




Heathcoat Primary School

SEND Information Report 2021 - 2022

A child is deemed to have Special Educational Needs or Disabilities, or SEND, if he or she has **'significantly greater difficulty in learning than the majority of others of the same age'**, or his or her disability **'prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school'** (DfE 2014).



How does the school know if children need extra help?

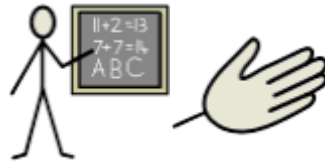
- Through information gathered at transition into school. This may be at discussions with EYFS providers at point of entry to school or through discussions with relevant staff from a pupil's previous school.
- Initial screening of language, reading and maths needs using school-based assessments. 
- Observations in class
- Learning Walks and pupil progress / data checks
- Teacher feedback and use of Devon County Graduated Response checklists.
- Parental concerns
- Conversations with children
- Team leader concerns/observations
- Concerns from other staff such as Teaching Assistants and/or pastoral support team.



What should I do if I think my child may have special educational needs?

In the first instance, contact your child's class-teacher who will then review the information provided by yourself and teaching staff, this forms part of our Graduated Response. If appropriate, this information will

be passed onto our Special Education Needs and Disabilities Co-ordinator Mrs Ruth Alphey.
ruthalphey@heathcoat.devon.sch.uk



What provision is there for children with special educational needs at Heathcoat Primary School?

All teaching staff support children at a level appropriate to their needs through effective differentiation in the classroom (Quality First Teaching).

This is constantly reviewed as the child develops and makes progress.

Children requiring more specific intervention to access the curriculum may be supported in a range of ways, for example:

- Differentiated curriculum within the classroom to teach gaps in objectives from lower year groups as assessed by the class teachers
- Use of precision teaching to target specific objectives, as decided by class teachers
- Individual or small group literacy programmes *such as Additional Fast Phonics, additional reading, Project X Code,*
- Individual or small group Speech and Language intervention using Language link and/or WELLCOM resources
- Individual or small group social and emotional development programmes *such as Managing Emotions, building self-esteem,*
- Programmes to develop motor skills such as Funfit (Gross) or High 5 (Fine)
- Individual or small group communication & interaction programmes *such as Talkabout social communication skills*
- Access to weekly Forest School sessions
- Shared in-class support from a teaching assistant
- Individual programmes to meet specific needs



How will I know how my child is making progress?

As a parent/carer you will receive:

- School reports
- Parent/carer-teacher consultation evenings
- Communication through the school systems
- Information about rewards and sanctions

In addition, you may also be involved in:

- Annual Review, Transfer Review meetings and Team Around the Family Meetings (you will be informed if your child is included within this category), providing opportunities for the views of parents/carers and the child.
- Information from specific intervention programmes

At any time, you may contact your child's class teacher, Team Leader or the SEND team for further information.



How do I know what progress my child should be making?

All teachers are aware of every pupil's starting point from their EYFS and KS1 data and their progress expectations. This can vary in each year and is tracked carefully to ensure every child makes the best possible progress. We have high aspirations for all pupils.



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

Most children follow the same curriculum as their peers however, it may include minor adjustments. Each teacher is committed to 'Quality First Teaching'. Teachers are expected to support pupils by differentiating the lesson content to meet the needs of all. Where children have complex needs, teachers are supported by the SENDCo and/or team leader to develop a curriculum to best meet their needs.



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

All children are supported in school by their Class-teacher who will check in with them daily and offer a universal level of support with their emotional wellbeing. The Class-teachers also teach a weekly PSHE lesson using materials from the Jigsaw Scheme, which actively supports and promotes positive wellbeing for all.

Your child's Class teacher is the best point of contact to share any worries you may have about your child's wellbeing.

Team leaders will also regularly check in with children and staff and teachers can raise any concerns they may have on a regular basis either through impromptu discussions or at team meetings.

Where specific worries or situations arise, it may be relevant for your child to access some time-limited support from the School Pastoral Team. These staff have training in supporting children with managing emotions, bereavement, anxiety and promoting positive mental health. Referral to this team is managed through discussions between the Class-teachers, SENDCo and Leadership team where a graduated response of identification of need and appropriate interventions will be identified. These children are then carefully monitored.

Children who are identified with SEND will have a key worker, usually their Class teacher, who offers support with organisation, emotional needs and liaises with the SENDCo.

All children who are identified with concerns about their wellbeing will be offered appropriate interventions as well as any relevant referrals made to access support from external agencies including:

- Support from the School nurse and other Health agencies such as CAMHS
- Support from additional agencies/charities – eg. Balloons, Pete's Dragon

Support for children with medical conditions

Children with specific health conditions will have an individual Health Care Plan which will be drawn up in consultation with the Team Leader, SENDCo, parent/carers and other health professionals as necessary. This will outline the arrangements for administering medication and provide advice for staff in the event of an emergency. Staff will take note of the Health Care Plans when arranging any curriculum enrichment activity.

Children at risk of exclusion

For children at risk of exclusion, either the SENDCo or Head of school will contact and work alongside the Devon Inclusion Team and parents/carers to identify need and plan intervention/action. This may include considering other options which may be better for the child such as a managed move to another school or access to alternative provisions.

Safeguarding

If we have any concerns that a pupil is at risk we will always follow our Safeguarding Policy. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.

The designated safeguarding officer for Heathcoat Primary School is

Miss D Higginson: demelzahigginson@heathcoat.devon.sch.uk

Our Deputy safeguarding officers are:

Josie Hambly	josiehambly@heathcoat.devon.sch.uk
Becky Budden	beckybudden@heathcoat.devon.sch.uk
Mike Payne	mikepayne@heathcoat.devon.sch.uk
Hannah Gleeson	Hannahgleeson@heathcoat.devon.sch.uk



What specialist services are available within, or accessible to the school?

School based additional needs team:

- SENDCo (Special Educational Needs and Disability Co-ordinator)
- Assistant SENDCo (3 days a week)
- Pastoral Support Lead Teaching assistant
- Social Emotional and Wellbeing Teaching assistant
- School Counsellor (2 days a week)
- Teaching Assistants have knowledge and experience, as well as some training, in working with a wide range of students and differing needs.

These are examples of external services we access:

- Early Years advisory teacher / consultant
- Nursery Plus support
- Early Years complex needs team from Honeylands, Exeter
- Educational Psychology
- NHS Speech and Language Therapists
- Advisory Teacher: Speech and Language/ Communication and Interaction.
- Advisory Teacher: Hearing Impairment
- Advisory Teacher: Visual Impairment
- Advisory Teacher: Physical Impairment and/or ICT needs
- Advisory Teacher: Social, Emotional and Mental Health

- Advisory Teacher: Specific Literacy Difficulties
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Service (attendance)
- School Nurse
- NHS Therapy Services, including Occupational Therapy and Physiotherapy
- Bereavement Counselling (Balloons, Pete's Dragon)



What training is available to staff supporting children with SEND?

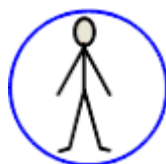
Training for teaching children with Special Educational Needs is considered essential. There is an on-going programme of whole school training in teaching and supporting students including,

- Specific Learning Difficulties
- Autism
- Speech and Language and Communication needs
- Social, Emotional and Mental Health

In addition, there is regular training in:

- Child Protection (Safeguarding)
- Disability Awareness
- Feedback and Marking
- Questioning
- Behaviour for Learning
- Learning to Learn

Individual members of the SEND team receive training in specialist areas where appropriate, matched to the current needs within the school. Relevant information is shared with staff.



How will I be involved in making decisions about and planning for my child's education?

Parents/carers know their children best and it is important that all professionals listen and understand when concerns are expressed about their child's development.

Heathcoat Primary School uses the Team around the Family Framework (TAF) as an appropriate person-centred approach to put their child or young person and their family at the heart of planning and reviewing provision.

In addition to the opportunities listed previously there are many other occasions to be involved in your child's education at Heathcoat Primary School. These include:

- 'Meet the Teacher' sessions at the start of a school year
- Termly Parent evening meetings

We do encourage parents to be involved in their child's education and hope they will contact us if they have concerns. Similarly, teachers will contact parents to address issues promptly.

How will my child be included in activities outside the classroom, including school trips?

We expect all children to participate in enrichment activities and we will endeavour to overcome any barriers to inclusion, working as a team with parents/carers and staff.



How accessible is the school environment?

The school is accessible in a variety of ways for pupils and parents with additional needs:

- The main building (Reception & Classrooms) and Nursery area is wheelchair accessible due to being on a single level
- There are 2 accessible toilets within the main building – with toilet frames
- An additional accessible toilet can be found in Nursery
- Reasonable adjustments are made within classrooms when required – e.g. classroom furniture layout
- Provision of ICT equipment to support access to the curriculum e.g. 4 sound field systems targeted to specific classrooms to support hearing impairments
- After school provision is accessible to all children
- Extra-curricular activities are offered to all children, regardless of level of SEND need
- A Sensory room and access to quiet areas to support calming as needed.
- Trained staff in Makaton, initial BSL, Autism, Speech and Language, Boxall Profile
- Access to the school car park for drop off & pick-ups can be arranged
- Designated disabled car parking place

Heathcoat Primary School continues to review and improve the environment through our Accessibility Plan.



How does the school support my child with transition, both into Heathcoat school and from the school on transfer to secondary school in Year 6?

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 preschool provision- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits 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.

Enhanced transition arrangements are tailored to meet individual needs through discussions with parents and appropriate other professionals.

Transition to Secondary School

Transition reviews for Year 6 pupils on a statutory plan (EHCP) are held, where possible in the Summer term of Year 5. A member of the SEND team from the local Secondary School 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.

A programme of additional transition visits for key pupils are organised with the SENDCo from the Local High School. This is shared with parents and meetings arranged as needed to enable parents to share concerns and discuss plans. Pupil profiles are updated by class-teachers, alongside SEND Team where relevant, and shared with the SENDCo at the Secondary school to enable support to be planned.



How are the school's resources allocated?

As a school we have a SEND Team, led by the Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Alphey. This team includes support from an Assistant SENDCo, the Pastoral team Teaching Assistants and additional class-based Teaching Assistants (this number varies, depending on the number of pupils identified with high needs or with Education Health and Care Plans in school).

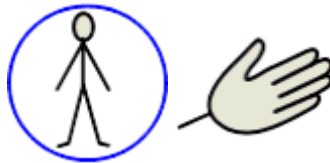
Allocation of Teaching Assistant support is planned on a 'need' basis. We try not to allocate Teaching Assistants to individual students at a 1:1 level, as we want to teach our children the skills to develop as independent learners and ensure they are not becoming over-dependent on adult support.

Where a child's needs has been identified by external professionals as requiring a significant level of 1:1 adult support, the SENDCo will work alongside the school leadership team and other external agencies, such as the Devon 0-25 SEND Team, to secure the appropriate level of funding to enable this.

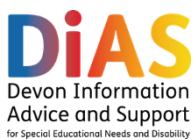


How is the decision made about how my child will receive support?

The decision-making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress. This is regularly reviewed, and in the case of students with high needs / EHC Plans, discussed with parents at Annual Reviews. Where a pupil makes good progress, and bridges the gap, support may well be reduced and withdrawn from the SEN Register. When significant changes to provision occur, parents are automatically involved.



For additional information, advice and support, please use the following links:



<https://devonias.org.uk/>

01392 383080



For information regarding Special Educational Needs and Disability, you can contact the 0-25 Special Education Needs Team by telephone on 01392 383000 or visit the local authority's local offer webpage at:

<https://www.devon.gov.uk/education-and-families/send-local-offer/>



For Early Help updates, information and Right for Children queries, visit the Devon Children and Families Partnership webpage for further information:

<https://www.dcfp.org.uk/early-help/>