



# **SEND Information Report 2020-2021**

**SENCo: Sarah Laurance Assistant Head for Inclusion**

**SEND Local Academy Board Member: Karen Rolfe**

**Headteacher: Helen Emmett**

**Tel: 01323 502525**

**Who do I contact about my child’s special educational need?**

Your first point of call is your child’s class teacher. The Special Educational Needs Coordinator (SENCo) is responsible for managing and coordinating the support for children with special educational needs, including those who have Education Health Care Plans (EHCP). They also provide professional guidance to school staff and work closely with parents and other services that provide support for the children in the school.

Name of SENCo: Mrs Sarah Laurance

SEN TA: Mrs Tracy Grinstead

Contact through the school office: 01323 502525 or [heronparkoffice@auroraacademies.org](mailto:heronparkoffice@auroraacademies.org)

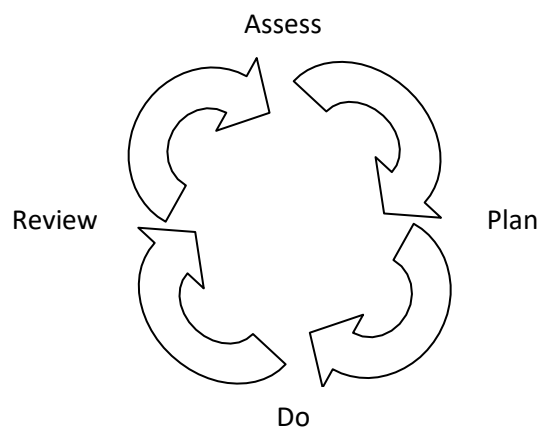
**Which children does the school provide for?**

We are a Primary Academy with a Nursery (as part of Aurora Academies Trust). We admit pupils age 2 - 11. We are an inclusive school. This means we provide for all children with all types of special educational needs. If you want a place for a child with an Education Health Care Plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

**What is the whole school approach to meet needs?**

High quality first class teaching and additional interventions are defined through our continual dialogue across the school contributing to our provision management approach. Children requiring interventions are discussed at Pupil Progress Meetings (PPM) and SEN PPM’s and children who have a higher level of need are placed on plans and on our Year Group Provision Maps. These documents help us to regularly review and record what we offer EVERY child in our care and what we offer additionally.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (see Teaching and Learning Policy and Special Educational Needs Policy)

**Assess-** children are regularly assessed as part of the whole class. Progress is carefully tracked and monitored. Some children may require specific assessments to track progress in smaller steps. Occasionally it may be necessary to assess children using a ‘one off’ formal SEND assessment e.g Dyslexia Screening Test, Speechlink, Language Link....

**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 Additional Needs Plan (ANP). Most children on the SEND register will have a short term assess-plan-do-review plan. It is the responsibility of the class teacher to plan for interventions and additional inclusion strategies that a child may need in their class. Advice on planning can be sought from the Inclusion team and SLT and interventions are discussed at Pupil Progress Meetings.

**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. Teaching assistants are trained in SEND and where they have particular expertise, we aim to match them with the children they are working with.

**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. In addition, Additional Needs/Assess- Plan-Do- Review meetings are held three times a year. If a strategy or intervention is not proving to be effective we discuss alternative provision and/or involve external agencies in providing advice.

### **How does the school identify children's special educational needs and what do they do to support and teach pupils with SEN?**

We aim to identify children's special educational needs as early as possible so that each child achieves the best possible outcomes.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Children and young people's SEND are generally thought of in the following four broad areas of needs and support:

#### **1. Communication and interaction**

We access support from Speech and Language Service and CLASS (Language and Literacy and Autism support). We run Nurture and social skills groups. We use Communicate in Print to aid children with speech and language difficulties. We screen pupils using Speech and Language Link to assess children and plan appropriate programmes.

#### **2. Cognition and Learning**

We use multisensory approaches as part of our quality first teaching and provide precision style interventions where appropriate. We have 1 specialist dyslexia TA. She is able to advise on dyslexia strategies to use in class and can carry out the DST (dyslexia screening test) if required.

#### **3. Social, Emotional and Mental Health**

We run Social Skills interventions, 'Inside Out' and Nurture Groups. Where a child is displaying emotional or mental health issues that interfere with his or her learning other services such as CAMHS, ESBAS, FEGANS are sought.

#### **4. Sensory and Physical**

Provision is put in place following the advice of Sensory Needs Service or as a response to needs that arise. Teachers are aware of any SEND and adapt the environment to suit the child. Examples may include enlarging text or considering a child's seating arrangement. Advice from Occupational Therapy and Physiotherapy are followed up where appropriate. We run sensory circuit groups and Pandora Box as recognised interventions.

**How will the curriculum and learning environment be matched to my child’s needs?**

All pupils have access to a broad and balanced curriculum where staff set high expectations for all. We adjust the curriculum for each child with SEN to make sure they can access all subjects and make progress.

We look at the child’s level of achievement and see what support they need to make good progress and reach their potential. We use our in-school formative (day-to-day) and in-school summative (termly) assessment systems to do this. We talk with children and parents as part of our support cycle (assess, plan, do, review) The children are regularly assessed as part of the school’s ongoing process. Additional specialist assessments are carried out to identify needs as required. External agencies are also able to provide specialist assessments as required.

This year we had 61 children receiving SEND support, 20 children screened to be ‘at risk’ for dyslexia and a further 20 children with an ASC diagnosis or other medical need.

**How are parents and carers involved in reviewing children’s progress and planning support?**

Involving parents and learners in the dialogue is central to our approach and we do this through:

- 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.

Action/Event	Who’s involved	Frequency
SEND/FKW parent coffee mornings	Assistant Head – Sarah Laurance Family Key Worker (FKW) – Amanda Nippard and Stacey Newell	This was difficult this year because of COVID but 4 sessions were run in Term 6.
Parent meetings Additional Need Plan meetings EHC plans reviewed	Assistant Head/SENCO Class teacher Parents Other professionals involved	At least 3 times a year. Since September class teachers have done these virtually. ANP meetings have taken place in school. EHC reviewed once in 12 months.

**How are children involved in reviewing their progress and planning support?**

Heron Park Primary Academy is committed to involving children/young people with SEND in decisions about their learning.

We:

- listen to the views, wishes and feelings of children
- provide children with information and support to help them make decisions
- support children with their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Opportunities for children to be involved in reviewing their progress and planning support include:

- Self-assessment during lessons
- PSHE lessons
- School Council meetings
- Pupil Voice activities including surveys.

**What training do school staff have?**

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

Areas of expertise within the staff	
Speech and language	Phonics
Specialist Dyslexia TA	Autism
Read, write, inc	Sensory circuits (occupational therapy programme)
Fresh start	Jump ahead
Destination reader	Pindora
Daily supported reader	Box
Literacy	
Speech, Language and Communication	
Makaton	

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We have a trained team of teaching assistants. Careful consideration is given to the expertise of staff and the needs of the children.

**2020-21 SEN Training Included:**

- CLASS – Lego therapy for some Support Staff
- Educare courses related to SEND and inclusion
- SENCO delivered:
  - ✓ update on SEND assessments
  - ✓ SEN Support Plans – ANP’s and APDR’s
- Specific training for individuals from Speech and Language Therapists, Occupational Therapist and Physiotherapists
- Training for specific interventions (Language Link)
- Early Years have had training on Nellie a Speech and Language programme
- SENCo Training:
  - ✓ Role of East Sussex Lead SENCO - peer reviews,
  - ✓ ISEND Conference
  - ✓ Designated Safeguarding Training refresher
  - ✓ East Sussex Inclusion Network Day
  - ✓ A day with Jonathan Cooper a leading Head teacher.

### **How does the school measure how well it teaches and supports children with SEN?**

We regularly and carefully review the quality of teaching for all pupils to make sure no one underachieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and remove those that are less so.

We complete an annual self-evaluation of our SEND provision and use this to develop an action plan to further improve.

We sent home a parent questionnaire July 2021 and this will help us to inform the school development plan.

We also invite parents to provide feedback at meetings, through attending parent forums and through the OFSTED parent view website <https://parentview.ofsted.gov.uk/>

### **How are staff deployed?**

Due to Covid restrictions, support staff were allocated to year group bubbles to support children. Moving between bubbles was discouraged due to the pandemic but was reviewed in June 2021. As restrictions lifted, staff were able to move between bubbles to utilise their skills.

Where year groups had specific needs, support was provided, for example Year 6 benefitted from regular morning Nurture provision.

### **How accessible is the school and how does the school arrange equipment or facilities for children needs?**

At Heron Park we recognise our responsibilities under the Equality Act 2010. We have adopted an Accessibility Plan and Equality Policy (please see website under policies section).

At Heron Park Primary school:

- \* The school is Wheelchair accessible, although access to KS2 classrooms is via external doors and the playground
- \* There is a toilet for disabled users in the medical room and bars have been placed in set toilets for individuals
- \* We have wider doorways to enable wheelchair access
- \* Tarmacked level playground
- \* Wider outside paths to allow access to all areas

We fully support pupils with medical conditions and meet regularly to review Health Plans. We have staff with first aid qualifications.

### **How will the school prepare and support my child to transfer to a new school or the next stage of education?**

We have worked closely with our Nursery and pre-schools to ensure a smooth transition into school. Where a child comes into school with a high level of need, we have additional meetings and adapt their transition to school to meet their needs.

We work closely alongside Eastbourne Academy and Causeway and run a smooth transition programme for more vulnerable pupils. Where a child transfers to another school, we liaise closely with the receiving school providing additional support and taster days where necessary.

Due to the COVID-19 pandemic, our processes have been adapted. Meetings have taken place over Teams, where possible, and paperwork has been delivered following DfE guidelines.

**What are the Finances for SEN?**

Our notional SEND budget funding year 2020/21:	£ 328,778
Top-up funding:	£12,957.00
Nurture Grant:	£2,000
<b>Total Income:</b>	<b>£343.735</b>
	This is spent on staffing costs, external provision, and resources.

**What do you do if you have a complaint? Have we had any?**

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 the child’s Phase Leader or the SENDCo 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. No formal complaints have been made this year.

**What challenges has Heron Park had this year?**

We closely monitor the procedures we have put in place and ensure high quality provision remains for all children. This has been particularly difficult during COVID and the national lockdowns we have had.

- A morning Nurture/focus teaching has been available for Year 6 pupils. These children were all able to come in during the lockdown and has been beneficial with their move to secondary school.
- Year 4 have benefitted from Nurture in the afternoon as it was identified during both lockdowns that this Year group was vulnerable and specific support was needed.
- Nurture for other year groups and our mentor program has not been able to take place because of the ‘bubble’ situation and staff not being able to cross year groups.
- Small group intervention (Inside Out) and mindfulness work was set within year groups, instead of Nurture groups, to support children’s mental health and emotional wellbeing.
- Zones of Regulation has continued throughout the school and is a focus to support children’s emotional development.
- We have continued to work with external support services to provide high quality provision to support our pupils.
- Support pupils and staff to embed the school’s Behaviour policy, which has been refined to reflect the changes required due to the current pandemic. This promotes a more empowering approach to managing behaviour.
- Training on Women and Girls with Autism (CLASS) was cancelled
- The SEN team have been strengthened by Mrs Grinstead who is developing her role as the SEN

TA – writing plans, making referrals, meeting with professional, parents and children.

- Staff and parent questionnaire about SEN provision was sent out with positive impact and key areas have been identified to develop SEN further.

### **What does Heron Park want to development further?**

Our strategic plans for developing and enhancing SEND provision in our school include:

- To continue to embed quality first teaching throughout the school
- Zones of regulation to continue to support our behavior policy
- Continue to support children’s mental wellbeing which was launched September 2020 ‘Inside Out Intervention’
- Training on Women and Girls with Autism will be booked again as this was cancelled
- Continue to develop the SEN/Welfare team
- Continue to develop the Nurture initiatives with a new Nurture lead
- SEN pupil voice and review teacher and parent questionnaire to develop SEN provision further
- Training on Sensory Circuits and this to be developed further
- Ensure SEND pupils make progress
- SENCo to provide more training and support for teachers
- Parents to be fully aware of their child’s needs and how they can support them moving forward – based off questionnaire feedback
- Relaunch Behaviour Policy, empowering adults and pupils in a problem-solving approach
- Dyslexia screening training for Assistant SENCo
- CLASS training on PDA and speed up handwriting course
- Team ADL to make a full audit on SEN at Heron Park to develop SEN provision further

In preparing this report we consulted with staff and parents. Relevant school policies underpinning this report include:

- SEND Policy
- Accessibility Policy
- Teaching and Learning Policy
- Legislative Acts taken into account when compiling the report include: Children’s and Families Act 2014, Equalities Act 2010, Mental Health Act 2007