

# Hazel Oak School



**Hazel Oak School SEN Information Report 2018-19**

Policy date: October 2018

Policy review date: October 2020

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Under section 65(3) (a) of the Children and Families Act 2014, a school must publish its report containing SEN Information and make it available on the school website. The report will be updated annually to reflect changes and plans within the school. This report describes the current provision at Hazel Oak School.

### ***What are the kinds of special educational needs for which provision is made at Hazel Oak School?***

Hazel Oak is a maintained day special school for children aged 4 - 18 years with moderate learning difficulties. They may also have other associated needs such as autism or communication difficulties. Pupils and students access a differentiated, challenge-based curriculum appropriate to their needs.

The admission arrangements for our pupils can be found on our school website:

[www.hazel-oak.co.uk](http://www.hazel-oak.co.uk)

### ***How does Hazel Oak evaluate the effectiveness of its provision?***

The school monitors the effectiveness of the provision and subsequent progress of the pupils through:

- Regular collaboration with families
- ensuring that specific arrangements identified in the statement or EHC plan are provided for pupils/students
- annual review meetings
- ensuring pupils are making progress through monitoring systems
- advice from a range of health/social care professionals in order to meet the needs of the pupils/students

We aim to:

- Create a happy and secure learning environment where all pupils'/students' needs are met and where achievements and success are recognized and praised
- Ensure that all the National Curriculum/statutory curriculum guidance is delivered to all pupils/students, differentiated according to level of ability and specific need of the pupil
- Provide all staff with training and development opportunities to enable effective practice
- Promote the pupils'/students' spiritual, physical and emotional well-being so that they are secure, confident and well-motivated
- Help pupils/students acquire the knowledge, skills and confidence which enable them to lead as full, interesting and independent lives as possible
- Develop in pupils/students personal responsibility and encourage decision making and choice, communicating through whatever means appropriate
- Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging
- Offer opportunities to work co-operatively alongside others, developing friendships and respect for others
- Provide pupils/students with experiences of their own and other religious and cultural backgrounds and values
- Foster relationships with parents and other professionals.

Further details of our school curriculum, including policies, are available on the school website ([www.hazel-oak.co.uk](http://www.hazel-oak.co.uk))

All staff have a responsibility to meet the needs of all the pupils/students at Hazel Oak School.

School contact details are on the website, as well as current staffing arrangements.

Lower school pupils are taught in small groups of pupils, with one teacher and one teaching assistant. In the event of a class admitting extra pupils, additional staffing will be put in place. If additional support has been identified on the statement/EHC plan the child will be supported appropriate to these identified needs.

Our Hazel Oak Wellbeing Team offer additional support in the development of emotional health and well-being, personal, social, health, sex and relationships education. We employ a part time consultant Educational Psychologist and a Life Coach as well as specialist trained staff in speech and language, autism, sex and relationships advisers and family mentors.

### ***What are the school's arrangements for assessing and reviewing pupil progress?***

All pupils/students will have a statement of Special Educational Needs or, from September 2014, an Education, Health and Care Plan (EHCP). Pupils are baseline assessed on entry to the school then set progress targets. Assessment can take the form of:

- teacher assessment (including annotation of work, assessment for learning)
- peer to peer assessment
- testing
- quantitative and qualitative assessment.

### **What training do staff have in relation to the needs of pupils/students at Hazel Oak School?**

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff participate in weekly professional development sessions relevant to their role and the needs of the pupils/students, as well as receiving additional training on our planned training days. Any newly qualified teachers appointed to the school receive additional training and support. All new members of staff participate in a comprehensive Induction training programme relevant to their role.

### **How will equipment and facilities be provided to support pupils/students at Hazel Oak?**

Hazel Oak School is fully accessible for wheelchair users, being on one level. Specialist teaching rooms are available for food technology, music and drama, science and art.

All parents and families are welcome to visit the school prior to their child or young person attending the school and an Induction morning for families of new pupils takes place every year.

### **What are the arrangements for consulting families of children/young people at Hazel Oak School and involving them in the education of their child?**

Families are encouraged to get involved in the education of their child. We do this through:

- Initial visits to school
- Introductory meetings
- Home/school book for information exchanges and key messages
- Twice yearly Parents' evenings including updates from agency professionals
- Two school reports a year - one curriculum-based and one linked to the annual review of statement/EHC Plan including a review of an Individual Health Care Plans as appropriate
- Annual Review meeting
- Parent workshops and training
- Coffee mornings
- Hazel Oak Facebook page
- Hazel Oak Twitter account
- Parental Representation on Governing Body

- Parent involvement in changes in school through informal and formal consultations

***What are the arrangements for consulting young people at Hazel Oak about, and involving them in, their education?***

All children and young people in our school are treated with dignity and respect. The curriculum is personalized for each pupil/student in order that they can access and experience success throughout their school life.

The School Council involves students to contribute and decide on aspects of school life relating to their needs.

The annual review of statements of SEN/EHC Plans includes the choices and views of pupils/student.

**What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Hazel Oak School?**

The complaints procedure/policy is available on the school website or via the school office. Most complaints are resolved informally and in the first instance should be addressed to your child's class teacher. If the complaint is not resolved it will then be escalated as described in the policy.

**How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Hazel Oak and in supporting their families?**

We have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the School, others are commissioned services e.g. school nurse, speech and language therapy, occupational therapy (through Heart of England NHS Trust).

Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors. Administrative staff are also school employees. The school has a service level agreement with Solihull Catering who are responsible for our lunchtime provision.

Transport to school is organised by the Local Authority in which the child resides, not the school. Transport staff are employed by the transport companies (Solihull) and by the Local Authority (Birmingham).

There are social workers and Early Help workers for children/young people with disabilities; they are Local Authority Employees and are based within the Children's Services.

If you have a query relating to these areas it is best to contact the professionals directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way.

Solihull Early Help	0121 709 7000
Solihull SENDIASS	0121 733 7290
Speech and Language Therapy	0121 722 8069
Occupational Therapy	0121 722 8017
Solihull Transport	0121 704 6610
Birmingham Transport	0121 303 4955
Birmingham SENAR	0121 303 1888

If there is a number you need which is not listed, please contact the school.

**What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?**

All transitions are well planned for and parents/carers always have the opportunity to meet the new teacher and class staff at the summer term parents' evening. If a child starts school at a mid-point in the year, arrangements will be made for you to meet school staff at that time.

Students are increasingly supported in planning for their transition from school to adult life. The school engages a range of independent support from local employers and small businesses to offer advice on future careers. Students have the opportunity to visit local colleges to gain an understanding of alternative provision. The school employs an Independent Careers Adviser who works with students in school, getting to know them and advising both students and parents/carers on opportunities after leaving Hazel Oak School.

***Where is the information on the Solihull's local offer published?***

Further details about Solihull's Local Offer can be found at:

<http://socialsolihull.org.uk/localoffer/education/>