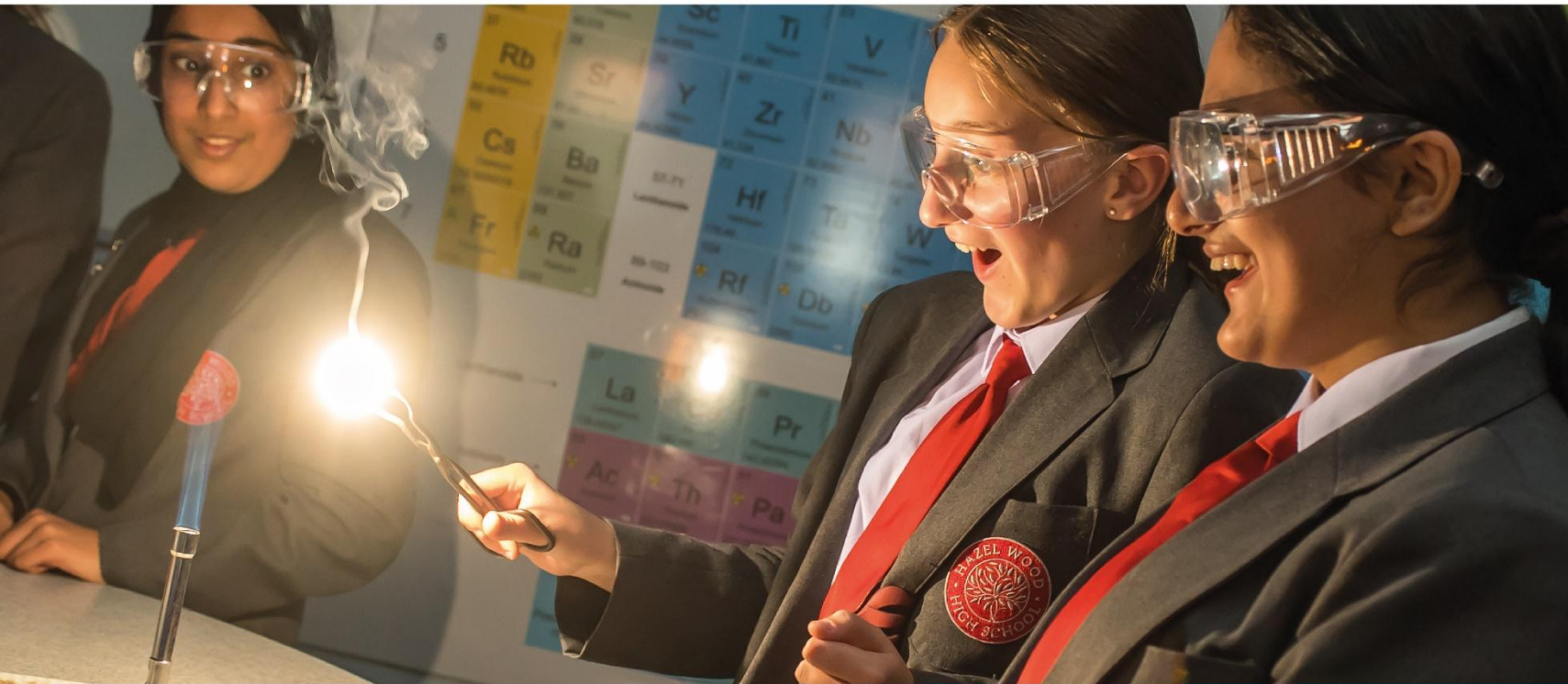




Hazel Wood
High School

Respect Responsibility Aspiration



Part of the

Oak



Learning Partnership

SEND Information Report

oaklp.co.uk

September 2025



Hazel Wood
High School

Inclusion at Hazel Wood High School

Inclusion is at the heart of our Trust and here at Hazel Wood we believe educational inclusion is about equal opportunities for all our students, whatever their age, gender, sexuality, ethnicity, specific need, attainment and background. We do pay particular attention to the provision for the achievement of different groups of students;

- Students with special educational needs or disabilities (SEND).
- Students who need to learn English as an additional language (EAL).
- Minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Those who are looked after by the Local Authority (CYPIC/CIC – Children and Young People in Care/Children in Care).
- Others such as those who have long term medical conditions, those who are young carers; those in families under stress; those who are in receipt of free school meals and or the pupil premium.

We have a child-centred, inclusive approach to education and we are committed to a broad, balanced, and aspirational curriculum for all our students. We are dedicated to ensuring all pupils receive a high-quality education and realise their academic potential regardless of any challenges they may face.

Pupils with a Special Educational Need or Disability (SEND) are educated in the classroom alongside peers where they receive high quality teaching. A number of pupils may be withdrawn from selected lessons to receive specialist teaching/intervention which is organised on a personalised and individual level.

Pupils with an EHCP (Education, Health and Care Plan) receive the necessary support as set out in their EHC Plan. They have a personalised support programme with focus on their specific needs and outcomes. There are various strategies used for other additional needs pupils and are offered on a personalised level. Booster interventions are also provided for pupils not included on the SEN register.



How do we identify and assess children with a special educational need?

At Hazel Wood High School, we realise the early identification of need is crucial to ensuring students receive the correct support at the correct time.

All students are assessed on entry to identify their current skills and levels of attainment, this will build on previous settings and Key Stages, where appropriate. In addition to this, class teachers will make regular assessments of progress for all and highlight any students who are of concern.

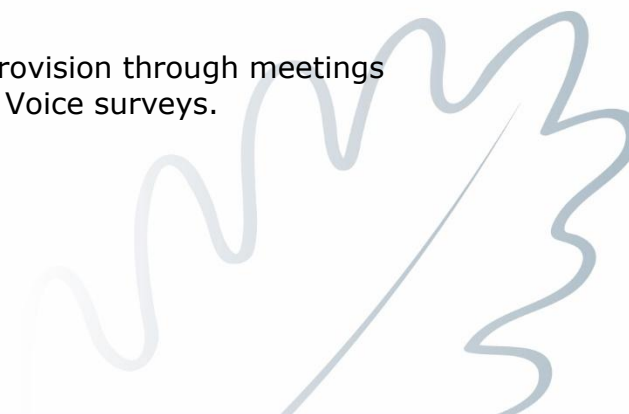
All members of staff within school are able to complete an inclusion referral form for any student they feel may need additional support. This is reviewed and monitored by the SENDCo who will complete the relevant assessments or observations and inform parents/carers.

Parents, carers or the child are able to raise any individual concerns to the SENDCo via email (SENCO@hazelwood.oaklp.co.uk) or telephone through the school office (0161 797 6543).

After two terms of targeted intervention students may be placed on the SEND Profile of Need and an individual pupil profile is created.

How do we plan and evaluate provision for students with special educational needs?

- Review students' individual progress towards their targets each term
- Review the impact of intervention every half term
- Use pupil voice
- Use pupil surveys and/or questionnaires
- Hold annual reviews for students with an EHC plan or SEND support funding plus
- Monitoring by the SENDCo/Assistant SENDCO
- Parent/carer views and pupil voice are also sought to assess the effectiveness of SEND provision through meetings such as the Annual Reviews, Parents Evenings, SEND Information afternoons and Parent Voice surveys.



How will we ensure your child receives appropriate provision?

Through the use of the graduated approach and our three-tier model, which is shown below, we will ensure your child receives the correct provision at the right time, this may involve intervention or support from external agencies.

How will we involve parents in the child's education?

- Parents/Carers will be informed of any additional support or interventions that are planned for your child and given regular feedback on the progress your child is making
- Parents/Carers will be invited to Annual Review meetings
- Parents/Carers will be informed of overall progress of their child through phone calls, parents' evenings, SEND Information afternoons, reports and termly pupil profile reviews
- If concerns or complains are being raised they should be directed to the SENDCo or Pastoral Year Lead in the first instance who will aim to discuss and rectify any concerns. Parents/Carers who wish to seek further support can follow the school's policy on complaints.

How will we involve the child in their own education?

- Students' will be involved in writing their own pupil profiles
- Students will have the opportunity to express their thoughts, feelings and opinions through pupil voice discussions and surveys as well as discussions with their key member of the SEND Team
- All decisions and meetings regarding their individual SEND provision are pupil centred.

How do we support children with SEND needs during times of transition?

- During times of transition, additional support will be put in place for students' who may find these times more challenging, whether that be a change from Key Stage or a smaller change such as a change of teacher
- Support will be provided in the form of additional visits to the new setting, meetings between professionals from both settings to ensure a smooth transition for all or, if this is not possible, photobooks of the new setting. We will provide support with college applications and the change in travel to and from the new setting if required.
- Enhanced transition will be planned on individual basis dependant on the needs of the child.

How can the Local Authority support my child with Special Educational Needs?

As part of the SEN reforms, Local Authorities must publish their Local Offer providing comprehensive, transparent and accessible information about the range of services available within the local authority. Information about the services provided within Bury can be found by visiting; [Bury SEND Local Offer | The Bury Directory](#).

Our approach can best be understood in our three-tier model, which is shown in more detail on the following 4 pages:

Tier One – Whole School & Whole Class		
<p><i>If a pupil needs additional support the starting point is whole school and whole classroom practices.</i></p> <p>What does this look like at HWHS?</p> <ul style="list-style-type: none"> • <i>Creating a culture of inclusion, a positive and supportive environment for all pupils without exception</i> • <i>Building an ongoing & holistic understanding of pupils needs.</i> • <i>Ensuring all pupils have access to high quality teaching.</i> 	Whole School Practices	Whole-class practices
	<ul style="list-style-type: none"> • Behaviour - We have a positive approach to behaviour, strong routines, rewards culture, positive framing, understanding behaviours, consistency & respectful language • Leadership & Management - We maximise opportunities for students with SEND to receive the BEST teaching. • We have designed our curriculum to meet the needs of all students. • We know our SEND profile, common needs, specific needs and individual needs. • We follow the graduated approach. • We have simple systems to identify and support SEND • We work with all stakeholders to support those with SEND 	<ul style="list-style-type: none"> • We believe good teaching for SEND is good teaching for all. • We use strategies that are inclusive such as seating plans, non-verbal commands and feedback, CFU techniques • Our Curriculum Support Staff make use of their classroom toolkit • Our HWHS core five approaches within our STANCE – ‘E’ engagement for all are; <ol style="list-style-type: none"> 1. Flexible and mixed grouping 2. Cognitive and metacognitive strategies 3. Explicit instruction 4. Use of technology to support learning 5. Scaffolding • PD is provided to support these strategies and QA in place to ensure efficacy.

	<ul style="list-style-type: none"> We have clearly defined roles, timetables and structure within curriculum support. 	
<p>Tier Two – Targeted Interventions</p>		
<p><i>High quality teaching should reduce the need for extra support for all pupils. Nevertheless, it is likely that some pupils will require additional support in the form of targeted, high quality, structured interventions to make progress.</i></p>	<p><i>What does this look like at HWHS?</i></p> <ul style="list-style-type: none"> Complimenting high QT with carefully selected small group and one to one tuition Intervention is targeted and planned so that time away from the class is minimised CPD is in place for those delivering intervention so that it is high quality. 	<p><u>Examples of Tier 2 Provision</u></p> <ul style="list-style-type: none"> RWI 1:1 Session RWI Group Session Literacy Intervention Numeracy Intervention (1:1 or small group) TA Class Support (Duration/Frequency) Wellbeing Intervention (1:1 or small group) ELKLAN (TA Speech and Language Support) - (1:1 or small group)

Tier Three – Specialist Support		
<p><i>High quality teaching should reduce the need for extra support for all pupils. Nevertheless, it is likely that some pupils will require additional support in the form of specialist interventions delivered by trained professionals so that students can make progress.</i></p>	<p><i>What does this look like at HWHS?</i></p> <ul style="list-style-type: none"> • Complimenting high QT with carefully selected specialist interventions delivered by trained professionals. • Intervention is targeted and planned so that time away from the class is minimised 	<p><u>Examples of Tier 3 Provision</u></p> <ul style="list-style-type: none"> • Continued intense intervention as directed in Tier 2 approach with more 1:1 session allocated • Personalised timetable • Speech and Language Therapy • CAMHS Support (incl. FirstPoint) • Early Help • Streetwise • Occupational Therapy • Educational Psychologist • Physio • Alternative Provision





The Tier Process

Tier 1 High Quality Teaching

Teachers are responsible for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.



Tier 1 Regular monitoring and reviewing of progress

Pupil progress should be reviewed on a regular basis in line with school policy.



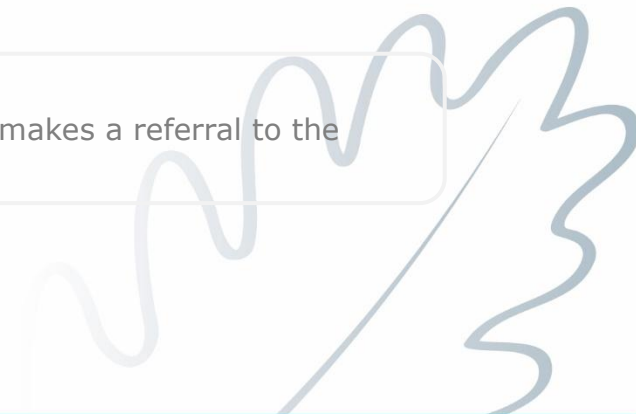
Tier 2 Recording any cause for concern and informing the SENCO

Any pupils that are a concern to a member of staff (i.e. any issues that fit into the four SEN areas of need) are raised to the SENCO via the Inclusion Referral Form. Parents will be informed by the SENCO with guidance from the referrer. Initial classroom strategies/observations/bespoke assessment considered as necessary. A child or parent are able to raise concerns and can do this via phone, email or face to face meeting.



Tier 2: Sensory/physical/medical or urgent SEMH need

SENCO meets with parents/carers and signpost parents/carers to the right service or makes a referral to the appropriate agency.



The Tier Process cont.

Tier 2 Planning and implementing interventions

If a pupil continues to find barriers to learning after a cycle of continued classroom differentiation then appropriate interventions will be put in place. Any intervention needs to be tracked for impact at regular intervals. The child will be included in the graduated approach document (recording intervention and assessing impact).



Tier 2 Initial Intervention Evaluation of impact

For some pupils this may be the end of the process as the intervention may have supported them enough to access learning independently. If this is not the case, the child is moved to the next stage.



Tier 3 After 2 cycles of SEN support

Interventions must be reviewed at least every term and appropriate changes made. At this point, the child will be added to the SEN Profile of Need and a pupil profile will be created. If there is still a concern over the child's progress or a concern in regards to their barrier to learning, referrals for additional support will be completed by SENCO (Inclusion Panel or EHC Request).



Tier 3 Involving outside agencies

If it is decided that outside agency involvement would benefit the child then the SENCO will meet with parents/carers and gain written consent. Whilst waiting for outside agency involvement, tracking cycles will continue using the graduated approach and personalised targets. If outside agencies provide recommendations they will be followed by all professionals.





Inclusion in more detail

Five building blocks of inclusion at HWHS		
1. Creating a culture of inclusion	We have a positive approach to behaviour, strong routines, rewards culture, positive framing, understanding behaviours, consistency & respectful language	Our school day is based on simple routines understood by the acronym MORE and our classroom culture and routines are based on the simple acronym STANCE. These structures allow for clear routines and clarity of behaviour they all for rewards & praise. Our values underpin the way we conduct our relationships and interactions are at all times respectful.
	We maximise opportunities for students with SEND to receive the best teaching.	Our curriculum, groupings, staffing and timetable design allow us to ensure we have our best teachers where we need them.
	We have designed our curriculum to meet the needs of all students	We have reviewed our curriculum to ensure all subject areas offer an inclusive curriculum. We have also adapted our whole school curriculum model to ensure we can deliver targeted support within it.
	We use strategies that are inclusive such as seating plans, non-verbal commands and feedback, checking for understanding techniques	These can be seen in our classroom approach through STANCE and our teaching and learning rubrics.

<p>2. Building an ongoing understanding of pupil needs</p>	<p>We know our SEND profile, common needs, specific needs and individual needs.</p>	<p>All our staff are given a simple one-sided SEND pupil profile document so they know all our students and the support they receive. All staff are given time within directed time to know our profile and plan accordingly.</p>
	<p>We follow the graduated approach.</p>	<p>To ensure early identification of need and targeted support we use a graduated approach model.</p>
	<p>We have simple systems to identify, and support SEND</p>	<p>We use ICT systems to make it easy for staff to refer for support and time to know what support is available. Our pastoral meetings allow for good communication around the graduated approach model.</p>
	<p>We work with everyone to support those with SEND</p>	<p>We ensure parents and pupils have a full part in planning and reviewing the support they receive in and out of school.</p>
<p>3. Ensuring all pupils have access to high quality teaching</p> <p>We believe good teaching for SEND is good teaching for all.</p> <p>Our HWHS five approaches within our STANCE – ‘E’ engagement for all are:</p>	<p>Explicit Instruction</p>	<p>We follow a clear lesson structure that encourages our staff to use explicit instruction in their teaching to support all learners. Lessons use a formula of clear instruction, modelling, guided practice and independent work.</p>
	<p>Flexible and mixed grouping</p>	<p>Our curriculum is designed to allow for flexible and mixed groupings. We teach mixed ability groups across KS3 in all subjects. We only set students at KS4 in core subjects to align with specifications. Directors have autonomy to be flexible and review groups at every point in an academic year.</p>
	<p>Cognitive and metacognitive strategies</p>	<p>Our approach to teaching and learning builds in opportunities for cognition and meta cognition both in and out of class. We use ‘do now’ to know more and remember more every lesson coupled with a ‘finish now’ task we also have a clear approach to independent study based on</p>



Ensuring all pupils have access to high quality teaching cont.		cognition and meta cognition with learning quizzes and knowledge organisers.
	The use of Technology	We use technology to support our learning, we use visualisers in our classrooms and iPads to support culture and climate. Our independent study programme uses apps to support learning such as Sparx maths, Kerboodle, MS forms and Seneca learning.
	Scaffolding	We are focussing on ensuring all our staff are able to provide suitable scaffolding so that all learners can meet the requirements of the curriculum. We recognise that scaffolding is a temporary measure to support learning and should be removed over time and if this is not possible we know how to access support.
4. Complimenting high quality teaching with carefully selected small group and one to one tuition.	High Quality Teaching	Through a consistent, research informed approach to teaching we aim to ensure high quality teaching in all our classrooms. We also build on this through our CPD and QA models.
	Targeted Interventions	These are time specific and measurable and meet the needs of identified students. We plan these so that curriculum time is not lost.
	Specialist support	We work with external agencies and also upskill our own staff to ensure we meet any specific needs of students.
5. Working effectively with TAs	Clearly defined curriculum support	This is seen on our SEND/EAL profile. All staff are aware of how the curriculum support team work.
	Curriculum classroom toolkit	We ensure effective communication between curriculum support staff and classroom teachers through the allocation of faculty-based support staff. We implement a common approach to the use of curriculum support staff in classroom settings that follows our STANCE routines.

September 2025



Hazel Wood
High School

The Special Educational Needs and Disabilities Co-Ordinator (SENDCO) & SEND Team

The Headteacher and SENDCo have overall responsibility for children with special educational needs within school. The SENDCo, Mrs R Davison and Mrs Grant, are contactable by email; SENCO@hazelwood.oaklp.co.uk or via telephone to the school reception.

The SEND Team comprises of:

- SENDCO: Mrs R Davison
- Assistant SENCO: Mrs A Grant
- SEND Base Manager: Mr J Dixon
- Achievement Centre Manager: Miss D Barnes
- SEND Officer
- SEMH Teacher
- 5 Learning Managers
- 2 SEMH Learning Managers
- EAL Learning manager

Working with the SEND team, the SENDCO will:

- Develop activities designed to raise aspiration and ambition and to encourage independence in learning
- Co-ordinate overall provision for students with SEN
- Advise and support Curriculum Areas in providing a differentiated and accessible curriculum that meets the needs of all students.
- Identify the needs and monitor progress of all students with SEN against targets set.
- Facilitate the annual review for each child with an EHC Plan and hold interim reviews if deemed appropriate.
- Ensure resources are deployed effectively to ensure all the needs of all SEN students are met.
- Develop and implement pupil profiles for students in receipt of an EHC plan or on School Support on the SEN register.
- Keep parents and carers informed of their child's progress.
- Work effectively with outside agencies in order to meet the needs of individual students.
- Ensure all students are fully involved in all aspects of school life including participating in their own learning and decisions about it.
- Liaise closely with the SEN link governor and ensure governors are all informed of developments and their responsibilities to support, monitor and evaluate the school's SEN policy.
- Maintain and update the SEN Register, through consultation with key stakeholders, in order to support accurate provision of data for internal use and sharing with external agencies.
- Address specific learning difficulties, through the provision of appropriate intervention strategies, which may be associated with literacy and numeracy.
- Provide additional training to support in addressing more general problems of understanding that children may encounter in the subjects that they are following.
- Address the needs of students with learning difficulties that may be the result of a particular syndrome or condition such as Attention Deficit Disorder or Aspergers Syndrome.
- Address the needs of students with hearing, visual, medical or physical impairments and advise staff on how best to support their needs.
- Support the approaches to teaching and learning which departments use with individual students with SEN.
- Foster an atmosphere of high but realistic expectations for students with special educational needs.



Key Terms and Abbreviations

Area of school	Common Language	Explained
Whole School	MORE	This is our acronym for the daily routines across our school and stands for Morning and afternoon line up, Owning our uniform, Respect on the corridors and Escorting student's home.
	STANCE	This is our acronym that outlines the routines we have for our strong classroom culture and stands for Strong starts and strong finish, Tracking, Achievement and C-boards, No hands up, Checking for understanding and Engagement for all.
	Dual coding	These are the images we use to help our students understand the parts of our lesson structure.
	Rubrics / Blueprint / Policy	These are a set of instructions or guidelines that allow staff to understand how to do things at HWHS and then allow staff to be coached to always be excellent at performing in these areas. For example, the rubrics for a strong start will show how that part of classroom practice is to be performed to achieve maximum impact and outcome.
	Long Term Plans - LTPs	These are the overviews of the Medium-Term Plans outlining the 5-year learning journey in that subject (or 2-year learning journey if KS4 only subject).
	Medium Term Plans - MTPs	These are detailed plans that describe the sequence of work for each subject lesson by lesson or over a series of lessons. These are sometimes referred to as Schemes of Work.
	Lesson Plans	<p>All areas will have clear and well rationalised mid and long-term curriculum plans and therefore we do not expect staff to produce detailed individual plans for lessons. They should have daily short-term planning in place, to act as an aide-memoire, that refers to:</p> <ul style="list-style-type: none"> • Learning objective. • Key KSU that every student must have by the end of the lesson • Strategies to be employed to ensure that every student, of all ability and need, reach the KSU. • Vocabulary. • Homework.

	HWHS Lesson structure	This is agreed structure sets out the ingredients of a great lesson based on the principles of explicit instruction. Explain, model, practice, do, assess.
Continued Professional Development - CPD	Four-week focus	This is our CPD model, we choose 6 clear development areas across an academic year and use the four-week focus model to build knowledge in this area and then develop strong pedagogical rubrics to embed across a four-week period that is celebrated in a show case at the end.
	Curriculum Twilight	These are held on a Wednesday 6 times in the year and devote two hours to faculty curriculum development. These are calendared between four-week focus sessions and the time is taken from disaggregated PADs.
	Instructional coaching	We use instructional coaching as a model to improve teaching to ensure high quality in the classroom. It is used within the four-week focus where staff develop rubrics for key areas and then are coached to embed. It is also used to develop individual staff where areas for improvement are recognised.
	Appraisal	This is a formal process used to plan, support, challenge, and celebrate staff development against whole school priorities.
Quality Assurance - QA	Culture checks / Daily Visuals	These are the daily supportive checks that leaders complete every day to make sure the culture in every classroom is right.
	Health checks	These are the formal quality assurance reviews that take place three times across an academic year for each faculty to ensure consistently high-quality teaching.

