Heron Primary School
Special Educational Needs and Disabilities (SEND)
Information Report October 2025

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support, works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy on our website.

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 in compliance with paragraph 3 of schedule 10 to the Equality Act 2010
- 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.

What is the SEND Information Report?

The information report explains how we implement policies and deliver provision for children with special educational needs.

Introduction

Heron Primary School values the contribution that every child can make and responds sensitively 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.

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.

Gloucestershire's Graduated Pathway is a pathway of support that helps children with additional needs. The level and type of help needed is in proportion to the level and type of additional needs. It starts with support that can be put in place by parents and families using the Local Offer.
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 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 on our website which outlines the purpose, nature and management of special educational needs within our school.

More information can be found on the Graduated Pathway of early Help at:
https://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.
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:
Glosfamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent Carers

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 (2015) 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 being unable to regulate their emotions resulting in displaying challenging, disruptive or unsafe behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. They may also be the result of previous trauma or ACES (Adverse Childhood Experiences). 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.

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
- Concern 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 and emotional needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
The school follows the Special Educational Needs Code of Practice and operates a graduated pathway for identifying needs and putting into place appropriate levels of support for children in order to enable them to make progress. All special needs will be assessed and monitored by our SEND co-ordinator (SENDCO) in conjunction with the child's teacher. The necessary support will be planned to ensure that the child has access to the whole curriculum and that progress is carefully monitored.

Graduated approach

Assess

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Class and subject teachers make regular assessments of progress for all pupils. The SENDCo works closely within the senior leadership team to analyse whole school tracking data as an early identification indicator.
Assessment data will be obtained using various methods such as:

- Analysis of data, including entry profiles and Pre-School settings
- End of Foundation stage
- Year 1 Phonics Screening Assessments
- Termly analysis of reviewed My plan/My plan+/EHCP outcomes
- Following up of teacher concerns
- Following up of parental concerns or information
- Tracking individual pupil progress over time
- Information from other services when available
- Pupil profiles and pupil passports
- Reading and spelling Assessments
- More in depth individual assessment undertaken by the school or other educational or health professionals.

Before identifying a child as needing SEN support the class teacher, working with the SENDCo, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the pupil's progress, attainment, and behaviour records. It should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services.

Where pupils continue to make inadequate progress, despite high quality adapted teaching targeted at their areas of weakness, the class teacher, working with the SENDCo, will assess whether the child has a significant learning difficulty. The triggers for intervention, in addition to and/or different to quality first teaching, based on the professionls or parent's/carer's concern about a child who despite receiving appropriate early education experiences and adapted learning opportunities are that the pupil:

continues to make little or no progress in specific areas over a long period

continues to work within the National Curriculum that demonstrates they are considerably lower (one year lower) than expected for a pupil at a similar age

continues to experience difficulty in developing literacy/numeracy skills

has emotional difficulties that substantially impede their learning

has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists

has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Plan

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. Placement of a pupil on the SEND register will be made by the SENDCo after full consultation with parents.

The teacher and the SENDCo will agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Records will be maintained in the form of a 'My Plan' or 'My Plan+', respective of needs. All teachers and support staff who work with the child will be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.

External support services may advise on targets for an individualised support plan and provide specialist input to the support process. Parental consent is sought before any external agencies are involved.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support. There is an increased emphasis on adaptation of activities and materials within the classroom.

Review

My plans will be reviewed at regular intervals within the school's pupil progress cycle with the inclusion of parents/carers and pupils' views.

The effectiveness of the support and the impact on the child's progress will be reviewed in line with the agreed date. The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil at regular Parents' Evenings and Education, Health Care Plan Review meetings. Parents are encouraged to support the targets at home.

How do we support 'Looked after children' who may have SEND?

Additional to the Assess, plan, do, review cycle we also liaise with Virtual school to ensure appropriate targets are being set and if additional support is needed then funding is requested to support the learning of these children. Personal Educational Plans are written and reviewed three times a year, or more if the needs of the child changes.

Consulting and involving pupils and parents

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- The child is at the heart of discussions and that their views are heard
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will notify parents when it is decided that a child will receive SEND support

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review.**
Class teachers are responsible for drawing up a Provision Map for a child who has any additional support whether that be at an additional support, My Plan, My Plan+ or EHCP level.
The class teacher is responsible for the writing of SMART targets on the child's plan and ensuring that all the interventions are tracked and logged on the Provision Map. They are responsible for reviewing and writing new targets.
The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We closely track the progress of children on Provision Map and INSIGHT to ensure that progress is being made and that the provision is meeting the child's needs. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress on their Provision Map and myplan / myplan+/EHCP. Parents and children will have three reviews a year to discuss their child's progress.

Supporting pupils moving between phases

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is a 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 may 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 an Education, Health Care Plan and is changing to a new school we will, wherever 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 transition book to support them understand moving on, then it will be made available for them
- Where appropriate additional meet and greets will happen and additional visits to the new areas of which the child will be using

Roles and responsibilities

The SENDCo: Victoria Churchill Victoria.churchill@heron.gloucs.sch.uk

The SENDCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Act as the Designated Teacher for Children Looked After with strategic responsibility for the inclusion of those who are adopted or in local authority care

The SEND Governor: Louise Jarvis Louise.jarvis@heron.gloucs.sch.uk

The SEND Governor will:
● Help to raise awareness of SEND issues at governor meetings
● Monitor the quality and effectiveness of SEND and disability provision within the school and update the governors on this
● Work with the Head and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Head Teacher: Claire Brookes Head@heron.gloucs.sch.uk
The Head Teacher will:
● Work with the SENDCo, SEND Governor and Leadership Team to determine the strategic development of the SEND policy and provision in the school
● Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers
The class teachers will:

- Set high expectations which inspire, motivate and challenge all pupils
- Promote good progress and outcomes by pupils
- Plan and teach well structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Responsible for working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
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Teaching Assistants
Teaching assistants will:

- Support the delivery of Quality First Teaching and assist the class teacher in meeting the needs of all pupils, including those with SEND
- Provide targeted supported for children with SEND under the direction of the class teacher and SENDCO
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend relevant meetings and undertake appropriate INSET training
- Work alongside teaching staff and the SENDCO in the preparation, implementation and review of provision
- Contribute to annual review meetings
- Foster independence in learning and managing physical needs
- Enable the pupil to access the whole curriculum as far as possible
- Plan work programmes or adapted tasks with the class teacher
- Prepare material to assist pupil's learning
- Keep accurate and concise records where appropriate

Subject Leads
Subjects will:
• Sign posting class teachers to suitable resources for SEND in their curriculum area
• Leading in house CPD for adaptation in order ensure that all children can access each curriculum area

• Monitoring impact in their subject area for all children with the SENDCo and the Senior Leadership Team

How will our school teach and support children with SEND?

As part of the graduated pathway, once a potential special educational need is identified, four types of action - Assess, Plan, Do and Review - will be taken to put effective support in place in successive cycles where earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress. As part of this process, all pupils on our SEND register will have an individual 'My Plan' or 'My Plan Plus' (depending on where they are on the graduated pathway), outlining needs and teaching strategies/provision chosen to help them meet specific outcomes/targets which are SMART (Specific, Measurable; Agreed, Realistic and Time-bound).

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 and resources are in place to support your child to learn and remove any barriers to their learning (as detailed on My Plan)
- 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.
- The use of visuals to support understanding (Widgit) throughout the school including visual timetables in all classrooms
- Adapted teaching using Education Endowment foundation (EEF) '5 a day' which consists of: Explicit instructions, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology

b) Targeted individual or group work

Intervention programmes designed to diminish the difference between pupils with SEND and their peers either led by the teacher or TA within the classroom or in a quieter area.
We will also provide a selection of the following interventions:

- Bubble writing – for handwriting
- Precision teaching
- Fizzy - gross and fine motor intervention
- Plus 1, Power of 2- maths interventions
- Zones of regulations -intervention for SEMH
- Floppy's phonics
- Black sheep
- ELSA
- Family support
- Language for thinking

c) 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

d) 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 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
- 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, safe spaces and 'calm corners' in classrooms are provided for children who need a space and additional resources 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 SEND
- 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?

All staff are – or will be - trained with regards to their specialist area, whether this be specific to Key Stage, subject, or job-role. Staff are encouraged to cascade their skills and areas of knowledge to other members of the staff team. This encourages a 'coaching culture' and has proven to be an effective approach for increasing staff access to relevant development and training, with reduced cost impact to the school. Where appropriate, Heron Primary school seeks to recruit staff members who already have experience or additional training in working with students with SEND. However, all staff members are given opportunity to enhance their knowledge of and skills with SEND through continued professional development. We recognise the importance of offering training related to specific diagnoses and needs of the students at our school, enabling staff to provide the best support possible to the students.
Staff training opportunities might include:

- The SENDCo regularly attends SENDCo cluster meetings and other training opportunities to keep up to date with the latest developments in local and national policy and practice. In addition to this, the SENDCo is part of the Gloucester schools Best Practice Group for SENDCos.

- Training needs are also discussed during planning meetings with the advisory teaching service and educational psychologist and a plan is made for carrying out additional training. Where appropriate, external agencies will meet with teachers and learning partners to offer advice and guidance about specific children. Which other agencies do we work with to support children with SEND
- Team Teach (an approach to de-escalation and positive handling, essential for all staff working directly with children)
- Paediatric First Aid
- Training regarding specific diagnoses, such as Autism awareness and ADHD
- Training regarding medical needs (e.g. asthma, diabetes) and administration of medication
- Curriculum-related training, such as specific schemes or programmes (e.g. Floppy's phonics)
- Emotional coaching
- Emotional literacy support assistant training

Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates SEND through the analysis of progress data each term. Learning walks, pupil conferencing, pupil book conferencing, plan monitoring, lesson observations, and the collection of stake holder views also take place during the school year. The SEND governor monitors the SEND provision closely and feeds back to the board of governors.

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

Our whole school uses Zones of Regulation to help children to become more emotionally literate and be able to regulate their own emotions. Heron School has invested a significant amount of resources to pastoral care including:

- Zones of Regulation is used as a whole school programme to help children develop better emotional awareness and self-regulation strategies
- Classroom Environment: Our classrooms promote a positive and calm environment for all of our children. Children are encouraged to communicate how they are feeling through the resources made available to them e.g. Zones of regulation displays; worry boxes; calming toolkits; and also have access to calm corners/and safe space areas to help them manage their emotions
- Recognised awards: Mental health Champions award and GHLL 'Healthy Schools' status
- Pastoral/Family Support Worker: Offering children 1-1 and group support to help pupils develop their emotional and social skills; Supporting families in a range of ways by providing information and signposting to other services in the local area; liaising with a range of external services; assistance in completing paperwork and forms; supporting their child's needs in the home e.g. promoting positive behaviour management strategies
- Pupil Care Team: SENDCo, Head, Pastoral/Family support worker and pupil premium lead meet regularly to identify and discuss how best to meet the needs of vulnerable children including those with SEND who need support
- Referrals to outside agencies: Further and more specialist support can be provided where children are experiencing more significant or complex social, emotional and mental health difficulties, through referrals to outside agencies such as Navigation Hub
- Access to Young minds matters counselling through school
- Qualified Emotional literacy support assistant supporting children throughout the school

We have a 'zero tolerance' approach to bullying. At Heron we use the STOP acronym Several, Times, On, Purpose, and Start, Telling, Other, People. To ensure that the children understand what bullying is.

We use a variety of strategies to prevent bullying, such as:

- Circle Time
- Wellbeing
- Drama
- Peer mediation
- Worry boxes/Worry monsters
- Story Time
- Social stories
- Assembly Time
- School rules
- Dinner time buddies
- Anti-bullying week, promoting whole school awareness
- School Council
- Social skills groups

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 SEND, their provision should be planned and delivered in a coordinated way using the graduated pathway.

The school has a policy regarding the administration and management of medicines on the school site.

School staff have regular First Aid Training, with some staff also trained in Paediatric First Aid. Further training includes medicine administration such as Epi-pens, asthma inhalers and insulin.

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, ELSA, Family Support Worker offering support for children with emotional and social development

Local Authority Provision delivered in school

- Advisory Teaching Service
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Virtual Schools (Educational support for looked after and previously looked after children)
- Early help coordinator and Family Workers

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

- CAMHS (Children and Adolescent Mental Health Services)
- Paediatricians (Community Child Health)
- Young mind matters

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/
Educational Psychology Service: Contact Number: 01452 328004
Speech and Language Therapy (Children): Contact Number: 0300 421 8937
Children's Speech and Language Therapy > Glos Health & Care NHS Foundation Trust (ghc.nhs.uk)
Occupational Therapy Service: Contact Number: 0300 421 6974
Children's Occupational Therapy > CYPS Glos Health & Care NHS (ghc.nhs.uk)
Parent Partnership Service: Contact Number: 0800 158 3603 http://www.glospps.org.uk/
SEND Early Help Service, Gloucester: Contact number: 01452 328076
Glosfamilies Directory | Family Support, Advice and Early Help Services
Virtual Federation (for Looked After Children): Contact number: 01452 328360

See **Local Offer** website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans

Glosfamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers

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

What to do if you are not happy with the provision for your child?
Most concerns and complaints can be sorted out quickly by speaking with the child's class teacher in the first instance. Parents who have a complaint about the school's SEND provision should follow the school's complaints procedure. The school may refer such parents to the SENDIASS Service (Special Educational Needs and Disability Information Advice and Support Service.)
Who to contact?
Parents can raise any initial concerns they may have regarding their child's needs through their child's class teacher, the SENCO or the Head Teacher via the school office.
SENDCO contact: Victoria.churchill@heron.gloucs.sch.uk
Head teacher: head@heron.gloucs.sch.uk

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:
- **Accessibility Plan** which covers:
- *Increasing the extent to which pupils with disabilities can participate in your curriculum*

- *Improving your school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services you provide or offer*
- *Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities*
- **Behaviour Policy**
- **Equality information and objectives**
- **SEND Policy**

These documents can be found on our website, under policies.

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages