

# The Heights Primary School Policy for **Special Educational Needs Policy and Local Offer**

Version 3.0

**Responsible officer:** Headteacher  
**Responsible Committee:** Curriculum Committee

Date of last review: September 2021  
Date of next review: September 2022



## **1. Introduction**

The Heights welcomes the rich and diverse range of strengths and needs of all its pupils. We work to ensure that each pupil is valued and that all are included in the curriculum and the life of the school. We recognise a child's right to an inclusive, personalised, broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities. By the appropriate identification, assessment and monitoring of pupils with special educational needs, we aim to ensure that all pupils are included in a secure environment where all can maintain their self-esteem and confidence and achieve their full potential.

## **2. Aims and objectives**

The Heights aims to create a positive, secure and happy learning environment where all pupils experience success, friendship, respect and self-worth; where pupils value and celebrate the diverse talents and cultural heritage of all and achieve their full potential in becoming responsible citizens contributing to our society.

### **Objectives**

- To ensure the implementation of the government's SEND recommendations.
- To ensure the SEND policy is implemented consistently by all staff.
- To ensure any discrimination or prejudice is eradicated.
- To identify barriers to learning and participation and ensure provision is appropriate and meets a diversity of needs.
- To ensure all pupils have access to a differentiated personalised curriculum.
- To recognise and celebrate all pupils' achievements.
- To involve the pupil in the process of identification, assessment and provision and to ensure that the pupil's voice is heard.
- To meet the individual needs of all pupils.
- To work in partnership with parents and ensure that they are fully informed of the SEND policy and School's **Local Offer (see Appendix 1)**.

### 3. Definition of SEND

A pupil has special educational needs if he/she has a learning need/disability which requires special educational provision to be made. A pupil with SEND has significantly greater difficulty in learning than the majority of pupils of the same age. Equally they may have a need/disability which hinders them from accessing the same educational opportunities as their peers.

At The Heights Primary School we work on the basis that any pupil at any time may require alternative or additional provision for a limited or a prolonged period of time to help them overcome difficulties which prevent them from accessing the curriculum or fulfilling their potential. Our curriculum will be suitably differentiated and respond to pupils' diverse learning needs.

The Government's new SEND Code of Practice has divided types of SEND into four broad categories:

- Communication & interaction
- Cognition & Learning
- Social, mental or emotional health
- Sensory and/or physical

### 4. School Based Support

The majority of children and young people with SEND will have their needs met through mainstream educational provision and should make good progress through high quality teaching and support. Every teacher is a teacher of every pupil and is responsible for making their lessons accessible to all pupils by providing work at an appropriate level through differentiation and varied teaching styles.

They are also responsible for the early identification of pupils with SEND through the school's approach to monitoring the progress and development of all pupils.

Staff will be offered high quality professional training (CPD) to ensure they have the knowledge, skills and expertise to support a wide range of pupils' needs.

When a need is identified, a Provision Map of support is developed by the class teacher and discussed with the pupil and parents.

These Provision Maps and plans of support are reviewed every short term. Parents of pupils are warmly invited to attend reviews and pupils are involved in the process of setting targets.

Where pupils make inadequate progress despite high quality, targeted teaching, then the school will consider involving specialists and outside agencies.

The Special Educational Needs Coordinator (**SENCo** – Mrs Tanja Van Schie), class teachers and appropriate specialists will consider a range of well founded and effective teaching approaches, strategies and interventions to support pupil's progress towards agreed outcomes. (**see the Local Offer – Appendix 1**)

## **5. Education and Health Care Plans**

Pupils who have complex and significant educational, health and or social needs may require an assessment of these by the Local Authority's (Reading Borough Council) SEND Assessment team. This could lead to the development of an Education, Health and Care Plan (EHCP) for the pupil.

The Local Authority must arrange the special provision specified in the plan and prepare a personal budget where necessary. At The Heights Primary School the headteacher must ensure that those teaching and working with the pupil are aware of their needs and have arrangements in place to meet them.

## **6. Admissions policy**

Pupils will not be denied admission to the school on grounds of SEND.

All pupils have access to an appropriate education that gives them the opportunity to achieve their personal potential. We take care to include pupils with SEND, vulnerable pupils, pupils at risk of exclusion from school and pupils from all ethnic and other religious backgrounds. We also include pupils with exceptional abilities; the gifted and talented (see Challenge & Achievement for All and Equal Opportunities Policies).

## **7. The role of Governors**

The named governor with responsibility for SEND, Dr Winnie Wang will liaise closely with the SENCo.

The governing body, in co-operation with the Head will determine the school's general policy, Local Offer and approach to SEND provision.

The governors will agree the appropriate staffing and funding arrangements.

The governing body will report annually to parents on the success of the school's policy for pupils with SEND and its Local Offer.

## **8. Evaluating SEND Policy and Local Offer**

The SEND Policy is reviewed annually.

Policy evaluation focuses on:-

- How far the aims and objectives have been met.
- How effective the provision has been with regard to the following:-
  - i) All staff's awareness of pupils with SEND at the start of the Autumn Term.
  - ii) The progress and attainment of pupils with SEND.
  - iii) The Comments and feedback from parents and pupils.
  - iv) Staff's knowledge and use of practices regarding exam concessions where appropriate
  - v) How far Pupils with SEND are prepared for the next phase of learning when they leave The Heights

## **9. Complaints Procedures**

If a parent/carer feels dissatisfied or has a complaint regarding special educational needs provision, they should, in the first instance, contact the classteacher and SENCo at the

school. If the parent/carer is still not satisfied, they should follow the school's Complaints Procedure.



LOCAL OFFER

Special Educational Needs & Disabilities (SEND)

READING



**SEN Information Report / Local Offer Submission 2021/2022 (all schools)**

Please submit your responses to [localoffer@reading.gov.uk](mailto:localoffer@reading.gov.uk)

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: The Heights Primary School  
 Address: 129 Upper Woodcote Road, Caversham, Reading RG4 7LB  
 Telephone: 0118 357 0123  
 Email: [info@theheightsprimary.co.uk](mailto:info@theheightsprimary.co.uk)  
 Website: <http://www.theheightsprimary.co.uk/>  
 Ofsted link: <https://reports.ofsted.gov.uk/provider/21/139972>  
 Head teacher: Mrs Karen Edwards  
 SENCo:



Name: Mrs Tanja Van Schie  
 Contact: [senco@theheightsprimary.co.uk](mailto:senco@theheightsprimary.co.uk)

Date of latest Accessibility Plan:  
 Date completed: 5<sup>th</sup> September 2021  
 By whom:

Name: Karen Edwards Role: Headteacher

Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children's Act). This report is co-produced by the Headteacher, Governor's and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

\*School to provide a general statement about what the school provides in box below

**General Statement -**

The Heights welcomes the rich and diverse range of strengths and needs of all its pupils. We work to ensure that each pupil is valued and that all are included in the curriculum and the life of the school. We recognise a child's right to an inclusive, personalised, broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities. By the appropriate identification, assessment and monitoring of pupils with special educational needs, we aim to ensure that all pupils are included in a secure environment where all can maintain their self-esteem and confidence and achieve their full potential.

Regulations		School Response	
1	<b>The kinds of special educational needs for which provision is made at the school</b>	Do you have children with SEND in your school?  What kinds of SEND do those children have?	We are a proudly inclusive school with a higher proportion of children on the SEN register and with EHCPs than the national average.  The four categories of SEN needs are: <ul style="list-style-type: none"> <li>• Cognition and learning</li> <li>• Sensory and/or Physical development Communication and interaction</li> <li>• Social, emotional, mental health difficulties</li> </ul> Provision is made for a wide range of special educational needs such as: <ul style="list-style-type: none"> <li>• Autism Spectrum Condition (ASC)</li> <li>• Attention Deficit and Hyperactivity Disorder (ADHD)</li> </ul>

			<ul style="list-style-type: none"> <li>• Specific Learning Difficulties (SpLD), such as Dyslexia or Dyspraxia</li> <li>• Social, Emotional, Mental Health (SEMH)</li> <li>• Speech, Language &amp; Communication</li> <li>• Hearing Impairment (HI)</li> </ul>
2	Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<p>Teachers are responsible for the early identification of pupils with SEND through the school's approach to monitoring the progress and development of all pupils.</p> <p>We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievements. We also have systems in place to use data to support tracking.</p> <p>When a need is identified, a Provision Map of support is developed by the class teacher and SENCO and discussed with the pupil and parents. These Provision Maps and plans of support are reviewed every term. Parents of pupils are warmly invited to attend reviews and pupils are involved in the process of setting targets.</p> <p>If parents have concerns about their child's progress they will be encouraged to speak to the class teacher in the first instance and then SENCO. We have some very good in-house expertise in special educational needs.</p>
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	Where can I find information about the school SEN Policy?	<p>Information about the school's SEN policy can be found on the school website.</p> <p>Having identified needs, we seek to match provision to need. We define expected outcomes of interventions and monitor the impact through regular meetings and tracking of pupil progress. Our SENCO leads on this aspect and shares this information with governors.</p>
3a	How the school evaluates the effectiveness of its provision for such schools	<p>How do you make sure that the SEN provision is helping pupils make better progress?</p> <p>How do you check other outcomes for children with SEND, such as independence and well-being?</p>	<p>Our staff receive regular training to help them provide a high standard of pastoral support including supporting children with anxieties and speech, language and social communication difficulties.</p> <p>Relevant staff have been trained to support different medical needs. We have a First Aid &amp; Management &amp; Administration of Policy in place. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learners' voices are central to our ethos and this is encouraged in a variety of ways, in both curricular and extra-curricular activities and experiences.</p> <p>All staff strive to enable our learners to develop greater independence and resilience.</p>
3b	The school's arrangements for assessing and reviewing the progress of pupils with	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out</p>	<p>We have an open door policy so parents can discuss any concerns with staff before and after school.</p> <p>We offer two parent consultations a year and one full annual report for every pupil.</p> <p>Children with EHCPs have Individual Challenge and Achievement Plan meetings with the classroom teacher and SENCO to review, reflect upon and set targets.</p> <p>We produce a weekly newsletter (<i>The Heights Highlights</i>) sharing and celebrating our learners' activities and achievements and weekly class overviews in all year groups which show what the children are learning</p>

	<b>special educational needs</b>	<p>about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>each week.</p> <p>We are continuing to develop our online portals and portfolios (Google Classroom and Tapestry) for all our learners which will enable parents to see the activities and individual progress made by them.</p> <p>The school holds a range of information sessions for parents throughout the year on issues such as ‘How to support your child with Phonics, Reading, Writing and Maths’, how PSHE is taught in school and Online Safety.</p> <p>The school website pinpoints links to different sites that help parents to support their child(ren) across different areas of their school life.</p>
3c	<b>The school’s approach to teaching pupils with SEND</b>	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>Every teacher is a teacher of every pupil and is responsible for making their lessons accessible to all pupils by providing work at an appropriate level through differentiation and varied teaching styles.</p> <p>High quality well differentiated teaching is embedded in our practice. Learning experiences are led by the pupils’ interests and cultures therefore supporting their aspirations.</p> <p>Pupils’ views on this are gained through a variety of different ways including through the School &amp; Eco-councils.</p> <p>Teaching covers the various styles of learning and learners; kinaesthetic, visual and auditory. As a result of this all learners are able to access the curriculum.</p> <p>Visual timetables and visual prompts are used to support 1:1, small group &amp; whole class teaching.</p> <p>We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents. This is also reinforced by generic updates on the curriculum which we share through <i>The Heights Highlights</i>, our newsletter, and/or our website. We host a number of curriculum evenings/ learning events to help families understand what learning is expected and how they can best support their child’s/young person’s need. Should more regular contact be required, our staff make suitable arrangements to ensure this is put in place. We believe in supporting the development of parenting skills and as such aim to deliver workshops on-site working in collaboration with other agencies.</p>
3d	<b>How the school adapts the curriculum and learning environment for pupils with SEND</b>	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child’s needs?</p>	<p>We have an accessibility plan and as such make every effort to make reasonable adjustments where possible.</p> <p>Our accessibility plan demonstrates our commitment towards all learners and towards providing an inclusive learning environment.</p>
3e	<b>Additional support for learning that is available to pupils with SEND</b>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school’s resources</p>	<p>We buy in an Educational Psychologist service to advise our staff and support the needs of our children with SEND.</p> <p>We have Play Therapist who comes into school 1 day a week and works with children who may benefit from this form of therapy.</p> <p>We have Canine Assisted Learning every Monday for children who may benefit from this form of therapy.</p> <p>Our SENCo, Headteacher and Deputy Headteacher are very experienced and always available to support and advise parents.</p> <p>Our SENCo draws on support from different specialists who offer advice</p>

		<p>allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>and strategies.</p>
3f	<p><b>Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</b></p>	<p>What social and extra-curricular activities are available for students with SEND?</p> <p>How can my child and I find out about these activities? How will my child be included in activities outside the classroom, including school trips?</p>	<p>Our Equal Opportunities &amp; Inclusion Policies promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/ carers are consulted and involved in planning. We offer a wide range of after school clubs including Netball Club, Football Club, Tag Rugby, Running Club, Multi-Skills, Art Club, Musical Theatre, STEM Club, and Street Dance. The school works in close collaboration with providers of after school clubs to ensure that all staff are aware of any additional needs allowing all children to fully participate and enjoy these extracurricular activities. All of our indoor and outdoor areas are accessible from a wheelchair and are fully supportive of children who have physical needs.</p>
3g	<p><b>Support that is available for improving the emotional and social development of pupils with SEND</b></p>	<p>What support will there be for my child's overall well-being?</p>	<p>We are a Therapeutic Thinking School. This means that we value all pupils and have a therapeutic approach. Pupils feel a sense of belonging and area able to seek emotional and well being support from practitioners. All children across the school practice mindfulness every day. Therapeutically beneficial activities are timetabled into the personalised provision of our SEN children and all children experience protected time each fortnight. We have an Emotional Well-being Practitioner employed in the school who is able to offer 1:1 or small group supports. We have Canine Assisted Learning support for selected students each week. Every Thursday a Play Therapist works with children on a 1:1 basis. As a school we have bought into the Schools Link project and we have half-termly mental health surgeries. These are run by the SENCo in collaboration with the school's Educational Psychologist and Primary Mental Health Worker.</p> <p>During the Covid 19 pandemic addition provision have been put in place to support the mental health of our pupils and their families. This extends to offering places at school to vulnerable students, regular virtual input from classroom teachers, our Emotional wellbeing practitioner, SENCO, Deputy Head and Headteacher. We have continued CAL and play therapy virtually. In addition those children in school have received additional</p>

			nurture and PSHE input. The school have led assemblies on mental health and well-being and the SENCO has been updating the school website each week with resources to support children, young people and their families throughout this very challenging time.
4.	<b>In relation to mainstream schools, the name and contact details of the SEN Co-ordinator</b>	Who should I contact if I want to find out more about how the school supports students with SEND?  What should I do if I think my child may have a special educational need or disability?	Our SENCo, Headteacher and Deputy Headteacher are very experienced and always available to support and advise parents. An appointment with the SENCo can be made by contacting her directly through the school office.  In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCO.
5.	<b>Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured</b>	What training have the teachers and other staff who support children and young people with SEND had?	Our SENCo, Headteacher and Deputy Headteacher have significant experience of learners with SEND. Our staff will continue to receive a high level of training and go on a variety of SEND courses and conferences. We have invested in staff training covering a range of special needs, including Autism Awareness, Sensory Needs and Deep Pressure Massage, Anxiety in children, Meditation and Speech and Language and Social Communication Support. The SENCO holds monthly training sessions for TAs sharing best practice for supporting learners with SEN. Headteacher, Deputy Headteacher and SENCO have all completed Therapeutic Training.
6.	<b>Information about how equipment and facilities to support children with SEND will be secured</b>	What happens if my child needs specialist equipment or other facilities?	Our Equal Opportunities & Inclusion Policies promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/ carers are consulted and involved in planning. If a child has an EHCP any Specialist equipment or facilities can be paid for using allocated funding from Brighter Futures for Children.
7.	<b>The arrangements for consulting parents of children with SEND about, and involving such parents in, the education</b>	How will I be involved in discussions about and planning for my child's education?  How will you help me to support my child's learning?	We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's/young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. Parent Class Reps meet with the Headteacher every month. All parents are invited to different information sessions at school, including visiting their child(ren's) classes. Our Governing Body includes Parent Governors/representatives.



	of their child		
8.	The arrangements for consulting young people with SEN about, and involving them in their education	How will my child be involved in his/her own learning and decisions made about his/her education?	A students with EHCPs are always invited to attend their Annual Review meetings. As well as attending the meetings, TAs or classroom teachers work with the child to ensure that pupil voice shared and valued.
9.	Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	Who can I contact for further information?  Who can I contact if I am not happy about the SEN provision made for my child?	Please refer to the School Complaints Policy & Procedure.  External to the school, Reading IASS (Information Advice and Support Services) can provide impartial support to parents of children with SEND.  The Brighter Futures for Children SEN Case Officer for The Heights Primary School is Adeana Robinson.
10.	How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils	Who else provides services in school for children with SEN or disabilities?  How can my family get support from these services?	Information regarding external agencies is communicated via the following: <ul style="list-style-type: none"> <li>● School website</li> <li>● Noticeboards</li> <li>● Weekly newsletter (<i>The Heights Highlights</i>)</li> <li>● SENCo</li> <li>● Class teacher</li> </ul> In addition to our notice board, website and updating our staff regularly, our SENCo supports families accessing services through the Local Offer. An appointment with the SENCo can be made by contacting her directly through the school office.
11.	The contact details of support services for the parents	Who should I contact to find out about other support for	A wide range of support services are detailed on the Brighter Futures for Children Local Offer page. <a href="https://brighterfuturesforchildren.org/send/">https://brighterfuturesforchildren.org/send/</a>  A link to this can also be found on our school website.

	of pupils with SEND including those for arrangements made in accordance with clause 32.	parents and families of children with SEN or disabilities?	<p><a href="http://www.theheightsprimary.co.uk/special-education-needs">http://www.theheightsprimary.co.uk/special-education-needs</a></p> <p>Please find below links to local and national charities and organisations that support SEN.</p> <p><a href="https://www.parentingspecialchildren.co.uk/">https://www.parentingspecialchildren.co.uk/</a>  <a href="https://www.autism.org.uk/">https://www.autism.org.uk/</a>  <a href="https://www.adhdfoundation.org.uk/">https://www.adhdfoundation.org.uk/</a>  <a href="https://www.bdadyslexia.org.uk/">https://www.bdadyslexia.org.uk/</a>  <a href="https://youngminds.org.uk/">https://youngminds.org.uk/</a>  <a href="https://www.cwmt.org.uk/">https://www.cwmt.org.uk/</a></p> <p>Please find below links to local and national charities and organisations offering support to families throughout the Covid 19 pandemic.</p> <p><a href="https://youngminds.org.uk/find-help/looking-after-yourself/coronavirus-and-mental-health/">https://youngminds.org.uk/find-help/looking-after-yourself/coronavirus-and-mental-health/</a>  <a href="https://www.childline.org.uk/toolbox/calm-zone/">https://www.childline.org.uk/toolbox/calm-zone/</a>  <a href="https://www.annafreud.org/coronavirus-support/coronavirus/">https://www.annafreud.org/coronavirus-support/coronavirus/</a>  <a href="https://www.gosh.nhs.uk/news/coronavirus-covid-19-information-hub">https://www.gosh.nhs.uk/news/coronavirus-covid-19-information-hub</a>  <a href="https://www.autism.org.uk/services/helplines/coronavirus/resources/tips.aspx">https://www.autism.org.uk/services/helplines/coronavirus/resources/tips.aspx</a></p> <p>In the wake of the tragic incident of terror in Reading the local authority created a helpline to support children, young people and families. The helpline is 0118 937 2080.</p>
12	The school's arrangements for supporting pupils with SEND in transferring between phases of education	How will you help my child make a successful move into the next class or secondary school or other move or transition?	<p>Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work well with our pre-school settings and partner schools.</p> <p>Before your child joins The Heights we plan transition visits for pupils and parents and a summer induction session so that all pupils get the opportunity to become familiar with their new setting, the staff and other children.</p> <p>The Early Years Foundation Stage staff visit children in their preschool settings. A welcome booklet for children is given to each preschool setting to help children become familiar with the school site, classrooms and staff.</p> <p>All About Me booklets are sent to all children for them to complete with their parents and return to the school.</p> <p>We offer home visits by our staff before your child starts in our Reception class. Any SEND needs are discussed with our school's SENCo and the class teacher.</p> <p>The Senior Leadership Team, including the SENCO have good links with local Secondary schools. The SENCO will have transition meetings with the SENCO of all Secondary Schools that children from The Heights transition to so that their new schools have a deep understanding of the provision necessary to allow pupils to thrive as they enter KS3.</p>
13	Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision	Where can I find out about other services that might be available for our family and my child?	<p><b>The Brighter Futures for Children Local Offer.</b>  <a href="https://brighterfuturesforchildren.org/send/">https://brighterfuturesforchildren.org/send/</a></p>

	the local authority expects to be made available by schools, early years and post-16 providers)		
14	<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>	<p>What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p>	<p>We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents. This is also reinforced by generic updates on the curriculum which we share through <i>The Heights Highlights</i>, our newsletter, and/or our website. We host a number of curriculum evenings/ learning events to help families understand what learning is expected and how they can best support their child's/young person's need. Should more regular contact be required, our staff make suitable arrangements to ensure this is put in place. We believe in supporting the development of parenting skills and as such aim to deliver workshops on-site working in collaboration with other agencies.</p> <ul style="list-style-type: none"> <li>● We have an open door policy so parents can discuss any concerns with staff before and after school.</li> <li>● We offer two parent consultations a year and one full annual report for every pupil.</li> <li>● Children with EHCPs have Individual Challenge and Achievement Plan meetings with the classroom teacher and SENCO every term to review, reflect upon and set targets.</li> <li>● We produce a weekly newsletter (<i>The Heights Highlights</i>) sharing and celebrating our learners' activities and achievements and weekly class overviews in all year groups which show what the children are learning each week.</li> <li>● We are continuing to develop our online portals and portfolios (Google Classroom and Tapestry) for our learners, which enables parents to see the activities and individual progress made by their children and weekly Parent Planners are sent to all parents, informing them of what the children in each year group will be focussing on.</li> <li>● The school holds a range of information sessions for parents throughout the year on issues such as 'How to support your child with Phonics, Reading, Writing and Maths' &amp; how PSHE is taught in school.</li> </ul>

15	Who can I contact for further information?	The Heights Main Office: 0118 357 0123  Mrs Tanja Van Schie (SENCO) <a href="mailto:senco@theheightsprimary.co.uk">senco@theheightsprimary.co.uk</a>
	What is the complaints procedure?	Please refer to the School Complaints Policy & Procedure.

Our external partners are
Educational Psychologist
Speech & Language Therapist
Social Care
Canine Assisted Learning
Play Therapy
Primary Mental Health Workers
Occupational Therapy

<b>Berkshire Hearing Consortium</b>
<b>Reading Play, Play Rangers</b>

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

<p><b>Is there any additional provision you have developed during the year?</b></p>	<p>We have appointed an Emotional Wellbeing Practitioner to our school team and have recently moved into our new school site. The building, rooms and corridors have been designed to be spacious, calm spaces. There is an outdoor sensory area that we will continue to develop throughout the year.</p>
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<p><b>Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?</b></p>	<p><a href="https://brighterfuturesforchildren.org/send/">https://brighterfuturesforchildren.org/send/</a>  <a href="http://www.theheightsprimary.co.uk/special-education-needs">http://www.theheightsprimary.co.uk/special-education-needs</a></p>
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