



## **Special Educational Needs and Disability (SEND) Information Report 2019/20**

Heathcote Primary School is a fully inclusive mainstream school that is committed to providing an appropriate and high quality education for all children living in our local area.

The Head teacher, staff and governors will do their utmost to support and provide suitable provision for any pupil who has an identified special educational need or a disability.

We support children who have barriers to learning within the areas of Learning and Literacy, Sensory and/or physical needs, speech, language and social communication and lastly social and emotional health.

Our ethos is aimed at enabling children with any SEND to achieve their full potential, be fully included in our school community and make a successful transition to Secondary School and beyond.

Our whole school has a shared responsibility to monitor the progress of all pupils, identifying need as and when it arises therefore allowing us to provide the appropriate targeted support to meet each children's needs.

We believe that all children, including those identified as having SEND have a common entitlement to a broad and balanced academic and social curriculum and to be fully involved in all aspects of school life.

All schools in Warwickshire have the same special educational needs and disability duties, and are expected to provide support for children and young people who have additional needs.

These duties come from the SEND code of practice: 0 to 25. You can find out more information about Warwickshire's Local Offer on the website: [www.warwickshire.gov.uk/SEN](http://www.warwickshire.gov.uk/SEN)

School Admission arrangements can be viewed on our website <http://www.heathcoteprimaryschool.co.uk>

We also follow Warwickshire guidelines which can be seen at [www.warwickshire.gov.uk/admissions](http://www.warwickshire.gov.uk/admissions)

Below are the frequently asked questions about Heathcote Primary School and its SEND provision.

### **How does the school know if my child needs extra help?**

Children may be identified as having SEND prior to joining Heathcote this information could be:

- Information and any assessments from their previous school/nursery setting.
- Informal indications from parents
- Reports and discussions with other professionals such as Social Services, Educational Psychologists, the Child Development Centre.

### **Once your child starts school:**

- All children's progress is tracked and monitored against national and school expectations.
- If concerns are raised about the rate of progress, or the health and well-being, safety or social and emotional health of a pupil then the class teacher will initially have an informal discussion with the parents or carers.

- The class teacher will complete an SEND concern form and discuss this with the SENDCo (Special educational needs leader), a plan may then be put in place for some/different additional support.
- The SENDCo, class teacher, parents and child will also discuss next steps and put support in place.
- If a child still does not make sufficient progress with additional support and is working significantly below their peers, a discussion between parents and the SENDCo will occur and the child may be placed on the Special Educational Needs Register.

### **What should I do if I'm concerned that my child may have special educational needs or isn't making progress?**

Your child's class teacher will be your first point of contact if you have any concerns.

The SENDCo may become involved to support and advise you and the class teacher in the best provision for your child.

Our school SENDCo, Andrea Mitchell is available Thursday. Please do feel free to contact the school office who will pass your query onto her, whenever you feel the need to discuss any issues related to your child's learning and/or emotional well-being. She will get back to you as soon as possible either via e-mail or a phone call.

- Warwickshire also provide helpful support and advice for parents go to <https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshire-parent-partnership-service/>

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

- Each child is assessed individually according to the SEN Code of Practice and will be supported through clear targets dependent on the individual need.
- Individual Education Plans are created to support children with making progress. They show short term targets which are regularly reviewed.
- For some children additional assessments from other outside services, such as Educational Psychologists, Language and Learning support units and Speech and Language therapists will be needed to provide information to the school about how to support the child. This enhanced level of support is called 'SEN Support'.
- Regular review meetings with parents and appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- SEND meetings are held termly with the staff and SENDCo to track progress and decide upon further support.
- If your child's needs are more complex or require a greater level of support than the school can offer, we may request an 'Education, Health and Care Plan' (EHCP) via the local authority in order to ensure we can secure further support.
- EHCP are provided for children whose learning needs are severe, complex and lifelong or need more than 20 hours of individual support in school

### **How will school staff support my child?**

- Your child's needs will be met within the class wherever possible, supported by first class quality teaching; including lesson planning that takes account of the needs of each child.
- Lessons are pitched appropriately so that all children can learn and progress.
- The progress of all children is reviewed on a regular basis in conjunction with the Senior Management team in school.
- The class teacher will develop a plan for your child alongside you and the SENDCo, setting appropriate targets. This plan will be reviewed at least three times a year to ensure that the support in place remains appropriate.
- Where necessary an individual programme of support will be used and progress monitored.
- Where necessary children will take part in a range of interventions which are suitable for their need.
- Where necessary the school may seek support from a variety of outside services. This will be discussed with you and a referral only made with your full permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There will be a designated SEN Governor, who works with the SENDCo.
- Pupil progress meetings are held three times a year with the Head Teacher to track pupil progress and discuss suitable teaching programmes or interventions that may support your child further.
- Children work in a variety of groupings, such as small supported groups, 1:1, and mixed ability

### **How will I know how well my child is progressing?**

- Regular review meetings with you to discuss progress and targets.
- Parent-Teacher Consultations will give you the opportunity to ask questions and discuss progress.
- Children's targets coming home regularly in the format of an Individual Education Plan so you can support at home.
- Teachers and the SENDCo are available to meet parents if you require further advice or want to know how your child is getting on.

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

We currently have teachers and teaching assistants who have had specific training in the following areas:

- Speech and language
- Autistic Spectrum Condition
- Nurture
- Mental Health First Aid
- Paediatric First Aid
- Positive Handling
- Autism with demand avoidance
- Makaton training will be delivered end of October 2019

### **We also access support from a variety of other services including:**

- Educational Psychology Service (EPs)
- Speech and Language Therapy
- School Health Advisors
- Early Help Team
- Integrated Disability Services (IDS)

- Education Support, Behaviour and Attendance Service
- Occupational Therapy (including supporting dyspraxia, fine motor, gross motor needs and those sensory issues linked to an Autistic Spectrum Disorder)
- Child and Adolescent Mental Health Service (CAMHS)
- Counselling services
- Services for Children with Sensory Needs
- MASH multi agency safeguarding hub
- Children's Services – Social Care
- EMTAS (Ethnic Minority and Traveller Achievement Service)
- Send supported – specialist SEND support

### **What training have staff had, or are undertaking, to support children with special needs?**

- All staff have regular Continuing Professional Development (CPD)
- Training is sourced by the Headteacher and the SENDCo and uses relevant outside services in conjunction with identified needs.
- Medical training to support pupils with medical care plans such as Epi-pen training and Asthma training
- The current SENDCo completed the National Award in Special Educational Needs Co-Ordination in 2008

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

Support we can provide in school may include:

- 1:1 counselling
- Occupational therapy support
- Social skills and friendship groups
- Encouraging the 'pupil voice'
- Appropriate behaviour programmes including rewards and sanctions.
- Medicines can be administered in school with signed parental permission. There are nominated first aiders in school and several members of staff have paediatric first aid qualifications. As a staff we have yearly, refresher updates and training on the use of Epi-pens.
- If your child has significant medical needs including severe allergies you will need to speak to the office and to discuss how we can best support you and your child. This might include drawing up a Health Care Plan in conjunction with a member of the School Health Team.

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

- We make sure that activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support wherever necessary.
- Parents/carers may be invited to accompany their child on a school trip if this is appropriate.
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.

### **How accessible is the school environment?**

- The school site is wheelchair accessible including access to the playgrounds.
- We have a disabled toilet that is large enough to accommodate full changing and is suitable for wheelchair users.
- Visual timetables are used in classrooms.

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

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- The class teacher and teaching assistant conduct home visits of all children beginning Foundation in September.
- We aim for a good transfer of all SEND information, including paper reports when children transfer to new schools.
- Previous schools are contacted for information sharing purposes.
- Flexible transition plans and timetables from Pre-School into the EYFS are developed to take account of an individual child's needs and parental views.
- Transition to new classes is facilitated by a move up day during the summer term with the new class teachers, teaching assistants (including 1:1).
- A child's new school is always invited to attend any reviews prior to transition.
- We encourage the pupil voice (children are asked their views on an issue either individually or in small groups)
- If your child would be helped by a photograph book/passport to support them in understanding their moving on, then one will be made for them.

### **How are the school's resources allocated and matched to children's special educational needs?**

- The special educational needs (SEND) budget is managed by the Head Teacher, SEN Governor and Finance officer.
- Resources (including support from external professionals) are requested and ordered as necessary to support each pupil's individual learning.
- Regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.

### **How will you support my child emotionally and socially?**

- School PSHE programme
- Bullying Policy and procedures
- Circle Time
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### **Who can I contact for further information?**

- Class teacher
- Andrea Mitchell, SENDCo
- Gill Humphriss, Executive Head Teacher
- School website

- Warwickshire also provide parent support and advice <https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshire-parent-partnership-service/>
- Warwickshire local offer: [www.warwickshire.gov.uk/SEN](http://www.warwickshire.gov.uk/SEN)

Please do not hesitate to contact our school if you would like any more information

Heathcote Primary School, Vickers Way Warwick CV34 7AP

Phone: 01926 290330 Email: [admin2056@welearn365.com](mailto:admin2056@welearn365.com)

Website: [www.heathcoteprimaryschool.co.uk](http://www.heathcoteprimaryschool.co.uk)

*This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer. (written Sept 2019)*

**Glossary** – notes taken directly from the ‘Draft special need and disability code of practice; 0-25 years – April 2014’ by the Department for Education and Department for Health

SEND – Special Educational Needs/Disability - A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him to her. A disability as defined under the Equality Act 2010 is a “physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

EHCP – Educational, Health and Care plans – The purpose of an EHCP plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older prepare them for adulthood.

A request for an EHCP can be done by the parents of the child or a person acting on behalf of the school with the knowledge and agreement of the parents. The Local Authority must determine whether the EHCP assessment is needed and must communicate its decision to the parents within 6 weeks of making the request.

### **Parent Carer Forum**

These are representative local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan commission, deliver and monitor meet the needs of children and families. MASH (Multi Agency Safeguarding Hub) tel. 01926 414 144 and SENDIAS (SEND Information, Advice and Support)

### **Roles within the school with responsibilities for SEND children**

<b>Class/subject teacher</b>
<p>Your pupil's class teacher is your first point of contact as they have day to day responsibility of ensuring that lessons are planned to address potential areas of difficulty and to remove barriers to learning.</p> <p>All teachers have a responsibility for identifying, reviewing and providing support for children with SEN within their class.</p>
<b>SENCO</b>
<p>Mrs A Mitchell – Overall responsibility for Special Educational Needs and Disability</p> <p>The school's SENCO is a qualified school teacher with relevant qualifications in SEND. Her role within the school is to work with the Headteacher and Governors to determine the development of the SEND policy and provision in the school. She also has day to day responsibility for the operation of the SEND policy and coordination of specific provision made to your child's learning. The SENCO also works closely with outside support providers such as the Educational Psychologist.</p>
<b>Headteacher and Deputy Head teacher</b>
<p>Ms G Humphriss– Executive Head Teacher</p> <p>The Headteacher has the responsibility of ensuring appropriate SEND provision. Together with the SENCO she reviews the impact of the SEND budget, ensuring appropriate support (manpower and resources) is used to maximize your child's learning.</p> <p>The Headteacher ensures that the training needs of the SENDCO, Class Teachers and support staff are met. Governors are kept informed of SEND issues and the attainment and progress of vulnerable groups.</p> <p>Mrs K Abernethy – Deputy Head Teacher</p>
<b>SEN Governor</b>
<p>Mrs V Duffy – Contact through the governing board/school.</p> <p>The SEND governor meets regularly with the SENCO to review the effectiveness of the SEND policy.</p>

### **Specialist groups run by outside agencies**

<b>Local Authority Teams</b>
<ul style="list-style-type: none"> <li>• Educational Psychology Service – EPS</li> </ul> <p>Warwickshire Educational Psychology Service is a professional psychological support service for children and young people (aged 0-25), their families, schools, communities and other settings. Educational Psychologists (EPs) have expert knowledge of psychology, child development, social interaction, learning, behaviour and motivation, as well as experience of working with children and young people. <a href="https://www.warwickshire.gov.uk/epservice">https://www.warwickshire.gov.uk/epservice</a></p> <ul style="list-style-type: none"> <li>• Integrated Disability Service – IDS</li> </ul>

IDS provides support for children and young people with physical disabilities, sensory impairments, communication difficulties (which includes pupils with autism spectrum and specific language disorders) and children with complex learning difficulties. <https://warwickshire.gov.uk/ids>

- Special Educational Needs and Disability Assessment and Review – SENDAR

SENDAR is aimed at supporting schools, academies and other educational providers when pupil progress and achievement is being limited by their special educational needs, despite the specialist provision they have put in place.

SENDAR provides non-traded support for children and young people between 0 – 16 years alongside their family/carers. The service is responsible for coordinating information and advice relating to the statutory assessment and review processes from across relevant professionals and family representatives. <http://warwickshire.gov.uk/contactussendar>

- Speech and Language Therapist – S&L

The Speech and Language team work with parents and schools to identify and support needs following the multi-agency Speech, Language & Communication Need pathway – a graduated response. They undertake initial information gathering and child assessment followed by the formulation, provision and evaluation of treatment plans where needed. They also provide advice and support to parents and carers

The team work closely with other professionals, sharing information and providing on-going advice and guidance, to ensure the provision of the right support at the right time Recommend referral to other agencies when needed, e.g. Educational Psychology, IDS- Specialist teachers and CAMHS.

- Child and Adult Mental Health service – CAMHS

Child and Adolescent Mental Health Services (CAMHS) offer a comprehensive range of services that provide help and treatment to children and young people experiencing emotional, mental health problems, disorders and illnesses. These services are available to children and young people up to their 17th birthday.

Multi-disciplinary teams with a mixture of skilled staff deliver services. Child psychologists, child psychiatrists, nurses, primary mental health workers, child psychotherapists and art therapists are all part of these services.

<https://www.covwarkpt.nhs.uk/service-detail/health-service/child-and-adolescent-mental-health-camhs-13/>

- Early Help Single Assessment (previously known as CAF)

The Early Help Single Assessment (EHSA) and Lead Professional role are a key part of the strategy to improve outcomes for children and young people by ensuring that all of the agencies in local areas work together in an integrated way.

The EHSA supports timely and integrated responses to the needs of Children and Young People (YP) who may not meet traditional thresholds for statutory or specialist services but who, without help, are at risk of not achieving a positive outcome.

<https://www.warwickshire.gov.uk/caf>



- Children's Occupational Therapist – OT

The Occupational Therapy team work with children and young people (0-19) who have specific functional difficulties across Warwickshire. They work with children and their families/careers in a variety of settings, including schools, nurseries and home.

The OT team are part of the Integrated Disability Service (IDS) which brings together professionals from Education and Health & Social Care. There are two Occupational Therapy teams covering Warwickshire - North (based at Lancaster House in Coventry) and South (based at Saltisford Office Park in Warwick). <https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy>

- Physio therapy – PT

The Physiotherapy team work with children and young people (0-19) who have physical and learning difficulties across Warwickshire. The physiotherapists aim to help children reach their full potential through providing physical intervention, advice and support. They work with children and families/carers in a variety of settings, including schools, nurseries and home.

They too are part of the Integrated Disability Service (IDS) which brings together professionals from Education and Health & Social Care. There are three Physiotherapy teams covering Warwickshire - South (based at Saltisford Office Park in Warwick), East (based at The Orchard Centre Rugby) and North (based at St Nicholas Park in Nuneaton). All qualified Physiotherapists are registered with the Health Professions Council.

<https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/childrens-physiotherapy-service>

- SEND Information, Advice and Support Service – SENDIAS

Warwickshire SEND Information, Advice and Support Service supports parents and carers of all Warwickshire children with special educational needs and disability (SEND), whether they are of pre-school age, or in a mainstream or special school.

<https://www.family-action.org.uk/what-we-do/children-families/sendias/warwickshire-parent-partnership-service/>

The four areas of special educational needs are:

#### Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with

social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions; dyslexia, dyscalculia and dyspraxia.

### Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. The school has access to Lifespace, a counselling service for children with social and emotional difficulties as well as pastoral interventions provided within the setting.

### Sensory and/or Physical Needs

Some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support and/or equipment to access their learning. Some children with a physical disability require additional on going support and equipment to access all the opportunities available to their peers.

What is NOT SEN but may impact on progress and attainment;

- Disability ( The Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute Special Educational Need)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour (this is an underlying response to one of the four broad areas of need)

### Additional pupil information: Autumn 2019

Breakdown of SEND for Autumn 2019 (categories taken from the SEND code of practice).

- Currently we have 22 children identified as having additional needs on our SEND register out of the 169 children on role.  
  
(13% of children in school)      59% Boys (13) 41% Girls (9)
- 4 children have an Education Health Care Plan  
  
18 % of SEND register.  
  
50% Boys (2) 50 % Girls (2)
- 7 children have cognition and learning needs- 32% SEND register  
  
57% Boys (4) 43% Girls (3)
- 8 children have communication and interaction needs (Speech, language and communication)  
36% SEND register  
  
62% Boys (5) 38% Girls (3) of these:  
  
1 child (12 %) have a diagnosis of ASD – Autistic Spectrum Diagnosis (100 % Boys)
- 6 children have social, emotional and mental health needs – 27% SEND register  
  
50% Boys (3) 50 % Girls (3)
- 0 children have Physical/Sensory/Medical needs as their primary area of need.