

Special educational needs (SEN) information report

July 2025



Heron Park Primary Academy
Quality, excellence and passion.

SENCO: Miss Corrina Smith

SEN Governor: Mrs Karen Martin

Local Offer Contribution:

<https://localoffer.eastsussex.gov.uk>

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Aurora Academies Trust

Each Child, Every Day

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.heronparkprimaryacademy.org>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.



1. What types of SEN does the school provide for?

We are a Primary Academy with a Nursery (as part of Aurora Academies Trust). We admit pupils aged 2 - 11. We are an inclusive school. This means we provide for all children with all types of special educational needs.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child?

Our special educational needs co-ordinator, or SENCo

Our SENCo is Miss C Smith

She achieved the National Award in Special Educational Needs Co-ordination in June 2023.

She is allocated 4 days (Monday, Tuesday, Wednesday and Friday) a week to manage SEN provision.



Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We are committed to developing the ongoing expertise of our staff.

Areas of expertise within the staff
<p>Speech and Language Specialist</p> <p>Dyslexia TA</p> <p>Read, write, inc</p> <p>Fresh Start</p> <p>Destination Reader</p> <p>AAC - Augmentative and Alternative Communication</p> <p>Daily Supported Reader</p> <p>Literacy</p> <p>Speech, Language and Communication</p> <p>CLASS behaviour support</p> <p>Phonics</p> <p>Autism</p> <p>Sensory Circuits (occupational therapy programme)</p> <p>Counseling</p> <p>Jump Ahead</p> <p>Lego Therapy</p> <p>Busy Box (fine motor)</p> <p>Makaton in KS1</p>

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

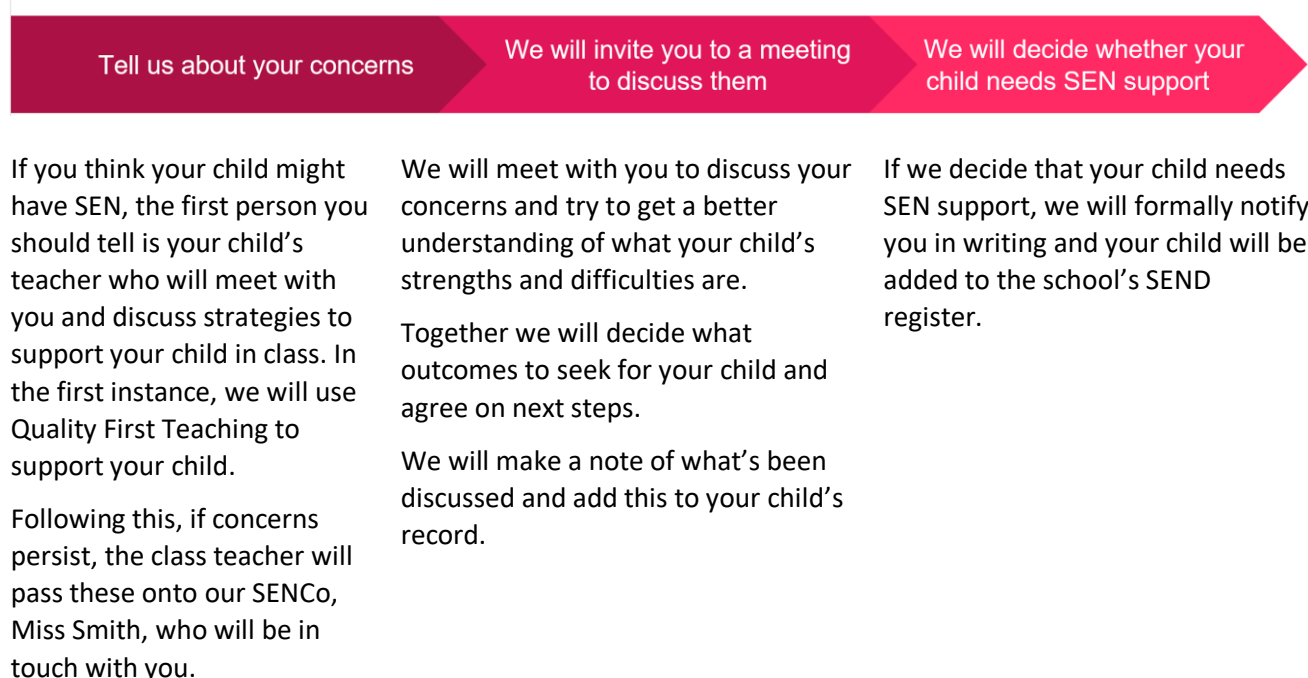
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatrician



- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Communication, Learning and Autism Support Service (CLASS)
- Team Around the School and Setting service (TASS)

3. What should I do if I think my child has SEN?

If you have concerns about your child you should speak to the class teacher in the first instance.



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning; they will give the pupil extra support to narrow these. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo, and will contact you to discuss the possibility that your child has SEN.

The SENCo will observe the pupil in the classroom and on the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s to see if there



have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

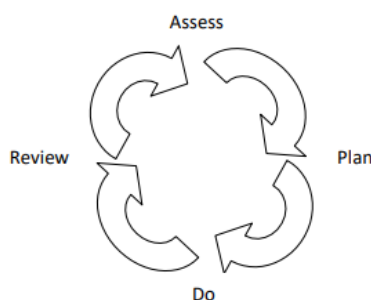
Based on all of this information, the SENCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCo will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

At Heron Park Primary Academy we are committed to ensuring all lessons enable learners to access all aspects of the curriculum and make progress academically, socially and emotionally. Quality first teaching strategies, with appropriate differentiation, enable all children to learn and progress. Children work in a variety of groupings, such as mixed ability pairs, similar ability pairings and small groups. Teaching staff and the SEN team regularly liaise about universal (whole-class strategies) and additional interventions in place to support pupils. These additional interventions are recorded on our Year Group Provision Maps. Impact of these are analysed through Pupil Progress Meetings which are held termly.

For SEN pupils, who are making minimal progress, targets and interventions are recorded on our Individual Support Plans (ISPs). Underpinning ALL our provision in school is the graduated approach cycle of:



Assess- children are regularly assessed as part of the whole class. Progress is carefully tracked and monitored. Some children require specific assessments to track progress in smaller steps.

Plan- all children who have an Education, Health and Care Plan (EHCP) have a plan for their provision. In addition, a small number of children with additional needs also have an Individual Support Plan (ISP). It is the responsibility of the class teacher to plan for interventions and additional inclusion strategies that a child may need in their class.



Do- It is recognised that quality first teaching enables all children with SEND to make the best progress. Teachers plan for individual children as part of the whole class planning process using the specific techniques and strategies to support their individual pupils.

Review- Children's progress is regularly reviewed by teachers as part of an ongoing process. At Pupil Progress Meetings the effectiveness of strategies and interventions are discussed.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Your child's class teacher will meet you regularly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Meetings can be booked through the school office.



Involving parents and learners in the dialogue is central to our approach and we do this through an open-door policy and take every opportunity to strengthen this dialogue.

Action/Event	Who's involved	Frequency
ISP Consultation meetings	Parents, teachers, SENCo (as needed)	Three times a year
Annual reports	Teachers	Summer Term
EHCP	Parents, teachers, SENCo, outside agencies	Annually (EHCP review). Three times a year (ISP).

We involve parents/carers in the following ways:

- listening to the views, wishes and feelings of parents
- meeting with the parents of children at least three times each year
- agreeing outcomes with parents and plan support to help children reach agreed outcomes
- ensuring reviews have a focus on pupils' progress towards outcomes
- supporting parents to help their children
- providing parents with useful information
- providing an annual report for parents on their child's progress
- making reasonable adjustments for parents with disabilities

In these meetings we will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term.
- Reviewing the impact of interventions after 6 weeks.
- Using pupil questionnaires.
- Monitoring by the SENCo.
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan)

7. How will my child be involved in decisions made about their education?



The level of involvement will depend on your child's age, and ability level. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Give them the opportunity to complete a pupil voice.

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, word mats, laptops, coloured overlays, visual timetables, larger font, etc.

We may also provide the following interventions and provisions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS



Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Movement breaks Fidget/ concentration resources.
	Speech and language difficulties	Speech and language therapy and interventions Communicate in print
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	A multisensory approach as part of Quality First Teaching Dyslexia-friendly classrooms including resources like 'Buff' paper.
	Moderate learning difficulties	
	Severe learning difficulties	Trained Support Staff to action DST assessments. Resources accessible to all. Word mat packs Interventions Pre teaching
	ADHD, ADD	Quiet workstation



Social, emotional and mental health	Adverse childhood experiences and/or mental health issues	<p>Movement breaks</p> <p>Fidget/ concentration resources.</p> <p>Pastoral support and drop in sessions in our Pastoral Classroom</p> <p>Counselling support</p> <p>Multi-agency approach for pupils who are demonstrating SEMH as required.</p>
Sensory and/or physical	Visual impairment	<p>Limiting classroom displays</p> <p>Font size</p>
	Multi-sensory impairment	Communicate in print.
	Physical impairment	<p>Fidget/ concentration resources.</p> <p>Exercises as needed</p> <p>Accessibility support and consideration</p>

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks or 1 term.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:



- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in activities such as sports days, school plays and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Whenever SEN is identified on the admissions form to our school, a tour is arranged with both the Headteacher and the SENCO, to enable parents to discuss their child's needs and offer school the opportunity to discuss provision that is provided at Heron Park. We will often liaise with your child's previous SENCO to ensure that we can replicate support (where able) as quickly as possible, to ease transition into our setting.

Children with EHCPs are admitted to Heron Park via a consultation process with East Sussex County Council, in which we are given the opportunity to review your child's EHCP to ascertain whether we feel we are able to meet your child's needs at our school. All children whose EHC plan names the school will be admitted before any other places are allocated.

As a school we adhere to the Fair Access Protocol (FAP), as detailed in our School Admissions Policy. This can be accessed on our school website:

<https://www.heronparkprimaryacademy.org/admissions>



13. How does the school support pupils with disabilities?

Our school aims to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. Further information relating to accessibility can be found in our 'Accessibility Plan' on our school website:

<https://www.heronparkprimaryacademy.org/policies-2>

14. How will the school support my child's mental health and emotional and social development?

Our strong inclusive school ethos promotes a culture of developing well-being. Our curriculum is carefully planned to support children's emotional and mental wellbeing. We conduct well being sessions across the setting, which promote a positive mindset and teach children about emotional literacy. These lessons help embed our use of the Zones of Regulation which we use to help children to signal how they are feeling. In each classroom, pupils have access to worry boxes in which they can share their thoughts and feelings.

We employ Level 2 Key Workers and Place2Be Mental Health Practitioners to support our children and families. In addition, we also have access to Spurgeon's who also provide a school counsellor for our pupils.

Our Behaviour Policy is based on Therapeutic Thinking which is philosophy focusing on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health.

Children with SEN are safeguarded, including protection from bullying and supported with relationships ([see our Anti-bullying Policy](#)).

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Early Years

We work closely with the local nursery schools to support transition to Reception. One of the Early Years teachers will visit your child at nursery and/or at home before they start school to get to know your child. There are opportunities for children to attend sessions in the summer term before they start reception. Where a child comes into school with a high level of need, we have additional



transition meetings always involving parents, nursery staff, foundation staff, SENCo and the Early Years' Service where necessary.

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to meet and discuss targets set out in their support plans.
- Schedule lessons with the incoming teacher towards the end of the summer term in the form of a class to class transition day (and additional meetings, where appropriate).
- We produce Passport Pages for pupils to support them in familiarising themselves with their new classroom, teachers and support staff.

Moving onto Secondary School

The SENCo of the secondary school will come into our school for a meeting with our SENCo. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Transition meetings with the children held at Heron Park offering opportunities to meet and ask questions.
- Learning how to get organised independently
- Plugging any gaps in knowledge

We work with each pupil individually supporting their needs through any transition period.

16. What support is in place for looked-after and previously looked-after children with SEN?

The Designated DSL teacher in our school is Mrs J Richardson (our Deputy Head). She will work with Miss Smith, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.



17. What should I do if I have a complaint about my child's SEN support?

If a parent is concerned about anything to do with the education that we are providing at our school, they should in the first instance discuss the matter with the child's class teacher. This year most matters of concern have been resolved positively in this way.

Where parents have felt that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature an appointment to discuss it with a member of SLT or the SENCo has been made. If parents feel that the complaint is yet to be resolved then a formal complaint can be recorded using the School's Complaint Policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Please use the following link to find out more about the East Sussex SEND offer to parents. Help and advice can also be found by visiting this webpage:

<https://localoffer.eastsussex.gov.uk/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

- Amaze
- Spectrum
- CLASS+



19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – Child and Adolescent Mental Health Services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **ISPs** - Individual Support Plan which includes targets and interventions/strategies in place for a pupil.
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities



- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN

Legislative Acts and school policies underpinning this SEN Information Report

Legislative Acts taken into account when compiling this report include:

- [Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#)
- [Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice](#)
- [Section 69 of the Children and Families Act 2014](#)

Relevant school policies underpinning this SEN Information Report can be found on our school website. This includes our accessibility plan including admission arrangements and our up to date SEN policy.

- [Policies | Heron Park Primary Academy & Nursery](#)

