



**Hazel Cottage**  
School

## SEN Policy

September 2025

## **SEN Policy- Support for pupils with EHCP Plans**

### **Introduction**

This policy seeks to support the school ethos and mission statement “**Learning to G.R.O.W together**” (**Get Ready for the Outside World**) to enable our pupils to develop independence in a caring, well considered and structured learning environment in which all pupils can develop academically, socially and emotionally, to their full potential and in a happy, thriving learning community.

### **Background**

All pupils attending Hazel Cottage School have social communication difficulties and a diagnosis of Autism Spectrum Condition (ASC). In all cases the individual needs of our learners have, for various reasons, proved too complex to have been successfully addressed within mainstream schools. Some pupils also have additional learning difficulties, speech and language difficulties, sensory impairments and/or physical difficulties to varying degrees. The school makes every effort to identify and assess pupils’ special educational needs and to provide effective support and a suitably differentiated curriculum, enabling them to progress and succeed to the best of their ability.

### **Aims:**

- To identify all pupils with special educational needs, to assess the extent of their difficulties and to plan appropriate strategies and programmes to meet their needs
- To ensure that all teachers and teaching assistants are aware of pupils' difficulties and are provided with strategies and individual programmes to use with those identified pupils
- To monitor and review the progress across the curriculum of pupils with special educational needs, thereby ensuring that those pupils achieve their potential by being able to function fully and confidently in the classroom
- To involve as fully as practicable the pupil and their parents/carers in decision making and monitoring processes,

### **Baseline Assessment**

Each new pupil has a baseline assessment within 2 weeks of starting at the school. Pupils identified through EHCPs as requiring speech and language therapy input are seen as soon as possible by the school’s speech and language therapist, producing diagnostic information that is used to inform planning. Baseline assessment informs planning for teaching and learning, objectives and target setting.

**One Page Profiles** A pupil’s One Page Profile provides classroom strategies and suggestions of possible resources and techniques to support progress towards individual objectives. Progress towards these objectives is assessed by the leadership team as part of the termly progress review process. In accordance with the Code of Practice (2014) support and interventions will take into account:

- 1) The nature of the pupil's difficulties
- 2) Action involving provision, staffing, support, programmes, activities, materials, and equipment
- 3) Any relevant Home Liaison

- 4) Expected outcomes to be achieved, including time scale
- 5) Longer term, intended outcomes in areas that are less predictable or time-bound
- 6) Arrangements for monitoring and assessment and review dates
- 7) Monitoring of progress

The individual plans for each pupil will focus on specific areas of difficulty, identify appropriate strategies for intervention, and describe assessment methods and time scales for evaluation.

### **Annual Reviews**

A statutory review of each pupil's progress towards meeting the objectives written in the statement of special educational needs is held each year. An Annual Review report is produced reporting on progress in subject areas, social and emotional development and learning style. Before each review a report of the pupil's progress in each subject is written by their teachers; this school report is circulated to parents, carers, the LA and other agencies two weeks before the review takes place. During the week before the review the pupil has the opportunity (where appropriate and according to needs) to discuss their progress with a member of staff and to complete a form recording their own views. For pupils who find this process challenging, there are a range of alternative measures that enable staff to capture the 'pupil voice'. Parents/carers and pupils are encouraged to attend the reviews. Newly agreed targets and recommendations are sent to the LA following the review.