

Hazelbeck Special School SEND Information Report 2018-2019

Hazelbeck School is a generic secondary special school where all students are equally valued. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Hazelbeck is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum.

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To ensure that the provision provided by Hazelbeck enables all students to ‘Enjoy, learn and succeed’.
- To ensure all students at Hazelbeck School have access to a challenging and exciting curriculum that is broad and balanced and responds to the four broad areas of need:
 - communication and interaction
 - cognition and learning
 - social, mental and emotional health
 - sensory and/or physical.
- To ensure all students are able to take an enjoyable and active part in the life of the school community.
- To ensure all students reach their full potential regardless of SEN and/or disability in an environment where every step is recognised and celebrated.
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Regulation	Question	School Response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do students have in your school?</i>	<p>All the students at our school have complex and significant needs in the area of cognition and learning as described in the SEN Code of Practice and may be described as having severe/profound and multiple or complex learning difficulties.</p> <p>In addition to a learning need, students may also have other associated needs in the areas of sensory or medical needs, (visual, hearing impairment, MSI, epilepsy, life limiting conditions etc.) emotional/social needs, communication and interaction difficulties, (autistic spectrum disorders, speech and language difficulties) and physical needs (e.g. mobility needs, physical</p>

		<p>disabilities, wheelchair users).</p> <p>All students at Hazelbeck School have an Education, Health and Care Plan (EHCP) or are in the process of being assessed for an EHCP.</p>
<p>2. Information about the identification and assessment of students with special educational needs</p>	<p><i>How do you know if a student needs extra help?</i></p>	<p>By the very nature of our students and the significance of their SEND, all of our students access:</p> <ul style="list-style-type: none"> • High staffing ratios • Support specific to a student's SEN, e.g. Standing frames, walking frames etc. • Specialist facilities, e.g. Hydrotherapy pool, wheelchair accessible buses • Individualised timetables and curriculum taking into account students' individual needs and ages. • External agencies as necessary to meet the student's and family's specific needs. • Some of the students in our school may be identified as needing extra help. These students are identified by: <ul style="list-style-type: none"> • Concerns raised by parents/carers, external agencies, teachers, or the student themselves • Screening, such as that completed on entry or as a result of a concern being raised which indicates gaps in knowledge and/or skills. • Whole school tracking of attainment outcomes indicates lack of expected rate of progress. • Observation of the student indicates that they have additional needs requiring extra help.
<p>3a. How the school evaluates the effectiveness of its provision for students</p>	<p><i>How will I know that my child is making progress?</i></p>	<p>Attainments towards the identified outcomes will be shared with parents termly through feedback at progress meetings and annually through the Annual Review process and the end of year report. Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.</p> <p>Parents are encouraged to arrange an appointment to discuss their student's progress with the class teacher or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their</p>

	<p><i>How do you evaluate provision?</i></p>	<p>student's success.</p> <p>Throughout school, all students will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:</p> <ul style="list-style-type: none"> • classroom observation by the school leaders and external verifiers, • ongoing assessment of progress made by students with SEND; • work sampling and scrutiny of planning to ensure effective matching of work to student need; • teacher meetings with the Leadership Team to provide advice and guidance on meeting the needs of students; • student and parent feedback on the quality and effectiveness of interventions provided; • attendance and behaviour records.
<p>3b. The school's arrangements for assessing and reviewing the progress of students with special educational needs.</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>All students have individual targets in core subjects set in line with National outcomes to ensure ambition. Parents are informed of these and are involved in setting new targets and outcomes via the reporting system and also at events such as Annual Review meetings and progress meetings.</p> <p>Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These students are then discussed in progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the student themselves.</p> <p>Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the student, and if required, provision to the teacher of additional strategies and further individualisation of the timetable to further support the success of the student.</p> <p>Where it is decided during this early discussion that further special educational provision is required to support increased rates, parents will be informed that the school considers their</p>

		student may require additional SEN support and their partnership sought in order to improve attainments.
3c. The school's approach to teaching students with special educational needs.	<i>How do teachers help students with SEND?</i>	<p>Action relating to SEN support will follow an 'assess, plan, do and review' model:</p> <p>Assess: Data on the student held by the school will be collated by the class teacher/SENCo in order to make an accurate assessment of the student's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.</p> <p>Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.</p> <p>Do: Individualised SEN support will be recorded on a plan that will identify a clear set of expected outcomes (Learning Targets), which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their student. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.</p> <p>Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.</p>
3d. How the school adapts the curriculum and learning environment for students with special educational needs.	<i>How will the curriculum be matched to my child's needs?</i>	<p>Teachers plan using students' achievement levels, differentiating tasks to ensure progress for every student in the classroom. The curriculum and the learning environment will be adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the in school specialists and/or external specialists.</p> <p>In addition if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help.</p>

	<p><i>How accessible is the school environment?</i></p>	<p>Hazelbeck School is a purpose built school for students with severe and profound learning difficulties and/or complex needs. Each room is fitted with a hoist and we have a number of mobile hoists. We have a hydrotherapy pool and rebound room which is accessible to all. Each classroom is tailored to best meet the needs of the students in the class. There are lifts to access different levels of the building as well as stairs.</p> <p>Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information – see policy section on school website.</p>
<p>3e. Additional support for learning that is available to students with special educational needs.</p>	<p><i>Is there additional support available to help students with SEND and their learning?</i></p> <p><i>How are the school's resources allocated and</i></p>	<p>When necessary, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent/carer permission has been obtained and may include referral to:</p> <ul style="list-style-type: none"> • Specialists in other schools e.g. teaching schools, special schools. • Social Services • Health partners such as School Nurse and Student & Adolescent Mental Health Service • Bradford Education Psychology service • Parent Partnership • Bradford Therapy Services, eg. health, speech and language, physio, occupational. <p>N.B. For some students, whose needs require significantly additional or different support than is provided by Hazelbeck School, a request will be made to the Local Authority through the Annual Review Process to consider a change of placement for the student with SEND.</p> <p>The school receives funding to respond to the needs of students with SEND from a number of sources that includes:</p> <ul style="list-style-type: none"> • An amount per student from the Local Authority. • An additional amount per student from the Local Authority High Needs SEN Funding allocation according to severity and complexity of need.

<p>enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</p>	<p><i>after school and other activities are available for students with SEND and how can I find out about them?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>the website for further details about the clubs available).</p> <p>Risk assessments are carried out and procedures are put in place to enable all students to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no student is excluded from any school provided activity.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of students with special educational needs</p>	<p><i>What support will there be for my child's overall well-being?</i></p>	<p>The school offers a wide variety of pastoral support for students. This includes:</p> <ul style="list-style-type: none"> • A Personal, Health, Social and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please see the 'Curriculum' section on our website to see the topics that are included within this area of the curriculum. • Student and Parent voice mechanisms are in place, the effectiveness of which are reported regularly to the Local School Committee. • Small group evidence-led interventions to support student's well-being are delivered to targeted students and groups. These support improved interaction skills, emotional resilience and well-being. • Students who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills. <p>Students with medical needs</p> <p>Students with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the student themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting students at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Procedures.</p>

<p>4. The name and contact detail of the SEN co-ordinator</p>	<p><i>Who should I contact if I want to find out more about how Hazelbeck supports students with SEND?</i></p>	<p>The school SENCo (Special Educational Need Co-ordinator) whose name is Jo Dowson who can be contacted through the school. Parents may also contact the Head teacher, Beth McPhail, directly if they feel this is more appropriate.</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p><i>What training have the staff supporting students with SEND had or are having?</i></p>	<p>School staff receive a range of training at three levels; awareness, enhanced and specialist.</p> <p>All staff are trained in Team Teach and Manual Handling.</p> <p>Awareness training has been provided to all staff on:</p> <ul style="list-style-type: none"> • Tooth brushing • Assessment • Curriculum • Behaviour • Safeguarding • Communication • Autism • Differentiation • Prevent • E safety • Makaton • Medical needs awareness, ie. Asthma, epilepsy, allergy <p>Enhanced training has been provided to specific staff on:</p> <ul style="list-style-type: none"> • Talking Maths • Rebound Therapy • Food hygiene • NARS training

		<ul style="list-style-type: none"> • Prevent • Admin of medication • Medical needs, eg. Gastrostomy feeding, colostomy bags etc. <p>Specialist training has been provided to some staff on:</p> <ul style="list-style-type: none"> • Manual handling, rebound, team teach leader training, PECS, Makaton, Intensive InteractionThe SEN Coordination award. • Safer recruitment • MSI qualified teacher • The school has regular visits from SEN specialist teachers who provide advice to staff to support the success and progress of individual students. • The NHS Speech and Language Therapists, Physiotherapists and Occupational Therapist set up programmes in school for staff to follow.
6. Information about how equipment and facilities support children and young people with special educational needs will be secured	<i>What happen if my child needs specialist equipment or other facilities?</i>	<p>Before making the decision to name Hazelbeck School in a student’s EHCP, the Local Authority will send the Head teacher on behalf of the Governing Body a copy of the EHCP. The information in the EHCP will be considered very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). Parents of a student with an EHCP also have the right to seek a place at a special school if they consider that their student’s needs can be better met in specialist provision.</p> <p>Any specialist equipment needed will be discussed with external agencies (eg. Specialist chairs, walkers, AAC devices) and parents and an agreement as to the urgency and funding of equipment will be made.</p>
7. The arrangements for consulting parents of children with special educational needs about, and involving parents in, the edication of their	<p><i>How will I be involved in discussions about and planning for my child’s education?</i></p> <p><i>How will you help me to support my child’s</i></p>	<p>This will be through:</p> <ul style="list-style-type: none"> • discussions with the class teacher, SENCo or senior leadership team member, • during parents evenings, • during Annual Review Meetings. • meetings with support and external agencies.

<p>child</p>	<p><i>learning?</i></p>	<ul style="list-style-type: none"> • Parents are asked to make an appointment at any time to discuss the concerns and to ensure the school is meeting their student's needs. <p>Please look at the school website. It can be found at www.hazelbeck.org and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. The class teacher may also suggest additional ways of supporting your child's learning.</p> <p>The school organises a number of parent workshops during the year often during our parent coffee mornings. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning. If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact Saika, our family liaison worker, who will locate information and guidance for you in this area.</p>
<p>8. The arrangements for consulting young people with special educational needs about and involving them in, their education</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Where appropriate students are encouraged to evaluate their work in lessons. Students are given opportunities to choose subjects that they want to further their learning in. They attend review meetings and are given the opportunity to contribute to target setting and reflect on their learning and achievements at and prior to review meetings. Students are given opportunities to visit further educational establishments so that they are able to make informed decisions about education beyond school.</p>
<p>9. Any arrangements made by the Trust relating to the treatment of the complaints from parents of students with Special</p>	<p><i>Who can I contact for further information?</i></p> <p><i>Who can I contact if I have a complaint?</i></p>	<p>If you wish to discuss your student's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:</p> <ul style="list-style-type: none"> • Your student's class teacher, • The SENCo, • The Headteacher, • If the above staff have been unable to resolve your concerns, please contact the School Governor with responsibility for SEN: Carol Smart. Contact details for Carol

Educational needs concerning the provision made at the school		<p>Smart are available from the school office.</p> <ul style="list-style-type: none"> • The School also has a Complaints Policy which is available on the School Website
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students	<i>What specialist services and expertise are available at or accessed by the school?</i>	The school has access to a range of specialist support that are identified (in 3e and 5) above.
11. The contact details of support services for the parents of students with special educational needs, including those for arrangements in accordance with section 32.	<i>Who should I contact to find out about support for parents and families of children with SEND?</i>	<p>Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all students and young people with SEND. The nearest PPS can be located at Queens House, Queens Road, Bradford. Tel. 01274 481183. http://www.barnardos.org.uk/bradford-partnerships-services</p> <p>The PPS will also provide information on how to access an Independent Supporter for those parents whose students are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.</p> <p>Bradford Independent Supporter Service can be contacted at: Tel: 01274 481183</p> <p>http://www.barnardos.org.uk/bradford-partnerships-services/independent-support-service-bradford.htm A FAQ factsheet on Independent Supporters is located at http://www.councilfordisabledstudents.org.uk/what-we-do/our-networks/independent-</p>

		<p>support/independent-support-faqs</p> <p>For parents who are unhappy with the Local Authority or school responses to their student's SEND, parents may seek mediation from the regional mediation services. Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your student's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled student. Information on this process is available at: https://localoffer.bradford.gov.uk/Content.aspx?mid=29</p>
<p>12. The school's arrangements for supporting students with special educational needs transfer between phases of education or in preparation for adulthood and independent living</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>A number of strategies are in place to enable effective students' transition. These include:</p> <p>Prior to start date:</p> <ul style="list-style-type: none"> • Meetings with SENCo and/ or Senior Leadership team. • Home visit by School nurse and SENCo and/or class teacher ensuring provision is in place to meet child's learning difficulties and complex needs. • Visits to previous placement by SENCo/Class teacher as appropriate. • Planned transition programme with staff from previous placement as appropriate. <p>On entry:</p> <p>A meet the teacher morning. Close communication between class teacher and/or area lead once student has started at Hazelbeck to ensure student has settled and is making progress.</p> <p>Transition to the new placement</p> <p>College or day provision:</p> <p>The annual review in Y13 for students with an EHCP begins the process where parents are supported to make decisions regarding post 19 choice. However we encourage parents to start thinking about this as soon as possible. Parents will be encouraged to consider options for the next phase of education and/or day services. The school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Accompanied visits to other providers may be arranged as appropriate.</p> <p>For students transferring to local colleges and many day provisions, transition leads of both school and the next placement will meet to discuss the needs of students to ensure a smooth transition.</p>

		<p>Mid phase</p> <p>The records of students who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school. Where moving to another local school we will aim to follow a similar transition process to that above.</p>
<p>13. Information on where the local authority's local offer is published</p>	<p><i>How can I find out about Bradford's Local Offer?</i></p>	<p>Information on where the Local Authority's Local Offer can be found.</p> <p>The Bradford Local Offer can be found at: https://localoffer.bradford.gov.uk/thelocaloffer.aspx</p>