

## **Heron Way Primary School** **SEN Information Report 2021**

As part of the Children and Families Bill (2014), 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 aged 0 – 25.

The intention of this report is to improve choice and transparency for families.



“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of their potential. This should enable them to:

- Achieve their best,
- Become confident individuals in fulfilling lives,
- Make a successful transition into adulthood, whether into employment, further or higher education training. “

(SEND 0-25 Code of Practice, 2015, p92)

### **Staff:**

Special Educational Needs, Inclusion and Pupil Premium Co-ordinator Mrs C Head (4 days a week)

Pupil Premium Focus Teacher and SEND support - Mrs C Imrie – (2 days a week)

SEN Learning Support Assistant and Learning Mentor- Mrs D Breivik (Monday-Thursday- 9.00-3.00 and Friday 9:00-1:00)

SEN Learning Support Assistant and Drawing Therapy – Ms J Javed – (Monday-Friday 9.00-3.00)

SEN Learning Support Assistant and Dyslexia Intervention– Mrs Fiona Burton – (Monday-Friday 9.00-3.00)

Special Educational Needs (SEN) Governor: Stuart Mills

All staff are contactable through the school office on 01403 261944 or email

[admin@heronway.org.uk](mailto:admin@heronway.org.uk) or [senco@heronway.org.uk](mailto:senco@heronway.org.uk)

### **Admissions:**

Children and young people with SEN have different needs, but the general presumption is that all children with SEN, but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:  
a) it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or  
b) the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs can be better met in specialist provision.

### Number of pupils with SEN:

<u>Level of Support</u>	<u>Number of Pupils</u>	<u>Percentage of School</u>
EHCP	6	1.4%
SEN Support (including EHCP)	41	9.8%
Monitoring	56	13.3%
<b>Total (SEN + Monitoring)</b>	<b>96</b>	<b>21.7%</b>

**N.B - Monitored Pupils** = monitoring children who give cause for concern that they may not progress at expected level.

<u>Categories of SEN</u>	<u>Number of children at SEN Support with this as their main area of need.</u>
Cognition and Learning	12
Communication and Interaction	19
Sensory and Physical Needs	6
Social, emotional and mental health difficulties	3

<u>Year Group</u>	<u>Number on SEND Register</u>	<u>Number on Monitoring Register</u>	<u>Total</u>
R	4	17	21
1	3	6	9
2	5	2	7
3	7	6	13
4	5	10	15
5	10	8	18
6	7	6	13

### Pupil Premium

We currently have 25 children on our pupil premium register.

Children receiving Free School Meals are also closely monitored. We currently have 21 children in this group.

We currently have an additional 4 children, who are Ever 6 (have received FSM at some point in the last 6 years).

We have 0 Looked After children and 2 Previously Looked After children.

Details of provision and progress can be found on our school website.

### Numbers of children with disabilities and medical needs within school:

6 children with a Statements of SEN and /or EHCPs

42 children with Health Care Plans

The involvement of relevant outside agencies provides support for children within school, including the provision of appropriate equipment.

NHS nursing team provides training for staff for children with specific medical needs.

School Nurse provides training for all teaching staff of how to safely use an epi-pen and asthma pump.

Resources from the Local Authority are used to provide additional adult support.

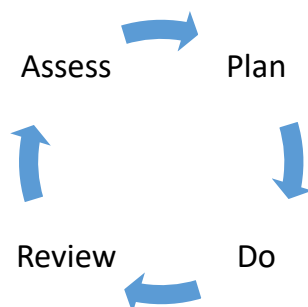
### **Inclusion for Disabled Pupils:**

All pupils have access and opportunities to participate in visits/clubs and school activities through reasonable adjustments.

### **Provision:**

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. We focus on early identification and intervention, and are confident that all children are identified and appropriately placed on the register.

We take a two-pronged approach to provision: firstly, we provide support in the classroom to help children access the mainstream curriculum; and secondly, we provide strategic intervention work to help children close the gaps in their learning. Our broad and balanced curriculum follows a mastery approach, to meet the needs of all pupils. Our values based curriculum offers the opportunity for all our pupils to explore, develop and engage in wide range of visual, auditory and kinaesthetic activities.

Following termly assessment meetings between the SENCo, class teachers and SLT, children's needs are identified and suitable provision is made as deemed appropriate for each child and will include in class support from a TA, withdrawal in a small group or 1:1, with either a TA or another teacher as well as more specific provision listed below. Pupil voice is gained through the creation of pupil passports, in which our children are able to share and identify how they feel they need to be supported and gain an understanding of the support in place for them and how best to utilise this for maximum impact. Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Our academic assessment for children and young people with special educational needs is also moderated through our cluster of schools and neighbouring partners.

### **Provision for Cognition and Learning**

Bespoke KS1 phonics intervention schemes – Song of Sounds based.

Extra KS2 phonics Groups

Narrative Therapy Groups

Precision Teaching – Speed Read, Speed Spell, Toe by Toe, Stile, Exceleread/Excelerwrite.

First class at number

Numicon

Word Aware

Pre-teaching of core elements

Specialised dyslexia support programme

Fluency in 5 – mathematics

Accelerated reader

**Provision for Communication and Interaction Needs:**

Narrative Therapy Groups  
Targeted Speech and language therapy Groups  
1:1 Speech Sounds Sessions  
Lego Therapy  
'Talk About Me' – developing self-awareness and self esteem  
'Speechbox' Speech and Language programme

**Provision for Physical and Sensory Needs:**

Jump Ahead Programme  
Bespoke Physio and Occupational therapy plans  
Sensory Circuits

**Provision for Social, Emotional and Mental health Needs:**

Socially Speaking Groups  
Narrative Therapy  
Private Play Therapy  
Learning Mentoring  
Kids Create  
Lego Therapy  
'Talk About Me' – developing self awareness and self esteem  
Access to school counsellor  
Drawing Therapy

**SEN Register and Provision Mapping**

The SEN Register is written alongside a provision map. These are both updated termly. The Provision Map details all levels of support including group work with TAs and any additional support for individuals in class. This is also recorded on an individualised basis so we are able to easily track the provision for any child as they move through the school.

We have also implemented pupil progress meetings between the Senior Leadership Team and the class teacher, so they can closely monitor the progress of the children on the SEN register and other vulnerable groups.

ILPs are written for children on the SEN register who receive provision above and in addition to quality first teaching. These are written by all staff working with children and shared for consultation with the parents on a termly basis. Teachers and TAs also review these ILPs alongside the SENCo on a termly basis. Pupil voice is gained through the creation of pupil passports, in which our children are able to share and identify how they feel they need to be supported and gain an understanding of the support in place for them and how best to utilise this for maximum impact.

**External Agencies:**

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in addressing children's needs. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account. The School works closely with the local authority which retains a strategic role across its area to support SEND provision. We utilise this additional support in a variety of ways including staff CPD, observations, team teaching, target setting and reviewing progress and impact.

The following agencies have been involved with children at this school in the academic year 2020/21 to date:

Social Communication and Autism Team  
Educational Psychology Team – West Sussex Team and Xavier Eloquin  
Speech and Language Therapist (SALT) – NHS and Debbie Smart (Private)

Learning Behaviour and Inclusion Advisory Team  
Pupil entitlement Team  
Alternative Provision College  
Integrated Prevention Early Help (IPEH)  
Social Services  
Virtual School for children looked after  
School Nurse Team  
CAMHS  
Occupational Therapy  
Physiotherapy  
Equine Therapy

### **Progress of Pupils with SEN**

Class teachers and the SENCo carefully monitor progress.

Assessment systems and Pupil Progress meetings allow teachers to track the progress of individuals, groups and cohorts. The SENCo uses this data to support the identification of children with additional needs to ensure that appropriate intervention and provision is made.

The impact of these interventions is tracked internally each term and 'Perspective' online data system allows us to measure the impact over time.

The SENCo works very closely with the class teacher, teaching assistants and Learning Mentors to ensure that we are successful in providing quality learning experiences for all our pupils including those children who have SEN or other vulnerable groups in our school.

### **Attendance and Exclusion**

There has been one, 1 day, fixed term exclusion this academic year.

Attendance and absences are monitored daily by a designated member of the school's office staff and a member of the Senior Leadership Team. Close links are maintained with the Pupil Entitlement Team who supports the school in dealing with any attendance issues including any persistent lateness.

### **Parents/Carers involvement in the provision for pupils with SEN, disabilities and/or medical needs:**

Parents/carers are involved in reviewing/developing provision for children with additional needs.

ILPs are reviewed with parents, class teachers, learning support staff and SENCo termly.

Health Care Plans (HCPs) are written with the involvement of parent/carers and other agencies as necessary.

Parents/carers are invited to attend and contribute to all Annual review meetings.

Parents/carers are invited to attend parents evening with the SEND Team twice a year.

### **Staff Development 2017 - Present:**

Courses attended by staff relevant to SEND – External and internal training:

All Staff	All Teaching Staff	All TAs	Individual Staff
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<ul style="list-style-type: none"> <li>• Numicon Training</li> <li>• De-escalation Training</li> <li>• Maths Mastery</li> <li>• Inspire maths curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• New SEND Code of Practice.</li> <li>• HELP Locality training</li> <li>• Lego Therapy</li> <li>• Success at Arithmetic</li> <li>• Dyslexia Friendly Classrooms</li> <li>• Team Teach</li> <li>• Emotional wellbeing of staff and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Nessy Training</li> <li>• Team Teach (8 members of staff)</li> <li>• Lego Therapy</li> <li>• Speech and Language Intervention</li> <li>• Effective use of questioning</li> <li>• Dyslexia Friendly Classrooms</li> <li>• Autism Awareness</li> <li>• Supporting anxiety</li> <li>• Emotional wellbeing of staff and pupils</li> <li>• Supporting pupils with ADHD</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Conference</li> <li>• Supporting EAL learners</li> <li>• 1<sup>st</sup> Class at Number</li> <li>• Better Reading Support Partners</li> <li>• Social Stories and Comic Strip Conversations</li> <li>• Attachment Theory and Strategies for School, Classroom and Pupils.</li> <li>• Selective Mutism</li> <li>• Learning Mentors</li> <li>• Calmer Children</li> <li>• Dyscalculia – For learners who struggle</li> <li>• Additional Strategies for supporting learners with social skills</li> <li>• National Award for SENCO qualification</li> <li>• ELSA training</li> <li>• Drawing Therapy</li> <li>• Sensory Processing</li> </ul>
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**Policies:**

For more information, please see our website, where you can find the following documents:

SEND policy and Inclusion policy

<https://www.heronway.w-sussex.sch.uk/67/SEN-and-Disability-Information>

Pupil Premium Information Strategy and Pupil Premium Funding Report

<https://www.heronway.w-sussex.sch.uk/13/Pupil-Premium>

**Complaints:**

For information on complaints about the SEN support the school provides, please see our complaints policy, found on the website, as it is inclusive to all.

<https://www.heronway.w-sussex.sch.uk/19/Complaints-Policy-and-Procedures>

**Useful websites/links/contacts:**

For further information about children and young people with Special Educational Needs and Disabilities:

<http://westsussex.local-offer.org>

<https://westsussex.local-offer.org/services/7-information-advice-and-support-service-send-ias-formerly-known-as-parent-partnership>

West Sussex Information, Advice and Support Service for parents: 03302 228 555