**Heathcoat Primary School**

**SEND Information Report**

**Updated March 2018**

**1. The kinds of special educational needs for which provision is made at the school.**

Heathcoat Primary School is a mainstream setting with just over 430 pupils from Nursery to Year 6.

We are passionate about inclusion and seek to take a holistic view of underachievement and the support of vulnerable pupils through our Pastoral Support Team, in accordance with the requirements of the 2014 SEND Code of Practice.

If you want to know more about SEND at Heathcoat Primary School, please contact the SENCo and Inclusion Leader.

**2. Information, in relation to mainstream schools and maintained nursery schools, about the school’s policies for the identification and assessment of pupils with special educational needs.**

The SENCo and Inclusion Leader (Claire Shanahan) and SEN Governor (Teresa Sturtivant) are responsible for the creation and oversight of the school’s policies and procedures around SEND. The

SEN Team, which includes Claire Shanahan (Leader), Kylie Ford (Assistant SENCo) and Elaine Edwards (Speech and Language Specialist) who oversees the day-to-day running of support for SEND. Alongside this the school has a Pastoral Support Team to support vulnerable children and families within the school which includes Lou Dedames (Parent Support Advisor), Karen Moore (Thrive Practitioner and Mental Health Champion) and Julie Broom, who is currently undertaking Counselling training.

Pupil progress is tracked using assessment procedures (Pupil Asset), which is tied to the new curriculum, resulting in the termly pupil progress meetings which staff use to identify where additional support may be needed as early as possible.

Our Graduated Approach to Excellence (GATE) defines categories of need throughout the school, the first three of which are:

- On track – attainment and progress are fine, no unmet needs

- Early Action – first signs of underachievement, addressed within universal provision by class teacher

- Accelerated Learning Group – continuing or more significant underachievement, addressed through enhanced, group-level support, directed by class teacher.

Where needs have not been met by the above, or are more specific, a referral can be made by teachers to the SEND team to consider whether SEN support is required. Identification of SEN may be made through internal screening processes (e.g. Speech Link and Language Link) or the involvement of external agencies (e.g. Educational Psychologist, Dyslexia Assessor). When pupils are added to the SEN register, parents will be informed of the support their child will receive.

While there is only one category of SEN Support, this is broken down into three layers on the GATE, i.e.:

- SEN Support – needs met without pursuing the Devon Early Help Assessment.

- Devon Early Help Assessment/TAF (Team Around the Family) and Right For Children Framework – needs more significant, requiring a holistic view and multi-agency working.

- High Needs – those with (or requiring) a statutory assessment and Education, Health and Care Plan (EHC Plan).

Some children continue to have a Statement of Educational Need and the school is following 0-25 Team advice regarding when these should be transferred over to EHC Plan.

If you think your child may need SEN Support, please speak to their teacher in the first instance, who may then make a referral to the SEND team.

**3. Information about the school’s policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans**

a) How the school evaluates the effectiveness of its provision for such pupils

All teachers are the key leaders of their children’s learning, whether or not they have SEND. Progress and attainment of all pupils is monitored through termly pupil progress meetings.

Where pupils have SEND, in consultation with the SENCo and Inclusion Leader and teaching assistants, teachers write/review Individual Education Plan (IEP). IEPs are monitored by the SEND team before they are shared with parents.

All pupils on the SEN register are monitored by their class teacher and, where appropriate, assigned teaching assistants are also responsible for checking IEPs are being implemented. Every classroom has a SEN file where all appropriate information is held and updated, these are monitored termly by the SENCo and Inclusion Leader.

The SEND Governors visit termly to support all of the above and ensure continuity of provision across the school, checking whether pupils are meeting their IEP targets and making progress in line with (or better than) similar pupils nationally.

b) The school’s arrangements for assessing and reviewing the progress of pupils with SEND

Where relevant, the children’s attainment and progress is assessed against the same criteria as the other pupils.

Under this system, judgements are made termly against year-end expectations for that year group.

Where pupils are working well below those expectations, individual P Scales are drawn upon to reflect the child’s individualised learning programme. This is used to ensure suitable adaptation and differentiation within children’s general learning, alongside the very precise, time-limited IEP targets. These targets are checked termly, and evidence gathered of how many targets have been achieved.

Information on the above is communicated to parents through day-to-day conversations and phone calls, parents’ evenings and written formative reports. The SENCo and Inclusion Leader is available at other times as needed. Where a TAF (Team Around the Family) is running, parents have access to review meetings.

c) The school’s approach to teaching pupils with special educational needs

Heathcoat Primary School places a high value on Quality First Teaching (QFT), recognising that all teachers are teachers of SEND, and the school’s provision is built around high expectations of the universal offer. The vast majority of pupils with SEND typically spend the vast majority of their time supported by the teacher in the classroom. We also place a significant emphasis on independence in learning using BLP (Building Learning Power), and support our SEND pupils to make their own choices about their learning wherever possible.

d) How the school adapts the curriculum and learning environment for pupils with SEND

In addition to P Scales at Heathcoat Primary School we seek to make as many reasonable

adaptations as we can to ensure that learning is maximised and needs are met. For example, we have developed nurture and Thrive rooms to enable pupils receiving individual support to socialise and work on life skills, purchased tablets with SEND apps, use Soundfield Systems, and provide access to Funfit across the school. To support children who have sensory issues we have created a sensory room and provide children with sensory diets. We act swiftly on the advice of external agencies, for example the Hearing Impairment Advisor, to ensure the learning environment is safe and conducive to learning.

e) Additional support for learning that is available to pupils with SEND

All EYFS classes have at least one Teaching Assistant (TA) to supervise and support all learners – where additional TAs are deployed to support pupils with SEND, this is in proportion to the children’s need and focused on building their independence and resilience to manage their learning at other times. Deployment of TAs is at the discretion of the team leaders and class teacher, who will sometimes direct TAs to support the majority of pupils while he/she works with the least able. A number of pupils in the school are withdrawn from class each week for short times for enhanced/targeted provision (e.g. Speech Therapy, THRIVE, Fast Phonics, APD activities), and in rare circumstances, pupils may conduct a larger proportion of their learning in a different setting, but always with best endeavours made to maintain a level of integration with their peers. This TA deployment is supervised by the SENCo and Inclusion Leader, in partnership with team leaders, parents and teachers.

f) How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND

All trips and wider educational activities are risk assessed, and reasonable adaptations are made to ensure all pupils can safely access these experiences. For example, to ensure pupils presenting challenging behaviour aren’t discriminated against, this may require higher adult/pupil ratios on some trips, additional transport, or individually-tailored trips if these are more appropriate to the needs of the pupils. Parental engagement is sought in the decision-making process, and in the past parents have volunteered to provide direct support on trips. At present all pupils engage fully with PE without the need for significant adaptations, and there is a daily FunFit gross motor programme in place to support targeted groups to develop key motor skills alongside their universal provision.

g) Support that is available for improving the emotional, mental and social development of pupils with SEND

Within Heathcoat Primary School a strong emphasis is placed on pastoral and moral development throughout the school. Pastoral care is provided by the teachers in the first instance, but where needs are more acute (e.g. bereavement) this can be offered by the Pastoral Support Team. In addition, each half term, the Pastoral Support Team provides SEAL-based activities for groups of children who find emotional literacy more challenging.

Forest Schools activities run across the school targeting those children who need to build their emotional well-being and self-esteem.

We also provide alternative lunchtime provision through Calm Club and access to the Thrive room for vulnerable children.

Where underlying emotional and social developmental needs have been identified, a MALS assessment, THRIVE assessment or Boxall Assessment can be carried out, which typically results in a targeted programme of support within the class, and sometimes a weekly (or twice weekly according to need) 1:1 session with our pastoral team. To support complex family relationships/difficulties joint sessions (involving parents or siblings) are offered.

Within the TAF framework, we have worked closely with outside agencies, including Social Care, Behaviour Support, Housing, Police Support Officer and the Devon Inclusion Officer (where needed), often exploring creative ways (e.g. holiday activities, part time alternative education provision) to ensure a continuity of provision for the pupils’ wellbeing.

If you have questions about your child’s support, or suggestions about meeting their needs more effectively, please speak to your child’s teacher in the first instance, or contact the SENCo and Inclusion Leader.

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

The SENCO and Inclusion Leader Claire Shanahan and Assistant SENCo, Kylie Ford can be contacted via 01884 252445 (office hours only) or by email at claireshanahan[@heathcoat.devon.sch.uk](mailto:@heathcoat.devon.sch.uk) and kylieford@heathcoat.devon.sch.uk.

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

All the teaching staff are up to date on changes in SEND legislation and practice nationally and locally, including the school’s GATE and related procedures.

All staff have been trained in Restorative Justice Approach giving a framework for dealing with issues related to friendship and behaviour around the school.

Key staff across the school have been trained in Passive Intervention and Prevention Strategies (PIPs), giving a framework for dealing with challenging behaviour.

Teaching assistants are developed through appropriate training opportunities, weekly team meetings and personal goal-setting through performance management. In addition to our two THRIVE-trained TAs, one other TA is undertaking counselling training, and two further TAs are developing pastoral support within the school.

We also have trained TAs in Counting to Calculating, Using Inference in Reading and Challenge the Gap.

Where other specialist services are required on a needs-led basis, this is usually through the traded hours with our partners such as Babcock LDP – this includes Behaviour Support and Communication and Interaction Team.

Through the TAF process we work closely with Honeylands, the Specialist Autistic Spectrum Assessment Team, School Nurses, Social Care and CAMHS.

All these agencies have access thresholds and waiting lists, and sometimes a multi-agency referral is preferable which are made through the Single Point of Access Team, Integrated Children’s Services Devon.

If you require more information about referrals to outside agencies, you will need to speak to the SENCo and Inclusion Leader or, in some instances, your GP. If you have a safeguarding concern about your child, you can contact the Multi Agency Safeguarding Hub (MASH) direct on 0345 155 1071.

**6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

Acting on advice from Occupational Therapists, a number of pupils have had access to learning aids, such as writing slopes, ergonomic pens, and wedge-cushions. Other pupils have been enabled through the use of iPads to communicate and record their learning and success. Our modern facility is all on one level, and all internal and external areas can be accessed by wheelchair. Two disabled toilets are available, including one with a

wet-room shower facility. As needed, staff have Soundfield Systems to support children with hearing impairment or APD to access their learning, and those required to provide intimate care have done so under the direction of the School Nurse.

If you think you or your child requires additional adaptation to equipment or facilities, please let the SENCo and Inclusion Leader know, as we do not want this to be a barrier to learning.

**7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

From the first day children arrive at the school, our team works hard to engage parents and build positive home-school relationships. In addition to daily opportunities for contact at the classroom door, our universal offer (for all children) includes two parents’ evenings, regular parents day events and stay and read sessions.

Parents are supported by factfinders / workshops in the Early Years which address key issues such as reading, phonics and Maths, and their views are constantly sought as part of evidence-gathering within the EYFS profile. In partnership with Devon Family Learning, we offer specialist workshops to parents who may have their own literacy and Maths needs, and also have many opportunities (e.g. volunteering, PTFA, Governors) for parents to contribute to their child’s education. A link to the Ofsted Parent View survey can be found on our website.

Within the TAF (Team around the Family) process, closer links are forged between home and school, and all decisions (i.e. who attends the meeting) and paperwork that are part of the TAF are checked and agreed with parents.

The termly plan, do and review process ensure that the children’s needs and outcomes are kept in focus, and parents are encouraged to suggest ideas for how pupils’ outcomes may be improved. Where an annual review of a statement / EHC plan is required, this is conducted using the formal paperwork, but these families are also on a termly review cycle due to the level and complexity of needs.

If you want to get more involved in your child’s education and support, speak to their teacher in the first instance. For more information about the Right For Children process please see the SENCo and Inclusion Leader.

**8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Pupil voice is very important to us, through the School Council pupils give direct input into matters that affect their learning and development. Two representatives from each class are voted onto this team each term.

Where pupils have SEND, we aim for genuine co-construction of goal-setting and IEPs. To fully understand children’s barriers to learning the school uses MALs questionnaires with children that feeds into approaches and strategies used to support their learning.

Within the TAF process, the *Listen to Me* document gives space for parents and teachers to elicit children’s views in some detail, ensuring these can be appropriately represented at multi-agency meetings.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

The school operates a complaints policy which is freely available to parents. Concerns about SEND should be addressed via the child’s teacher in the first instance, or to the SENCo and Inclusion Leader, and typically these situations can be resolve through dialogue and the formation of robust partnerships. Transparent working relationships and proactive information-sharing, such as this document, helps to offset potential misunderstanding.

The complaints policy is available from the school office and on the school website.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The Governing body delegates responsibility for multi-agency working to the SENCo and Inclusion Leader, who works within the TAF (Team Around the Family) format and is held to account for the impact of traded services. Health, education or care referrals are made to single agencies or the multi-agency Integrated Children’s Services on a strategic case-by-case basis, using the Local Authority’s Threshold Tool for guidance.

For parents whose children have SEND, we act as a signpost to other services, such as the Devon Information, advice and Support Service (DIAS). We have strongly links with local children’s centres, who have previously provided families with practical assistance in times of acute need. We also act as a voucher distributor for Tiverton Foodbank.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.**

You can contact Devon Information Advice and Support for SEND 01392 38300 [www.devonias.org.uk](http://www.devonias.org.uk), 0-25 SEND Team 01392 383000 or Citizen Advice Bureau.

There is a useful source of information on the DISC website, which signposts other services available to parents and the devon.childrensservicedirectory.org.uk. If you require further support to contact support services please speak to the SEND Team or Pastoral Support Team.

**12. The school’s arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.**

When pupils transfer into the school, every effort is made to share information with previous settings and build relationships with parents, who are often anxious about how the child’s needs will be met.

Where possible, time is set aside for tours and discussions well in advance of the pupils starting at Heathcoat Primary School. Each June/July, children spend a session with their next teacher to facilitate a smooth transition, and all relevant documentation is discussed and passed on. At the other end of their learning journey, operates a strong but flexible transition programme with local secondary schools, including face to face contact with receiving SENCOs. Where appropriate these SENCOs are invited to TAF (Team Around the Family) meetings to ensure continuity of understanding and support. Transition planning where appropriate starts in Year 5.

The SEND team and Pastoral Support Team are working together to create transition packages to target all children who may struggle with year to year transition to include targeted support end of summer term/autumn term and transition booklets for perusal over the holidays.

To discuss how we may tailor our transition arrangements to meet your child’s needs, please contact the SENCo and Inclusion Leader.

**13. Information on where the local authority’s local offer is published.**

Our school offer is built around the 2014 SEND Code of Practice, and in particular the Devon Local offer, which can be found at www.devon.gov.uk/send.