



HEATHFIELD PRIMARY SCHOOL



SEND INFORMATION REPORT *For Parents and Carers*

Foreword

Special Educational Needs and / or a Disability (SEND) can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to autism spectrum disorder, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique. As such, a carefully planned approach is needed, often additional to high quality class teaching in order for these children to achieve as well as they can.

Our school and Trust has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school and Trust websites, Some examples are:

- SEND and Inclusion Policy
- Admission Arrangements
- Accessibility Plan
- Equality Objectives

Our Trust Mission and Guiding Principles

All schools within Lingfield Education Trust are bound by a common sense of duty and aspiration for all of our children. This is driven by our common mission – and what we want to be remembered for as a family of schools:

Our SEND Mission... *what do we want to be remembered for?*

The Trust had inclusion at its heart. It ensured that every child was seen, valued and included. All pupils thrived, and went on to succeed in a fulfilling and meaningful life.

In order to achieve our mission, we believe in the following principles in order to achieve our mission:



Our Trust Charter

In line with our mission, the following parent charter guides our work with families each and every

day. This charter forms part of our promise to you regarding what you can expect from us as a school, as parents and carers.

PARENT CHARTER

Our promise to parents of children with SEND in Lingfield Trust

As a parent and/or carer in our trust, we pledge to try our best to make sure that you experience us as:

P	Positive: We will focus on the can dos and offer solutions.
A	Approachable: We will make it easy for you to talk to us.
R	Reliable: We will give you the most up to date advice and guidance.
T	Transparent: We will always be open and honest.
N	Non-judgemental: We will not make assumptions, judgements or criticisms.
E	Empathetic: We will always see things from your child's point of view.
R	Resourceful: We will use the assets that we have to best support our children.
S	Supportive: We will be there to give help, assistance and encouragement.

Lingfield
Education Trust 

What about..?

Below are some commonly asked questions about our school's offer for children with an additional need. We hope that you find the information useful. If you do not find the information that you need, please get in touch!

What is a 'SENCO', who is it and how do I contact them?

The Special Educational Needs Coordinator (SENCo) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school.

Heathfield's SENCo is: Mrs Deborah Hindson. She can be contacted via the school phone number 01325252144

What kinds of SEN are provided for at our school?

We believe a pupil has SEN when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to the universal offer that is available to all pupils of the same age.

Our school will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is 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;
- widens the attainment gap.

There are four areas of need described in the SEND Code of Practice:

Communication and Interaction - this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

Cognition and Learning - this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

How do we identify children who may have SEND and assess their needs?

There are two categories of SEND at Heathfield Primary School; these are children in receipt of:

Support Plan (Tier 2), Enhanced Support Plan (Tier 3)

An individual support plan in which professionals, pupils and family/carers monitor progress and outcomes by reviewing the plan regularly using the assess-plan-do-review. Through the review process, the group may decide that the needs cannot be met within the resources available and should work together to identify the additional support required to meet the outcomes. This may lead to a formal Education, Health and Care (EHC) Needs Assessment.

An Education Health and Care Plan (EHCP) (Tier 4)

An education, health and care plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

Children and young people with any of these needs can be included with our school community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

If you want a place at our school for a child with an Education, Health and Care plan, this can be considered during the annual review process. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs. Our Admissions Policy is available on our school and trust website.

Pupil Passport(Tier 1)

Some children may be on a Pupil Passport. This is a 'monitoring' stage before a decision is made about whether or not they require SEND support.

How do we consult with parents of children with SEN and involve them in their child's education?

As a parent or carer you know your children best; we see parents and carers as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss concerns and agree a way forwards.

When a concern has been raised by a teacher, Senior School Staff will work with the class teacher and your child to try new and different strategies to support them within the classroom. If we find that your child is still making slow progress, then we may invite you into school for a meeting to discuss your child's needs.

For some concerns or needs, we may discuss the involvement of different agencies and services such as Educational Psychology, Occupational Therapy, Speech and Language Therapy, Parent Support Advisor, Child and Adult Mental Health Service, Social Communication Outreach Services, Cognition and Learning Support Outreach, or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnose' but more often in order for advice to be offered to help the child learn as well as they possibly can.

How do we consult children with SEN and involve them in their education?

As part of our ongoing monitoring and review of support plans, children's voice is captured in regards to what they feel their current strengths are (ie. "What I'm good at") and areas for development are (ie. "What I need more help with"). Children are provided with the opportunity to talk about their own growth and progress, and things they would like more help with. This in turn influences the evaluation of previous targets, and the setting of new objectives.

How do we assess and review children's progress?

Support plans are reviewed on a termly basis during whole school SEND week, where previous targets and relevant support are evaluated and subsequent objectives are determined through collaboration between child, teacher, parents, SENDCo and any other professional involved in the support package wrapped around the child. Information used to assess and review includes academic assessment data, PIVATS, verbal and written feedback from the child and family, verbal and written feedback from other professionals involved, CPOMS reports, attendance data and intervention information – alongside other sources of valuable information too.

We understand that sometimes the support in place is particularly effective and a child may meet the targets set before the next termly review point; additionally, children may sometimes face additional challenges that mean a previously set target requires reconsideration. As such, each half term a SEND 'pit stop' week is held across school to ensure such updates are regularly taken into consideration so that support is efficient and effective.

What additional support for learning is available to children with special educational needs?

We value the uniqueness of each child at Heathfield Primary School and are committed to our motto of "Imagine, Believe, Achieve" therefore the provision offered to each child with SEND is individual. We pride our self on offering children a high quality of provision, within an ethos of care, support and understanding for both children and families.

Heathfield Primary School offers children with SEND:

- “ A dedicated and qualified SENCO to oversee provision for all children with additional needs across the school.
- “ A Senior Leadership Team fully committed to inclusion for all children.
- “ A Head Teacher who is actively involved in the school's SEND provision, transition and pastoral care.
- “ A Speech Language and Communication Needs (SLCN) base available -via referral/panel decision- for children in Reception, Y1 and Y2 with Speech Language and Communication Needs. (SLCN).
- “ Other informal provisions tailored to suit the needs of the children.
- “ Specialist interventions and support recommended by professionals

- “ An exciting topic based curriculum tailored to meet the needs of each individual child.
- “ A highly qualified team of Support Staff including Teaching Assistants and Classroom Support Assistants who work within the school in order to meet the needs of every child.
- “ Bespoke intervention programmes based on effective gap analysis of children's assessment. Including instant feedback sessions and same day intervention.
- “ Additional resources available to enable better access to the curriculum, e.g. seating/writing/eating apparatus that have been suggested by professionals.
- “ A close working relationship with other professionals.
- “ A guarantee that every class uses supportive techniques such as visual timetables and structured routine reminders so children are aware of the daily routine.
- “ Safe and secure spaces to learn, both in the classroom and other spaces around the school.
- “ A school workforce committed to understanding and meeting every child's needs (including medical and dietary needs).
- “ Dedicated and qualified staff in the field of Speech Language and Communication.
- “ A dedication to all pupils receiving Quality First Teach, so they all receive high quality inclusive teaching.
- “ A family ethos, supported by a committed Parent Support Advisor, where each child and their needs is understood by all of the school community.

How do we support children moving between phases of education and in preparing for adulthood?

At Heathfield we place high importance on 'getting it right' when it comes to transition points for all children, and particularly those with Special Educational Needs and/or disabilities: maintaining good progress during this time is vital to secure later success.

For our new Nursery children, staff complete a home visit prior to the child's start date in order to build a comprehensive profile of the child: likes, dislikes, medical needs/diagnoses, parental observations, early life experiences and involvement from other professionals are all discussed. The opportunity to see the child in their home environment further supports staff in securing a clear profile of the potential need for support, furthered by the child completing a 'stay and play' session prior to their start date in which they are observed interacting with other children and the nursery environment.

For our new Reception starters, staff complete a visit to the previous nursery in order to build a similar comprehensive profile of the child. Staff ensure they speak to each child's key worker for a thorough handover of ongoing support, external agency/professional involvement and any other ongoing monitoring procedures or concerns in regards to developmental milestones. A copy of any support plans is taken and forms the basis of the child's first SEND Support Plan here at Heathfield. For those children who have not attended a nursery prior to commencing school, a home visit is completed in the same manner as outlined above. Parents are warmly encouraged to attend our Early Years open evenings to meet teaching staff and the Leadership Team – including SENDCo – where there is further opportunity to discuss any concerns or support needs. As a school we ensure we continuously maintain strong links with external professionals such as the

Health Visitor/Nursing team, EYSS, SCOS and SALT experts so a holistic package of support is in place from the very beginning of the child's time with us.

In regards to our Year 6 leavers, we have forged and maintain strong links with the pastoral teams and Heads of Year at our local secondary schools. In addition to completing the Darlington Local Authority transition document (which includes comprehensive detail about children's attainment, pastoral factors and learning needs), we actively pursue and secure 'enhanced transition' packages for our more vulnerable children and those with SEND. This involves arranging for Heathfield staff to accompany children on additional visits to the secondary school – both before and after 'official' transition – to enable them to see the school at a more quiet time; to be part of a more in depth guided tour; to meet key staff on a one-to-one/small group basis; to feel more secure in asking questions; and to discuss specific learning needs in more depth and detail. Alongside this, the Heathfield SENDCo and pastoral team will have direct discussions with secondary colleagues to ensure there is a holistic understanding of each child's support plan and wider learning needs.

What is our approach to teaching children with SEN?

Quality first teaching – and the Lingfield Teaching Compass, which aims to embed a 'SEND from the Start' approach – to ensure that the core offer caters for as many children as possible. If some children need more than this, we work with external agencies to find the right support or the right strategies/approaches to help any child thrive.

What adaptations are made to the curriculum and the learning environment of children with SEN?

Regular training (CPD) focusing on a range of strategies needed to ensure all children thrive here at Heathfield. In addition, we liaise with external agencies to gain advice – for example – for children who are visually impaired and how we can adapt the environment to meet their needs. In addition, we have worked with The Occupational Therapy service to determine what would be best to include in our sensory rooms in order to best meet need. Liaising with external agencies and other schools within the trust will continue.

How are equipment and facilities to support children special educational need secured?

The Heathfield Resource Base is funded by Darlington local authority, and this is therefore the means by which equipment and facilities are secured for this aspect of our provision. Elsewhere in school, the Darlington 'SEND Ranges' are used to secure relevant financial income for our children.

We use our strong links with other professionals across the local authority and the Lingfield Education Trust to support our decision making when investing in equipment and facilities: this includes liaising with SCOS, the LINS team, Occupational Therapy, SALT specialists, physiotherapy services and other health services.

What expertise and training do staff have in order to support children with SEN?

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEND -with the progress made by pupils- is a core part of the Heathfield Primary School performance management arrangements and its approach to professional development for all teaching and support staff.

- All staff receive regular training around quality first teaching, adaptive teaching and high quality universal teaching strategies for all.
- All staff have received training on creating, monitoring and reviewing Support Plans.
- SEND is a standard agenda item in team meetings.
- SENCO and SLT attend regular training events, which is shared with staff during staff meetings.

How is specialist expertise, such as educational psychology, secured?

At Heathfield, senior staff determine - based on pupils' individual needs - which children require input from an Educational Psychologist. The school is allocated a set number of sessions with the Educational Psychologist each academic year.

How do we evaluate the effectiveness of our provision made for children with SEN?

These provisions relate to the targets on pupil support plans where their effectiveness is regularly evaluated for each individual (at least 3 times per academic year, but up to 6 times where needed).

How are children with SEN enabled to engage in activities with children in the school who do not have SEN, Including physical activities?

Inclusion is at the heart of everything that we do at Heathfield Primary School, and this is reflected through the implementation of the Lingfield Education Trust *Curriculum for All* documentation and approaches: this provides additional guidance as to how staff should make reasonable adjustments and adaptations to the curriculum offer so all children can take part and so all children are challenged to make good progress.

What support is available for improving emotional and social development?

We have a pastoral team which includes a Home-School mentor. They provide pastoral support arrangements by listening to the views of children and young people, as well as their family, in order to support need. The pastoral support can signpost to external support to help support our families beyond the school gates. We have an in-house school counsellor who delivers therapeutic support to children – with consent – one day a

week. Our Head Teacher -through training they have had (TISUK Trauma Informed Practitioner) – supports children with trauma informed approaches. This – like the counsellor – is done with consent from parent/carers. We have a school dog who provides emotional support in a variety of ways.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's needs and supporting their families?

At Heathfield we are resolute that a multi-agency approach, alongside a strong parent partnership, is the most effective approach in supporting our children. We regularly liaise with the following services both on a formal and informal basis (including making referrals, inviting to reviews and holding family-facing sessions):

- Educational Psychology Service
- Early Years Inclusion Team/EYSS
- OT/Physiotherapy Service
- SALT service
- Health Visitor and 0-19 School Nursing Team

- C+L Outreach service
- SCOS
- LINS
- Parent Carer Forum
- High Needs Subgroup attendance
- Sensory Smart Families
- Daisychain
- School counsellor, ELSA and TISUK Trauma Informed Practitioner
- Adoption Tees Valley
- Children's Front Door/Early Help services
- C: The Box
- Mini Police
- other local authority support services based at McNay Street, Darlington

In regards to any form of review or professional meeting, we aim for Heathfield to be used as the venue for we know our families feel safe and secure here.

How do we support children who are looked after by the local authority and have SEN?

Children who are looked after by the local authority and who also have additional needs have a SEND Support plan and a PEP (personal education plan) that run concurrently: the SEND support plan addresses a child's developing needs, whilst the PEP focuses on future aspirations and support systems. To fully maximise the benefit of this dual process, our SENDCo is also our Designated Teacher (DT) for Children who are Looked After (CLA). The PEP is reviewed termly, alongside the SEND support plan, in collaboration with the local authority and other relevant agencies/family members as applicable.

Within school, there are opportunities to access the school counsellor, ELSA trained staff, a Trauma Informed Practitioner and the Home School Mentor for ongoing additional support as is required.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

In the first instance, if you feel that our offer or approach hasn't been quite right for your child, we would always encourage you to speak to us! We want to get it right, and work with you to do so.

Often, our SENCO is the best first port of call, but your child's class teacher – or any leaders in school will be happy to meet with you to hear your concerns. Simply contact the school office to arrange an appointment. If after speaking with us you still have concerns, or wish to make a formal complaint, our Trust complaints policy can be found here:

<https://lingfieldeducationtrust.com/governance-policy/trust-policies/>

What is the Local Authority 'Local Offer' and how do I find it?

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 - 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found on this link:

[Darlington BC - SEND Local Offer](#)

Are there any support services for the parents of pupils with special educational needs?

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