

Introduction

In July 2014, the Department for Education (DfE) issued the Special Educational Needs and Disability (SEND) Code of Practice 2014. The new Code came into force on 1 September 2014 and was last updated in January 2015. Chapter 4 of the Code explains that LAs must publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEND, including those who do not have Education Health Care Plans (EHC plans). The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Please click on the following link to be directed to the SEND local Offer regulations report. [The SEND \(Local Offer\) \(England\) Regulations 2014, GOV.UK \(Adobe pdf file\)](#)

The School SEND Information Report

This utilizes the LA (Local Authority) Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. Heathfield Primary and Nursery School has produced this information report with the intention of illustrating to parents/carers the services and expected level of support a child with SEND will receive whilst at our school.

All schools are supported by the LA to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

If your Child has Special Educational Needs, what can we at Heathfield Primary and Nursery School offer you?

At Heathfield, we embrace the fact that every child is different, and, therefore, the educational needs of every child are also different; this is certainly the case for children with Special Educational Needs and Disabilities.

Please see our responses to the 13 questions below (raised in the SEND [Local Offer] [England] regulations 2014) for more information about the Local Offer from Heathfield Primary and Nursery School and how we can support your child.

1. Who are the best people to talk to in this school about my child's difficulties with learning/Special educational Needs/Disabilities (SEND)?

The class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Writing Pupil Progress targets/Individual Education Plans (IEPs), based on the smaller steps outlined in PIVATS (Performance Indicators for Value Added Target Setting), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalized teaching and learning for your child as identified in personal provision maps.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCo: Miss C.Allen and Miss L.McColl

Responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with Special Educational Needs or Disabilities (SEND)
- Ensuring that you are
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Executive Head teacher: Mr G Fullwood

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Clair Taylor

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

2. What are the different types of support available for children with SEND in our school?

Class based, in school support

- Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).
- Specific group work to include Intervention which may be run by a Teacher, Teaching Assistant or Learning Mentor.

SEND Code of Practice 2015: School Support (SS)

This means a pupil has been identified by the SENCo/Inclusion Manager/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as the Autistic Spectrum Disorder team, Behaviour Support Team or Sensory Team (for students with a hearing or visual need).

- Other outside agencies, not directly employed through the Local Authority such as use of Educational Psychologist or Speech and Language Therapist.

What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist 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.

Specified Individual Support

- This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). 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.
- Your child will also need specialist support in school from a professional outside the school. This may be from Local Authority central services such as the Autistic Spectrum Disorder team, Speech and Language Team, Behaviour Support Team or Sensory Team (for students with a hearing or visual need)

3. How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCo).
- The school SEND Governor can also be contacted for support.

4. How will the school let me know that they have any concerns about my child's learning in school?

If your child is identified as not making progress, your child's class teacher will discuss this with you either within a parent's evening appointment (Autumn and Spring term) or as part of an arranged meeting at an appropriate time for both the parent/carer and teacher. Within this meeting you can expect your child's class teacher to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

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

- The school budget, received from Nottingham City Local Authority, includes money for supporting children with SEND.
- Further requests are made to the Local Authority for High Level Need (HLN) funding for those pupils who require a higher level of support within school and hence further funding from the Local Authority to support this to happen.
- The Head Teacher, alongside the SENCo decides on the deployment of resources (to include Teaching Assistant support) for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of the 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, the children needing extra support, the 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 individual and group provision maps, Individual Education Plans, Pupil Profiles (at Key Stage Two) and intervention trackers. This identifies all support given within school and is reviewed regularly and changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

6. Who are the other people providing services to children with SEND in school?

School provision

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants with either individual children or small groups.
- Teaching Assistants offering support for children with emotional and social development through our Nurture Group
- Learning Mentor with either individual children or small groups.

Local Authority Provision delivered in school (Inclusive Education Service)

- Autistic Spectrum Disorder Team (ASD)
- Behaviour Support Team (BST)
- Sensory Team (ST)
- Speech and Language Therapy Team (SALT)
- Learning Support (LST)

Health Provision delivered in school

- Speech and Language Therapy (SALT)
- School Nurse
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services (CAMHS)
- Family Support Worker

Other Outside Agency Support (exclusive of the LA)

- Educational Psychologist
- Speech and language Therapist

7. How are the teachers in school helped to work with children with SEND, and what training do the teachers have?

The SENCo's job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their care, e.g. from the Autism Team.
- Individual teachers and Teaching Assistants also receive training 'on the job' from specialists working within school which is relevant to the needs of specific children in their care, e.g. from a Speech and Language Therapist

8. How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class (including using PIVAT targets) and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning (including that for specific PIVAT targets) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

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

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Assessment Co-ordinator and SENCo every term in reading, writing and numeracy.
- If your child is in Reception or above, and it is required, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps (PIVATS – Performance Indicators for Value Added Target Setting).
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Where necessary, children will have an Individual Education Plan (IEP) or Provision Map which will include SMART targets which may be based on PIVATS (Performance Indicators for Value Added Target Setting), based on targets set by outside agencies specific to their needs or based on individual targets decided by the class teacher and Teaching Assistants. Such targets are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made.
- The progress of children with a statement of SEND/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in through regular monitoring activities

10. What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCo is always available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

- Personal progress targets /IEPs/ Provision maps will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

11. How is Heathfield Primary and Nursery School accessible for children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school is one level with easy access and double doors and ramps where required.
- There is a disabled toilet with a shower area.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND, with adaptations being made by providers where necessary.

12. How will we support your child when they are joining this school, leaving this school or moving to another class?

We recognize that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible, making use of a designated transition support worker for those children requiring it moving from Year 6 to Year 7.

If your child is joining us from another school:

- The SENCo will liaise with the SENCo at the previous school to discuss your child's specific needs.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- A graduated integration into school will be provided as deemed necessary and appropriate.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Where possible and deemed appropriate, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Individual Education Plans will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- A designated Transition Support Worker will be used to co-ordinate the transition from Year 6-7 where deemed appropriate.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

13. How will we support your child's emotional and social development?

We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured Personal, Social, Health and Economic education (PSHE) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- A full time Learning Mentor whose brief is multifarious but is predominantly based upon meeting the social and emotional needs of our most vulnerable pupils
- A 0.5 FTE Family Support Worker who's brief is to meet the emotional and social needs of pupils and families.
- An in-school Nurture Club, run by two highly trained teaching assistants. This follows the Nurture Principles and is run on a termly basis.
- Lunchtime and playtime support through planned activities and groups with the Learning Mentor.
- If your child still needs extra support, with your permission the SENCo will access further support through the Common Assessment Framework (CAF) process.

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