

Heron Way Primary School SEN Information Report

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 (3 days a week)

Pupil Premium Focus Teacher - Mrs C Imrie – (1 day per week)

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

Special Educational Needs (SEN) Governor: Rev Natalie Loveless

All staff are contactable through the school office on 01403 261944 or email office@heronway.org.uk or 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 it 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	4	1%
SEN Support (including EHCP)	30	8%
Monitoring	28	7%
Total (SEN + Monitoring)	58	14%

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	10
Sensory and Physical Needs	3
Social, emotional and mental health difficulties	5

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

Pupil Premium

We currently have 14 children on our pupil premium register.

Children receiving Free School Meals are also closely monitored. We currently have 7 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).

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

Numbers of children with disabilities and medical needs within school:

4 children with a Statements of SEN and /or EHCPs

37 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:

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. Following termly assessment meetings between the SENCo and class teachers, 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.

Provision for Cognition and Learning

Better Reading Support Partners
Bespoke KS1 phonics intervention schemes – Song of sounds based.
Extra KS2 Phonics Groups
Narrative therapy Groups
Verbal reasoning intervention
Reciprocal reasoning intervention
Precision Teaching – Speed Read, Speed Spell, Toe by Toe, Stile, Exceleread/Excelerwrite.
First class at number
Numicon

Provision for Communication and Interaction Needs:

Language Groups
Verbal reasoning intervention
1:1 Speech Sounds Sessions
Lego Therapy
Social Stories

Provision for Physical and Sensory Needs:

Jump Ahead Programme
Bespoke Physiotherapy and Occupational therapy plans

Provision for Social, Emotional and Mental health Needs:

Socially Speaking Groups
Private Play Therapy
Learning Mentoring
Kids Create
Lego Therapy
Social Stories

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. 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.

ILP's are written for all children on the SEN register and developed where appropriate. These are written in close consultation with the parents on a termly basis. Teachers and TA's also review these ILPs alongside the SENCo on a termly basis.

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.

The following agencies were involved with children at this school in the academic year 2017/18 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

Your Space Therapy
Pupil entitlement Team
Alternative Provision College
Family Support Network
Social Services
Virtual School for children looked after
School Nurse Team
CAMHs

Progress of Pupils with SEN

Class teachers and the SENCo 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 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 have been no exclusions this academic year. Attendance and absences are monitored daily by 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 review meetings.

Staff Development 2015 - Present:

Courses attended by staff relevant to SEN:

All Staff	All Teaching Staff	All TAs	Individual Staff
<ul style="list-style-type: none"> • Numicon Training • De-escalation Training 	<ul style="list-style-type: none"> • New SEND Code of Practice. • HELP Locality training. • Lego Therapy • Clicker 6 • Success at Arithmetic • Dyslexia Friendly Classrooms • Team Teach 	<ul style="list-style-type: none"> • Nessy Training • Team Teach (8 members of staff) 	<ul style="list-style-type: none"> • SEN Conference • Supporting EAL learners • 1st Class at Number • Better Reading Support Partners • Social Stories and Comic Strip Conversations • Attachment Theory and Strategies for School, Classroom and Pupils. • Selective Mutism • Learning Mentors • Calmer Children • Dyscalculia – For learners who struggle • Additional Strategies for supporting learners with social skills

Policies:

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

SEND policy

Inclusion policy

Pupil Premium Information Strategy

Pupil Premium Funding Report

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.

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>

<http://compass-support.org/index.html>

http://www2.westsussex.gov.uk/early_years_and_childcare/cfc_programmes/horsham.pdf

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