

Heron Primary School

Special Educational Needs and Disabilities (SEND)

Information Report 2018

This report complies with:

- [section 69\(2\) of the Children and Families Act 2014](#) which includes:
 - the arrangements for the admission of disabled pupils;
 - the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils;
 - the facilities you provide to help disabled pupils to access the school;
 - the accessibility plan you have prepared in compliance with [paragraph 3 of schedule 10 to the Equality Act 2010](#) for:
 - **increasing the extent to which disabled pupils can participate in the school's curriculum;**
 - **improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school;**
 - **improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled;**
- [regulation 51](#) and [schedule 1](#) of the Special Educational Needs and Disability Regulations 2014.

Heron Primary School values the contribution that every child can make and aspires to be sensitive to the needs of every child. Where children experience barriers to their learning - due to difficulties in communication and interaction; cognition and learning; social, emotional and mental health; sensory or physical, or factors relating to their learning environment - we work closely together to increase the physical and curricular access for children in order to raise achievement. All children and young people with SEND are valued, respected and are equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole.

Introduction

All Gloucestershire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress and achieve their potential in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. At Heron Primary School we have a graduated response to SEND, ensuring that needs are identified as early as possible. We comply with Gloucestershire's single graduated pathway for SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress.

Please refer to our SEND Policy, which outlines the purpose, nature and management of special educational needs within our school.

Graduated Pathway, information can be found at

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id= sCaAe 0PRU>

What is the Local Authority Local Offer?

Gloucestershire County Council has a legal duty to publish a 'Local Offer' that lists all the activities, opportunities and support services available to families who have disabled children and young people aged up to 25.

It must include information about education, health and care provision as well as training, employment and independent living for young people with special educational needs and/or disabilities.

This Local Offer contains lots of useful information and signposts to a range of clubs, activities and training opportunities. More information can be found here:

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

What is the SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

What kinds of special educational needs might the children at Heron Primary School have?

Definition of Special Educational Needs and Disability

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Some children need increased support to access learning because they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

What should parents/carers do if they think that their child has SEND? How can they raise concerns?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any help your child may need (this could be targeted work or additional support) and liaising with the SENDCo as necessary.
- Personalised teaching and learning for your child as identified on their My plans and the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Overseeing support that TAs provide for your child
- Ensuring that you are involved in supporting your child's learning.

The SENDCO (Mrs. Jo Mason)

Responsible for

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

The Head Teacher (Mrs. Claire Brookes)

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible

for ensuring that your child's needs are met.

- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor (Mrs Lynn Campbell-Davies)

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the SEND policy
- Ensuring required website content for SEND is live on the school website
- Reviewing the SEN Information report

How does our school identify that children have special educational needs and disability (SEND) and assess their needs?

Children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information – is the child performing below age expected levels?
- School based assessments carried out initially by the class teacher
- Further school based assessments and observations carried out by SENDCo where concerns raised
- Concerns raised by parents
- Concern raised by school staff
- Concern raised by pupil
- Liaison with external agencies
- Health diagnosis

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How will our school include parents/carers and pupils in planning support and reviewing progress?

We value the contribution of parents/carers in providing key information about how best to meet your child's needs and aim to involve parents and carers, and where appropriate, children at every level of support, starting with completion of their own pupil passport.

Parents/carers and children will be involved in the review of 'My Plan' or 'My plan plus' through meetings and reviews in school (Pupil voice section on My plans), to evaluate progress against outcomes and set new appropriate outcomes. Additional meetings can also be arranged when parents/carers would like to throughout the term.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have at any time throughout the year, not just at specific My plan review meetings.

A home/school contact book may be used to support communication when this has been agreed to be useful for a child.

All information from outside professionals will be discussed with parents/carers or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

How will our school teach and support children with SEND?

a) Class teacher input, through targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class.
- That specific strategies are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

- Intervention programmes which may be:
- Run in the classroom or a group room/ area.
- Run by a teacher or a Teaching Assistant.

b) Specialist groups run by outside agencies

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services, such as teachers from the Advisory Teaching Team
- Health services such as occupational therapists, school nurse, speech and language therapists or physiotherapists
- Sensory support services such hearing or visual impairment specialist teachers
- Outside agencies such as the Education Psychology Service

What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment or Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made, SEN casework will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- After the reports have all been sent in and it has been decided that your child's needs are severe, complex and lifelong, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have end of key stage outcomes or goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher and through ongoing work in class, review of My Plan targets, and production of provision maps.
- His/her educational progress and general well-being will be discussed formally every term with the Class teacher and Senior Management Team, including the SENDCo – provision maps are also reviewed termly to measure progress.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will access additional support based on targets agreed by teachers, parents and SENDCo and/ or external agencies which are specific to their needs. Targets will be designed to accelerate learning and close the gap.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book and planning scrutiny and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- For all children with an education, health and care plan, an annual review will take place with all adults and relevant professionals involved with the child to review the needs and current level of support they are receiving.
- Information is shared with parents through regular informal and at more formal meetings e.g. parent consultation evenings; 'My plan' and 'My plan plus' reviews and Annual Review Meetings as well as through their child's annual report

How have we made this school accessible to children with SEND? (Including after school clubs etc...)

The school is fully compliant with the Children and Families Act 2014 and the Equality Act 2010 requirements.

- The school's accessibility plan outlines how our school plans to improve access progressively over time.
- The school is accessible to children with physical disability via ramps and two disabled parking points with 'drop-down' kerbs.
- The school has two easy access toilets.
- We ensure that the curriculum and equipment is fully accessible and any barriers to pupil achievement are removed in order and reasonable adjustments made to ensure maximum participation of pupils with a special educational need or disability.
- Adaptations are made to enable children with hearing or visual impairment to access relevant areas of the school safely and securely.
- A pastoral area is provided for children who need a space to support their emotional needs.
- Enrichment activities are extended to all pupils irrelevant of their needs and all extra-curricular clubs are fully inclusive and if necessary, school will make additional arrangements.
- Before-school provision (breakfast club/ breakfast maths club) is accessible to all children, including those with SEN.
- As part of our inclusive curriculum, all school trips (including the residential trip) are available to all pupils, with any extra SEND provision being made where applicable.

What are the arrangements for the admission of disabled children?

The Disability Discrimination Act 1995 defines a disabled person as one who *has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.*

Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors Policy to accommodate pupils with disabilities should parents wish and individual needs are planned for to prevent any pupils being treated less favourably than other pupils.

What steps are taken to prevent disabled children from being treated less favourably than others?

At Heron school it is our duty of care to all pupils to promote disability equality. This is reflected in our Heron drivers and through our policies which aim to prevent discrimination and to foster good relations between the diversity of needs.

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SENDCo's role is to support the class teacher in planning for children with SEND
- The school provides whole school training and support to enable all staff to improve the teaching and learning of children, including those with SEND e.g. THRIVE; Level 1 Autism training.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Specialist Teaching Team or the Local Authority.
- The SENDCo holds the National Award for SEN Coordination.
- Teaching Assistants receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with.
- Some staff members are trained specifically, where appropriate, in order to work with an individual with specific needs.

How does our school provide support to improve the emotional, social and mental health of our SEND pupils?

- Our whole school follows the THRIVE approach and has invested a significant amount of resources to pastoral care and including:
- Offering support and advice from our experienced Family Support Worker- Claire Pambianchi. Claire is THRIVE trained and has a wealth of experience in working with families in a holistic way, taking into account the whole families needs and knowing who to sign post to and how to refer to other agencies.
- Offering pupils 1-1 and group support from our experienced Learning Mentor – Karen Overthrow. Karen is THRIVE trained and experienced in running a range of indoor and outdoor intervention groups, using her skills to help pupils develop their self esteem and resilience.
- Working with pupils and their families through The THRIVE programme. This programme helps young people who have struggled with difficult life events to help them re-engage with life and learning.

The Pupil Care Team meet regularly to discuss how best to meet the needs of vulnerable pupils or those who may need just that extra bit of support.

How do we support pupils with medical conditions?

Individual healthcare plans are written for individual pupils in liaison with parents/carers; healthcare professionals e.g. specialist nurse and staff. Healthcare plans specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with an Education and healthcare plan (EHCP)

The school has a policy regarding the administration and management of medicines on the school site. The Policy for Administration of Medication in Schools can be found here:

School staff have a range of training in medicine administration such as: Epi-pens, asthma inhalers and insulin.

How do we arrange and support SEND pupils transfer to another school/educational establishment

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible, liaising closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood

When children are preparing to leave us for secondary school:

- we arrange visits for them to the new school, this may involve additional visits with support staff and/or parents to ensure smooth transition
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Your child may be invited to additional visits at their new Secondary school, designed for pupils with SEND.
- If your child has a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school

When children are starting in Reception or moving from another school:

- We encourage all new children to visit the school prior to starting with us.
- The EYFS teachers arrange to visit all children joining the school in Reception.

- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- When appropriate we write social stories with children to help explain and prepare them for any major transition.

If your child is moving child to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
- If your child would be helped by a book to support them understand moving on, then it will be made available for them

Who are the other people providing services to children with SEND in our school?

School provision

- Teachers and Teaching Assistants working with either individual children or small groups.
- The SENDCo works with groups/individuals on a part-time basis.
- Teachers, TAs, Learning Mentor, Family Support Worker offering support for children with emotional and social development through THRIVE
- Volunteers work with small groups to support reading
- IT support

Local Authority Provision delivered in school

- Advisory Teaching Service
- Educational Psychology Service
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Virtual Schools (Educational support for looked after children)
- Family Worker to support families

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CYPS (Child and Young People Services)
- Paediatricians (Community Child Health)

What other support is available?

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) is available if needed and provides free, confidential, impartial advice to help parents play an active and informed role in their child's education. They can be contacted on 0800 158 3603 or

<http://SENDiassglos.org.uk/>

What to do if you are not happy? Who can you contact for more information?

You first point of contact is always the person responsible –the class teacher, the SENDCo and the Head teacher.

If you wish to discuss your concerns further or do not feel that they have been resolved, we will arrange a meeting for you with our Chair of Governor’s who can be contacted through the school.

Click on link to access Gloucestershire County Council

<http://www.gloucestershire.gov.uk/>

GloSFamilies Directory - a family information service:

<http://www.gloSFamiliesDirectory.org.uk/kb5/gloucs/gloSFamilies/home.page>

Monitoring Arrangements

This information report will be reviewed by the SENDCo and our SEN Governor every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

- Accessibility Plan
- Behaviour Policy
- Equality information and objectives
- SEND Policy
- Supporting Pupils with Medical Conditions