



# Heage Primary School

## SEND Information Report - May 2023

### **Our school's approach to supporting pupils with SEND**

Heage Primary School has an inclusive approach to mainstream education, which values the abilities and achievements in all of its pupils. We are supported by Derbyshire Local Authority to ensure that all pupils, regardless of need, achieve the progress that they are expected to and capable of.

### **Catering for different kinds of SEND**

Within Special Educational Needs, the [Code of Practice \(2014\)](#) outlines four broad areas of need. Children may have needs in one or more of the four broad areas.

1. **Communication and Interaction** - for example where children and young people have speech, language and communication difficulties (SLCN) which make it difficult for them to make sense of language or to understand

how to communicate effectively, and appropriately, with others. This can include understanding and processing skills, social communication and interaction.

2. **Cognition and Learning** - for example where children and young people learn at a slower pace than their peers, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one part of their learning performance. The wide range of difficulties and conditions could affect one or more aspect of learning.
3. **Social, Emotional and Mental Health**- for example where children and young people have difficulty in managing their behaviour and relationships with other people. They may be withdrawn or behave in ways which may hinder their own and other children's learning. This could present as challenging, disruptive or disturbing behaviour.
4. **Sensory and/or Physical Needs** - for example children and young people with visual and/or hearing impairments, or a physical/medical need that means they must have additional ongoing support and equipment to access all opportunities available to their peers.

### **The Local Authority Local Offer - What is it?**

In light of Government changes to the Code of Practice and the Children and Families Bill 2014, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0 - 25. This is the ['Local Offer'](#).

## Who can I talk to if I have concerns about my child's progress or if my child has a special educational need?

### The Class Teacher is responsible for:

- Checking on the progress and development of every pupil in their class.
- Identifying, planning and delivering any additional help your child may need (this could include targeted work or additional support).
- Work 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.
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring they follow the SEND policy.

Name of SENCO	Email address	Phone number
Karen Yates	<a href="mailto:kyates@heage.derbyshire.sch.uk">kyates@heage.derbyshire.sch.uk</a>	01773 852188

**The SENCO is responsible for:**

- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Ensure that parents are:
  - Involved in supporting your child's learning.
  - Kept informed about the support that your child is getting.
  - Involved in reviewing how your child is doing.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- 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 pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing body 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 SEND up to date.

Name	Position	Email address
Karen Yates	SENDCO	<a href="mailto:kyates@heage.derbyshire.sch.uk">kyates@heage.derbyshire.sch.uk</a>
Donna Hallam	Headteacher	<a href="mailto:headteacher@heage.derbyshire.sch.uk">headteacher@heage.derbyshire.sch.uk</a>
Edwina Bamford	SEND governor	<a href="mailto:governors@heage.derbyshire.sch.uk">governors@heage.derbyshire.sch.uk</a>

**The Headteacher will be responsible for:**

- The day-to-day management of the school: this includes overseeing the support for children with SEND.
- Keep the Governing Body up to date about issues relating to SEND.

**The SEND Governor will be responsible for:**

- Helping to raise awareness of SEND issues at governing body meetings.
- Making sure that the necessary support is given for any child with SEND who attends the school.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

## How and when will school let me know if they have concerns about my child's learning in school?

If your child has been to Nursery, you may already know, or suspect, that your child has SEN, and you may even have been given individual targets for them to work towards. Some children may have special needs that are not picked up at Nursery but are identified by the class teacher when they start primary school.

If your child is identified as not making progress or in need of support that is **addition to** or **different from** that which is normally available within the class, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have. We will then plan any additional support your child may need and discuss with you any referrals to outside professionals to support your child where necessary.

If you feel that your child has a special educational need, then please talk to your child's class teacher and share any worries or concerns you may have. Your child's class teacher may then monitor the concern and report back their findings. If there is a cause for concern, they may make an appointment with the SENCO to discuss the concern further.

## [My child has Special Educational Needs. What can Heage Primary School offer my child?](#)

### What are Special Educational Needs?

#### **Special Educational Needs:**

According to the Code of Practice: A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

#### **Disability:**

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN,

but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition' (Code of Practice, 2015, p16).

We understand that each child with special educational needs is unique and will require personalised provision; this is our aim at Heage Primary School. We currently have children with a wide variety of needs, all of whom are able to progress and thrive in a mainstream setting.

Below are a series of questions that you may have regarding the provision that could be put in place for your child, depending on need.

### What support is available at Heage Primary School for children with SEND?

#### **a) Universal support - Quality First Teaching.**

For your child this would mean:

- Class teacher input, via excellent targeted classroom teaching
- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching is built on what your child already knows, can do and can understand
- That teaching is differentiated, so that your child is fully involved in learning in class
- That specific SEND resources are accessible and more opportunities are provided for practical learning



- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn
- Learning aids (where appropriate) used to support learning, e.g. slanted writing rests, large print versions, coloured overlays, access to a laptop, visual timetables, talking tins.

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.

Specific group work/interventions which may be run in the classroom or in a focused environment, by a teacher or a teaching assistant (TA).

## **b) Specialist groups run by outside agencies, e.g. Speech and Language Therapy**

### **School Support (SS)**

This means a pupil has been identified by the SENCo/class teacher as needing some extra specialist support in school which may be from a professional outside the school. This may be from Local Authority central services, such as the Autism Outreach Team, Behaviour Support Team, Education Psychology Service (EPS) or sensory support teams (visual, hearing, physical) or health services such as the Occupational Therapy or Community Paediatrician.

### **What could happen:**

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist, Behaviour Support Team or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

### **c) Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP) or Inclusion Funding. 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 alone. Your child will also need specialist support in school from professional/s outside of school as mentioned in the previous point.

For your child this would mean:

The school (or you) can request that Local Authority Services carry out a statutory 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 to the Local Authority Panel, a decision will be made as to whether they think your child's needs 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.

The EHC Plan will outline the type of support your child will need, suggest some strategies and will allocate an amount of money for the school to spend on resourcing the EHC Plan. This will be reviewed annually.

If they do not think your child needs this, they will ask the school to continue with the current support.

### How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Derbyshire LA, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including: the children getting extra support already, children in need of extra support and children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. The school identifies the needs

of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

**We currently have access to the following interventions:**

- ECAT - Every child a talker - Communication and language sessions
- ECAM - Every child a mover - Gross motor sessions
- Nurture Group - opportunities to explore social and emotional development
- ELSA session - Emotional Literacy Support
- Talk Time - opportunities to explore mental health and well being
- Dough Disco and Clever Fingers - fine motor development sessions
- Forest Schools - personal, social and emotional development.
- Lego Therapy - to develop social skills
- Jungle Journey - Physical development
- Write Dance - Physical development
- Sensory circuits - to develop sensory motor skills
- Keep up phonics and reading - phonics and reading
- Green Zone Conversations - ASD communication and interactions
- Anxiety Gremlin - Social, Emotional and Mental Health
- Behaviour Box - Social, Emotional and Mental Health
- Precision Teaching - Cognitive development

## What other services provide support for children with SEND in school?

### **School provision:**

Teachers are responsible for the progress and learning of all their pupils, including those with SEND. Teaching Assistants may work with either individual children or small groups.

### **Local Authority Provision delivered in school:**

Behaviour Support Service (BSS)

Autism Outreach Service (AO)

Educational Psychology Service (EPS)

Support service for visually impaired (SSVI)

Support service for physically impaired (SSPI)

Support service for hearing impaired (SSHI)

Specialist Support Service for Special Educational Needs (SSSEN)

## Health Provision delivered in school or can be arranged by school:

School Nurse

Occupational Therapy

Physiotherapy

CAMHS (Child and Adolescent Mental Health Service)

SALT (Speech and Language Therapy)

KITE team (Specialist nursing support)

Diabetes nursing team

## How will we measure the progress of your child in school?

Your child's progress will be continually monitored by their class teacher. Termly assessment points will be made, and progress will be reviewed during Pupil Progress Meetings.

At the end of each Key Stage (end of year 2 and 6) all children are required to be formally assessed using Standard

Assessment Tests. This is a government requirement and results are published Nationally, although this is due to change for Year 2 pupils from 2023.

The progress of children with an EHC plan or Inclusion Funding will be formally reviewed at an annual review, with adults involved with the child's education invited, alongside parents.

During our termly provision mapping meetings, the SENCo will monitor progress within any individual work and in any groups that they take part in.

Book Scrutinies and Learning Walks are planned throughout the year. These may be carried out by the SENCO and other members of the School Leadership Team (SLT) to ensure that the needs of all children are met.

Parent consultations and annual progress reports are available for all children.

### What support can I access as a parent?

The class teacher is regularly available to discuss your child's progress or any concerns you may have.

The SENCO is available to meet with you to discuss your child's progress or any concerns that you may have.

All information from other professionals working with your child, will be discussed with you by the person working directly with your child, or within a report format.

Occasionally a home-school contact book may be set up to support communications between home and school.

Parents can also access support and guidance from [Derbyshire Information and Support Service for SEND](#).

### [How will we support your child during transition?](#)

#### **Transition Arrangements**

Transition arrangements for children with SEND are very carefully thought through at Heage Primary School and a robust plan for transition will be put in place by the child's current class teacher and the next class teacher. Parents will also be offered a chance to meet the new class teacher and discuss any needs that should be considered as part of the transition process. There will be several opportunities for your child to meet a new class teacher and become familiar with them.

#### **Phase Transfer**

If your child has an EHCP then a Phase Transfer Review will take place with the involvement of the Local Authority. This is to ensure that the EHCP outcomes still meet the specific needs of the child prior to key stage transfer.



This is current directed by the Local Authority and is completed as follows:

Year 1 - in preparation to Key stage 2

Year 5 - in preparation to Key Stage 3

If your child is moving to the next phase of learning in a different setting, the SENCO will liaise with the new setting to draw up a suitable transition plan and discuss your child's needs in detail. They may have access to further transition visits and/or social and emotional intervention programmes in order to help your child cope with the transition and ensure that it is a smooth one.

### [What alternative support may be available to my child?](#)

If necessary, your child may be referred to an outside agency for support.

We work with the following agencies to provide further support for children with SEN:

- Speech and Language service
- Support Service for Special Educational Needs (SSSEN)
- Sensory and Physical support services - for visually impaired, hearing impaired and physically impaired
- Autism Outreach
- Behaviour Support Service
- Educational Psychologist
- Community Physiotherapist and Occupational Therapist
- Community Paediatrician
- Child and Adolescent Mental Health Service (CAMHS)
- Diabetic Nursing Team

At Heage Primary School we endeavour to comply with accessibility requirements regarding the physical environment and access to the curriculum. We recognise that additional modifications may need to be made at any time, to ensure all pupils are able to fully access the school site and the curriculum we offer.

The school currently has a range of facilities for pupils with SEN in place. These include:

- Wheelchair access to the whole site
- After school provision is accessible to all pupils, including those with SEND
- Extra curricula activities, including residential trips, are accessible for children with SEND
- Teaching assistant support allocated to pupils requiring support with accessibility
- Disabled toilet and access to hoist and changing bed
- Use of signs and symbols (Makaton) for those pupils with communication difficulties
- Use of ipads (including communication specific software)
- Visually impaired adjustments to equipment if a situation arises where specialist equipment was needed, then advice would be sought from specialist services, such as the Sensory and Physical support services.

### Expertise and training of staff

Heage Primary School is committed to the continuing professional development of the people it employs. Alongside our SENCO and class teachers, we also have a team of experienced teaching assistants, two of which are high-level

teaching assistants. All staff are all trained to deliver SEND provision.

In the last 12 months, training has included:

Squiggle while you Wiggle and Squiggle me a Writer

Nurture Group training

Forest Schools training

Behaviour Support - Sensory Processing Needs

ELSA training

In addition to this, the SENCO attends relevant SEND network meetings, SEND cluster meetings and meets regularly with outside agencies.

### [What do I do if I want to raise a complaint or a concern?](#)

Concerns about your child's SEND provision should be raised with your child's class teacher in the first instance. If you wish to make a further complaint, this is to be taken to the SENCO, who will sign-post to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND

tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services