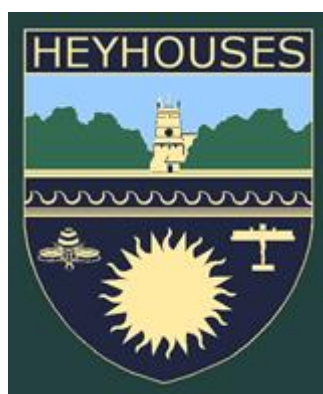


Heyhouses Church of England Primary School

SEN Information Report



April 2018

Name of the Special Educational Needs/Disabilities Coordinator:
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Mrs Sarah Bashora

Contact details:

01253 722014

deputy@heyhouses.lancs.sch.uk

The kinds of SEND we provide for

Our School Mission Statement is:

<i>"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."</i>
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This statement confirms our commitment to valuing the individuality of all our children.
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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 of our pupils.

Heyhouses is a mainstream primary school with 607 children on roll. The proportion of pupils with SEND is 14%. At Heyhouses, we make provision for children with SEND within each of the four categories identified in the 2014 SEN Code of Practice:

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

Communication and interaction

We have teachers and teaching assistants who are experienced in supporting children with Speech and Language Difficulties. This includes children who have difficulties with fluency or forming sounds, words or sentences. We also make provision for children with social communication difficulties. These children may have difficulties with communication, social interaction or imagination and find it harder to make sense of the world. We work closely with experienced Speech and Language Therapists on recommended programmes. In school we run certain intervention programmes as needed eg. Socially Speaking, Time to Talk.

Cognition and learning

At Heyhouses, we are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia. We also support children with moderate learning difficulties. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We can also run a number of interventions including Better Reading, Phonics and Maths Groups, IDL (to improve spelling,) Cogmed (to improve working memory) Accelerate/Acceleratewrite, Tummy Club for Infants and Super Skills for the Juniors which helps to improve fine motor skills. We work closely with specialist teachers from the SEND team who can assess children and provide strategies and resources for work in school. We can access an Educational Psychologist to assess children and provide advice.

Social, emotional or mental health difficulties

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through one-to-one work with our pastoral team, Art group, Chat Time and social skills groups. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) if necessary. We have good links with Stepping Stones Short Stay school and their intervention team who have provided training to our teachers, teaching assistant and lunchtime welfare staff.

Sensory and/or physical

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Collaboratively, we provide and implement necessary resources such as RadioAids for children with hearing

impairments or toilet step frames for children with physical difficulties. We carry out programmes provided by Physiotherapists and Occupational Therapists. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At Heyhouses Church of England Primary School we recognise that early identification of a Special Educational Need is essential in order to make any necessary provision to enable a child to reach their potential. We identify children with SEND through:

- Contact with Early Years settings or previous schools
- Liaison with parents
- Monitoring and tracking the progress of all children by an ongoing process of planning, teaching and assessment

Children with SEND may be identified at any stage of this process during their school life. Teachers' ongoing observations and weekly and termly assessments will provide information about areas where a child is not making satisfactory progress. These observations may be supported by formal assessments such as Baseline Assessment, Phonics Screening, SATs or the use of PIVATS. In addition to school assessments we occasionally request additional diagnostic assessment from outside agencies.

Teachers will consult with the SENCo whenever a child is making less than expected progress. They will consider what else might be done to enhance progress – making improvements or alterations to the learning environment, the tasks, teaching materials and the teaching style should always be considered. Additional support may need to be put in place. Teachers will meet to discuss concerns with parents/carers and the SENCo can also meet with parents at any stage. Progress will continue to be monitored until the next review. If progress doesn't increase this review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support.

Heyhouses CE Primary School is committed to working closely with parents and carers. We have a number of initiatives to develop closer working relationships in place. Parents can meet regularly with school staff informally and formally by appointment. Concerns and successes are shared. Individual arrangements for additional communication may be in place eg. Home-school communication books, weekly chats, Home-school reward systems. Many parents of SEND children have strong links with our Pastoral Manager Mrs S Richardson, who is often involved in supporting children's social and emotional needs.

Parents/ carers are invited to be involved at every stage of their child's progress, through liaison with the class teacher and SENCo. Parents are encouraged to be involved with target setting for Learning Plans which can be discussed at termly parent interviews/ meetings with the SENCo.

Parents/carers can be signposted or referred to support from outside agencies so that home, school and any specialists needed can work together.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Sarah Bashora (SENCO) to discuss further.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Children have regular discussions with their class teacher, and teaching assistants, about their targets and how much progress they are making.

How we inform children that we think they have a special educational need would depend very much on the child's age, their understanding and the wishes of the parent/carers.

Children and young people able to contribute their views, in relation to their aspirations & goals, the provision for them and how they can best be supported through review meetings which parents/ carers are also invited to attend. However, ongoing discussions as part of quality first teaching will also enable children to express their feelings about their learning.

Children are informed of the progress they are making through discussion with the teacher, or teaching assistant where children have one to one support or small group support. Children will be asked about their views around their progress in these discussions. As children get older and gain in understanding about their needs they will be involved in decision making in how best to meet these needs through being invited to target setting or review meetings. Some children prefer to discuss things with their parent/carer or teaching assistant/ teacher/ pastoral worker before reviews.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in their child's/young people's education?

We believe that parents/carers have a fundamental role to play in helping children to learn and develop in all aspects of their life. We regularly inform parents about what and how their children are learning by:

- Holding parents' evenings twice a year (Autumn and Spring) to discuss children's progress.
- Sending an annual report (Summer Term) to parents, which explains the progress made by each child and indicates how the child can develop their learning.
- Updating the year group website areas which have half-termly overviews and useful information for each year group
- Open Door policy
- Holding welcome meetings at the start of each school year or transition to a new Key Stage to explain relevant developments in their child's education, the expectations for each year group and to explain to parents how they can support their children with homework.

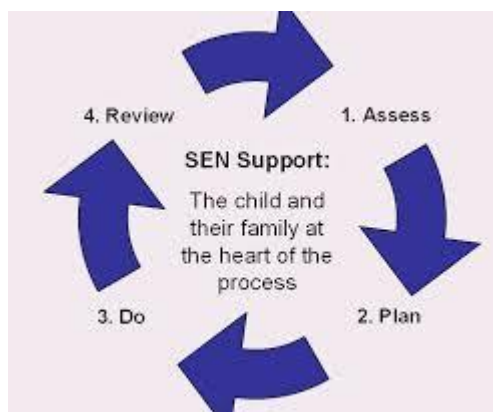
At each of the above we welcome feedback from parents and discussions can take place.

If parents/carers and/ or school are concerned about a child's progress this will be discussed in the very early stages – in the first instance with the child's class teacher and then with the SENCo. Parents are able to contribute their views, in relation to their aspirations & goals for their child, the provision for them and how they can best be supported through termly review meetings or by arranging a meeting at any point as the need arises.

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

If a child is identified as having a Special Educational Need, support will be provided that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of the high quality, individualised teaching intended to overcome barriers to their learning. Full details of support put into place is set out in the child's Learning Plan which personalises targets into small, achievable steps.

When providing support SEN Support a four step cycle is put into place – Asses, Plan, Do, Review.



Assess this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan this stage identifies the barriers for learning, intended outcomes, and details what additional support needs to be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do providing the support – extra assistance for learning – as set out in the plan.

Review measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review.

Heyhouses C E Primary School believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In our school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. We actively seek, as a school, to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. There is flexibility in our approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be developed to ensure effective learning.

We have a team of committed staff in place to work with parents/carers and your child to meet their needs and ensure they make progress.

The class teacher (the main point of contact):

Responsible for:

- Personalised teaching and learning for your child as identified on the Learning Plan.
- Monitoring the progress of your child and identifying areas of need. Planning and delivering any additional help your child may need, discussing with the SENCo as necessary. This could be in the form of targeted work, additional support, additional or adapted resources etc.
- Ensuring that all children have access to good / outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and / or conditions and what specific adjustments need to be made to enable them to be included and to make progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom for all the pupils they teach with SEN or Disabilities. The Class teacher or Subject Leader can be contacted at the end of the school day. To arrange an appointment, please telephone school.

Teaching Assistant

Responsible for:

- Helping to support your child with schoolwork under the supervision of the teacher.
- Delivering high quality 1:1 and small group support using structured interventions.
- Preparing and adapting learning materials appropriate to your child's needs, under the guidance of the teacher as appropriate.
- Helping your child to develop their self-confidence, independence and abilities.
- Supporting children during therapy sessions and interactions with outside agencies.
- Looking after your child's physical needs as necessary
- Keeping detailed records of any interventions your child takes part in and feeding back any issues to the teacher.

The SENCo: Mrs S. Bashora is responsible for:

- Coordinating all the support for children with special educational needs (SEND) and / or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 1. Involved in supporting your child's learning
 2. Kept informed about the support your child is receiving
 3. Involved in reviewing how they are progressing
 4. Fully involved in planning ahead for them.
- Liaising with all other people who may be coming into school to help support your child's learning eg. Specialist Teachers, Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEN records, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support and advice for teachers and support staff in the school so they can help your child to achieve their potential.
- Supporting your child's class teacher to write Learning Plans, ensuring that appropriate strategies are employed to help your child understand how they learn, and informs staff on how best to support them.
- Organising appropriate training of staff so that they develop the skills and confidence to fully meet the needs of your child and others within school.
- Our SENCo can be contacted by email deputy@heyhouses.lancs.sch.uk, through the class teacher or by arranging an appointment through the school office.

The Headteacher: Mrs E Hodgson is responsible for:

- The day to day management of all aspects of the school, which includes the support for children with Special Educational Needs or Disabilities.
- The Headteacher will give certain responsibilities to the SENCo and class teachers, but still has overall responsibility for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEN.
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The SEN Governor: Mrs N Kimber is responsible for:

- Making sure that the necessary support is given for any child with SEN who attends the school.
- Supporting and challenging the Headteacher and SENCo with regards to SEND within the school.

How accessible is the school environment?

Heyhouses CE Primary School is a split site school. The Reception and Junior classes are housed in a bright, spacious building which opened in September 2015. The Infant classes are in our Victorian building which has been modernised in keeping with original features. Both school buildings:

- are fully wheelchair accessible and built on one level with no stairs.
- have doorways and corridors that are wide enough to allow for wheelchair access.
- have accessible toilets with changing facilities which can accommodate wheelchair users.
- have disabled parking bays.
- have furniture that is modern and of a suitable height appropriate to the age of the children being taught in that classroom. Where necessary specialist furniture can be accessed.
- have been designed, or improved, with consideration for people with auditory and visual needs.
- have after school provision that is accessible to all children.

When children require specific equipment or facilities that are additional to and different from those already provided the school works with other services, and the child's family, to secure advice and the sourcing of resources wherever possible.

With respect to children with English as an additional language, we access support from the EAL advisor and follow their recommendations.

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

How is the decision made about the type and quantity of support my child/young person receives?

Resources available within school for children with special educational needs are allocated on a needs basis. For example, a child may benefit from using a particular programme or they may require additional adult support in a small group.

If additional resources to those already available in school are needed then specialist advice will be taken and this will be discussed with the child's family. If a specialist advises that a particular additional resource is needed then the school's SEN budget will be used to make the purchase unless the funding is insufficient. In that case specialist equipment eg. radio aids, will be sourced through the specialist teacher/ therapist liaising with the health service/ other provider.

Additional adult support for children/young people with special educational needs is allocated after reviewing the child's progress and needs and discussing this with the child's parents/carers. For example, a child may benefit from working in a small

group with a teacher or teaching assistant to support their learning in a particular area eg. completing a programme to improve handwriting, reading 1:1 with an adult. This support will be detailed as a provision in the child's Learning Plan and regularly reviewed to measure the impact of the provision.

If our school is unable to meet the needs of a child from our existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then we may request a statutory assessment from the Local Authority (LA) which may lead to an Education, Health and Care (EHC) plan. Previously these were called Statements of Special Educational Need. Parents can also request a statutory assessment. Further information can be found on the LA website:

<http://www.lancashire.gov.uk/children-education-families/>

Access arrangements for public examinations eg. SATS tests, are discussed with the classteacher, parents, the SENCo and the headteacher. School can apply for additional time or specialist arrangements.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Heyhouses CE Primary School is committed to working closely with parents and carers. Children's progress is carefully tracked and monitored and this information is shared regularly with parents/ carers. We have a number of initiatives to develop closer working relationships in place:

- Parents and children can meet regularly with school staff informally and formally by appointment and concerns and successes are shared.
- Individual arrangements for additional communication may be in place eg. Home-school communication books, weekly chats, Home-school reward systems.
- Many parents of SEND children have strong links with our Pastoral Manager Mrs S Richardson, who is often involved in supporting children's social and emotional needs.
- Parents/ carers are invited to be involved at every stage of their child's progress, through liaison with the class teacher and SENCo. Parents are encouraged to be involved with target setting for Learning Plans which can be discussed at termly parent interviews/ meetings with the SENCo.
- Each year group has an area on the school website with half-termly overviews of planned learning and details of homework and how parents can support children at home
- Specific home activities may be provided.
- Parents of children with EHC Plans will also be invited to a yearly review, along with relevant professionals from outside school, and the pupil themselves if this is appropriate.

What training have the staff supporting children/young people with SEND had or may they have?

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

Training for teachers and teaching assistants is provided both within school and through other professional development activities. Training needs are identified through Appraisal reviews, the School Improvement Plan and individual pupil needs eg. training for staff supporting a child with a specific need such as sign language. We have teaching assistants who have specific qualifications eg. Sign Language. We buy in specialist services as needed eg. Specialist teachers from the SEND team, Educational Psychologists as needed.

When we have a child joining Heyhouses who has needs that we do not have previous experience of we prepare by working closely with parents to find out the details of the child's needs and by accessing specific training from the relevant professionals.

The SENCo will be supported to enhance her knowledge, skills and abilities through courses, attendance at Cluster Meetings or from the support of other professionals. The SENCo will keep abreast of current research and thinking on SEN matters and will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff. SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members. External agencies may be invited to take part in, or lead, staff training.

School accesses a range of services as needed, including health, therapy and social care services. School staff work closely with Speech and Language therapists, Occupational and Physiotherapists and other professionals working to support our pupils.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Joining Heyhouses C E Primary School

Foundation Stage staff will meet with your child prior to starting school. New reception parents are invited to attend an induction evening in the summer term before their child starts school, where they can chat with staff.

Children have the opportunity to visit the school on a number of occasions through induction sessions such as the Teddy Bear's picnic. The induction process also includes talking to local nurseries / preschools.

Concerns about particular needs will be brought to the attention of the SENCo. Where necessary the SENCo will arrange a further meeting with parents, previous setting, health professionals etc.

Class teachers of children joining from other schools will receive information from the previous school and if required the SENCo will telephone the previous school to discuss the individual pupil's specific needs. Parents/ carers will be invited into school before the start date and can discuss any issues with the relevant members of staff. New children will be offered taster sessions before they start.

Moving classes within school

Staff in school have opportunities to meet with your child's previous class teacher to discuss information about your child and share Learning Plans. Any physical changes to the classroom environment/ toilet facilities are carried out over the summer holidays in preparation for your child entering that class. Meetings with parents are also held in the summer term to discuss transition into the next class, especially where there is a change in key stage. Your child will also be given the opportunity to spend time in their new classroom towards the end of the summer term and steps will be taken to familiarise them with their surroundings. Additional transition activities, such as making photograph booklets, can be built into the summer term as needed.

Preparing for next steps

Transition is an important part of life for all learners, whether that means moving to a new class or moving to a new school. We recognise that transition is an important time for all learners particularly those children who have Special Educational Needs. We work very closely with parents, pupils, and staff to ensure that transitions run as smoothly as possible.

- Each year pupils visit their forthcoming secondary school for taster sessions and also secondary teachers from the local schools visit to help ease transition from Year 6 to Year 7.
- When a child has specific needs, a member of our school staff can visit the new setting with the child and additional preparations can be made to ease transition, e.g. taking photographs and familiarising with rooms etc.
- Members of the secondary school staff and the SENCO are invited to attend Annual reviews within our school which are timed to ensure that targets are set and agreed by all parties involved in the child's care and education and in agreement with the staff of staff of the school they are going to attend. Where children do not have an EHCP, transition meetings are held.
- The class teachers liaise with the transition teacher from the high schools to share relevant information.

- The class teacher/ Heyhouses SENCO liaises with the SENCO of the receiving school to share information about children with SEND.
- PSHE work focusses around supporting children with transition.
- Throughout the year, the high schools work on joint projects with school

How will my child/young person be included in activities outside the classroom, including school trips?

Heyhouses prides itself on providing an inclusive learning environment where all children, including children with SEN are treated equally and have access to the full range of opportunities that we provide. Heyhouses CE Primary school offers a range of educational visits and extra-curricular activities at different points in the year including sports, choir, stamp club and games clubs.

We are committed to make reasonable adjustments so that children can participate as fully as possible in all activities. Children who need additional adult support in school will have the same arrangement for all school trips. Parents are welcome to discuss arrangements to ensure children's needs are met.

Outside agencies also run extra-curricular opportunities and specific needs can be discussed with the leaders of those activities.

Specific support or arrangements can be put in place during lunchtimes and breaks and at the beginning and end of the school day as needed.

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

Pastoral and social support

At Heyhouses, we believe that pupils achieve best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. All classes follow a structured PSHE curriculum to support the development of social and emotional skills.

However, for those children who find aspects of this difficult we offer the input of our Pastoral team led by Mrs Richardson. Some children also need support following a particular event or as a result of a situation in their personal life eg. a bereavement.

We also provide:

- Nurture Groups, Social Skills Groups and Friendship Groups
- 1:1 pastoral support, chat times and an Art Group
- Social Stories to address specific issues.

- Lunchtime and playtime support.
- A buddy system.
- Access to external agencies and professionals where appropriate.

Medical support

For children with medical needs advice is sought from parents and medical professionals on how best to meet the needs in school. The administration of medicines is managed by both school offices and under the advice of the school or specialist nurses. Provision of personal care is managed through an Intimate Care Plan which is reviewed regularly. Changing facilities are available in each building.

Behaviour and attendance

The behaviour and attendance of all children is monitored carefully. If difficulties arise in these areas early discussions are held with parents/carers and the child to work towards improvements. The behaviour and attendance policies detail steps and strategies to address issues.

Safety

The safety of all our children is paramount. Where children need additional support to ensure they are safe this is put in place and clearly understood by all members of staff, for example, 1:1 support in PE. In addition to physical safety it is part of our strong Christian ethos that all children and adults feel safe emotionally and are protected from any kind of bullying. Our Anti-Bullying policy details our procedures. Particular care and monitoring of children with SEND is of high importance to us and we encourage a nurturing, respectful ethos among all our staff and children. This is often commented on favourably by visitors.

Children with special educational needs are encouraged to contribute to all parts of school life, including school councils and roles of responsibility as appropriate and in line with their interests.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

At Heyhouses, we have a robust system of self-evaluation in which we evaluate:

- Pupil Achievement
- Behaviour and Safety
- Leadership and Management
- Quality of Teaching.

As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs. The SENCOs and SEN governor meet regularly to discuss the provision for children with SEN. The Governors also receive regular reports through the Standards Committee.

Each term, the performance data of children with SEN is analysed by the Senior leadership team and the SENCO and areas of need are identified and discussed with the classteacher, child and parents. Interventions and additional provisions are regularly reviewed and monitored to ensure that the impact is effective.

Details of progress are included in the reviews of Learning Plans, in EHCP reviews and in the end of year reports. These reports are presented to parents, monitored in school and EHCP reviews are submitted to the SEND team.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

A wide range of other professionals and organisations provide support to children with special educational needs at our school. This support is on a needs basis and accessed as often as necessary to ensure that each child's needs are met.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

The classteacher is usually the first point of contact if a child or parents/carers wish to discuss a special educational need. The SENCO can also become involved in discussions and concerns can usually be resolved through talking issues through and formulating a plan of action. Targets can then be set and a review date can be agreed. Further discussions can take place at any point and the Headteacher can become involved as necessary. In the unlikely event that issues cannot be resolved the school has a Complaints Policy available on the school website.

Where can I find the contact details of support services for the parents of children/young people with SEND?

Contact details of many support services can be found through the link on our school website in the 'SEND information' area. Click on 'Further support for families.'

Where can I find information on where the local authority's local offer is published?

Lancashire County Councils Local Offer can be accessed on the following website:
<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>

There is also a link to it from our school website in the 'SEND information' area.