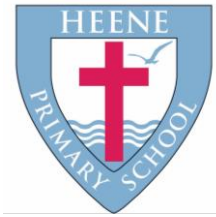


Special Educational Needs and Disabilities Information Report

Heene C of E Primary School

Supporting the West Sussex Local Offer



- Last Updated October 2021

In line with the Special Educational Needs and Disability Code of Practice 2014, this Special Educational Needs Information Report details the provision in place at Heene Primary School to support children with Special Educational Needs and Disabilities (SEND). This document is in addition to the school SEND Policy.

How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs (SEN)?

In line with the Special Educational Needs and Disability Code of Practice 2014, a child will be identified as having a Special Educational Need or a Disability (SEND) if they have a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, such as access to rooms/areas or equipment.

Identification of such needs could occur at any time during a child's education. Upon starting school, all Early Years children and parents/carers are met in advance of enrolment and members of Heene Primary School staff will discuss children with staff from the nursery/pre-school they attended, if they did so. If children join the school after Early Years, meetings are held with parents/carers, and Heene Primary School staff will consult with previous schools to discuss the child and their needs.

Any concerns regarding identified or suspected SEND will be discussed with the Heene Primary School Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Debi Daisley.

If a child is found to have needs that meet the criteria in the SEND Code of Practice, the child will be listed on the school's Special Educational Needs and Disabilities (SEND) Register, and additional provision will be put into place. The SENDCo maintains the SEND Register and oversees provision.

The school's SEND Register is an internally held document, the aim of which is to ensure that teachers and support staff are aware of children's additional needs and any adjustments which need to be made for them. The progress of children on the SEND register is closely monitored by the school's Senior Leadership Team and their achievement in tests at the end of Key Stage 2 (Year 6) can be reviewed as a group

(e.g. by Ofsted) to ensure that the school's provision is effective for children with additional needs.

If at any point parents/carers have concerns about their child's progress or attainment, or suspect the child may have additional needs, they are encouraged to make an appointment to discuss their concerns with the child's class teacher, the SENDCo or the Inclusion Leader, as appropriate.

How will school staff support my child?

Day-to-day teaching and support of children with SEND is managed by their class teacher. The SENDCo will offer support, advice and guidance, will maintain the SEND Register and will coordinate any additional Inclusion and/or external support put into place for a child. Information regarding children's needs and provision will be recorded on relevant internally held documentation, including year group provision maps and children's Individual Learning Plans (ILPs). Children with Education, Health and Care Plans (EHCPs) will have their needs and provision recorded in accordance with the most recent Disability and Special Educational Needs Code of Practice. Children may receive support from Teaching Assistants (TAs), the Learning Mentor, the Inclusion Leader and/or the SENDCo. External specialists can also support children as part of their provision. Referrals to external specialists will be made as the school deems appropriate in consultation with parents/carers, though parents/carers are welcome to request referrals.

We have a Governor for SEND, who has responsibility within the reporting process. The school monitors the progress and attainment of children using internal processes such as classroom observations, assessment results and discussions with parents/carers.

Any complaints about provision should be made to the child's class teacher, the SENDCo or, if unresolved, in accordance with the school's Complaints Policy.

How will the curriculum be matched to my child's needs?

At Heene Primary School, we aim to personalise the curriculum to cater for children's additional needs, finding the balance between tasks that are challenging but also achievable. Tasks can be differentiated in the classroom setting or by interventions such as small group or one-to-one teaching sessions. We aim to provide children with learning opportunities that lead them to make progress at a pace appropriate for them and based on their individual starting point. Please see our SEND Policy for more detail.

How will school staff and I know how my child is progressing and how will you help me to support my child's learning?

If a child is identified as having SEND, their progress will be closely monitored by their class teacher and the SENDCo, in addition to the normal monitoring processes. Progress and attainment will be reported to parents/carers through informal reporting, such as a note in their reading diary or a phone call home, and through formal reporting, including the annual report. If a teacher has concerns about a child's learning, they will discuss this with parents/carers and the SENDCo as appropriate.

If additional needs are identified, parents/carers will be invited to meet with the child's class teacher and the SENDCo as appropriate to discuss this and plan provision for the child. Parents/carers will also be supported in helping at home and will be provided with resources where appropriate. Parents/carers are always welcome to arrange a meeting with the class teacher to discuss any issues or concerns about work at home. If relevant, the school will run workshops and events to help parents/carers further develop their skills and knowledge to support their child's learning. There are also groups who provide support and information to parents/carers who are supporting children with additional needs. See the West Sussex County Council local authority 'Local Offer' for more information.

What support will there be for my child's overall wellbeing?

The Headteachers, Deputy Headteacher, the SENDCo and the Inclusion Leader are responsible for the monitoring of pastoral needs and provision across the school, with the class teachers having main responsibility for the pupils in their care. All school staff have a responsibility to report to a senior staff member or the SENDCo any concerns they may have for a child. We have an in-school Learning Mentor to support children and we have access to specialist provision from the Local Authority.

What specialist services and expertise are available at or accessed by the school?

At Heene Primary School we have a rich and varied range of experience and expertise in our teaching and support staff, who are trained to support children with many types of SEND, including:

- Speech, language and communication difficulties
- Autistic Spectrum Condition
- Physical therapies (if a programme has been provided by an external health specialist)
- Specific learning difficulties with literacy and numeracy

We also have access to external services, including:

- Learning and Behaviour Advisory Team
- Autism and Social Communication Team
- Sensory Support Team
- Ethnic Minorities and Traveller Achievement Service
- School Nurses Service
- Speech and Language Therapy Team
- Early Help Team
- Children's Services
- Educational Psychology Service

What training is available to staff supporting children and young people with SEND?

Teaching and support staff receive regular training through our scheduled programme of In-Service Training (INSET) and meetings during and after school time. There are also opportunities to attend external courses which cover many aspects of SEND teaching and Learning. Internal training is provided by the SENDCo and any staff who have experience or training in specific aspects of SEND. External trainers also provide specialist input, encompassing areas such as social communication difficulties (including Autistic Spectrum Condition) and Attachment Disorders.

How will children with SEND be supported in accessing trips and other in-school activities, such as visitors and workshops?

Heene Primary School staff will always use their best endeavours to ensure that trips are fully accessible to children with SEND. We will seek to make reasonable adjustments to trips and activities where required. This may include asking parents/carers to assist on a trip or preparing alternative routes or opportunities in order that children can access the same learning experiences as their peers.

The Deputy Headteacher, SENDCo, Inclusion Leader, Class Teacher and TAs will liaise together as required, and will work with parents/carers in the planning of additional support and provision for activities outside the classroom. Where required, a risk assessment will be completed to ensure provision is appropriate, effective and safe.

How accessible is the school environment?

The Heene Primary School building is all located at ground floor level and all classrooms are accessible to people with reduced physical mobility. Some of our

outdoor Physical Education lessons are completed in Victoria Park, which involves crossing the road outside the front of the school. Our fire assembly point is also in Victoria Park. There are dropped curbs to allow people with reduced mobility to access the park. Staff ensure the crossing is safe by wearing high visibility vests and stopping the traffic if needed.

We are able to access support for children and parents/carers for whom English is an additional language from the West Sussex Ethnic Minority and Traveller Achievement Service (EMTAS) and through local interpreter and translation services.

How will the school prepare and support my child when joining the school and when transferring to a new school?

If children are joining us in the Early Years, Heene Primary School staff will meet with parents/carers and, if children have attended nursery or preschool, staff from those settings, to discuss any concerns and arrangements for transition. Children joining Heene Primary School in any year group will be welcome to visit the school to familiarise themselves with the environment and meet key staff. Where appropriate, they will also be provided with key information, such as staff photographs and a list of routines of the day.

We have a transition programme to prepare children for the move into a new year-group, including taster sessions and events/information for parents/carers. Children who experience particular difficulties with change will be provided with additional resources for starting school, moving to a new year group or moving on to Secondary School. These can include additional visits, "Moving On" packs or "Pupil Passports" which contain photographs of key staff members and key parts of the new building or area. We also run social skills and/or nurture groups to support children we identify as vulnerable during transitions.

Children with an Education, Health and Care Plan will have their Annual Reviews held at least one full term before they leave Heene Primary School in order that their needs can be reviewed and appropriate provision put into place for their transition.

How are the school's resources allocated and matched to children's Special Educational Needs?

The school budget for SEND is calculated by the Local Authority and is allocated by the school in accordance with the needs of the children on roll. This budget is carefully monitored by school staff and Governors and the spending is adapted according to the changing needs of the children across the whole school. The allocation is decided by the Senior Leadership Team, in collaboration with the SENDCo.

How is the decision made about what type of, and how much, support my child will receive?

The type and amount of support a child receives will be dependent on their individual needs at any given time and will be re-assessed regularly by the class teacher and the SENDCo. Consideration is given to their rate of progress, their attainment and their general wellbeing. Support for children will be discussed with parents/carers. Where appropriate in terms of age and personal development, children will also be involved in the decision-making process, e.g. through meetings with their class teachers and/or the Inclusion team.

Any complaints about provision should be made to the child's class teacher, the SENDCo, or if unresolved, in accordance with the school's Complaints Policy.

How are parents/carers involved in the school and how can I become involved?

At Heene Primary School we welcome parents/carers to be involved in all aspects of school life, including coming into school to hear children read, helping at events such as the Summer Fair or by becoming a school Governor. Parents/carers are encouraged to join our Friends of Heene Primary School team, who organise and run fundraising events. We encourage parents/carers to participate in decision-making where appropriate and parents/carers have the opportunity to ask questions and contribute their views at any time, through our Governors or in person.

Who can I contact for further information?

For children already in school, the class teacher is the first point of contact regarding SEND, though the SENDCo and the Inclusion Leader are also available to meet with parents/carers, either virtually or in person. If your child is due to join the school and you have concerns about their needs, the SENDCo (Mrs Debi Daisley) or the Headteachers (Mrs Joy Waeland and Mrs Julia Sherock) would be your first point of contact, via the school office.

For more information, please visit our school website to view relevant documents.

The West Sussex Local Offer

West Sussex County Council are the responsible local authority for our school, and their 'Local Offer' is accessible via the following link: <https://westsussex.local-offer.org/>