



Heworth CE Primary School SEN Information Report.

*The writing of this school report has involved consultation with Governors and parents.
Updated annually. Last updated August 2018. Member of staff responsible: Debbie Ashcroft*

Who do I contact at Heworth Primary if I think my child may have additional needs?

Your child's teacher is always the best and first person you should speak to. They will know most about your child's progress and needs. If you or the teacher thinks your child may have additional needs, a meeting can be arranged with our Special Educational Needs Coordinator (SENCO). Every school has a named SENCO whose role it is to ensure children with additional needs make as much progress as possible and reach their full potential.

What SEND support does Heworth provide for?

Children's difficulties may fall into one (or more) of four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory, physical or medical needs.

How does Heworth identify and assess pupils with SEND:

Our teachers carry out various assessments and routinely check that *all* children are making the required progress. This is tracked on a whole-school system. The information is used to identify children who may not be making the same progress as their peers, or are falling behind the level that is expected for their age. Support will be put in place to help children to 'catch up' and the Special Educational Needs Coordinator (SENCO) will oversee any additional provision and monitor its effectiveness. It may be deemed appropriate to add a child to the school's SEN register depending on the progress being made and the level of need identified. Parents will be informed of this.

The action taken to support a pupil identified with special educational needs may be additional and different from provision as part of the school's usual differentiated curriculum. It will be based on the school's observations and assessment data, and following a discussion between the class teacher, SENCO and parent/carer. Class Teachers are responsible for ensuring their needs are met through matched learning. Where additional intervention is required, the class teacher remains responsible for determining what that intervention is. The Head Teacher and SENCO will discuss this with the class teacher at regular Progress Meetings and when appropriate will decide upon further intervention as part of the graduated approach of the Assess, Plan, Do, Review Cycle:



Initially children will be placed at Band 1 of the City of York SEND Banding Descriptors and progress will be carefully monitored. A small number of children requiring SEN Support at Band 1 *may* have an Individual Education Plan (IEP) if appropriate but this will not be the case generally.

Through the Assess, Plan, Do, Review Cycle it may be necessary because of the behaviours or level of difficulties exhibited for the child, to be supported at Band 2 of the City of York SEND Banding Descriptors. The SENCO will consider putting a My Support Plan (MSP) in place, outlining specifically and in detail, the areas of difficulties and stipulating the resources in place to support the child. Parental permission will be obtained before proceeding with the document. Parents will contribute to the MSP as will other agencies (if relevant) and it will be reviewed regularly.

If a pupil's difficulties meet the Local Authority (LA) criteria for Statutory Assessment, the SENCO will make a request to the Authority for statutory assessment to take place with the full support of outside agencies and the parents. If the LA agrees with the schools request then the MSP will be amended and converted to an Education, Health and Care Plan (EHCP). All pupils with an EHCP will have short term targets set. These targets will be reviewed termly in consultation with parents. Additional teaching and resources may be allocated. An Annual Review will take place to evaluate provision and targets set.

If a child has SEND before they start at Heworth, we work with the people who already know about them and use the information already available to identify how we can meet their needs; as well as plan an effective transition into school.

What is the approach to teaching pupils with SEND?

We believe wholeheartedly in inclusion, using flexible and adaptable teaching which responds to children's learning and meets children's needs throughout their lessons. We believe in teaching in many different ways to suit different children's learning styles. Some children may need additional support in their lessons and this is provided by the class teacher and classroom assistants. In some instances, children with SEND may need a higher level of support and may need small group or individual level support. This is tailored to their need but we ultimately aim for children to be as independent as possible in their learning; and use any support to develop these skills.

How does Heworth adapt the curriculum for pupils with SEND?

Both the way the day is structured and how individual lessons are structured, are adapted to meet individual's needs. All staff are trained in a variety of approaches to teaching and learning, which means we are able to adapt to a range of SEND. This may involve:

- The type and length of instructions we give
- Small group or individual support out of class (intervention)
- Alternative resources such as ICT support programmes, practical equipment to support learning for maths and literacy, sensory tools, workstations, visual prompts
- Support to manage own behaviour
- Targets specifically for each child

What does Heworth do to enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND?

We ensure that children with SEND have as equal access to opportunities and activities in school as those without. We make this possible through the use of:

- Extra playtimes
- Mid-day support assistants and tailored activities at lunchtimes
- Interventions
- Buddy system in class or peer support
- Personalised timetables
- Extra-curricular clubs are available and we try to ensure all children have access to them

- Additional adults (where appropriate) for school trips, visits and residential stays

What emotional, mental and social support is available for pupils with SEND?

Additional playtimes or time out of class to help children cope with day to day school life can be planned in if appropriate. Interventions with our school's Emotional Literacy Support Assistant (ELSA) are available, as well as additional support and guidance from the school's dedicated Wellbeing Worker. Our lead Midday Support Assistant is ELSA trained and arranges tailored activities at lunchtimes.

How will children who are Looked After be supported?

Some children with SEN are also Looked After Children (LAC) by the Local Authority. In this instance, we will meet their needs by ensuring that the relevant support is in place. We understand that transition and change needs to be carefully planned for. We can also access specialist advice from the Headteacher of the Virtual School for Looked After Children.

How will my child's medical needs be supported?

We have dedicated members of staff who are first aid trained. Training for all staff is regularly reviewed and updated to reflect the needs of our pupils. Where specialist medical care is required this will form part of a care support plan with relevant health workers consulted.

Does Heworth access any support from specialists?

- Specialist Nurse – to advise on any medical needs and provision, and to help when a care plan is needed. For example, Diabetes, Epilepsy
- Educational Psychologist – to provide specialist support or advice on assessments
- Specialist Teachers and Teaching Assistants for children with hearing impairment, visually impairment, physical or medical difficulties, autistic spectrum conditions
- Speech and Language Therapists
- School Wellbeing Service
- Occupational Therapist
- Physiotherapist

What provisions does Heworth have to assist our pupils with SEND?

We follow recommendations from specialist teachers who make suggestions for equipment or facilities to help individual children. We use special educational needs (SEN) funding for this equipment, occasionally supplemented by the local authority.

How do you evaluate the effectiveness of your provision for children with additional or special educational needs?

We assess the progress of each pupil three times a year, in reading, writing and maths. The impact of interventions is judged through the comparison of assessments undertaken before and after the intervention. Observations of children in interventions and in general class situations are undertaken by various members of the leadership team and by outside agencies where appropriate. The SENCO may assess children individually and/or in small groups.

What are the arrangements for ensuring the necessary involvement of parents?

Parents/carers know their children better than anyone else and the relationship between them and school is crucial in making sure your child reaches their potential. At Heworth Primary we operate an open door policy but appointments can be made with class teachers if you need to discuss anything at

length. Parents can expect to be involved in assessment of SEND and are regularly invited to review progress and be involved in the target setting process.

What are the arrangements for talking to children and including them in their education?

At every stage of the process, the pupil's voice is at the centre of decision making and provision. Your child will be listened to and supported, and their views will be taken into account along with those of teachers, families and professionals.

Which bodies does Heworth work with to ensure the best possible provision for pupils with SEND?

We have a named governor for inclusion: Sheila Robson. She meets regularly with the Inclusion Leader and suggests and/or recommends other services that would enhance the education of all children in school. The Local Authority has an SEN Designated Officer linked to the school to offer advice and guidance.

Are there any additional services available to parents of children with SEND?

The school's SENCO will be able to suggest or recommend different agencies that can offer help and support, making referrals on behalf of a family where appropriate. The Local Area Teams in York can also provide information: <http://www.yor-ok.org.uk/families/FIS/family-information-service.html> and the Local Authority also offer a wealth of information on: <http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>

What transition arrangements are made for pupils with SEND?

Transition programmes can be implemented whenever appropriate and this may include photographs, social stories and visits to new classrooms or time with new adults (usually towards the end of the school year). Where children leave or join Heworth, there is a transfer of records and other communication between schools. Meetings to discuss a child's needs may be appropriate and arranged as needed. The SENCO and/or Headteacher will meet parents/carers whose child may have additional needs before their child begins school. Staff may also visit other settings to gain vital information about a pupil. We liaise with other agencies where involved. In Year 6, the SENCO will meet the secondary school's SENCO to discuss a child's needs. Some Year 6 pupils may need extra visits to secondary schools and personalised arrangements can be put in place.

For more information regarding Heworth Primary School's SEND provision, please contact Debbie Ashcroft, on 01904 551650.

City of York's local offer, explaining what is available on an LA basis, can be found using the following link: <http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>