



Henley-in-Arden Church of England Primary School

Information Report

SEND Parents' Information

Updated November 2024

This document contains guidance on what we do for all children within our school to support them with their learning and specifically explains targeted and additional provisions made for children who are or may be recognised with Special Educational Needs or Disabilities (SEND).



Acronyms

- ADD:** Attention Deficit Disorder
ADHD: Attention Deficit Hyperactivity Disorder
ASD/ ASC: Autism Spectrum Disorder/ Autistic Spectrum Condition
CAMHS: Child and Adolescent Mental Health Services (Now part of REACH Service)
CCG: Clinical Commissioning Groups
EH Early Help (Now called Targeted Support)
EHC: Education, Health & Care
EHCP: Education, Health & Care Plan
EP: Educational Psychologist
EPEP: Electronic Personal Education Plan (for children supported by Local Authority Care)
EWO: Education Welfare Officer
FF: Family Fund
FIS: Family information Service
FSW: Family Support Worker
HI: Hearing Impairment
IDS: Integrated Disability Services
IEP: Individual Education Plan
LA: Local Authority
LAC: Local Authority Care
MLD: Moderate Learning Difficulty
MSI: Multi-Sensory Impairment
OT: Occupational Therapy/Therapist
PD: Physical Disability
PDD: Pathological Demand Avoidance
PMLD: Profound and Multiple Learning Difficulties
PR: Parental Responsibility
PT: Physiotherapy/Physiotherapist
SALT/SLT: Speech & Language Therapy/Therapist
SEN: Special Educational Needs
SEMH: Social, Emotional and Mental Health Needs
SEND: Special Educational Needs and Disabilities
SENDCo: Special Educational Needs & Disabilities Co-ordinator
SENDIAS: Special Educational Needs and Disabilities Information, Advice and Support Service
SENDAR: Special Educational Needs and Disabilities Annual Review Service for EHCPs
SLD: Severe Learning Difficulties
SpLD: Specific Learning Difficulties
STS: Specialist Teaching Service
SW: Social Worker
TA: Teaching Assistant
THRIVE: Thrive is a whole school approach to supporting children's emotional development and their well-being.
TSO Targeted Support Officer (Previously Early Help Officer)
VI: Visual Impairment

Useful terms explained:

Provision: everything we make available to support our children to access their learning.

Intervention: the specific programmes that are run on a regular basis to bridge gaps in learning and support progress.

Graduated Approach: the development of provision over time through the, 'assess, plan, do, review cycle': where need is identified, we assess the need, plan for it and deliver the teaching or intervention before assessing again. Where necessary, we engage specialists to advise and support on interventions and adaptations. The process is a model of assessment, intervention and review.

Universal Provision: a broad, balanced and relevant curriculum designed to facilitate all children's learning. This will include adaptations to support individual needs, concrete apparatus to build understanding, and repetition and recall to embed learning.

Quality First Teaching: inclusive, high quality teaching for every child in the classroom. Your child's class teacher will be adept at planning and delivering lesson content using a range of strategies and adaptations, ensuring that all children in the class have the best chance possible of accessing the learning.

Introduction

Henley in Arden C of E Primary School is a mainstream school. The provision we make for Special Educational Needs and Disabilities within our school reflects the high expectations we have of all our children. We ensure that all children with SEND receive their entitlement to a broad, balanced and differentiated curriculum enabling them to develop to their full potential.

Please see our [SEND policy](#) on our website for details of all of our day-to-day processes that support SEND children.

Please see our [Accessibility Plan](#) on our website for details of how we ensure access for all.

All support in school is offered alongside the statutory provisions made by the local authority known as the '[Local Offer](#)'.

If you require further guidance and support outside of school you can also contact the [Family Information Service](#) (FIS)

[SENDIAS Warwickshire](#) are also available for further advice and support for SEND children and their families.


Our Resource Provision, which opened in October 2021, is a specialist facility for children from across Warwickshire with SEMH needs.

Each of the children that are on-role at our Resource Provision has an EHCP which states their primary need is SEMH. These children are placed with us in consultation with the Local Authority.

For more information see our [Tillman Lodge Prospectus](#).

What kinds of special educational need do we make provision for?

Henley in Arden C of E Primary School is a mainstream school. The provision we make for Special Educational Needs and Disabilities within our school reflects the high expectations we have of all our children. We ensure that all children recognised with SEND, receive their entitlement to a broad, balanced and differentiated curriculum enabling them to develop their full potential.

Specific Area Focus			
Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/ or Physical
<p>We provide visual timetables in all classrooms.</p> <p>We encourage talk partners in all classes.</p> <p>We work closely with the Speech and Language Therapy service</p> <p>We work closely with the Specialist Teaching Service (STS).</p> <p>We complete baseline assessments for children in Reception on entry to assess and identify needs early on so that these can be supported.</p>	<p>We work closely with the Specialist Teaching Service and Educational Psychology Service (EPS).</p> <p>Lessons are differentiated to meet the needs of every pupil.</p> <p>Class Teachers and the SENDCo work with Teaching Assistants to provide additional support where it is felt appropriate.</p> <p>We give access to useful online resources to support children's learning where appropriate.</p> <p>We work with parents and meet with them regularly to ensure that their expert knowledge of their child is used to ensure the best progress and opportunities as much as possible.</p>	<p>We work closely with the school nurse, primary mental Health Team, RISE CAMHS Stratford, MIND and Educational Psychology Service (EPS), specially trained Thrive Practitioners in school and our Family Wellbeing Facilitator to support children and their families.</p> <p>Members of staff are trained to lead and support the Early Help Targeted Support process.</p> <p>We have a number of staff in school who have been trained to identify and support Mental Health needs.</p> <p>All classrooms provide the time and space for children to voice and share their feelings.</p> <p>We follow a subscribed PSHE curriculum called JIGSAW which includes learning such as mindfulness techniques.</p>  <p>We subscribe to Beacon Behaviour Support to support pupils with behavioural special needs.</p>	<p>We work closely with Occupational Therapy and Physiotherapy Services as well as the Integrated Disability service (IDS) and Specialist Teaching Services (STS).</p> <p>We are able to access specialist equipment, where specialists feel it is appropriate.</p> <p>We work with the EP service to assess sensory needs and ensure that these recommendations are put in place.</p> <p>We allow children to have regular movement breaks and sensory breaks where these have been identified to be useful.</p> <p>We have a range of different resources available to support children with their sensory needs. These are normally provided for specific identified needs but are also available if staff and parents agree that these might be useful.</p>

How will the staff at school know if my child needs extra help?

In many cases, children join us with their needs already assessed. All children are assessed when they enter our school so that we can build upon their prior learning. Children are assessed regularly throughout the term and their progress is tracked through half termly or termly Pupil Progress Meetings involving the class teacher and members of the senior leadership team.

Henley in Arden C of E Primary School also works closely with a number of outside agencies, seeking their advice and guidance where required. These agencies include the Educational Psychology Service, Specialist Teaching Service, Integrated Disability Service, Speech and Language Therapy and Occupational Therapy and Physiotherapy.

Please speak to the class teacher in the first instance if you are concerned about your child's progress.

Specific Area Focus			
Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/ or Physical
<p>Children can use red, amber and green traffic light cards to communicate a need during lessons (where needed).</p> <p>We believe that behaviour is a form of communication and can indicate a child's needs. We use our professional judgement and those of specialists to identify the next steps for children.</p>	<p>Monitoring of progress - children whose progress is below expected will be identified for further support.</p> <p>Staff have been trained to recognise signs of learning difficulties.</p> <p>We work with parents to find out more about a child's needs when they share a concern with us.</p>	<p>Observed behaviours by members of staff which are logged in the class concern books or in initial concern forms to the SENDCo.</p> <p>Conversations with parents.</p> <p>We use Thrive tracking termly and half termly to assess and track the progress of all children within our school. Children identified to need support are then either supported in class, in small groups or 1-1 with a Thrive trained practitioner.</p> <p>Remote Learning — if this is required, we will be monitoring children's well-being and mental health closely during interactions online, via work submitted from home and on their return to school. This will enable us to identify key needs and support children as much as possible.</p>	<p>Discussions with professionals such as IDS or the Occupational Therapist (OT).</p> <p>Where staff identify physical and sensory differences, they will work alongside the SENDCo to understand individual children's needs and provide appropriate support.</p>

What should I do if I think my child may have a special educational need or disability?

The school works closely with parents in the support of children. We encourage an active partnership through an on-going dialogue with parents. We encourage parents to be part of their children's learning journey and therefore if you have any concerns we would encourage you to contact the class teachers. This can be done by contacting the school office to book an appointment or emailing your child's teacher to make an appointment.

Reception - Mrs S. Lawton-Jones

Year 1/2 - Mrs E. Field

Year 3/4 - Mrs E. Griffin

Year 5/6 - Mrs S. Jones

Tillman Lodge— Miss S. Clark

Mrs C. Sweet

If your child is identified to need additional help, their class teacher will speak to you about what they have noticed. If your child has an Education, Health & Care Plan, (EHCP), you will be asked to attend a review meeting annually with the school SENDCo; this will be in addition to the termly parents' evening meetings you will be invited to attend to meet with your child's class teacher.

What kind of support is available at Henley in Arden Primary School?

As a school we provide a wide range of supportive resource within the classroom for all children. This is Universal Provision. Teachers also differentiate **and adapt** learning activities **and resources** through Quality First Teaching so that lessons are **inclusive** and accessible to all learners.

As part of the regular assessment process, some children will access small group intervention or individual targeted intervention, **all of which will be recorded on our Insight mapping tool, allowing us to track, review and share the progress of provisions with the teaching team and parents.** The intervention support may draw upon specialist advice from outside agencies.

Specific Area Focus			
Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/ or Physical
<p>Communication friendly environment including visual timetables, individual whiteboards and friendly and approachable staff.</p> <p>Specific interventions overseen by outside agencies including Speech and Language Therapy and STS or IDS.</p>	<p>Phonics support programme: EPATT; Nessy</p> <p>Coloured overlays in all classrooms.</p> <p>Precision Teaching, Maths intervention - Plus 1 maths, Spelling or sight reading through a 'Sparkle folder'.</p> <p>Specific interventions suggested by outside agencies including EPs and STS.</p> <p>Access to Nessy, engaging eyes and Rapid Reading online for home use as well as in school.</p> <p>EPATT accelerated reading programme.</p>	<p>As a Thrive school, we regularly assess and support all of our children. Through these assessments, we identify children who need further group and 1-1 sessions.</p> <p>SEMH is also taught explicitly through our JIGSAW PSHE scheme.</p> <p>Day to day support from trained mental health first aiders.</p> <p>We have Worry monsters in all classrooms.</p> <p>Emotions groups including Boomerang and Mental Health in Schools led sessions.</p> <p>Individual counselling and Mentoring.</p> <p>Specific interventions overseen by outside agencies including Targeted Support Processes, STS or RISE/ Stratford CAMHS.</p> <p>Children may be supported by using 'My Hidden Chimp' book to develop their understanding of how the brain works.</p>	<p>Fine and Gross Motor Skills intervention (Jimbo Fun).</p> <p>Specific interventions overseen by outside agencies including Occupational Therapy and physiotherapy service and IDS.</p> <p>Sensory resources and sensory breaks are provided for children who have been identified to need these.</p>

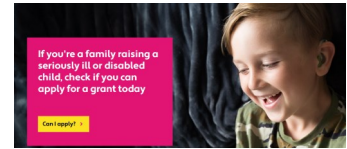
How are the school's resources allocated and matched to children's special educational needs and disabilities?

The SEND budget is managed by the SENDCo and the Senior Leadership Team.

Resources are allocated on a needs basis and decisions are made based on termly tracking and assessment data.

Where pupils are identified as requiring additional SEND support, provision will be reviewed during termly Provision Review Meetings.

If there is something specific that your child would benefit from having at home to support them, you can apply for funding for this using the [Family Fund](#).



How will I know about the support my child is receiving and how they are doing?

All parents are invited to attend parents' evenings which are offered three times throughout the academic year. During these meetings class teachers will discuss how Quality First Teaching (QTS) is supporting your child.

Where pupils are identified as requiring additional SEN Support, class teachers will review targets with parents at least three times a year, in the autumn, spring and summer terms.

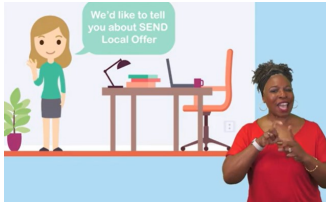
How will you help me to support my child's learning?

All parents are encouraged to attend parents' evenings. This is an opportunity to discuss your child's progress with their class teacher who can offer you advice about supporting their learning at home.

Any parent who would like help to support their child's learning can contact the class teacher or SENDCo for advice and signposting to other sources of support.

If it has been necessary to seek specialist advice to support your child, the SENDCo will share with you to discuss the specialist's findings and any relevant reports. Specialists may also meet with parents directly if this is necessary as part of their assessment and/or findings.

[The Family Information Service](#) is also available to support parents and can be contacted on: 01926 742274 or access information via their website



More information on support available through [Warwickshire's 'Local Offer'](#)

Additionally, [Barnardo's Warwickshire SENDIASS](#) offer advice and support around various topics relating to Special Educational Needs and disabilities (SEND) for children and young people aged 0-25 living in Warwickshire and their parents or carers.



Within school we may support you in these ways depending on the needs of your child:

Specific Area Focus			
Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/ or Physical
<p>If appropriate school or outside agencies will provide resources to support this area of need, e.g. speech and language activities.</p>	<p>Spellings Daily reading Reading comprehension</p> <p>If appropriate, resources will be lent out by school or outside agencies to support your child at home.</p> <p>Access to Nessy Reading, SCODE spelling and Literacy Tree writing programmes.</p>	<p>Children will have the opportunity to access a range of extracurricular clubs (this may be allocated on first come, first served basis).</p> <p>Thrive Online can be set up to forward activity suggestions to parents where appropriate. We also run Thrive parent courses to support parents in understanding and engaging with their child's social and emotional development.</p> <p>Early Help may be offered to enable the family to access additional support.</p>	<p>If appropriate resources will be lent out by school or outside agencies to support your child at home.</p>

How will School involve my child in decisions regarding their provision?

Children are involved at an appropriate level in setting targets. Pupils on the SEND register are invited to contribute to the termly SEN Review Meetings through attendance where appropriate or through discussion with the class teacher prior to the meeting. We regularly ask all children about their experiences at school and we ask children on the SEND register to complete short questionnaires from time to time to understand how they feel about their learning.

How will school support my child to access the range of activities available to pupils?

Teachers differentiate learning activities so they are accessible to all learners as part of their lesson planning.

Where pupils require specific resources, additional adult support or adaptations to the learning environment this will be documented through the class provision map which is updated by class teachers each term.

How accessible is the school environment?

School is on three different levels which are accessed via steps or pathways around the school.

Specific Area Focus			
Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/ or Physical
<p>Communication-friendly environment—as recommended by specialists.</p> <p>Visual timetables and individual now and next boards where needed.</p> <p>Specific interventions overseen by outside agencies including Speech and Language Therapy and IDS.</p>	<p>Phonics support programmes including Nessy Reading and Spelling Online access.</p> <p>Rapid Reading access to support reading and comprehension.</p> <p>Engaging Eyes for developing eye tracking and speed recognition.</p> <p>Inference for Reading group intervention.</p> <p>Extra reading with our 'Reading Army', Coloured overlays, Precision Teaching, Catch Up Maths and sight reading or spelling through a 'Sparkle Folder' and/ or Specific interventions overseen by outside agencies including STS.</p>	<p>Group or 1-1 Thrive sessions.</p> <p>Explicit social skills teaching through our Jigsaw PSHE scheme, Social Stories written specifically with an individual child where appropriate, Personalised target/ reward plans and/ or Specific interventions overseen by outside agencies including EIS and IDS</p> <p>For some children it may be appropriate for them to access 'My Hidden Chimp' books to develop their understanding of how their brains work to help manage behaviours, anxiety or their feelings.</p> <p>We also deliver Boomerang in school to help children manage anxiety and their feelings.</p> <p>Some children make use of sensory toys and a range of other individual activities to help them to manage their emotions.</p>	<p>Fine and Gross Motor Skills interventions (Jimbo Fun)</p> <p>Specific interventions overseen by outside agencies including Occupational Therapy and physiotherapy service and IDS</p>

What support will there be for my child's overall well-being?

Your child's class teacher is at the heart of a well-established pastoral system and will be the first point of contact for pastoral care.

We regularly assess the whole class using our Thrive online tracking. This helps us to identify and support children.

We teach a detailed PSHE curriculum through a whole-school approach called Jigsaw. Ask our PSHE co-ordinator (via the school office) if you require more information about this.



A number of staff in school have now gained a mental health first aid qualification and can support children within school where necessary.

With parental consent, we are able to refer your child to a counsellor if it is felt appropriate.

We have a member of staff trained to lead and support families through Early Help (also known as Targeted Support).

We can also seek further support from outside agencies with parental consent.

Additionally, we may be able to refer you to the [Parenting Project](#) who can support the whole family to access a whole range of support, group activities for children to develop friendships and social skills and counselling if this is deemed necessary.

Who can I contact for further information?

Class Teachers

Reception - Mrs S. Lawton-Jones

Year 1/2 - Mrs E. Field

Year 3/4 - Mrs E. Griffin

Year 5/6 - Mrs S. Jones

Tillman Lodge— Miss S. Clark

Mrs C. Sweet

Special Educational Needs Coordinator (SENDCo)

Mrs M. Gray

Headteacher

Mrs K. Adcock

How are staff trained to support my child's needs?

Henley in Arden C of E Primary School is committed to the continued professional development of staff. Five days per year are dedicated to staff training and this provides an opportunity to raise awareness of specific needs and effective support. In addition to this, twilight training sessions are held as required to develop understanding and expertise of specific needs.

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

The school allocates part of the SEND budget to provided specialist support for the children.

Specific Area Focus			
Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/ or Physical
<p>Integrated Disability Service Speech and Language Therapy STS—Speech and Language Specialist</p>	<p>Specialist Teaching Service and the Educational Psychology Service</p> <p><i>Please note Warwickshire County Council are not able and do not diagnose children for cognition and learning needs. They seek to identify specific weaknesses and give advice towards supporting these needs. If a family are seeking a diagnosis, this must be sought privately. If you would like further information about this, please speak to your child's class teacher in the first instance.</i></p>	<p>Educational Psychology Service, A counsellor, Early Help and/or Primary Mental Health Team (through CAMHS— Now known as RISE)</p> <p>We now have 5 Thrive trained practitioners in school.</p> <p>School has a dedicated Mental Health Lead and we have trained mental health first aiders within school as well.</p>	<p>Occupational Therapy and Physiotherapy Service, School Nursing Team, Educational Psychology Service, and Integrated Disability Service</p>

How will the school prepare and support my child when joining Henley Primary School or when transferring to another class, Key Stage or school?

For children that are joining Reception, an induction period with a staggered introduction is arranged by the Reception team. Home visits are offered to all parents and for those children who have already been identified as having additional needs, extra familiarisation visits to school can be arranged.

Staff will also visit nurseries and attend transition meetings involving the parents and outside agencies.

Transition meetings ('Meet the Teacher') are arranged for parents, where information is shared, as the children move through Key Stages.

Transition meetings will be arranged for children leaving Year 6 with the secondary schools where the teacher and SENDCo will share relevant information to support this move. This may be with the SENDCo or the Year leader.

This support may also include:

- Where it is felt appropriate, children will access transition intervention either led by staff within school or external agencies.

- Additional visits to secondary schools.

- Transition booklets for children moving between year groups.

- Class meeting for teachers to hand over class information.

- Teaching Assistants hand over information to the next year group or move on with the pupil to the next class to provide continuity.

For children who are starting at our Resource Provision, we integrate children slowly through bespoke part-time integration timetables agreed jointly in meetings with parents/guardians and/ or professions. These are carried out every two weeks.

What do I do if I'm not happy with the provision being made for my child?

We encourage parents to be part of their children's learning journey and therefore if you have any concerns we would encourage you to contact the class teachers in the first instance. Alternatively, you may wish to book an appointment with the class teacher, SENDCo or Headteacher. This can be done by contacting the school office to book an appointment. We have a named SEND governor who is willing to talk to parents if required.

Our Complaints Policy and procedure can also be found on our website.

Where can I find out about the support available for pupils with SEND within Warwickshire?

The Warwickshire LA Local Offer can be located at: <http://www.warwickshire.gov.uk/send>

How will the school evaluate its provision and when will this take place?

The school evaluates its policy and information report annually. We also complete action plans annually to evaluate our provision and identify areas for development. SEND also forms an integral part of our School Improvement Plan.

We use progress and attainment data at each step of our decision making to ensure that our decisions are having an appropriate impact.