



The Heights Primary School

SEN Information Report

'Pupils have special educational needs if they have any difficulty in accessing education and if they need any special education provision to be made for them that is additional to or different from what is normally available for other pupils.' (SEND Code of Practice)

This document provides information about how staff at The Heights Primary School support pupils with special educational needs and disabilities (SEND). We are a mainstream school committed to the integration and inclusion of pupils with a wide range of needs into all aspects of school life.

Please note that changes and developments naturally occur over the school year, so the details contained in the document are correct as of November 2016 and will be reviewed and updated annually.

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

Our school is committed to early identification of SEND and ensuring pupil's needs are met. At The Heights Primary School, children are identified as having SEND through a variety of different ways including the following:

- Transfer liaison with pre-schools, nurseries or previous schools
- If a child is performing significantly below age expected levels in either reading, writing or maths
- Results of spelling and reading standardised tests
- Concerns raised by teachers
- Concerns raised by parents
- Other tests may be used if considered appropriate e.g. dyslexia screening
- Via correspondence with external agencies
- Through a paediatric health diagnosis

If parents or the school believe that a child has special educational needs, criteria is referred to in Berkshire's SEND Service to determine whether a child meets the criteria to be on the school's SEND register. In instances where a child does not meet the criteria, but there are concerns about a child's learning, they would instead be placed on the 'Early Intervention' watch register where their progress would be monitored closely. Where a child has a high level of SEND and if their class teacher is absent the person providing cover will be given a summary of a child's needs and strategies to use to best support the child's learning and social/emotional needs.

How will I raise concerns if I need to?

If you ever have any concerns about your child, please do not hesitate to contact your child's class teacher or make an appointment to see the Special Educational Needs Co-ordinator (SENCo) Mrs Annalisa Mullaney, via the school office.

How will the school support my child?

Who will oversee, plan, work with my child and how often?

Teaching children with SEND is a whole school responsibility. We utilise the expertise of class teachers, the SENCo, teaching assistants (TAs) and Learning Support Assistants (LSAs) and the headteacher. Our SENCo is responsible for overseeing the support each child receives and monitoring the progress of individual pupils on the SEN register. The class teacher has the responsibility to oversee, plan and regularly work with children in their class who have special educational needs. The school has a team of TAs and LSAs who may also work with your child individually or within a group setting, during different times of the week.

Who will explain this to me?

Your child's Individual Challenge and Achievement Plan (ICAP) will explain your child's targets and how we are planning to achieve these. These targets will be discussed and agreed with you by your child's class teacher and the SENCo each term and will include details of the interventions your child is receiving.

How are the governors involved and what are their responsibilities?

Our school has a designated SEND Governor, Winnie Wang, who meets with the SENCo twice a term, to discuss the progress of children with SEND. During their visits, the SEND governor also observes SEND children in class and produces a summary report to share with the headteacher and other governors, this contains recommendations for improvements where necessary.

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

What are the school's approaches to differentiation and how will that help my child?

It is the class teacher's responsibility to differentiate work and provide appropriate resources, so that children with SEND are able to access the National Curriculum. Differentiation may be achieved through the level of challenge set, amount of support provided, through the use of additional concrete resources, the time allowed to complete the task and choice of groupings with other children. In some cases, it is more appropriate to set an alternative task different to other children.

How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss my child's progress?

Our school is committed to ensuring that there is effective communication between parents and school. Children's 'Learning Ladders' for reading, writing and maths skills get updated termly, and parents can see their child's progress via the Ladders at Home portal (KS1 and KS2) and the EEXAT portal for the EYFS. At the end of the year, parents are informed how their child is performing against national age related expectations. Parents are invited to attend two parents evening meetings during the year to discuss their child's progress with their class teacher and

the SENCo. However, parents are welcome throughout the year to make additional appointments to meet with their child's class teacher or the school's SENCo. If your child has complex needs, parents and teachers can correspond through a home school communication book and the SENCo will also invite you to attend additional termly meetings to review your child's progress. If your child is on the SEND register they will have an Individual Challenge and Achievement Plan (ICAP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of new targets and outcomes from previously set targets. The targets set are SMART (specific, measureable, achievable, realistic and time scaled) and aim to be achieved by the time the target is reviewed. If your child has complex SEND and has a Statement or equivalent EHCP (Education, Health and Care Plan), a formal meeting will take place annually to discuss your child's progress and a report will be written.

How does the school know how well my child is doing?

Teachers regularly monitor and track each child's progress against 'Learning Ladder' rungs and age related expectations. Progress review meetings take place each term, between Key Stage Leads and the Headteacher, Assistant Headteacher and SENCo to discuss why an individual may be experiencing difficulties and what further support can be provided to aid their progression. The SENCo also tracks children's attainment and reading / spelling ages on the SEND register and where children have been identified as not making expected progress, alternative provision is provided. When the child's ICAP targets have been reviewed, comments are made against each target to indicate the extent to which they have been achieved. If a child has not fully achieved a particular target, the reasons for this will be discussed, then the target may be adjusted into smaller steps or a different approach may be adopted to ensure the child makes progress.

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

What is the pastoral, medical and social support available in the school?

We are a caring, supportive and nurturing school. Your child's class teacher has overall responsibility for the pastoral, medical and social care of each child in their class. If you should have any concerns surrounding your child's personal well-being, do not hesitate to meet with their class teacher.

If any additional support is required, the class teacher will meet with the SENCo for further advice and in some instances, with your permission, outside agencies may be contacted to work alongside the school. The SENCo also runs a coffee morning each term, where parents with a child on the SEND register have the opportunity to discuss any personal difficulties and provide a support network to one another. Where possible, the school governor for SEND will join this too.

How does the school manage the administration of medicines?

If a child needs to take medication during the school day, then parents must let their child's class teacher and school office know. An Administration of Medicine form would need to be signed, which is available from the school office. All medication is kept in the school office and children should go there to take it including Epi pens and inhalers. As a school we have regular in house training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations appropriately.

What support is there for behaviour, avoiding exclusion and increasing attendance?

Across the school all staff and pupils follow a clear reward system and behaviour policy. As a school we are committed to supporting any child who may have behavioural difficulties. We use a range of positive behaviour strategies to effectively manage a child displaying more challenging behaviours. After any behaviour incident we expect the child to reflect on their behaviour, identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. If a child has severe behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents, to identify the specific issues, put relevant support in place and set targets. We use educational psychologist services for further professional advice.

The attendance of every child is monitored daily by the school admin team. Lateness and absence are recorded and reported to the Headteacher, who contacts parents where there is cause for concern.

How will my child be able to contribute their views?

Every child has the right to express their views on matters concerning school life. PSHE lessons regularly take place where pupils have the opportunity to discuss any issues or viewpoints with their class 'School Council Rep', which are then discussed at pupil forum meetings. Another pupil voice group is the Eco-Council. Children who have ICAPs are involved in the process of setting, reviewing and evaluating ICAP targets with their class teacher. Each classroom has a system where children have the opportunity to share any concerns with their class teacher (this can take the format of 'bubble time' or a 'worry / communication box'). If your child has an EHCP their views will be sought before any annual review meetings.

What specialist services and expertise are available at or accessed by the school?

Our school is committed to promoting effective partnerships with outside agencies, to ensure that adequate support is provided for children with SEND. External support services can advise teachers on new ICAP targets and provide practical support strategies. Parental consent is always needed if additional outside support is requested. External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs. Meetings, with behaviour support workers, educational / clinical psychologists, autistic advisory teachers, outreach support teachers, physiotherapists, occupational therapists, social services (including locality team and social workers), GPs, school nurse, paediatricians and speech and language therapists are held, when necessary, to ensure effective collaboration in identifying, making and reviewing provision for pupils with SEND.

What training have the staff supporting children with SEND had or are currently having?

Our school is committed to supporting professional development of all staff in special educational needs. Throughout the year we have SEND staff meetings / INSET sessions which focus on specific areas of SEND training and development. Autistic Awareness training, Makaton, Phonics, Reading, Making Observations.

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

As a school we are committed to ensuring that children with special educational needs have the opportunity to join in with all the activities of the school. We aim for all children to be included on school trips and we provide the necessary level of support to ensure this is possible. A risk

assessment is carried out before any off site activity is due to take place, to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, parents will be consulted to discuss whether any additional arrangements can be made to enable their child to attend the trip or alternative activities, which cover the same curriculum areas, will be provided in school.

How accessible is the school environment?

The school is committed to the integration and inclusion of pupils with a wide range of needs. (See Accessibility Plan)

How will the school prepare and support my child when joining the school and transferring to a new school?

The school aims for a smooth transition when any child joins or transfers to a different school. We liaise closely with staff when receiving and transferring children to different schools, ensuring paperwork is passed on and all needs are discussed and understood. When a child joins the school there is contact with their previous school and support services in order to continue the child's provision, with as little disruption as possible. We encourage all new children to visit the school prior to starting. For a child with SEND, we encourage and facilitate further visits to aid familiarisation of new surroundings. The SENCo also visits the child in their current school. If a particular child finds transition difficult, then social stories are used and extra transition support is put in place. If a child leaves the school, transfer information is available to a child's new school at the time of transfer.

SEND pupil transfer information from the feeder pre-schools and nurseries is received in the second half of the summer term to assist planning for individual needs. Liaison meetings take place between the school SENCo, Foundation Class teachers and the supervisors/key link workers from the pre-schools and nurseries. SEND files for individual pupils are transferred including latest copies of ICAPs.

How are the school's resources allocated and matched to children's SEND needs?

Our school is committed, with the funds available, to ensuring that appropriate resources and support are available for pupils with SEND. The school budget and resources are allocated on a needs basis. The children who have the most complex needs are given the most support, often involving a TA or LSA. If a parent feels that their child needs a particular form of support, then there is the opportunity to discuss this with the SENCo.

How is the decision made about what type and how much support my child will receive?

The class teacher in partnership with the SENCo, will discuss a child's needs and what type of support would be appropriate. Certain children will require varying levels of support in order to bridge the gap to achieve age expected levels. Parents will also be involved in on-going discussions with their child's class teacher or the school's SENCo about their child's provision.

How do we know if it has had an impact?

The school uses a variety of sources to evaluate the impact of provision that children on the SEND register have received. We know if provision has had impact by:

- Reviewing outcomes on a child's ICAP

- Using reading benchmarking, spelling scores and teacher assessments in reading, writing and maths to monitor termly progress
- By teachers and TAs monitoring the effectiveness of interventions pupil's receive
- By taking into account any verbal feedback received from teachers, parents and children

In consultation with parents, a child may move off the SEND register when they have achieved age expected levels or made sufficient progress.

Who can I contact for further information?

1. First contact your child's class teacher to share your concerns
2. Arrange to meet Mrs Edwards, (SENCo)
3. Look at the SEND policy on our website

Who should I contact if I am considering whether my child should join the school?

The school provides for children with a wide range of SEND. Contact the school office to arrange a meeting with the SENCo (Mrs Annalisa), who will discuss how the school can support and best meet your child's needs. Places for children with or without special educational needs are allocated in line with the school admissions policy.

Where can I get further information about services for my child/young person?

From September 2014 all local authorities have published a 'Local Offer' which contains information about services they expect to be available for children and young people with special educational needs (SEND) and /or disabilities aged 0-25 years. Click on the web link below to view Reading's 'Local Offer':

<http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>