

Special educational needs (SEN) information report

July 2024



Heron Park Primary Academy
Quality, excellence and passion.

SENCO: Miss Corrina Smith

SEN Governor: Mrs Karen Martin

Local Offer Contribution:

<https://localoffer.eastsussex.gov.uk>

Approved by: [Name] Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date – note: this document should be updated **annually** and as soon as possible when any of the information in it changes]

What types of SEN does the school provide for?

We are a Primary Academy with a Nursery (as part of Aurora Academies Trust). We admit pupils aged 2 - 11. We are an inclusive school. This means we provide for all children with all types of special educational needs.

Which staff will support my child?

Our special educational needs co-ordinator, or SENCo

Our SENCo is Miss C Smith

She achieved the National Award in Special Educational Needs Co-ordination in June 2023.

She is allocated 3 days a week (Monday, Tuesday and Wednesday) a week to manage SEN provision.



Our SEN TA

Our SEN TA is Mrs T Grinstead.

She has 2 full years experience in this role and have also worked as class TA supporting children with SEN.



Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We are committed to developing the ongoing expertise of our staff.

Areas of expertise within the staff
Speech and Language Specialist Dyslexia TA Read, write, inc Fresh Start Destination Reader AAC - Augmentative and Alternative Communication Daily Supported Reader Literacy Speech, Language and Communication CLASS behaviour support Phonics Autism Sensory Circuits (occupational therapy programme)

Counseling
Jump Ahead
Lego Therapy
Busy Box (fine motor)
Makaton in KS1

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatrician
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Communication, Learning and Autism Support Service (CLASS)
- Team Around the School and Setting service (TASS)

What should I do if I think my child has SEN?

If you have concerns about your child you should speak to the class teacher in the first instance.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher who will meet with you and discuss strategies to support your child in class. In the first instance, we will use Quality First Teaching to support your child.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

Following this, if concerns persist, the class teacher will pass these onto our SENCo, Miss Smith, who will be in touch with you..

We will make a note of what's been discussed and add this to your child's record.

How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning; they will give the pupil extra support to narrow these. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo, and will contact you to discuss the possibility that your child has SEN.

The SENCo will observe the pupil in the classroom and on the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

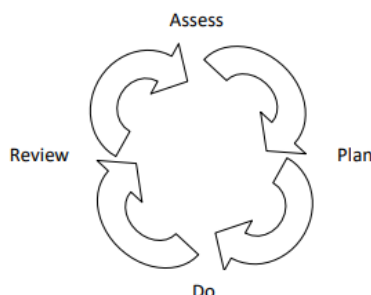
Based on all of this information, the SENCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCo will work with you to create a SEN support plan for them.

What has been the whole school approach to meet needs?

At Heron Park Primary Academy we are committed to ensuring all lessons enable learners to access all aspects of the curriculum and make progress academically, socially and emotionally. Quality first teaching strategies, with appropriate differentiation enable all children to learn and progress. Children work in a variety of groupings, such as mixed ability pairs, similar ability pairings and small groups. Teaching staff and the SEN team regularly liaise about universal (whole-class strategies) and additional interventions in place to support pupils. These additional interventions are recorded on our Year Group Provision Maps. Impact of these are analysed through Pupil Progress Meetings which are held termly.

For SEN pupils, who are making minimal progress, targets and interventions are recorded on our Individual Support Plans (ISPs). Underpinning ALL our provision in school is the graduated approach cycle of:



Assess- children are regularly assessed as part of the whole class. Progress is carefully tracked and monitored. Some children require specific assessments to track progress in smaller steps.

Plan- all children who have an Education, Health and Care Plan (EHCP) have a plan for their provision. In addition, a small number of children with additional needs also have an Individual Support Plan (ISP). It is the responsibility of the class teacher to plan for interventions and additional inclusion strategies that a child may need in their class.

Do- It is recognised that quality first teaching enables all children with SEND to make the best progress. Teachers plan for individual children as part of the whole class planning process using the specific techniques and strategies to support their individual pupils.

Review- Children’s progress is regularly reviewed by teachers as part of an ongoing process. At Pupil Progress Meetings the effectiveness of strategies and interventions are discussed.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child’s education?

Involving parents and learners in the dialogue is central to our approach and we do this through an open-door policy and take every opportunity to strengthen this dialogue.

Action/Event	Who’s involved	Frequency
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ISP Consultation meetings	Parents, teachers, SENCo (as needed)	Three times a year
Annual reports	Teachers	Summer Term
EHCP	Parents, teachers, SENCo, outside agencies	Annually (EHCP review) Three times a year (ISP)

We involve parents/carers in the following ways:

- listening to the views, wishes and feelings of parents
- meeting with the parents of children at least three times each year
- agreeing outcomes with parents and plan support to help children reach agreed outcomes
- ensuring reviews have a focus on pupils' progress towards outcomes
- supporting parents to help their children
- providing parents with useful information
- providing an annual report for parents on their child's progress
- making reasonable adjustments for parents with disabilities

In these meetings we will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term.
- Reviewing the impact of interventions after 6 weeks.
- Using pupil questionnaires.
- Monitoring by the SENCo.
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and ability level. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Give them the opportunity to complete a pupil voice.

How will the school adapt its teaching for my child?

Your child’s teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, word mats, laptops, coloured overlays, visual timetables, larger font, etc.

We may also provide the following interventions and provisions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Movement breaks Fidget/ concentration resources.

	Speech and language difficulties	Speech and language therapy and interventions Communicate in print
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	A multisensory approach as part of Quality First Teaching Dyslexia-friendly classrooms including resources like 'Buff' paper. Trained Support Staff to action DST assessments. Resources accessible to all. Word mat packs Interventions Pre teaching
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks Fidget/ concentration resources. Pastoral support and drop in sessions in our Pastoral Classroom Counselling support Multi-agency approach for pupils who are demonstrating SEMH as required.
	Adverse childhood experiences and/or mental health issues	
Sensory and/or physical	Visual impairment	Limiting classroom displays Font size
	Multi-sensory impairment	

	Physical impairment	Communicate in print. Fidget/ concentration resources. Exercises as needed Accessibility support and consideration
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How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

What support will there be for my child's overall wellbeing?

Our strong inclusive school ethos promotes a culture of developing well-being. Our curriculum is carefully planned to support children's emotional and mental wellbeing. We conduct well being sessions across the setting, which promote a positive mindset and teach children about emotional literacy. These lessons help embed our use of the Zones of Regulation which we use to help children to signal how they are feeling. In each classroom, pupils have access to worry boxes in which they can share their thoughts and feelings.

We employ Level 2 Key Workers and Place2Be Mental Health Practitioners to support our children and families. In addition, we also have access to Spurgeon's who also provide a school counsellor for our pupils.

Our Behaviour Policy is based on Therapeutic Thinking which is philosophy focusing on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health.

Children with SEN are safeguarded, including protection from bullying and supported with relationships.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in activities such as sports days, school plays and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Early Years

We work closely with the local nursery schools to support transition to Reception. One of the Early Years teachers will visit your child at nursery and/or at home before they start school to get to know your child. There are opportunities for children to attend sessions in the summer term before they start reception. Where a child comes into school with a high level of need, we have additional transition meetings always involving parents, nursery staff, foundation staff, SENCo and the Early Years' Service where necessary.

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to meet and discuss targets set out in their support plans.
- Schedule lessons with the incoming teacher towards the end of the summer term in the form of a class to class transition day (and additional meetings, where appropriate).
- We produce Passport Pages for pupils to support them in familiarising themselves with their new classroom, teachers and support staff.

Moving onto Secondary School

The SENCo of the secondary school will come into our school for a meeting with our SENCo. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Transition meetings with the children held at Heron Park offering opportunities to meet and ask questions.
- Learning how to get organised independently
- Plugging any gaps in knowledge

We work with each pupil individually supporting their needs through any transition period.

What should I do if I have a complaint about my child's SEN support?

If a parent is concerned about anything to do with the education that we are providing at our school, they should in the first instance discuss the matter with the child's class teacher. This year most matters of concern have been resolved positively in this way.

Where parents have felt that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature an appointment to discuss it with a member of SLT or the SENCo has been made. If parents feel that the complaint is yet to be resolved then a formal complaint can be recorded using the School's Complaint Policy.

Legislative Acts and school policies underpinning this SEN Information Report

Legislative Acts taken into account when compiling this report include:

- [Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#)
- [Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice](#)
- [Section 69 of the Children and Families Act 2014](#)

Relevant school policies underpinning this SEN Information Report can be found on our school website. This includes our accessibility plan including admission arrangements and our up to date SEN policy.

- [Policies | Heron Park Primary Academy & Nursery](#)

Where can I get information about the East Sussex SEND local offer?

Please use the following link to find out more about the East Sussex SEND offer to parents. Help and advice can also be found by visiting this webpage.

<https://localoffer.eastsussex.gov.uk/>

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services

- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages