hadley Wood School. Mrs Bertram and the Reception Team will also liaise with parents and the preschool setting to begin the process of understanding the child's needs. Communication between Hadley Wood staff and the family continue during the summer term and at the beginning of the autumn term, to facilitate a smooth and effective transition to the Reception class.

Monitoring and reporting

Three times a year we make a formal assessment of all children's progress. The class teacher, Inclusion Manager, Deputy Headteacher and Headteacher discuss every child in turn and decide if the curriculum needs to be adapted to meet their current needs. At this meeting it will be decided whether additional support is effective and will continue, or whether we need to make changes. As the meetings

happen frequently, if a problem arises during the child's schooling, we can act at once. We take note of the following:

- Concerns raised by the parents/carers
- Concerns raised by the preschool setting or previous school
- The demeanour of the child at school and at home: Are they able to interact with other children and adults? Do they have self-esteem? Are they responding appropriately to the environment?
- Concerns raised by health professionals who are involved with the child
- Concerns about the child's fine/gross motor control: Can they balance? Can they hold and manipulate a pencil? Can they change for PE independently?
- Concerns raised by teachers, teaching assistants and the learning mentor about a child's progress, development and, or, behaviour

For each class there is a 'Concerns Register' of children who have an additional need in one or more area of the curriculum. There is also an 'SEND Register' of children who have one or more significant barriers to learning, who require bespoke adjustments to the curriculum, or provision to enable them to learn, achieve and make good progress.

Every term a 'Provision Map' is compiled to record the provision for all children on the Concern and SEND Registers for each class. This is adjusted by class teachers and monitored by the SENDCo during pupil progress meetings, according to the needs of the children. Parents and carers whose children are receiving additional support are always informed of the provision in place according to the pupil's needs. This will be via a letter from the Inclusion Manager and by class teachers during parent consultations in the autumn and spring terms. A meeting between parents and Mrs Bertram is sometimes necessary to discuss a child's progress and additional support at school. The information on the SEND Register is included in the School Census, which is returned to the local authority on a termly basis, so that data can be compiled towards the national SEND information report.

What should a parent/carer do if they think their child may have special educational needs?

We recognise that parents/carers must choose their child's school carefully. We encourage all parents and carers to visit the school before applying. From the moment a place is offered, we begin our relationship with the family. If parents/carers think their child might need extra help, it is important that we discuss this as soon as possible, so that we can make sure that we have everything in place before the child arrives in September. We might need specialised equipment and members of staff may need additional training to support your child effectively. Mrs Bertram is our 'Inclusion Manager,' and part of her role is the SENDCo: The Special Educational Needs and Disabilities Coordinator. She teaches the Reception Class one afternoon a week, so the children and parents will soon come to know her. If you have any concerns Mrs Bertram will discuss your child with you, and together you can decide what your child will need.

What do we do to help children/young people with special educational needs?

Each class has a fully trained teacher who delivers the statutory requirements outlined in the National Curriculum. The teachers base their teaching on the assessments that they make of the children before they start each topic. This means that they can prepare work at several levels, depending on what the children can already do, or what they already know. These levels of work are called 'differentiation' and it is expected that teachers will differentiate each lesson to cater for the children in their class. All children of all abilities are encouraged to become independent learners and to access the resources and adult assistance as required.

If a child cannot access the work that the teacher has prepared, even when it is differentiated, they will require extra support. This is given in several ways and always starts with the class teacher talking to the Inclusion Manager and to parents/carers.

Types of support include:

- **Small group support from a teaching assistant (TA).** TAs are not qualified teachers, although at Hadley Wood our TAs are well trained, some to Higher Level Teaching Assistant (HLTA) status. They work under the direction of the class teacher, supporting the children so that they can make appropriate progress for themselves in the lesson. They also give additional support to children

who need a little more input in phonics, reading, maths, speech, behaviour, personal care or social development.

- When appropriate, the TA manages the class as they complete their task, leaving the class teacher free to work with individuals or a small group.
- **Short term booster lessons** delivered by a teacher or TA. These are given when the child needs help for a specific problem. For example, children who are struggling with an aspect of maths, or with using a kind of punctuation may have additional lessons outside the teaching day e.g. before school. At the age when children are to take formal exams, they are often given booster sessions to increase their confidence before the test.
- **Social, emotional and behavioural support** – some children require a range of adults including teachers, senior leaders, SENDCo, learning mentor and TAs to provide extra pastoral support to; listen to their views, assist social development, especially during playtimes, and aid measures to prevent bullying. Hadley Wood School also uses the Leuven Scales to record and monitor children's level of emotional wellbeing and engagement and organise support for those pupils with lower scores.
- **Further investigation:** sometimes we do not fully understand what is happening with a child and we ask the advice of outside agencies. We always keep parents fully informed about plans and once the children are old enough they are also included in discussions.

Outside agencies with which we work include:

- Educational Psychologists, who can often recommend which specialist we should approach.
- Speech and Language Therapists, who will meet and observe the child and then plan a scheme for them, which will be delivered by a TA.
- Occupational Therapists, who will advise on exercises, seating etc.
- CAMHs (Child and Adult Mental Health) who will advise on emotional issues, which are affecting the child's learning.
- Behaviour Support Service (SWERRL), who are experts in reaching disaffected children and will work with the child, parents and teachers to include the young person.
- Health Agencies, who can advise on sight or hearing problems or other conditions a child, may have.
- Voluntary sector, charitable organisations that provide information and support plus individuals who volunteer their time.
- Practitioners who are funded by parents/carers, but who prefer to work in the school setting because that is better for the child.

How do we adapt our teaching for children/young people with special educational needs?

Information about our curriculum is available elsewhere on this webpage. Our school curriculum has recently changed to better meet the needs of our pupils: we have adapted the National Curriculum objectives to include a particular focus on developing independence and resilience at all levels. We try our best to ensure learning is relevant, and lessons are engaging. Our Learning and Teaching Policy guides teachers to assess the children's knowledge and skills before a lesson, so that there is no wasted time when the lesson begins. Some children will be sent to work independently at first, some will be given focussed input by the teacher and some may have support from the TA. Once the children are confident about what they are trying to achieve the adults will change groups.

We are very aware that all the children are entitled to Quality First Teaching. This is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. QFT includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others.

Adult support is given where necessary to enable pupils to make progress in their learning. We are careful to ensure that support is timely and effective without enabling pupils to become over reliant on adult support. Any support provided is carefully planned to enable all pupils to make the same level of progress as the rest of the class from their individual starting points. Class teams work together to ensure pupils achieve at an appropriate level.

How do we decide what resources we can give to a child/young person with special educational needs?

The school is funded per child, with each pupil funded at the same level. The class teacher and Inclusion Manager will decide what support the child needs and, within reason, these resources will be allocated from the school's limited budget.

If it becomes clear that a child will need significant support, we can apply for additional funds. This is called an Education, Health and Social Care Plan. The application takes approximately 20 weeks and the school will need to demonstrate that they have attempted to meet the child's needs, but that they genuinely need additional help. All the professionals involved with the child, the parents/carers and the child themselves are part of the application process. If successful, the year group team will be allocated additional resources to ensure the needs of the child are met. The plan will give specific targets for the child to achieve and all members of the year group team to work collaboratively, led by the class teacher and SENDCo, to support the child to make progress against their outcomes. The effectiveness of the support will be reviewed and updated termly, by Hadley Wood School staff, and formally, with everyone who was part of the initial application, on an annual basis.

How do we check that a child/young person is making progress and how we keep parents informed?

Our Assessment Policy is available on this webpage. We have devised our own assessment system linked to the objectives of the new curriculum for each year group for reading, writing, maths, science and IT so that children's achievements and progress is monitored.

Teachers and TAs are available at the end of most school days for dismissal. Parents/carers can discuss progress informally then or make a more formal appointment. We have an open door policy and parents/carers are welcome to make an appointment to see Mrs Bertram to discuss their child's progress, in addition to the formal meetings with the class teacher.

All parents/carers whose children are receiving additional support will be informed, so that the parents/carers and school can work together to facilitate high expectations, achievement and good progress for our pupils. We encourage parents/carers to see this as a good thing and to welcome the support that their children are receiving.

All children on the SEND Register have an 'Individual Support Plan,' ISP, which states the child's targets with a plan of how to achieve them. A child's ISP is co-produced with the SENDCo, parents/carers, class teacher, outside agency report recommendations and the child them self when appropriate. ISPs are reviewed and updated once a term. Pupils with an EHCP have a 'Learning Passport' which incorporates the child's additional needs, how to support them and the targets from their plan. These are shared with parents and updated termly by class teachers, learning support assistants and the SENDCo. In the autumn and spring term there are formal meetings between parents/carers and teachers to discuss the children's attainment and progress and in the spring term parents/carers will receive a written report.

Other interactions with parents include:

- We frequently hold information meetings about the teaching of reading and Online Safety for parents and carers.
- When the children first start school, parents/carers are offered virtual or in-person workshops and information about the development of phonics and how to support their children with mathematics.
- The children will be given homework so that the parent/carer has some guidance about how to support them. All classes use the Office 365 platform to share and submit homework.
- If the child has outside professionals working with them, they will also be able to give the parent/carer advice on how to support their child.

Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the class teacher or Inclusion Manager who will try to assess and resolve the situation. Formal complaints will be dealt with by the Headteacher through the school's complaints procedure and the Complaints Policy can be found on the school website.

How do we support vulnerable children with SEN to ensure they are happy and safe in school?

We have a duty of care to ensure that all children feel safe and are happy in school so additional provision may be required to support some of our vulnerable pupils with SEND. This is organised with flexibility as the child's needs change and may include:

- Use of Social Stories to discuss social situations and appropriate behaviours.
- Use of a Now and Next board to support transitions.
- Circle of Friends to develop friendships.
- All About Me information giving guidance of how best to support a child with SEN.

- Provide alternative nurturing supervision during break and lunch times for those children who find the playground overwhelming through the use of our Nurture Room provision.
- Social, emotional and behavioural support to provide extra pastoral support to listen to their views, assist social development, especially during playtimes and aid measures to prevent bullying led by the learning mentor
- Refer to external agencies for support, e.g. Enfield Behaviour Support Service: SWERRL, CAMHS and outreach services from Oaktree School, Waverley School and West Lea School.
- Hadley Wood School also uses the Leuven Scales to record and monitor children's level of emotional wellbeing and engagement and organise support for those pupils with lower scores.

Keeping Children Safe in Education: September 2021:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

What support we offer for children's health and general wellbeing?

Our key mission is that the children should be '**confident, capable and caring**'. We acknowledge that this could be more of a challenge for a child with special needs, temporary or on going, or a disability.

The children's **confidence** grows from the relationships in the school. As a small school, we know our children very well. The adults are skilled at encouraging the children to believe in themselves and to feel comfortable with their classmates.

All children are expected to develop responsibility for themselves. This can be a learning process for the parents of children with SEND, because they will understandably have concerns about how their child will cope without them. The staff are very **caring**, but they know that our job is to prepare the children for their secondary schooling and developing dependence on adults is not kind in the long run.

The children need to be **capable** if they are to make the most of their education. This involves in depth analysis of what the children can actually do and what knowledge they have. Our policy is to develop the children from their own starting point. Again, Mrs Bertram will work with the parents to help them understand the process. Not all children will catch up, what is important is that the child makes genuine progress in which they can have faith and on which they can build. In some instances, the child will need an individualised curriculum, to ensure that their learning is appropriate for them. In all circumstances, the children's progress will be recorded formally every term and parents will be informed about their child's progress against their targets each term. Mrs Bertram will also liaise with parents informally throughout the year as appropriate.

At Hadley Wood School we work hard to create a **caring** environment. The behaviour of our children is often complimented and has been judged 'outstanding' in recent reviews. We accept that all behaviour is a form of communication and the adults make every effort to understand why the children behave as they do. Our Learning Mentor, Mrs Davies, supports pupils throughout the school to develop and secure social skills, emotional resilience and positive behaviour via a range of interventions based in our Nurture Room. Enfield's Behaviour Support Service, SWERRL, is very skilled and offers helpful advice to teachers and parents who are dealing with disaffected children. Hadley Wood School is inclusive, and all efforts are made to accommodate children's needs so that all pupils can access relevant activities, clubs and educational visits and journeys.

We are a 'values' school. All stakeholders at a Children's Parliament choose the values each year. We focus on a different value each month and via a range of virtual assemblies, discussions and activities ensure the children understand the more difficult concepts of every value. This means that the children have the vocabulary to discuss their feelings and each other's behaviours. We all have a very clear idea of how we should treat one another and how we like to be treated ourselves. This makes it much more possible to discuss any deviation from expected standards.

Our parents are supportive of this Behaviour for Learning Policy and we have recently introduced our 'Good to be Green' behaviour system which facilitates the understanding and application of the expectations of behaviour at Hadley Wood School.

Any child with medical needs has a Care Plan so that everyone at school understands how to support the child and keep them safe. Some pupils also have a Risk Assessment, again, so that all staff understand how to support the child and keep them safe.

What specialist external services do we use when we think extra help is needed?

In addition to the outside agencies already mentioned, we have some other specific skills:

Mrs Bragoli: HLTA, Understanding Autism, Bounce Back: Resilience support, Your School's LGBT Journey, Team Teach Positive Behaviour Management

Mrs Davies: HLTA, Peer Mediation, Understanding Autism

Mrs Edwards: NVQ Level 3, Higher Level Phonics, Team Teach Positive Behaviour Management

Mrs Egan: Team Teach Positive Behaviour Management, Autism in Mainstream Schools, Sensory Difficulties

Mrs Lenzi: Literacy Support, Anger Management, Gross and Fine Motor Difficulties, Team Teach Positive Behaviour Management

Mrs Michaelides: HLTA, Early Literacy Support, Understanding Autism, Introduction to ADHD, Team Teach Positive Behaviour Management

Ms Stavrou: Understanding Autism, Team Teach Positive Behaviour Management

All Teaching Assistants have first aid qualifications and in addition Mrs Stavrou and Mrs Egan have specific Paediatric First Aid qualifications.

Training:

Introduction to Meditation and Breathing: February 2021

Restorative Practise: February 2021

Team Teach Positive Behaviour Management: November 2020

Understanding and Supporting Pupils with Behavioural and Emotional Needs: January 2020

Supporting Pupils with Communication Difficulties: June 2019

Supporting Pupils on the Autistic Spectrum: February 2019

Attachment Training delivered by Enfield Primary Behaviour Support Service via three twilight sessions: November 2018

Mental Health and wellbeing: April 2018.

Gross and Fine Motor Skills: February 2018

ELKLAN and Oracy: May 2017

Leuven and Emotional Wellbeing: May 2017

Neurodiversity and Specific Learning Difficulties: January 2017

Communication and Interaction: December 2016

EAL and Communication and Interaction: October 2016

Inclusion Updates: EAL, G & T, SEN and Dyslexia: September 2016

Understanding EAL Learners: March 2016

Mrs Bertram completed the National Award for SEN Coordination: Autumn 2016.

During the academic year, every member of staff will be given training appropriate to the demands of their role. These training needs are identified at the annual Performance Management interviews.

How do we include children/young people in activities and school trips?

Wherever possible, everyone will be included in all the activities that their class is undertaking. Very occasionally, for example, in the case of a newly broken bone or on return after an illness, the risk assessment for a specific child might preclude them from taking part, but the teachers will keep the abilities of the class in mind when planning activities.

Physiotherapists/occupational therapists working with specific children are good at giving the class teachers exercises that are aimed at that child but can be used in the whole class warm up sessions.

Most venues used for school journeys are well equipped to provide for a wide range of disabilities. With a little support, most children can access most things. We do consult with parents if the children are going to face a challenge, but we do not expect the parent to take responsibility for the child on such outings, working towards the child's independence.

Our school environment

Our school is built on a slope, meaning that there are many stairs. This presents several problems for children who are not fully ambulant. There are ground floor classrooms in the KS1 building with disabled toilets, but access to the outdoor area is down a flight of concrete steps. We have no ground floor classrooms in the KS2 building. As there is no lift, this does mean that the school is a challenge for wheelchair users.

Hadley Wood School Accessibility Policy:

<https://hadleywood.enfield.sch.uk/wp-content/uploads/2021/09/Accessibility-Policy-September-2020.pdf>

Our 'Learning and Teaching' Policy facilitates the support of pupils with dyslexia and classrooms are arranged with pictorial timetables and environmental language to support all pupils and those on the Autistic Spectrum. We have a small Nurture Room, near the playground, so that children with emotional needs, who are not able to settle in the playground, can be supported in a small group away from the energy of the other children.

We are always willing to learn and are happy to work with parents and outside agencies to provide the support that our children need to reach their potential. If a child is in receipt of an Education, Health and Social Care Plan (EHCP) there will be additional funding for that child to contribute towards the specialist equipment that they need to support their learning.

How do we prepare for children/young people joining our school and leaving our school?

Reception children are invited for 'play dates' before they start school. The teaching team organise a either a virtual or in-person home visit when they can talk to the parents and see the child playing in a relaxed way in their home environment. Mrs Bertram joins the Reception Team meetings for those children who have already been identified as having an additional need.

The child's introduction to school is gradual, with small group half days gradually building to full time by the start of October. Learning in Reception is play based, so the children can progress at their own speed, with support being put in as necessary. This gives the professional team time to observe the children and to make a personal plan for that specific child or call in expert guidance if necessary.

By April, the Year 6 the children will know which secondary school they will be attending. If the child has a personal plan a representative from that secondary school will be invited to take part in the professionals meeting where the EHCP is reviewed.

Year 6 children with special needs may need more support with transition. Every secondary school organises a range of virtual and/or in school meetings and events to enable pupils to become familiar with their new setting. Class teachers liaise with colleagues from secondary schools to share relevant information and plan a smooth transition to accommodate any additional needs.

How parents are involved in school life

Each class has a pair of Parent Class Representatives who liaise with the Friends of Hadley Wood School to promote fund raising events throughout the year. They also communicate information and reminders for the class and may organise social activities for parents/carers. Interested Class Reps are asked to co-produce policy documents for the school website to ensure that the information is clear for parents to access. In addition to the Class Reps we welcome parents to share their skills and interests with the children, via a virtual or in school presentation or the sharing of artefacts. It is school policy that parent helpers do not work in their own child's class, because it is often very hard for a young child to share mummy/daddy.

We have a number of focus weeks during the year when parents are encouraged to virtually share information or experiences. Unfortunately, due to the Covid 19 pandemic we have had to suspend our many performances, musical concerts and class assemblies.

A monthly newsletter is published on this web page keeping parents up to date with events at the school. All parents are members of the 'Friends of Hadley Wood School' who arrange social and fundraising events during the year.

All parents/carers are invited to attend our Inclusion Coffee Mornings. These informal sessions are an opportunity for parents and carers to access information and support with their child/children's education.

Who to contact for more information or to discuss a concern

If you are considering applying for a place at Hadley Wood School we would recommend watching the virtual tour on the school website, or visiting the school in person. If you have any further questions please contact the school office on Tel: **020 8440 4359**. To discuss your child's specific needs, you can contact Mrs Paula Bertram, the Inclusion Manager (which includes the role of SENDCo) on the same number.

This SEND Information Report should be read in-conjunction with the following policies for:

- SEND
- Learning and Teaching
- Behaviour in Schools
- Assessment
- Complaints
- Early Years
- Anti-Bullying
- Health & Safety
- Homework
- Parent Partnership
- Positive Handling
- Equality
- Supporting Children with Medical Conditions

This Special Educational Needs and Disabilities Information Report has been co-produced with a range of parents from Hadley Wood School. We would like to kindly thank all those parents who contributed their time, effort and energy into co-producing this SEND offer, it is greatly appreciated.

This Special Educational Needs and Disabilities Information Report will be updated throughout the school year, as relevant, and will be reviewed in July 2022.