



Heronswood Primary School - Academic Year 2014/2015

Local Offer for children with Special Educational Needs or Disabilities

How we identify children with Special Educational Needs

When children join us at Heronswood we will observe their learning characteristics and how they cope within our learning environment, we will assess their understanding of what they are learning in school and identify any difficulties that might arise. If teachers feel that a child has a special educational need this may be because they are not making the same progress as other pupils that they are forgetting things they previously knew or that they are finding new situations challenging. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children feel success. Throughout the identification process the school will liaise with parents to share our findings and plan next steps.

We may feel it appropriate to administer specific and targeted tasks to identify areas of concern. Sometimes this will involve outside agencies working with your child. As a school we work closely with a range of external agencies to meet individual children's needs within our school. These include: Behaviour Intervention; Health – GPs, School Nurse, Clinical Psychologist, Paediatricians, Speech & Language Therapists; Occupational Therapists; Social Services – Early Help, Social Workers and Educational Psychologists.

Where parents have concerns or have a child who has already been identified as having a SEND, the school will work closely with everyone involved to meet the needs of the child.

How we involve pupils and their parents/carers in identifying Special Educational Needs and planning to meet them

As soon as the school has a concern about a child, initial contact will be made with parents. This gives us the opportunity to discuss similarities and differences between behaviours in school and at home. Where a child would benefit from specific personalised support to meet their needs then the class teacher, with the support of the Special Educational Needs Coordinator (SENCO), will write an Individual Provision Map. This will be shared both with the child and parents. Provision maps are reviewed half termly. A meeting will be held with parents on a termly basis to share information, celebrate progress and achievement and plan next steps. Class teachers are always available to discuss any concerns that parents may have. Home school diaries can be used as an additional way of communication.

Children with SEND may, at times, work in small groups (intervention groups) to target specific areas of needs. In addition specialist resources and activities will be sent home for parents to support their child further with their learning.

How we use other adults in school to support pupils with Special Educational Needs

Our SENCO, Miss Whelan, is fully qualified and has a vast experience of working with children with SEND in different schools. As part of her role she liaises with class teachers and teaching assistants to ensure the very best provision is in place for each and every child. She also analyses individual pupil performance data to monitor progress and the impact of interventions from the IPM's. For further details please see our SEND policy on the school website.

Some of our teachers and teaching assistants have received specific training which allows them to deliver targeted intervention sessions which include; Numbers Count, SMART moves and Speech & Language programmes.

How we use specialist resources to support pupils with Special Educational Needs

Children's individual learning needs are planned for through high quality first teaching. This is where class teachers differentiate the learning, the task, the activities, the environment and the resources provided. Children with social and emotional needs have access to a quiet area, within the classroom, which they can access when needed. In addition Mrs Porteous and Amy Anscombe are available for extra pastoral support to listen to the views of all our children.

Tailored interventions are designed to help children fill gaps and catch up with their peers. For some children they may only access intervention groups for a few weeks but for others they may need a full term. To meet the specific learning needs of all our children we use the following additional resources to provide specific, tailored interventions which are delivered by fully trained staff; Numbers Count, Sandwell Maths Scheme, Rapid Phonics, Rapid Read, NGRT Reading Scheme and Precision Spelling. In addition we ensure we meet the needs of all our children to allow them to participate in extra-curricular activities, school trips and residential activities.

How we support pupils in their transitions

At Heronswood we value the importance of transition at any stage of a child's school life. We ensure that it is carefully planned on an individual basis; allowing children to have the very best start in their new classes or new schools. We liaise closely with different settings to gather relevant information about new children joining our school and to pass on information to others.

How additional funding works

All schools receive funding for pupils with SEND. This funding may be spent on equipment, resources or staffing to support children's individual needs. The local authority will top-up funding for pupils with a high level of need. If a child has an Education, Health and Care Plan or Statement there may be additional funding allocated. Parents are consulted on how this additional funding is spent. You will be notified if you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, the parents and the school.

Where parents/carers can get extra support

At Heronswood we are happy to work with parents by putting them in touch with a wide range of support groups and agencies as appropriate to the specific needs of their child.

What parents/carers can do if they are not satisfied with SEND provision in school

Our school operates an open door policy. Your first point of contact is your child's class teacher, who is usually available at the start and end of every school day. In addition, our Learning and Pastoral Support Mentor, SENCO and Assistant Headteacher are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the Head Teacher, Mr Ascroft. If he cannot solve your issues, then you may speak to or contact any of the School Governors. Please see the school website for details. Alternatively, the Parent Partnership Service provide independent information and advice.

School entitlement offer to pupils with additional needs

<p>Communication and Interaction Needs</p>	<p>Autistic Spectrum Disorders Speech, Language and Communication Needs</p>	<ul style="list-style-type: none"> • Use of 'child friendly' pupil profiles and needs- based plans – pupils, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the child. • Whole school policies evaluated annually to ensure inclusion and progress for SEND pupils. • Staff undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement.
<p>Cognition and Learning Needs</p>	<p>Moderate Learning Needs Severe Learning Difficulties</p>	<ul style="list-style-type: none"> • The school has an effective assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon pupil success. • Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to. • All support staff are effectively deployed to ensure pupil progress, independence and value for money. • Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes.

		<ul style="list-style-type: none"> • Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact upon SEND pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of SEND pupils. • Communication with parents is of paramount importance and is judged to be highly effective. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. • ICT is used to reduce barriers to learning where possible. • The engagement of parents/carers in formulating plans to support their children is central to the work of the school.
<p>Behavioural, Emotional and Social Development Needs:</p>	<p>Behavioural Needs</p> <p>Emotional Health and Well-being</p> <p>Social Need</p>	<ul style="list-style-type: none"> • The school ethos values all pupils and their diverse abilities are equally celebrated. • The school's behaviour systems are predominantly based on a positive approach. • The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised. • Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities. • Support is offered and signposted to families in order to reduce the impact of any disadvantage. • Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices. • The school provides effective pastoral care for all its pupils and is judged to be supportive of their needs by the pupils themselves. • Access to information and support is provided within school for behavioural, emotional and social needs. • External support is sought and any advice implemented to support individual pupils' needs. • Pupil voice mechanisms lead to changes in school practices and procedures and encourage a greater level of involvement. • Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching and learning within school. • The school uses systems to try their best to ensure that peer friendships are maintained and no pupil feels isolated. • Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. • Outdoor learning offers a different approach to the curriculum, which supports children with social, emotional and behavioural needs.
<p>Sensory and Physical Needs</p>	<p>Hearing Impairment</p> <p>Multi-Sensory Impairment</p> <p>Physical and Medical Needs</p>	<ul style="list-style-type: none"> • Advice and guidance is sought and implemented from the LA Inclusion team to ensure that barriers to success are reduced or removed. • ICT is used to increase access to the curriculum where appropriate. • Additional adults are deployed to increase pupil success and independence. • Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. asthma, diabetes. • Staff receive training to ensure understanding of the impact of a sensory need upon teaching and learning • Staff understand and implement the medicine administration policy. • The SENCO completes any necessary training in order to ensure their effectiveness in offering advice and guidance to

		staff regarding the needs of pupils. <ul style="list-style-type: none">• The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.• Entrances to the school have ramps fitted to enable wheelchair access.
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If you would like any further information or have any questions about what we offer children with SEND at Heronswood then please do not hesitate to contact us directly.

To be reviewed: September 2015