



**SEN  
INFORMATION  
REPORT  
September 2022**

## What is a Local Offer?

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:

### [SEND Local Offer – Darlington](#)

## Who are my main points of contact at Heathfield Primary School?

Your first point of contact at Heathfield Primary is the child's class teacher. 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. The key contacts at our school are:

Head of School	Mr P Kirby-Bowstead
SENCO and Assistant Head Teacher	Mrs J Negus
Assistant Head Teachers	Mrs A Evans (EY & KS1) Ms C Fogg (KS2)
SEND Governor	Mr D Dolby
Cognition and Learning Base Manager	Mrs J Negus
Designated Safeguarding Lead	Mr P Kirby-Bowstead
Designated Person for Looked After Children	Miss R Dunn/Mrs J Negus
Parent Support & Attendance Advisor	Mrs L Carvey

# What is SEND?

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).

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

### **Support Plan (Pupil Passport, Support Plan, Enhanced Support Plan)**

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)**

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 a statement or Education, Health and Care plan, this can be considered during the annual review process and/or during the admissions 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.

# Who decides if my child has SEN?

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 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 'diagnosis' but more often in order for advice to be offered to help the child learn as well as they possibly can.



## What kind of provision do we offer?

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 of School who attends key reviews for children with SEND and is actively involved in their provision, transition and pastoral care.
- ♦ A Speech and Language Resource Base for children with Cognition and Learning Needs.
- ♦ Dedicated and qualified staff in the field of Cognition and Learning related difficulties/differences.
- ♦ 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.





## Continued...What kind of provision do we offer?

- ♦ 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).

These provisions relate to the targets on pupil support plans where their effectiveness is regularly evaluated for each individual.



## What training do our staff have?

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, and high quality universal teaching strategies for all.
- All staff have received training on creating, monitoring and reviewing Support Plans All staff have monthly SEND team meetings.
- SENCO and SLT attend regular training events which is shared with staff during regular staff meetings.





## How Accessible is the School?

The Lingfield Education Trust's Equality and Diversity Policy and its Equality Objectives are available on the Trust's website, as is its Policy for Supporting students and pupils with medical conditions. Our school's Accessibility Plan is available on our website. School has ramped access to all parts of building; there are no upstairs levels. All school areas are accessible to wheelchair users.

All children are encouraged to take part in as much of school life as possible and access arrangements are made accordingly.

School has individual classrooms with a number of quiet rooms and small group work areas. School is not open plan. There are toilets in all areas of the school, in every corridor and for access during playtimes. School has an accessible toilet and changing room.

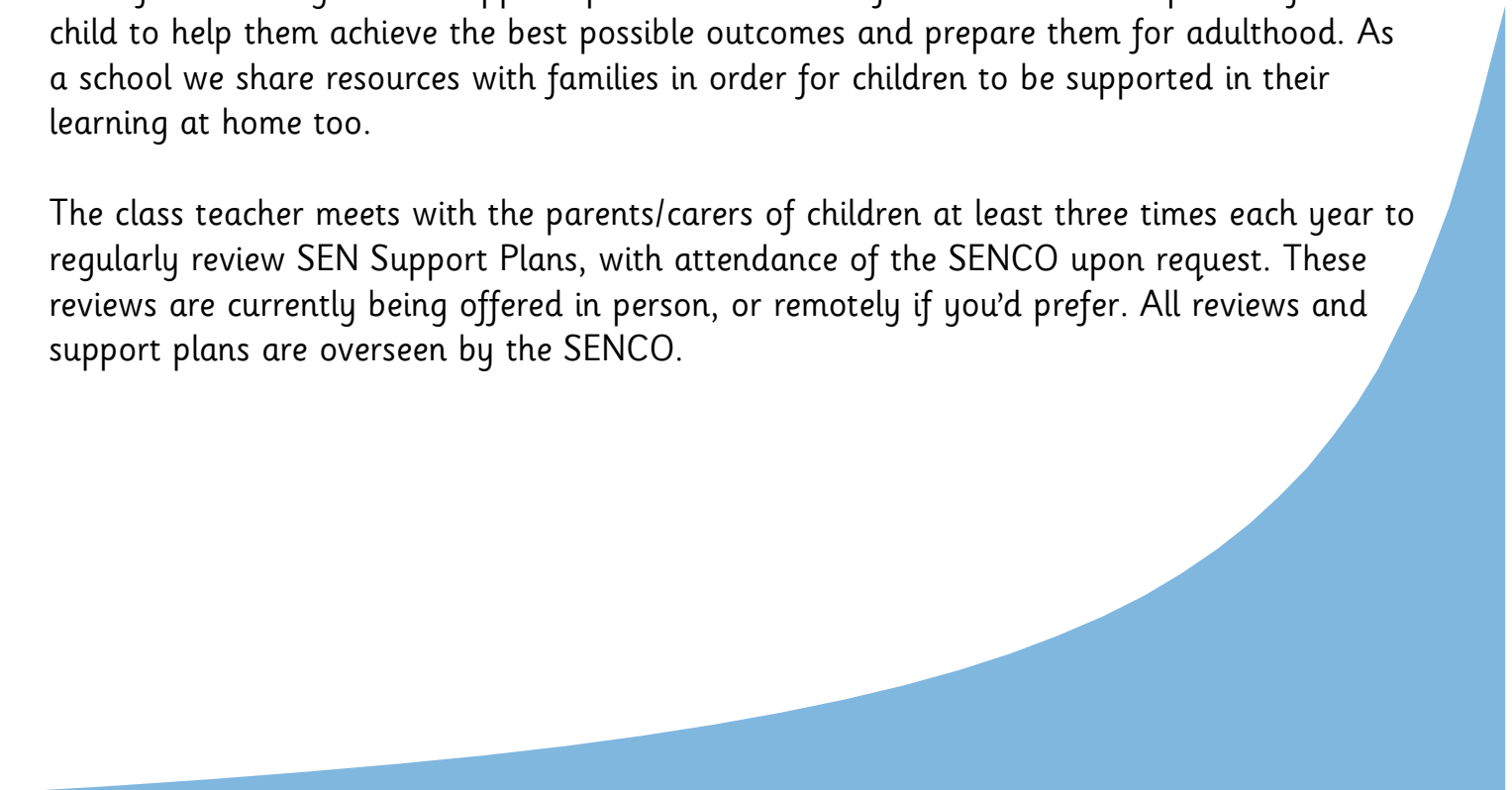
Other inclusion aspects within our school include enlarged fonts, writing slopes, wobble cushions, visual timetables, appropriate interventions and use of Teaching Assistant support.

## How Are Parents/Carers Involved?

We are committed to working in partnership with parents and carers, ensuring that we have regard to the views, wishes and feelings of parents and carers. We take time to provide parents with the information and support necessary to enable full participation in the decision making around their child.

Heathfield Primary School supports parents in order to facilitate the development of their child to help them achieve the best possible outcomes and prepare them for adulthood. As a school we share resources with families in order for children to be supported in their learning at home too.

The class teacher meets with the parents/carers of children at least three times each year to regularly review SEN Support Plans, with attendance of the SENCO upon request. These reviews are currently being offered in person, or remotely if you'd prefer. All reviews and support plans are overseen by the SENCO.



## How are the children involved?

We are committed to involving children and young people with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children and young people;
- Provide children and young people with the information and support necessary to enable full participation in decision making;
- Support children and young people to develop and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

## Will my child sit external tests such as SATS?

As with everything related to your child in school, the answer is individual but most children do achieve well when they have been supported effectively.

If your child is able to access the Year 1 Phonic Screening, Year 2 SATs, or Year 6 SATs, they will be supported appropriately to do so, often with access arrangements (such as extra time, a scribe, or enlarged texts).

However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them, and their achievements and progress will be measured using school data.



## What additional pastoral care do Heathfield Primary School offer?

In order for children to achieve well, we have a strong focus upon pastoral care. Other than a dedicated SENCO, knowledgeable teaching and support staff and a committed Headteacher, we also have:

- ♦ **A parent Support Advisor**

Linda Carvey, our PSA works with many children, parents and families to address problems at home and at school. Linda has a wealth of knowledge regarding local services and activities and undertakes direct work with children and adults at home and school.

- ♦ **Heathfield Hub Space**

The Hub is a developing community space to provide additional support for parents and families in a flexible way. Examples of how we are using it at the moment include drop-in sessions with staff members and senior leaders, information sessions, workshops and visits from external professionals.

- ♦ **Close Links with External Partnerships**

In order to access the best professional advice, we also link with Local Authority and Private providers of additional services, such as Speech and Language Therapy, Occupational Therapy, CAMHS, The Darlington Mental Health Support Team, School Nursing Service, Social Services and Medical Professionals. We often hold multi-professional meetings in school where parents are comfortable in the school environment and so the child can join us easily, if it is appropriate.



## Where do I find information about The Cognition and Learning Resource Base?

Heathfield has a specialist provision for children with Cognition and Learning difficulties and complex needs (CLB). We offer individualised inclusion programmes and tiers of appropriate support to meet the needs of up to 16 children. Access to the provision is gained via the Local Authority SEND provision panels. Children are referred to the panel via their home school with parental consent.

Children with a place in our CLB received enhanced mainstream provision through a combination of adjustments and personalised curriculums (where appropriate) within their classrooms and targeted interventions delivered by specially trained teaching assistants (Mrs Graham and Mrs Buckley) relating to specific needs identified within their EHCPs. Mrs Negus, our school SENCO oversees this provision.

Please contact us via the school office for further information.



## Who do I talk with if I have a compliment or complaint?

Should you be happy with the provision your child receives, there is nothing better than telling the teacher, support assistant or Mr Kirby-Bowstead. Mrs Negus also sends regular Parental Questionnaires and you can make comments during the review process.

If you are unhappy it is best to speak to Mr Kirby-Bowstead or Mrs Negus ASAP— we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school's website, should you feel you require it.



## What should I do if I still have questions, would like to offer feedback on this report or take part in its next review?

If you have read this and still have questions relating to SEN at Heathfield left unanswered, please contact the school office via the phone number or email address on the next page— we will be happy to help you.

If you would like to provide feedback on this report to help us improve it next year please do get in touch!





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