



Hazel Oak School

Hazel Oak School's Information Report

Our vision:

Having fun, discovering our place in the world, building relationships and overcoming challenges. Learning about life beyond the classroom to shape a successful future.

Our mission:

Reaching for the stars.

Our values:

Creativity, respect, wellbeing, growth and community.

Headteacher:	Mr A Simms
Deputy Headteachers:	Mrs Baker / Mrs Mc-Elroy Stringer
Assistant Headteachers:	Mrs Murphy- Sheridan / Miss Mason

Hazel Oak School's SEND Information Report (SEND Offer)

Hazel Oak is a Specialist Provision school for students with additional needs from ages 4-19. All students who attend Hazel Oak have an Educational Health Care Plan (EHCP). Our Key Stage 5 (sixth form) are educated off site at Solihull College.

At Hazel Oak we support students with a wide range of needs. These include but are not limited to:

- ADHD
- Autism
- Down's Syndrome
- Dyslexia
- Dyscalculia
- Dyspraxia
- Hearing Impairment
- Fragile X Syndrome
- Moderate Learning difficulties
- Prada Willi Syndrome
- Social, emotional and mental health difficulties
- Speech, Communication and Language Difficulties
- Visual Impairment
- A range of medical needs

Hazel Oak is a fully inclusive school regardless of ethnicity, gender, sexuality, disability or culture.

How do I apply for a place at Hazel Oak school?

We are an oversubscribed specialist provision. All students who attend Hazel Oak have an EHCP and have received a place through the Local Authority following either receiving an EHCP or following an annual review. Places cannot be applied for directly through the school.

How do Hazel Oak communicate with parents?

- Each student has an annual Educational Health Care Plan review in which parents/carers and agencies involved with the child are invited to.
- Home/school communication diaries are used for all students daily.

- Meet the team meeting in the Autumn term.
- Targets for students are sent home to parents in the Autumn term.
- Parents evening in the Spring term.
- Written school report in the Summer term.
- Multi-agency meetings.

What does a day look like at Hazel Oak?

Students are either brought to school by parents and carers or they come on transport provided by the local authority. A small minority of our students are independent travellers.

- 9.00am - School Start of school day
- 9:05am - Morning Registration
- 10.15am - 10.30am - Morning break (EYFS/Lower School)
- 10:30am - 10:45am - Morning break (Upper School)
- 12.00pm - 13:00pm- Lunch and Play (Whole School)
- 1:15pm - Afternoon Registration
- 3.10pm - School - End of school day

What support do children at Hazel Oak receive?

Hazel Oak is a specialist provision and therefore class sizes are smaller than a mainstream school. Class sizes range from 7 to 14 students per class with each class having a teacher and at least one teaching assistant to support.

At Hazel Oak there are three levels of intervention. These are:

- Universal – quality first teaching for all
- Targeted – additional interventions
- Specialist – additional and highly personalised

Universal

All students are entitled to quality first teaching. This ensures that all staff have high expectations of the students whilst offering them a broad and balanced curriculum. The students are in mixed age classes within each Key Stage with students grouped with students with similar needs. Whilst this is the case, adaptations need to take place within the classroom to consider the diversity of learning and understanding within each class.

Examples of Quality First Teaching Strategies within Hazel Oak:

- High aspirations for all students.
- High quality teaching in all classes.
- Student's learning style taken into account.

- Clear and positive rules and expectations for behaviour.
- Little Wandle (daily phonics lessons)
- Small class sizes.
- Resources e.g. word banks, writing mats, visual cues, alphabet arc.
- Differentiation to support learners with different abilities within the same class.
- Access to learning document for each child.
- Targeted questioning - Blooms Taxonomy
- Talk4Writing approach
- Extra processing time where needed.
- Widget symbols to support communication and understanding.
- Communication friendly strategies within all classrooms.
- Total communication environment.
- Autism communication friendly strategies as recommended from AET.
- Visual support/whole class visual timetables/individual visual timetables.
- Weekly Talkabout groups
- Home-school communication books/diaries
- Structured school and class routines
- Learning tasks differentiated by task and outcome to meet individual needs
- PSHE
- Restorative Practices
- Sensory diet throughout the school day
- Regular movement breaks
- School is all on one level (except for two classrooms which are accessed via a ramp)

Targeted

Some students require more support than the Universal level of support in order to make progress. This support is over and above that which is provided through differentiated classroom teaching and is specific work targeted at meeting individual needs.

Examples of these include:

- Alternative ways of recording work e.g. oral presentation, sound buttons, mind maps
- Pre-teaching and over learning of key vocabulary and concepts.
- Low level age-appropriate books - Dockside and Moon Dog
- Precision teaching

- Daily reading to an adult
- Speech and language advice followed.
- WellComm - speech programme used in school
- Time to talk
- Now and next board
- Social stories
- Makaton
- Colourful semantics
- Individual workstations
- Personalised reward systems.
- Alternative curriculum opportunities.
- Personalised programme using resources in school in either small group or 1:1 situations with SMART targets reviewed and updated regularly.
- BEAM
- Sensory circuits
- Alternative ways of recording work
- Printing like a pro - handwriting programme
- Coloured overlays
- Write from the start
- Comic Strip Conversations

Specialist

For some students, their needs are so individualised that they require more specialist support and external support.

Examples of these types of interventions are:

- Dancing bears (reading programme)
- Advice from an Educational Psychologist
- 1:1 support
- Cued Articulation

- Direct support from a speech and language therapist
- Speech targets with resources to work through with an adult in school.
- Sound buttons
- TEACHH structure
- Emotion coaching
- Alternative curriculum/timetable
- Positive handling plans.
- School nurse.
- Specific staff trained in Mental Health First Aid.
- All permanent staff trained in Team Teach.
- Referral to SOLAR.
- Hearing impairment team from SISS
- Visual impairment team from SISS
- 1:1 Occupational Therapy support from outside agency
- Physiotherapy programmes provided by NHS/private physiotherapy

Students demonstrating challenging behaviour are supported by:

- Descriptive praise
- Positive handling plans
- Team Teach intervention (all permanent members of staff are trained)
- Restorative practice programme

What external support might come into school?

- NHS speech and language therapy (telephone number 0121 722 8010)
- NHS physiotherapy (telephone number 0121 722 8010)
- NHS occupational therapy (telephone number 0121 722 8010)
- Nursing team
- Educational Psychology
- Speech and Language Therapist
- Consultant Paediatricians
- Community Learning Difficulties Team
- Specialist teachers for Vision and Hearing Impairment
- Independent travel training team

- Disability social work team
- Wheelchair services
- Occupational Health for accessibility equipment

What training have staff at Hazel Oak been part of? (this could be all staff or some members of staff)

- Mental health first aid
- Little Wandle online training
- Sex Factor (PSHE resource)
- Numicon
- Team Teach
- Makaton Level 1
- AET Level 1 and 2
- Real PE
- TEACCH

What curriculum do we teach at Hazel Oak?

Hazel Oak's whole school curriculum is a cross curricular approach with a core focus around:

- Social skills
- Communication skills
- Life ready skills
- Emotional regulation
- Understanding and applying literacy and numeracy skills in a functional sense.

What accreditations do we offer?

In Key Stage 4, students can be entered for:

- AQA Step up to English – Entry Level 1-3
- AQA Maths Core – Entry Level 1-3
- AQA Maths GCSE
- AQA Entry Level Science
- ASDAN modules

In Key Stage 5, students have access to a range of experiential course at:

- Pearson Functional Key Skills English – Entry Level 1-3
- Pearson Core Maths – Entry Level 1-3

- AQA Maths GCSE
- ASDAN personal social development
- ASDAN adventure and residential
- ASDAN employability

What assessments take place at Hazel Oak?

- Hazel Oak teachers assess students against ranges within their bespoke curriculum.
- Daily informal assessments against personal targets.
- All students involved in self-assessment and, for those that can manage it, peer assessments.
- Termly data input from all staff to measure progress on Trackable.
- Moderation sessions within school.
- Key stage 4 and 5 students assessed against Entry Levels, Level 1 and 2, GCSE's and ASDAN.

How will my child be included in activities outside the classroom including all trips?

- Trips are only arranged that are accessible for all students within a class.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no student with SEND is excluded from any school provided activity.
- There is always a high adult to student ratio when going on a school trip and at least one first aider.

How accessible is the school environment?

- The majority of Hazel Oak is on one level, with two classrooms accessible via ramps.
- Hazel Oak have disabled spaces within the car park if needed.
- There are two disabled toilets.
- A medical room has been provided in order to enable a safe place for administering medication.
- Students in sixth form are accommodated on the second floor, accessible by stairs and lift.

How will the school prepare/support my child when moving classes?

- Students may move between classes during a school year or at the end of the year.
- The teachers will ensure an appropriate handover takes place between themselves.
- Access to learning and zones of regulation toolkits will go with the student so that the new class team are aware of ways to support, along within information about sensory diets.

- Social stories, visual timetables and photographs of the new classroom and staff team will be shared with the student, and these will be available to go home too.
- Students can start to spend a short amount of time in their new classroom and this length of time can be gradually increased if needed.
- Students are transitioned to their new classrooms two weeks before the summer holidays.

There are many support services available for parents with children with special educational needs and some of these can be found below:

- SENDIAS offer independent advice and support to parents and carers of all children and young people with SEND. The nearest can be located via www.family-action.org.uk/solihullsendias/ Contact: SENDIAS, Sans Souci, Tanworth Lane, Shirley, Solihull, B90 4D Tel: 0121 516 5173

If you have any questions or concerns, then please contact the school office:

office@hazeloak.solihull.sch.uk

Link to Solihull's Local Offer

[Solihull Local Offer](#)