SEND Information Report

Ethos, values and vision

Welcome to Heatherbrook Primary Academy's SEND Information Report which is part of the Leicester Local Offer for learners with Special Educational Needs and Disabilities (SEND). This Local Offer has been produced by the Local Authority in collaboration with Leicester City schools. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body policy for pupils with SEND.

At Heatherbrook we are committed to working together with all members of our school community. The children, staff and parents work actively in partnership to enable all children to realise their potential. Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

This report is compliant with the following legislation:
Section 69 (2) of the Children and Families Act 2014
Regulation 51 and Schedule 1 of the SEND regulations 2014
Section 6 of the SEND Code of Practice 0-25

What kinds of SEND does the School cater for?

Additional to and/ or different provision is currently being made in school for children with a range of needs, including;

- Communication and interaction (such as autistic spectrum condition and speech and language difficulties)
- Cognition and learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- Social, emotional and mental health (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- Physical and sensory (such as hearing, vision and sensory processing difficulties)
- Medical needs (such as Diabetes, Epilepsy and various allergies)

Who is the SEN Co-ordinator?

Our SENDCo, Izzy Reid-Mackay, is NASENCo (National Award for Special Educational Needs Coordination) qualified and has a range of experience in supporting children with a variety of SEND needs as a SENDCo, classroom teacher and, prior to being a teacher, as both a Teaching Assistant and Respite Foster Carer.

In order to maintain a local and national perspective of current SEND practice and procedure, the SENCo regularly attends Local Authority network meetings and is an active member of the local schools' SEND Development Group and Hub.

The SENCo is supported by the SEND link Governor, Laura Thompson, who monitors SEND provision throughout the school.

What should I do if I think my child may have SEND?

If you think your child may have SEND;

- Speak to the class teacher to see if they share your concerns. They will be able to offer you some advice and strategies on how to support your child with their learning at home.

- Make an appointment to see the SENCo.
- If you have a medical concern about your child, make an appointment to see your GP and please inform the school of the outcome if you feel this is appropriate to their learning and development.

What does Heatherbrook do if they think my child may have SEND?

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo and a plan of action is agreed with the teacher and shared with parents.

2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given SEND Development Group: 2021/22 their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

   - Is significantly slower than that of their peers starting from the same baseline
   - Fails to match or better the child's previous rate of progress
   - Fails to close the attainment gap between the child and their peers

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by school.

The SENCo or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

How will the school support my child?

At Heatherbrook we are mindful of and comply with the Local Authority Inclusive Provision for SEND Pupils in Mainstream Schools' document (August 2016), which outlines the key ways in which pupils should be supported in class. This includes:

- **Quality First Teaching**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA).

- **Differentiation with adult support**

Some children and young people need educational provision that is additional to, or different from Quality First Teaching i.e., Special Educational provision. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to

enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

- **Provision and interventions**

Heatherbrook has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to meeting the child's needs. Outcomes for children at SENS are deliberately challenging as the aim is to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENCo who monitors overall progress after the intervention.

- **Recording provision**

Heatherbrook keeps a variety of records for all children, including those with SEND. These may include:

- Early Monitoring form
- Pupil Passport
- Individual Healthcare Care Plan
- Education Health and Care Plan
- Positive Handling Plan

- **Evaluating provision**

Information is gathered in a range of ways about the effectiveness of teaching and learning in our school and how this impacts on your child's progress. This may include:

- Looking at your child's work and ensuring it is challenging and well matched to their individual needs
- Tracking their academic progress
- Reviewing attendance
- Sharing good teaching practice and the strategies used to help your child

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

All of our children access the full National Curriculum or Early Years Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

All of our classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.

What support will be available for my child's overall well-being?

Staff use nurturing practices and Emotion Coaching techniques with all children to support them in understanding their emotions and managing their response to them.

Tara Reid, the Family Support Worker, or Vicki Williams, the Family Welfare Officer can support you with any issues at home, and health needs can be met by the School Nurse or your Health Visitor (if your child is under 5). An Educational Welfare Officer (EWO) will support you with your child's school attendance if required.

All children's behaviour is responded to consistently in line with our Behaviour and Relationships Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the victim, to ensure they are supported, and the bully, to ensure that they are also supported and that there are no further incidents.

How will both you and I know how my child is doing?

At Heatherbrook we aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss your child's progress. Children's Pupil Passports, which record the provision they are receiving, are shared with parents three times a year after they have been reviewed by the SENDCo, class teacher and teaching assistant/s, if applicable.

A formal written end of year report will be sent at the end of the summer term. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

What training have staff had in supporting children with special educational needs?

All of our teachers are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or LA courses, provision of books or guidance towards useful websites.

Some of our TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEND and disabilities.

Who can the school contact if they need extra support or advice for my helping my child?

The school is able to access more specialist help and additional expertise from the LA. This includes support from education, health and social care professionals such as:

- Educational Psychologist
- Learning, Communication and Interaction Team
- Early Years Support Team
- Social, Emotional and Mental Health Team
- Speech and Language Therapy Service
- Education Welfare Officer
- Vision Support Team
- Hearing Support Team
- Medical support services including physiotherapy, occupational therapy etc
- Children's, Young People and Families Centres
- Family Support Worker and Family Welfare Officer
- Health Visitor or School Nurse
- School Family Support Officer

How accessible is the school environment? What facilities or equipment are available?

Heatherbrook Primary Academy is disability friendly and fully inclusive. The school is on one level and wheelchair friendly throughout.

Corridors are wide and we have an easy access toilet. Where and when appropriate we make adaptations to the environment or building that are necessary for children with physical or other sensory difficulties.

For further detail, the school Accessibility Policy is available on the website.

How will I be involved in supporting my child?

You are always very welcome to talk about your child with school staff at any mutually convenient time. You will be invited to attend regular parents' meetings (Parents' Evening) and other review meetings if appropriate.

You can support your child's learning and development in other ways, including:

- Whole school events and celebrations and class assemblies
- Become a parent governor
- Volunteer in school or at a specific event
- Come to school information events
- Support your child regularly with their reading, spellings, times tables and other home learning projects

How is my child involved?

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with the child and their family to set appropriate learning goals. We seek to ascertain your child's strengths, difficulties, preferred learning styles and aspirations. Where appropriate, they may share these in pupil interviews, surveys and in our active School Council.

If your child is identified as having SEND their views will be recorded on their Pupil Passport and shared with you and anyone else working with your child. You and your child will also be involved in the assessment process in reviewing the progress towards their individual outcomes.

How will my child be supported with moving classes, year groups or to another school?

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smoothly as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet

Transition to Secondary School

The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc. Enhanced transition arrangements are tailored to meet individual needs.

Preparing for Adulthood

Throughout their time at school, your child's outcomes will reflect their ambitions which could include higher education, employment, independent living and participation in society.

How will my child be included in activities outside of school including trips?

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

What can I do if I am worried, unhappy with something or I need to make a complaint?

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting your child's needs. If you have a concern, please bring this to the attention of your child's class teacher or SENCo in the first instance.

Should you wish to make a formal complaint, you must do this in writing. All complaints are taken seriously and are heard through the school's complaints policy and procedure. A cop y of this document can found on the school website and is available at the School Office.

Who else can support me and my child?

In addition to the services provided by the LA (see above), you may wish to seek support from voluntary and charitable agencies including:

- ADHD Solutions
- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)
- Early Help
- The Laura Centre (bereavement)
- NSPCC
- Barnados

My Choice
https://mychoice.leicester.gov.uk/

'My Choice' is a directory for care and support products and services for people living within the Leicester City area and is an invaluable source of support.