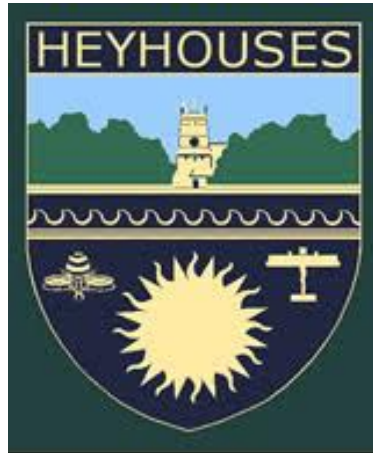


Heyhouses Endowed Church of England Primary School SEN Information Report



"We seek to enable children to reach their full potential educationally, spiritually and socially, so that they may become all that God has created them to be."

This statement confirms our commitment to valuing the individuality of all our children. Heyhouses Church of England Primary School is an inclusive school and we aim to provide the highest standards of education within a caring and stimulating environment for all our pupils.

Date: September 2025

Review Cycle: Annually

Next review due: September 2026

Policy Lead: Senco – Lorraine Poole

Approved by: Governing Body

At Heyhouses Endowed Church of England Primary School we recognise that every child is unique and special.

This policy has been created by the SENCO, in liaison with the staff, Headteacher and Senior leadership team and has the full agreement of the Governing Body.

School Details	
Heyhouses CE Primary School Clarendon Road North Lytham St Annes Lancashire FY83EE Telephone 0125 722014 Website: https://www.heyhouses.lancs.sch.uk/ Unique school Number 04047 Age range 4-11 Number on roll: 573 as at 25/9/25	Head Teacher Mrs EA Hodgson head@heyhouses.lancs.sch.uk SENCO Mrs Lorraine Poole lorraine.poole@heyhouses.lancs.sch.uk
Heyhouses is not defined as a school which specialises in meeting the needs of children with a particular type of SEN	

What SEND needs does Heyhouses provide for?
Heyhouses is not defined as a school which specialises in meeting the needs of children with a particular type of SEND. However, we aim to meet all children's needs and will access specialist support services and act on advice as far as practicable.
How do we identify and assess pupils with SEND?
At Heyhouses, we understand that early identification of SEND is vital. In the first instance, teachers identify SEND and as a part of quality first teaching, they adapt provision in response to the diverse needs of pupils. Clear targets are set for pupils and if adequate progress is not achieved the class teacher will consult with the SENCO for further advice. This may involve assessments or referrals to outside agencies. This process is called the 'Graduated Approach', details of which are set out in the schools SEND policy.

How do we consult with pupils and parents?

Families are essential partners in the effective provision of support for children with SEND. We will consult with families at the earliest stages of the graduated approach. Families will be involved in the identification, assessment and decision making for their child. Regular review meetings, at least termly, as well as annual written reports ensure that parents are kept up to date with their child's progress throughout the year. Parent and pupil voice is recorded as part of this process.

How do we monitor progress towards outcomes?

The class teacher is responsible for assessing the child's progress and teachers review progress continuously. Where a child is not making the expected progress, interventions are put in place to address barriers to learning. The impact of interventions is closely monitored by the SEN team and this information is used to inform next steps in both quality first teaching and further interventions or support. This is where decisions will be made or where higher levels of support may be required. If a child is assessed to have special education or additional needs, they will be added to the schools SEND register at 'SEN Support'. Parents will be informed of this.

As a part of the 'Graduated Approach', decisions to seek specialist advice may be required. If progress beyond this continues to be inadequate, despite adaptations and support, a referral for further assessment of special educational needs may be considered. This is called a statutory assessment of need with the Local Authority who will consider if the needs of the child/young person requires an Education and Health Care Plan. (EHCP)

Further information can be found by following this link:

[SEN support - Lancashire SEND \(lancssendas.org.uk\)](http://lancssendas.org.uk)

What is our approach to teaching children with SEND?

The Special Educational Needs Code of Practice (2015) states: 'Teachers are responsible for all children's progress including those with SEND'.

Teachers make every effort for all pupils to access a broad and balanced curriculum. Lessons are planned and adapted to remove barriers so that pupils with SEN and disabilities can access the curriculum alongside their peers. This may require reasonable adjustments to be made. Where a child's needs are complex, adjustments may include providing a personalised curriculum.

Please refer to the School Provision Map for a comprehensive breakdown of how we assess and support individuals across the four broad areas of need and at each stage of the graduated approach.

What are the admissions arrangements for children with SEND?

The governing body of Heyhouses Primary School applies the regulations on admissions fairly and equally to all those who wish to attend this school. For all information on admissions please refer to our school policy. For those children who already have an education health care plan in place, our school will be consulted by the local authority, where the pupil lives, to identify if we are able to meet the needs as stated in the child's plan.

What does transition support look like at Heyhouses?

Prior to children starting their Reception year, school-teachers will visit them in their nursery. Where appropriate, meetings will take place with nursery staff, SENCO, parents and professionals as needed, to support a smooth transition. Small group settling in sessions are part of transition to full days and we will make all reasonable adaptations to support a smooth transition for any individuals who require something more. Either because it is stated within an Education and Health Care Plan or to meet the needs of the individual child/young person.

At the end of each academic school year, children visit their new classroom and new teacher and spend time together. They prepare letters of information to share with younger students and artwork is often created, which is then displayed at the start of the new academic year to provide some familiarity.

Teachers share key information on children including talking through learning plans and successful practices to support individual needs. Each class has a SEND file containing up to date information on children on the SEN Register. This is also used in handover discussions to prepare for transition. Some children require additional visits to their new setting and others will benefit from a transition book which contains key information and pictures to help with transition whilst children are away from school.

Towards the end of the summer holidays but before the start of the Autumn Term, children who are feeling anxious about returning to school, are invited to visit their classroom and meet with the SENCO to ask questions and familiarise themselves with their new classroom.

In the summer term of Year 6, the SENCO will support conversations and prepare handover information to secondary schools. Some children will benefit from additional transition visits to feel more settled about new staff and settings and these are planned wherever possible. Local high schools have different transition arrangements, and we endeavour to support these.

What skills to staff have and where is external support is accessed?

Heyhouses is a large school with over 100 staff. Some Teaching Assistants and Teachers are trained to operate specialist programmes to support the 4 broad areas of need; cognition and learning, emotional and mental well-being, physical and sensory and communication needs. All teachers and senior leadership have completed training on trauma informed practices. Specific training such as Makaton and Colourful Semantics etc is arranged to support the needs of individuals. There are some Teaching Assistants who have gained many years of experience in specific SEND such as autism, ADHD, Language development, Early Development and this expertise is shared across the school and between staff.

Heyhouses has a full-time pastoral lead who supports children with emotional and mental well being. We work with the Coastal Collective group who have family support staff on the school grounds. This service provides a key link with families and enables access to support from wider groups within the community. Coastal Collective can also be available to work with pupils and families and support the areas such as friendships, self esteem and emotional regulation.

The school contracts work with specialist teachers and services including; ASC Reachout who support children with autism or neurodiversity, Visual and hearing impairment specialists through the SEND traded service, Educational Psychologists and Dyslexia specialist teachers, to name but a few.

How do we monitor the effectiveness of SEND provision?

Provision is planned, typically on a termly basis. Teaching staff, with the support of the SEND team, review the impact that planned provisions have made on the progress of pupils. This is reported in Learning Plans and/or shared with families in review meetings, on a termly basis.

Provision, teaching and interventions are regularly reviewed and referenced through the Education Endowment Foundation, who produce accessible, evidenced based research of different strategies to support additional needs as well as effective teaching practices.

<https://educationendowmentfoundation.org.uk/>

The SEND policy and SEN information report are reviewed on an annual basis by the SENCO, Senior Leadership Team, staff and Governors.

If parents feel dissatisfied with any aspect of SEND provision, they should contact the class teacher, SENCO or a member of Senior Leadership in the first instance.

How are children with SEND encouraged to engage with activities alongside their peers?

All children present with individual needs and this requires a variety of resources/methods being made available. This may result in adjustments to outcomes and expectations or that mixed ability groupings of children offer sufficient support. In some cases, adaptations to the environment may be required, for example in PE lessons, equipment may need to be positioned differently. In some cases, children will require additional support from a trained member of staff to ensure that learning is accessible. Some children may require a care plan that highlights specific adjustments that are required on a temporary or permanent basis.

Children are encouraged to take on roles of responsibilities in school alongside their peers. Examples include council reps, red caps or an ECO Warrior. School clubs and groups are accessible to all children who attend school. Lunchtime clubs are often supervised by Year 6 pupils but those children who require support from an adult receive this wherever practicable to ensure they can access activities alongside their peers.

Heyhouses School also runs a before and after school club which is accessible to all children regardless of need.

How is emotional and social development supported?

Teachers have had recent training in ACES (Adverse Childhood Experiences) which ensures that staff in school are aware of indicators and triggers and more equipped to support children within the classroom setting.

Some children benefit from additional and more personalised support in the form of small groups. Programmes such as Lego Therapy and Social Detectives are run by trained staff to provide a safe place to explore feelings and emotions and build on strategies and tools to develop resilience and independence. Sensory breaks and also emotional regulation tools are made available and where necessary, individual pupils have tutoring and support to access these.

Occasionally, children will need a higher level of coaching and we have a dedicated Pastoral Lead, Rebecca Harrington, based in school full time. She can provide tailored support to an individual as and when needed and make links to parents and the home setting.

Heyhouses is also a school who use 'myHappyMind' This is a whole school approach to create a culture of positive and mindful wellbeing. This programme is commissioned by the NHS. Parents have access to the app and supporting resources for use in the home setting.

<https://myhappymind.org>

The Coastal Collective Group ensure extended support can be provided to families and pupils. This can be in the form of drop-in group sessions, baby classes, small group sessions or 1:1 coaching.

<https://thecoastalcollective.org.uk/>

What is the Local Offer

The Children and Families Bill was enacted on 1st September 2014. This means that Local Authorities are required to publish and keep up to date information about services from Education, Health and Social Care in their area which they expect to be available for children and young people with special educational needs (SEN) aged 0 -25. This is called the 'Local Offer'.

The intention of the Local Offer is to improve choice, flexibility and transparency for families and to help them have more control over services by setting out the local provision for children and young people with Special Educational Needs and/or a Disability (SEND) and their families.

The Local Offer gives information to parents of children with, and to young people with Special Educational Needs and Disabilities between the ages of 0-25, in a single place. It will help them to understand what services they and their families can expect from a range of local agencies. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

The Local Offer clarifies what provision is normally available from early year's settings, schools (including academies), independent and free schools, colleges and other services including health and social care.

We know that the journey through education, health and social care is not always easy to understand, especially if you have a child or young person with SEN and/or a disability. The local offer is a guide to relevant advice and information to help find the right support you need to make the right decisions and to plan for the future.

To access the Lancashire local offer



<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>



Lancashire also offer 'Break Time', which are a range of activities and groups for children and young people with special educational needs and/or disabilities who meet the criteria to attend and who do not receive short breaks following a social care assessment of need.

[Break Time short break activities - Lancashire County Council](#)

The SEN Reforms placed a statutory requirement on schools from 1 September 2014 to make information available to young people and parents about how the school supports children and young people with SEN. This information forms the main basis for our school's Local Offer, which must be published on our school's website.

Promoting good practice and success

Our Local Offer gives us the opportunity to showcase our good practice, in relation to supporting children with Special Educational Needs and Disabilities and how we help them to achieve their full potential.