

SEN Information Report

TYPE OF SCHOOL	Mainstream	Primary (EYFS, KS1 and KS2)	
ACCESSIBILITY	Fully Wheelchair Accessible	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.	
	Auditory and Visual enhancements	No auditory enhancements. Contrasting paintwork is used.	
CORE OFFER	Are you currently able to deliver the 'core offer' as set out in the council's Local Offer?	Yes	
POLICIES	Are the schools' policies available on its website?	SEN	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes
DISABILITY LEGISLATION	Are you compliant with the requirements of the Disability Discrimination Act 1995 and Equality Act 2010?	Yes	
INTENT	<p>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: -</p> <ul style="list-style-type: none"> • 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. 		
IMPLEMENTATION	At Heatherlands Primary School, we aim to create a positive, supportive and inclusive environment for all children without exception. We recognise that every teacher is a teacher of SEND and aim to establish collaboration between senior leaders, SENCO, teachers, teaching assistants, external agencies, parents and the child is established to		

	<p>ensure high-quality provision and education is implemented following the graduated approach cycle of assess, plan, do, review.</p> <p>Children with SEND are included in all aspects of the school day as part of the whole school community ensuring they follow the school values of respect, resilience, independence, motivation and aspiration. We aim to ensure that our school environment is as barrier free as possible through monitoring the physical school environment and making adaptations where necessary. This includes providing opportunities for children with SEND to take part in extra-curricular activities and competitions.</p>
<p style="text-align: center;">IMPACT</p>	<p>As a result of the provision for SEND at Heatherlands Primary School, we believe: -</p> <ul style="list-style-type: none"> • 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.

<p style="text-align: center;">RANGE OF PROVISION</p>	<p>Areas of Strength</p> <p>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.</p> <p>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.</p> <p>As a school, we have also achieved the IQM Award in July 2024.</p> <p>Specialist Facilities and Equipment to support SEND</p> <p>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.</p> <p>We use a range of school based assessments to assess the needs of pupils –</p> <ul style="list-style-type: none"> • 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
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	<ul style="list-style-type: none"> • PhAB • Maths – 15 minute tests • Maths – Diagnostic Interview in Number Sense • Spelling – Scarecrow Dictation • Nessy – Dyslexia Screening <p>Staff are trained to deliver the following interventions –</p> <ul style="list-style-type: none"> • Speech and language support • Precision Teaching • Pre-teaching • Project X • Plus 1 and Power of 2 Maths intervention
	<p>Training</p> <p>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.</p> <p>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.</p> <p>SENCO surgeries are also held regularly to provide opportunities for staff to raise concerns, discuss provision and provide ongoing CPD.</p>
	<p>Input from Educational Psychologists/ Therapists/ Advisory Teachers/ other specialist support services</p> <p>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.</p> <p>We prioritise visits from the Educational Psychologists according to the emerging needs of pupils at a termly planning meeting.</p> <p>Visits made by Speech and Language Therapists, Physiotherapists and Occupational Therapists are determined by the Health Authority.</p> <p>The school can support with completing individual referrals to the School Nursing Service and Community Paediatricians to follow up any specific concerns.</p> <p>The school can also request support from the Outreach Services e.g. Montacute School, Winchelsea School and Longspee School.</p> <p>We work closely with the Outreach and Inclusion Team from BCP.</p>

INCLUSION	<p>How do you promote inclusion within the school including day and residential trips?</p> <p>Class teachers have the responsibility to teach all children in their class with an adapted curriculum and are supported in doing this by a range of staff in school. Work in class is planned and pitched at an appropriate level so that all pupils are able to access learning according to their needs. This may be by providing additional and specific resources to support learning or an adult supporting the individual or group for some of the lesson.</p>
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Some pupils may receive additional support and follow an intervention programme as decided by the class teacher and SENDCO. This may be delivered out of class for a short period of time and we strive to ensure this does not interrupt the core learning on offer. We strive to ensure that all pupils are included in all aspects of the curriculum and the life of the school. We will make reasonable adjustments to ensure this is possible.

Risk assessments are carried out prior to any offsite activity to ensure health and safety will not be compromised. Risk assessments may also focus on the individual requirements of pupils. The specific activities taking place in offsite visits will be discussed with parents and their contribution to planning the involvement of their children will be sought.

All pupils identified with SEND will have an Individual Action Plan where half-termly SMART targets are set linked to the pupils' areas of need. The BCP Graduated Response Toolkit is used by staff to ensure appropriate support is in place for children with SEND. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

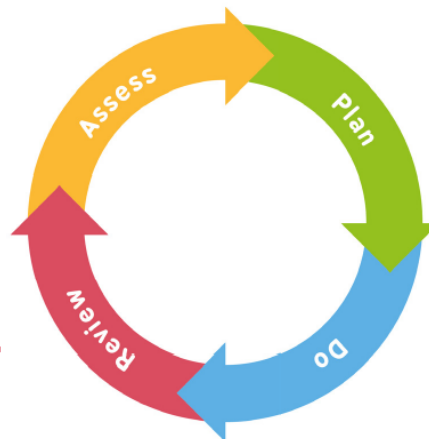
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENDCO.

Continue with observations to see how the child responds to the support.

<p>PARENT SUPPORT INVOLVEMENT AND LIAISON</p>	<p>How do you involve and support the parents of pupils with SEND regarding identifying and meeting their needs? How do you communicate their progress and areas of difficulty?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>At this stage, the pupils will be recorded on the SEN register. They will have an Individual Action 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 half-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.</p> <p>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.</p> <p>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 in detail their children with SEND’s progress and provision in more detail.</p>
<p>THE LOCAL OFFER</p>	<p>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.</p> <p>https://fid.bpcouncil.gov.uk/send-local-offer</p> <p>The Family Information Directory also has useful support groups and information for families.</p> <p>https://fid.bpcouncil.gov.uk/family-information-directory</p>
<p>TRANSITION</p>	<p>How will the school prepare children with SEND to join their next setting?</p> <p>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.</p> <p>When joining our Early Years Foundation Stage, the Early Years Leader and/or SENDCO 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.</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>In the case of transition to secondary schools, the SENCO and KS2 Assistant Head/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.</p>
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INVOLVEMENT OF CHILDREN	<p>How do you consult with pupils with SEND and involve them in their education, including planning for SEN intervention?</p> <p>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.</p> <p>The class teacher will regularly discuss how a pupil is achieving in class and set individual targets, which the pupils will be aware of.</p> <p>Some class teachers have conferencing time to enable them to discuss learning with pupils on an individual basis.</p>
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EVALUATING SEN PROVISION	<p>How do you evaluate the effectiveness of provision made for children with SEND?</p> <p>Each pupils’ progress is monitored by the class teacher. Pupil progress is formally tracked each term, with additional pupil attainment discussions each half-term. The monitoring of pupil books, the quality of teaching and support are monitored to ensure that provision is meeting the needs of individual pupils.</p> <p>Pupils will have an Individual Action Plan and targets will be reviewed and reset on a half-termly basis following the assess, plan, do and review cycle.</p> <p>The progress of pupils with an EHC Plan is formally reviewed at an Annual Review with all the adults involved in supporting the pupil.</p>
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	<p>The effectiveness of intervention programmes are evaluated at the end of each half-term by staff to ensure they are having impact. This can be carried out by the class teacher, teaching assistants and/or SENDCO and is used to consider next steps.</p> <p>Bsqared is used to track the progress of children working two years or more below their current year group objectives to ensure small steps of progress is captured.</p>
EXITING THE SEN REGISTER	<p>If it is felt that children are making progress, which is sustainable, then they may be taken off of the SEND register. If this is the case, then the views of the teacher, SENDCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register, then all records will be kept until the pupil leaves the school and then passed on to the next setting. The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings.</p>

SENCO contact details	<p>Name of SENCO: Miss Brown Name of Assistant SENCO: Mrs Stanley Contact details: Via the school office – 01202 743918</p>
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CONCERNS AND COMPLAINTS	<p>How can parents raise concerns or make a complaint about SEND provision? Parents are encouraged to raise concerns, initially with the class teacher. This may be escalated as appropriate to the SENDCO and/or another member of the Leadership Team. For formal complaints, the procedure is set out in the Complaints Procedure Policy on the school website.</p>
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COMPLETED BY (Name and Position)	Miss Brown SENCO
DATE REVIEWED	September 2024
UPDATE	September 2025