Welcome to Heatherlands Primary School

SEND Information Report

2026 - 2027

This document will give you an insight into the support the school provides for children with special educational needs and disabilities (SEND). It will also provide links for support for parents and carers of children with SEND.

Heatherlands Primary School	We are a three-form entry, mainstream primary situated in Parkstone, Poole. Our school values are **respect, motivation, aspiration, motivation and independence.** At Heatherlands, we believe that every child deserves the best education and therefore we have the highest expectations for every child who attends our school from the early years to Year 6. Our aim is for them to reach their full potential by providing them with the education that they will need, not only for today but to help set them up with every chance to succeed tomorrow. At Heatherlands Primary School, our intention for children with Special, Educational Needs and/or Disabilities (SEND) is to ensure that they all receive a high-quality education that is ambitious regardless of their need and/or disability. We believe that it is vital for the children to become equipped with the tools needed so they become independent, inquisitive learners. Through high-quality provision, we intend to: - • Ensure all children have access to a broad and balanced curriculum that is adapted to meet the individual child's needs and promotes inclusivity as well as respects diversity. • Provide good quality and relevant training for all staff members supporting children with SEND. • Work collaboratively with parents and carers as we recognise that they are the first educators, know their child best and have a unique insight into how their child learn and behave. • Regularly monitor, assess and track the progress of children with SEND to ensure children are achieving their full potential. • Provide a learning environment that is accessible to all children and, where required, tailored to individual needs. • Ensure early-identification of children with SEND whilst also recognising that diagnostic criteria is not discrete. This will help plan appropriate interventions to ensure progress continues to be made.
What is the Local offer?	All local authorities need to be able to share what is on offer locally for children and young people with additional needs. The BCP Council SEND Local Offer provides information on services and activities for children and young people living in Bournemouth, Christchurch and Poole aged 0 to 25 with special educational needs, disabilities and health needs. The Local Authority has produced a Local Offer of Services available to pupils with SEN, parents and their families. It can be viewed on the Family Information Service website, by using the following link below or on the school website. https://fid.bcpcouncil.gov.uk/send-local-offer The Family Information Directory also has useful support groups and information for families. https://fid.bcpcouncil.gov.uk/family-information-directory

Who is the special educational needs and disability coordinator (SENDCO)?	**Miss Melanie Brown** is the Heatherland's Inclusion Lead; her role includes being the SENDCo as well as Designated Safeguarding Lead and teacher responsible for children who are looked after in care (LAC). You can contact Miss Brown by calling the office on **01202 743918 o**r by emailing: Heatherlands.office@coastalpartnership.co.uk
Admissions	Please see the Coastal Learning Partnership website for the school Admissions Policy (link at the end of this report). If your child has an EHCP, admission will need go through your SEN Co-ordinator. If you would like to discuss your child's SEND needs prior to admissions please contact the inclusion lead, Melanie Brown.
What types of SEN do the school support?	At Heatherlands we have children with a range of different needs. They might have needs in more than one area of SEN. **Special Educational Needs and Disability (SEND) is split into 4 categories:**

Communication and Interaction 	Communication and Interaction describes a child's difficulties with expressing themselves, understanding others, and developing social skills and relationships. This includes issues with speech, language, and communication needs (SLCN), as well as difficulties with non-verbal cues, social rules, and the social aspects of communication often associated with autism.
Cognition and Learning 	Cognition and learning refers to difficulties in a child's thinking, acquiring knowledge, and developing skills. This can be either general, affecting many areas of the curriculum or specific such as reading or spelling. This can include conditions such as dyslexia.
Social, Emotional and Mental Health 	SEMH stands for Social, Emotional, and Mental Health. Children and young people with SEMH needs may struggle to manage their emotions and behaviour. This can include ADHD, attachment and anxiety difficulties.
Sensory / Physical 	Sensory and physical needs include difficulties with vision, hearing, and physical disabilities. It can also include sensory processing difficulties where a person is over or under-responsive to sensory stimuli.

How do we identify if a child has SEND?

At Heatherlands, we have a graduated response to SEN. Class teachers are constantly monitoring and assessing how children are doing in their class. This can be informal such as observing children, or through tests and looking at work.

If a child is not making the expected progress, or showing difficulties, the class teacher will speak to the Inclusion Lead and parents or carers.

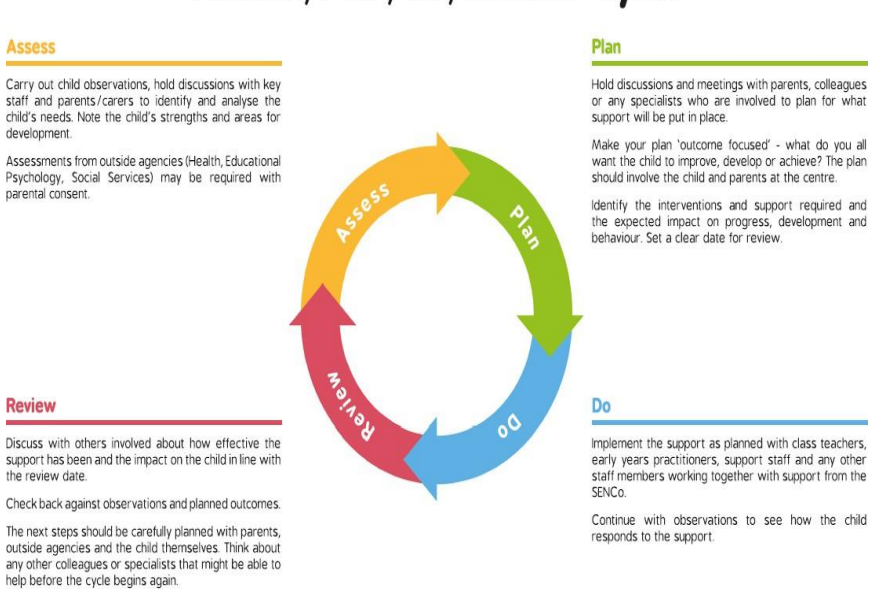
At this point you child might be placed on the monitoring register where some targeted support is put in place for your child using our graduated response documents.
After 6-8 weeks this is reviewed.

If your child has not improved or still struggling, they will be added to the SEN register by the Inclusion Lead.
The class teacher will write an ISP (Individual Support Plan) for your child. This has small step targets for your child and outlines the additional support they might get, such as an intervention.

The ISP is shared with parents and carers. It is reviewed at least 3 times in the year.

If your child makes progress and no longer needs additional support, they will be taken off the SEN register.

The cycle of plan, do, review for your child's IP will continue. With discussion with you, the SENDCO and class teacher, further assessments or referrals might take place to help ensure your child is receiving the support they need. If required a request to be assessed for an EHCP will take place.



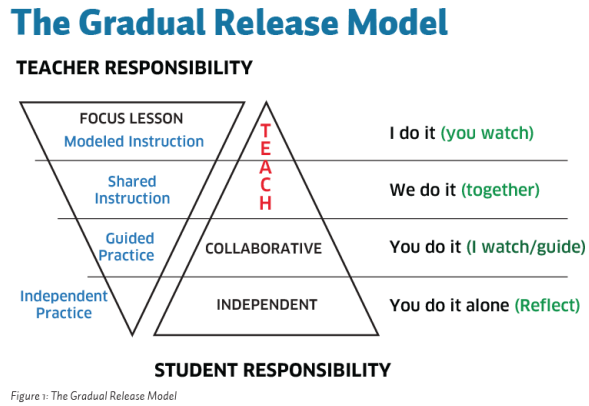
We have resources to support a range of SEN including social, emotional and mental health needs and speech and language needs. Resources can be used to support everyday classroom practice such as talking tins, writing slopes, pencil grips, reading rulers and fiddle toys.

We use a range of school based assessments to assess the needs of pupils –

- CoPs (EYFS/ Y1)
- Lucid CoPS (KS2)
- Bracken Language Assessment Tool (EYFS/ Y1)
- Reading assessments - YARC, PhAB2 (Y2 onwards)
- Diagnostic Interviews in Number Sense (Y2 onwards)
- Dyslexia Early Screening – DST-J (Y2 onwards)

	• Boxall Profile • Emotional Literacy Questionnaire • Strengths and Difficulties Questionnaire • PhAB • Maths – 15 minute tests • Maths – Diagnostic Interview in Number Sense • Spelling – Scarecrow Dictation • Nessy – Dyslexia Screening Staff are trained to deliver the following interventions – • Speech and language support • Precision Teaching • Pre-teaching • Project X • Plus 1 and Power of 2 Maths intervention

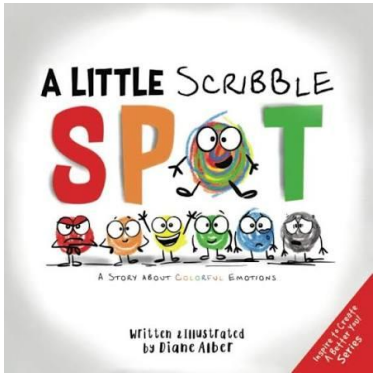
What is an EHCP?	An EHCP, or Education, Health and Care plan, is a legally binding document for children and young people aged 0-25 that details their special educational, health, and social care needs and the support required to meet them. It outlines the extra help needed to achieve the best possible outcomes and can involve professionals from education, health, and social care services. This may include additional funding to be used within school to help meet your child's needs. Only a small number of children with SEND will require an EHCP. Parents can apply for an EHCP or can work with school for school to apply to be assessed for an EHCP. Please speak with Miss Brown if you think your child requires an EHCP. Here is further information about EHCPS: Children with special educational needs and disabilities (SEND): Extra help - GOV.UK
Who can parents talk to about their concerns?	We encourage parents and carers to share any concerns they may have regarding their children, initially with the class teacher. The attainment and progress of all pupils is regularly monitored ensuring we can identify emerging needs quickly and respond. If the class teacher has any concerns, they will contact parents and will be invited to a joint discussion meeting to discuss concerns. The SENDCO may also be present at the meeting. Following the joint discussion meeting, the SENDCO may undertake an observation during lessons and may complete relevant school-based assessments to determine if there are any specific learning difficulties. Parents will receive feedback following these assessments and observations. Depending on the outcome, a pupil may need additional support. This may be in the form of an intervention programme to target their specific need or additional classroom resources to support learning. It may, but not always, require support from an additional adult. At this stage, the pupils will be recorded on the SEN register. They will have an Individual Support Plan, which will include a one-page profile providing information about the child and up to three targets will be set. These targets will be reviewed and reset on a termly basis by the class teacher, with support from the SENCO where required, so that the impact of the support can be measured and adjusted accordingly.

	Parent views are welcomed within this process and will be gained at parent consultations. In some cases, it may be necessary to seek specialist advice and request involvement from external agencies. If this is the case, we will contact parents to seek consent and invite parents to any meetings with specialists. A written report is provided for each pupil during the Spring Term and parents are invited to 'View Your Child's Work' each term. Throughout the year, extended parents evenings will also be provided for parents/careers to attend to discuss with the class teachers their children with SEND's progress and provision in more detail.
How will school let Parents know if they have concerns?	At Heatherlands we like to communicate with you regularly. This might be a conversation at the end of the day, a phone call or organising a meeting with you. Please contact the office if you would like to organise a meeting with a member of staff. We will share our concerns and work with you to plan what to do to support your child.
How do we approach teaching pupils with SEN?	At Heatherlands we know that the **biggest impact to anyone's learning is high-quality teaching**. We are constantly working on developing and improving all teachers' skills in delivering quality first teaching. We ensure that at Heatherlands, teachers plan and teach carefully considered lessons which include revisiting prior learning, a small step approach to new learning that includes modelling and practice of the new learning as well as feedback. For all children, including children with SEN, teachers can adapt or differentiate (change to the learning) to meet the needs of the children or provide scaffolds (resources or instructions to help achieve the learning goal). <u>This can include:</u> • Learning which has different numbers or words to others in the class • Different questions or ways to record answers • Tasks broken down into smaller chunks <u>Scaffolding can include:</u> • Word or sound banks • Adult support • Writing frames or sentence starters • Devices to record ideas • Extra time or check ins from adults  *Figure 1: The Gradual Release Model* We also make use of physical resources such as cubes or number squares in maths. Children can have access to more specialised equipment if required including laptops, pencil grips or desk slopes. Where advice or guidance has been given from specialist support, teachers will include this in how they plan and teach your child. When a child has an ISP, they may also have additional teaching through interventions. This could be small group or 1:1. This teaching will relate to the targets they have on their ISP. As a result of the provision for SEND at Heatherlands Primary School, we believe: - • Children with SEND feel happy, safe and respected. They are developing independence and life skills, which are preparing them for adulthood. • Diversity is celebrated and incorporated into the broad and balanced curriculum. • Children with SEND have individual and personalised SMART targets that follow the graduated response approach with children being involved in the target setting and reviewing process. • Children with SEND are developing independence and life skills, which are preparing them for adulthood e.g. cooking and forest schools. • SEND is high on the agenda with provision being monitored closely e.g. through the use of drop-ins, book scrutinies and the SENCO

	working in class. Regular meetings are also held with senior leaders and governors. • Children with SEND make good progress from their starting points due to the use of regular assessments, resources and small group interventions that meet the needs of individuals. These are tracked and monitored closely to ensure small steps progress are captured e.g. precision teaching graphs and Bsquared. • Staff feel confident and supported by the SENCO to meet the needs of children with SEND in their class and have received appropriate training so they feel empowered to make decisions about children with SEND.

How do we support LOOKED AFTER CHILDREN? (LAC):	The school's designated teacher responsible for children who are under the care of the local authority (LAC) is **Miss Melanie Brown.** Children who are in Care have a detailed Personal Education Plan (PEP) which includes all aspects of their care and education. PEP meetings run termly with representation from the Virtual School. Funding is supplied to schools to help implement the necessary support package and alongside funding from the school budget, each child will have their needs addressed. This funding is called 'Pupil Premium Plus funding If a child, who is under the care of the local authority (LAC) also have SEND needs, they will have their needs met in accordance with the school SEND policy as per any other child.
How do we make reasonable adaptations to support children with SEND?	There are a wide range of reasonable adaptions we can make to support children with SEND. These can include use of ear defenders, additional movement breaks or learning tools. Children might need to sit in specific spaces in class to help them with sight or hearing. Any adaption like this will be made in discussion with the class teacher, Inclusion leader, your child and parents/carers. Adaptations are recorded within the child's provision pack. Where required, we will request advice and guidance from external support such as Occupational Therapists or Vision Support. Heatherlands is fully wheelchair accessible. Both school buildings are fully accessible with two accessible toilets and changing facilities. School grounds (play areas, nature trail, school garden and pond) are accessible apart from one small part of wooded area, which is not accessible by wheelchair. You can find out more about our accessibility via our accessibility policy. (see link at end of report for policies) Here are some examples of adaptations or features to make the school accessible: • Accessible toilets • Sensory resources such as gym balls, wobble boards • Use of enlarged texts • Use of technology to support communication • Steps and stools • Additional adult support • Adaptations or support to participate in PE. • Extra time or breaks within tests
How did we consult parents of pupils with SEN and involve them in their child's education?	If your child is on the SEN register, you will have your child's ISP shared with you at least 3 times a year. This will have targets that the children are working on in school and ideas about how home and can support too. You are able to comment and feedback on the ISP. We are keen to work in partnership with parents and carers, so you are welcome to request meetings with class teacher or Inclusion lead. If we are making a referral to a service outside of school, we will consult with you in advance and gain your consent. We have a number of parent consultation evenings over the year. The class teacher will book a meeting with you to discuss the targets set and the progress made towards these. If your child is being assessed for an EHCP, or has an EHCP, your views are really valued. There are meetings you will be invited to attend to be able to share your views.

How did we consult pupils with SEND and involve them in their education?	The views of pupils with an EHC Plan are formally sought as part of the Annual Review process and at Interim Reviews if they are necessary. Other pupils with SEND will be asked their views as part of the four-stage cycle when agreeing outcomes and planning provision. As part of ongoing school monitoring, the SENCO and other leaders seek the views of pupils, including those with SEND. The class teacher will regularly discuss how a pupil is achieving in class and set individual targets, which the pupils will be aware of. Some class teachers have conferencing time to enable them to discuss learning with pupils on an individual basis.

How did we support pupils with SEND to improve their emotional and social development?	   As a school, we invest a lot of time into supporting children develop their understanding and skills to support emotional and social development. As a whole school, children take part weekly in Wellbeing Wednesday activities which are designed to support mental health and wellbeing as well as develop social and emotional awareness. In EYFS, Scribble Spots are used to help develop emotional awareness and understanding. We move onto using Zones of Regulation across the rest of the school. This program is taught explicitly to key children. It helps develop children's awareness of emotions and teaches strategies for self-regulation. Every class uses Trickbox tricks and has a toolkit which children can access to help with applying skills from Zones of Regulation. Our PSHE and Behaviour curriculum supports children develop their social skills and healthy lifestyle choices. Where children need more support with social and emotional development, interventions can be put in place. This can include working in small groups or individually with our pastoral care worker or a TA. We make use of resources such as 'Talk About' or 'Socially Speaking' programs. Where funding is available, we can buy in therapeutic support such as play therapy. When required we can refer individuals to CAMHS and other providers of emotional support such as Mosaic.
What expertise and training have our staff had to support pupils with SEND?	We have a range of expertise in supporting needs. We are committed to our staff professional development and ensuring staff have the skills to provide support to meet the needs of pupils. In order to do this, we are well supported by external specialists and local outreach services. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Teaching and support staff are made aware of training opportunities that relate to working with child with SEND. The school's SENDCO regularly attends the Local Authority SENDCO network meetings in order to keep up to date with local and national updates in SEND. The SENDCO also attends network meetings with other SENDCOs in the trust to share good practise and work collaboratively. SENCO surgeries are also held regularly to provide opportunities for staff to raise concerns, discuss provision and provide ongoing CPD. Our Inclusion Lead accesses training through the CLP trust and from BCP across the year and works with the DFE as a co-lead on the National Primary Schools Inclusion Base Network. Pastoral support on offer involves specially trained school staff as well as external specialists. It is important to us that our pupils feel safe in school and are emotionally ready to learn. We have a full time pastoral worker and an ELSA (Emotional Literacy Support Assistant) who are experienced in supporting the social and emotional development of pupils. As a school, we also achieved the IQM Award in July 2024.

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<tr><td>How do we secure specialist expertise and how do we involve them with the child's education?</td><td>We strive to maintain to close links with specialist services within BCP and the local Health Authority. This ensures we have the most relevant information, enabling us to meet our pupils' individual needs.

We prioritise visits from the Educational Psychologists according to the emerging needs of pupils at a termly planning meeting.
Visits made by Speech and Language Therapists, Physiotherapists and Occupational Therapists are determined by the Health Authority.

The school can support with completing individual referrals to the School Nursing Service and Community Paediatricians to follow up any specific concerns.

The school can also request support from the Outreach Services e.g. Montacute School, Winchelsea School and Longspee School.
We work closely with the Outreach and Inclusion Team from BCP.</td></tr>
<tr><td>How do we evaluate the effectiveness of our SEN provision?</td><td>Our Inclusion Lead is part of the senior leadership team and is involved in leadership decisions and monitoring across the school.
The Inclusion Lead oversees and monitors the provision of SEND alongside the Headteacher and Deputy Head. This can include book looks, classroom observations, quality assurance of ISPs. Pupil Progress meetings with class teachers take place 3 times a year where progress of pupils is discussed and action plans are made.
The Trust has an Inclusion Lead, Esther Curry, who is both supportive and can provide constructive challenge when required. The Inclusion Lead meets with and reports to the school's governing body, whose responsibility is to ensure the school is compliant and meeting the needs of children with SEND.
Our governor with responsibility for Inclusion is David Price.</td></tr>
<tr><td>How do we handle complaints from parents about SEN provision?</td><td>We hope that any complaints or concerns can be resolved quickly through discussion and working together on swift actions. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the Inclusion leader or head teacher, Mr Churchill.
The Coastal Learning Partnership Complaints Policy can be accessed via the CLP website. complaints-policy.pdf</td></tr>
<tr><td>What support services are available to parents and carers?</td><td>You are welcome to speak with Miss Brown, our Inclusion Lead. We also have our pastoral care worker, Miss Sheldon ,who you are able to speak to.
Here are some links to other services that you might find helpful:
<table><tr><td>SENDIASS</td><td>SENDiass4BCP – SENDiass4BCP
tel:01202128181
SENDIASS is a Special Educational Needs and Disabilities Information, Advice and Support Services for parents and carers across Bournemouth, Christchurch and Poole</td></tr><tr><td>School Nursing Team</td><td>School nursing :: Dorset HealthCare University NHS Foundation Trust Parentline advice 5-19 texting service on 07312263131
School nursing team can provide support around a wide range of areas such as sleep, bedwetting, toileting and emotional health</td></tr></table></td></tr>
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	Early Help at BCP	Early Help support families is a range of ways such as support and courses around parenting, behaviour and child development.	
	BCP SEN Team	BCP Council Education, Health and Care Co-ordinators (EHCCO) (formerly Case Officers) If your child has an EHCP, you will be allocated an Education, Health and Care Co-ordinator who oversees your child's EHCP. You are able to contact them to discuss your child's EHCP.	
	CAMHS	CAMHS Dorset Mental Health Support Team (MHST) in Schools – CAMHS Dorset Child and Adolescent Mental Health Service – usually the school or GP need to refer, but they do have resources and support ideas for parents online.	

How will you support my child when they are leaving the school or moving on to another class?	We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. When joining our Early Years Foundation Stage, the Early Years Leader and/or SENCO will contact the Nursery or Pre-School your child is attending to discuss the needs of your child and ensure we have up to date information. Where possible, they will visit the pre-school setting. If your child has an EHC Plan, we will attend the Annual Review/ Transition meeting to plan the transition into school. We encourage all new parents and children to visit the school prior to starting, with some children requiring several visits to become familiar with their new surroundings. Social stories and photo transition books can be created if necessary to further support this process. If your child is moving to another school, we will make sure that all records about your child are passed on as soon as possible. For any children joining the school who we are aware of as being on the SEND register, we will contact the receiving school SENCO and ensure we are aware of any special arrangements or support that needs to be made for your child. When moving classes within school, details regarding the needs of your child and their next step for learning will be passed on to the new class teacher during transition meetings. Where necessary, the SENCO will be available to attend these meetings and support the planning for the transition to a new class. If your child would be supported by a photo transition book to help them to understand moving on, then it will be made for them and include photos of new staff, classrooms and friends. In the case of transition to secondary schools, the SENCO and Year 6 Lead will attend the information sharing session with all secondary schools. Where necessary, individual transition meetings and visits will be arranged. The SENCO, pastoral worker and/or ELSA will work together to support the transition of those pupils during the summer term. The SENCO will ensure that all relevant paperwork is passed on and the needs of pupils are discussed and understood. If a pupil has complex needs or EHC Plan, a transition meeting with parents and staff from both schools will be arranged – this may also be the pupil's annual review meeting.
Links to relevant school policies and other information	• Heatherlands Policies can be found here: Heatherlands Primary School - Policies • CLP Trust policies can be found here: Policies | Coastal Learning Partnership • SEND Code of Practice SEND code of practice: 0 to 25 years - GOV.UK