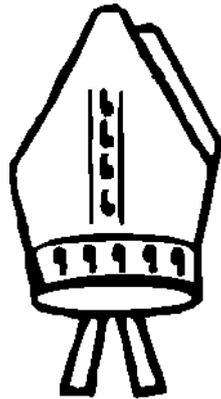


Heber Primary School



SEND Information Report 2019-20

(SEND - Special Educational Needs & Disabilities)

Introduction

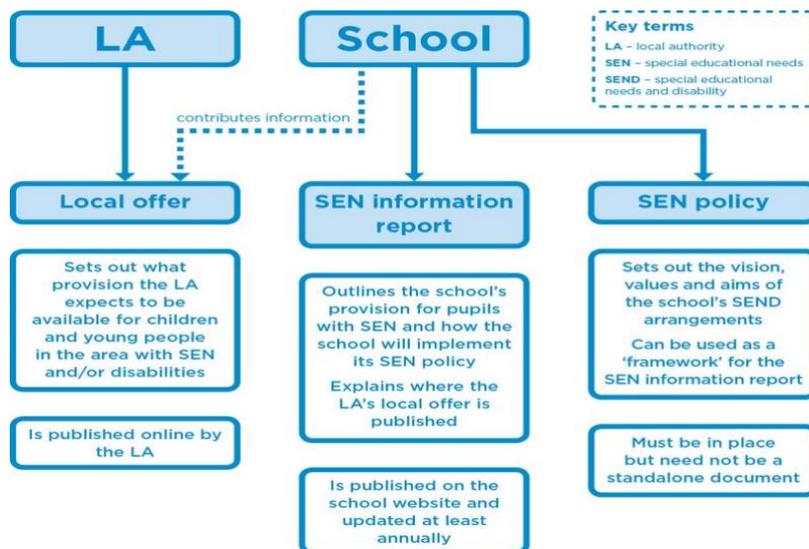
This document is Heber Primary School's **SEND information report** which is part of the Southwark Local Offer for learners with Special Educational Needs and/or disabilities (SEND). In accordance with the Children and Families Act 2014, all governing bodies of maintained schools, maintained nursery schools and the proprietors of academy schools, have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information will be updated annually.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

The following image illustrates the difference between:

- The Southwark Local Authority offer
- The school's SEN(D) information report
- And the school's Inclusion/SEN policy – this is a separate policy



Heber is a two form entry community school. We welcome **all** children. We serve the community. Our job is to ensure that all our pupils, including those with special educational needs or disability make the best possible progress. Admissions are through the London Borough of Southwark. Much of the information in this document is also available in existing policies. This document should therefore be read alongside the following:

- New Arrivals Booklet
- SEN Referral Flow Chart

Details of the rich extended curriculum offered by the school can be found on the school website; in particular in the weekly newsletters. We employ specialist teachers to teach Art, Music and PE. We have a dedicated Art room as well as a music space.

The Local Authority's Local Offer can be accessed via this link. [Southwark Local Offer](#). Our Inclusion Manager may be contacted:

- on the school's number - 0208 693 2075
- via email at gjoseph@heber.southwark.sch.uk
- through arranging a meeting with her

Key Contacts

Headteacher
Deputy Headteacher
Assistant Headteacher / Inclusion Manager
Assistant Headteacher
Governing Body Co-Chairs
SENCO
Learning Mentor

Rivka Rosenberg
Vanessa Kyprios
Genevieve Joseph-Williams
Lyndsey Jefford
Joanna Watson and Alex Jones
Hannah Darkin
Lewwis Spence

What if a parent or carer is new to Heber and needs to know about SEND provision?

- Parents are warmly encouraged to visit our school with their child. They are able to book a tour to see the school and speak to staff, including the Inclusion Manager if there are specific questions around provision for SEND/additional needs
- If other professionals are involved, a **Team Around the Child (TAC)** meeting may be held to discuss a child's needs, share strategies used, and ensure provision is put in place before the child starts. This may include staff from the previous setting to support transition.
- A member of staff may make a home visit and may visit a child in their current school/setting.
- A phased settling in period may be suggested if appropriate.
- All parents whose children join the school after the start of the school year are contacted by our Inclusion Manager and a meeting is arranged.

Who are the best people to talk to at Heber if a parent or carer is concerned about their child's needs?

Their Child's Teacher who is responsible for:

- ✓ Ensuring that all children receive good/outstanding teaching and for ensuring that every lesson meets the needs of every child.
- ✓ Identifying, planning and organising any additional help that a child may need.
- ✓ Discussing additional help with our Inclusion manager Mrs Joseph-Williams.
- ✓ Ensuring that all members of staff involved with the class are aware of the particular needs of every child and of what specific adjustments may be needed to help them to make progress.

Parents and carers are encouraged to maintain a dialogue with their child's class teacher. The teacher will then know what the child is doing at home and can share what they are doing in school. This will ensure that the teacher and the parents/carers are doing similar things to support children both at home and at school.

1) The Inclusion Manager who is responsible for:

- ✓ Coordinating support for children with special educational needs (SEN) and/or disabilities, and developing the school's Inclusion (SEND) Policy to make sure the needs of all children are met.
- ✓ Ensuring that parents and children are involved in discussions concerning:
 - i. The support being received
 - ii. The progress that has been made
 - iii. The provision planned for the future
- ✓ Liaising with the professionals who may be coming into school to help with a child's learning e.g. Speech and Language Therapists, Educational Psychologists etc.
- ✓ Updating the school's SEND record of need (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood), and making sure that there are detailed up to date records of children's progress and needs.
- ✓ Providing specialist support for teachers and support staff in the school so they can help children with SEN and/or disabilities in the school to achieve their potential.
- ✓ Supporting class teachers in the creation of individual provision maps (IPMs).
- ✓ Organising training for staff so they are able to meet the particular needs of every child.

The school has Learning Support Assistants who support children in class. In addition, children with EHCPs (Education Health Care Plans) may be allocated their own Learning Support Assistant according to need and in keeping with the school's support structure. Questions regarding children's learning and progress however should be directed to the class teacher or Inclusion Manager, **not to members of the support staff.**

Senior leaders are always available by appointment to discuss a child's progress or any concerns/worries parents and carers may have.

2) The Headteacher who is responsible for:

- ✓ The day to day management of all aspects of the school, including the support given to and progress made by children with SEN and/or disabilities.
- ✓ Ensuring that the Governing Body is kept up to date regarding any issues relating to SEN and/or disabilities.

3) **Our Co-Chairs of the Governing Body who are responsible for making sure that:**

- ✓ The school has an up to date Inclusion/SEND policy.
- ✓ Every child with SEN and or disabilities has appropriate support informed by needs.
- ✓ If necessary, adaptations have been made to meet the needs of particular children.
- ✓ Governors visit school in order to understand and monitor the support given to children with SEN and disabilities.

Parents and carers can also contact Southwark Information Advice and Support Team (SIAS) - a service which offers impartial advice to parents and young people - sias@southwark.gov.uk

What support is available at Heber Primary School for children with SEND?

Support can be both in and out of the classroom. A child may, for example struggle with the more social aspects of the school day such as playtime and lunchtime. Provision in this context may involve the child attending a lunchtime drop in session to offer respite from a busy overwhelming playground. Heber School recognises that all aspects of the school day, including playtime, impact significantly on how much or how well a child may learn. Support may be needed in any or all of the identified areas of special educational need. Interventions and provision will therefore be based on the specific need/s of the child.

- Communication and Interaction (Speech and Language-SAL)
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

1. Quality First Teaching including targeted interventions and adult support

All children at Heber Primary School, regardless of their need, receive excellent classroom teaching known as Quality First Teaching. This means that the teacher will:

- ✓ Have the highest possible expectations for every child in their class.
- ✓ Build on what children already know, can do and can understand.
- ✓ Ensure that every child in the class is fully involved in learning. This may involve adapting resources to meet the needs of particular children. Teachers will engage in discussion with the child, taking into account their views and learning styles.
- ✓ Put in place specific strategies (which may be suggested by the Inclusion Manager or staff from outside agencies) that may help your child learn.

Targeted support from the class teacher and learning support assistant means that class staff have recognised that a child needs extra targeted support in/out the classroom. Early identification is key to targeted support being put in place such that learning gaps are closed and pupils “catch up” and can progress accordingly.

2. Special Educational Need Support (SEN Support)

Sometimes, *despite* good quality first teaching and extra targeted support, some children still *do not* progress. This may relate to factors that *affect* learning and not necessarily to an inherent learning difficulty. For example a child's inability to regulate their emotions may mean that they feel overly anxious *about* learning and this then impedes their access, resulting in slow/no progress.

When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher will discuss this with the Inclusion Manager. Progress meetings take place every half term where class staff, the Inclusion Manager and the Deputy Headteacher discusses the progress of every child in the school.

Provision for children not making expected progress is always discussed. If a child is then identified as not making progress, parents will be informed if they have been placed in an intervention group or are to receive extra support. Being in an intervention group or getting extra support does not necessarily mean that the child is on the SEN register/SEN Support.

When the provision for a child becomes increasingly **additional to and different from** what similarly aged peers need to access learning, the class teacher and Inclusion Manager will engage in conversation with the parent to explore why this is the case. Such a discussion *may or may not* lead to the child being identified as having a **special educational need and/or a disability** and being placed on the school's SEND register. This means that they are on **SEN support** on the SEN register. This will only happen following parent consultation and consent. Early identification of any SEND is crucial to ensuring the best outcomes for the child.

This means that:

- ✓ The child's teacher has carefully checked on the child's progress and development and has assessed that there are gaps in their understanding/learning.
- ✓ There is a need for additional and different support to close the gap between him/her and their peers.

Additional help will be given to these pupils to help them to make progress. Some examples of ways we may support a child further may include specific group work. This group support (usually referred to as intervention groups) may be:

- a) Delivered in or out of the classroom.
- b) Delivered by a teacher, outside professional or most often a Learning Support Assistant (LSA) who has had training to run these groups.

The aim of interventions is to consolidate and reinforce what has been taught in class. Interventions are set, monitored and supported by the class teacher/LSA and overall by the Inclusion Manager. Additionally, and following consent from parents/carers, children may receive support from external agencies – such as a speech therapist. The child will remain on SEN support and on the SEN register. Support is accessed through filling in referral forms, discussion and consent from parents for referrals to external agencies. Close liaison with the Inclusion Manager and external specialists will support and inform the best provision for the child.

3. Education, Health and Care Plans (EHCP)

The new SEN code has introduced an **Education, Health and Care Plan (EHCP)**. This is instead of, but serves the same function as, a *Statement Of Educational Need* (which has now been phased out). This means the child will have been identified by the class teacher and Inclusion Manager as needing a particularly high level of individual and small group teaching/support, which cannot be provided from the resources already delegated to the school. Additional expertise and support for their SEND is therefore required.

The school or parent can request that the Local Authority (LA) carry out a statutory assessment of the child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Southwark web site: www.southwark.gov.uk A Statutory Assessment request or SA1 can only be made if all avenues of support both external and internal to the school, have been used to maximum capacity and with little impact on the child's progress. In order to secure an EHCP, an application has to make the case for a child's needs being severe, complex and long term. A panel of professionals meet to discuss every EHCP application.

The LA panel can turn the application down if it is felt that:

- there is insufficient information to evidence such high need
- more support can be given at the SEN support stage

If a parent is unhappy with the decision the LA has made, they have the right to appeal this and either request mediation from the LA or write to the Tribunal stating their dissatisfaction. Details of this process are always included in the letter they will receive in response to the initial application.

If the LA feels that the child does require an EHCP they will ask parents/carers and all professionals involved with the child to write a report outlining the child's needs. From these reports and assessments, a decision is made to grant/not grant an EHCP.

An EHCP can have varying levels of funding attached. Our school has structured provision in place to allow children with severe need to access support tailored to their needs. All support will be directed by the EHCP in line with the school's support structure. There will be an annual review of the EHCP which all relevant professionals, parents/carers and the child where possible, will attend.

How do parents and carers communicate with the school about their child's SEND?

Concerns about your child's progress should be addressed to the class teacher. If you feel that your concerns are not being addressed and that your child is still not making progress, you should speak to the Inclusion Manager or Headteacher. If you are still not happy you should speak to the school's Governing Body Co-Chairs.

What does Heber Primary School do to ensure that the right support is in place for each child?

- The school has re-structured its Inclusion provision to create an even more robust and comprehensive package of support. The Inclusion Manager is one of two Assistant Headteachers. Our other Assistant Head Teacher has responsibility for pastoral care. Therefore the emotional well-being and the best academic outcomes for all

pupils including those with SEND, sit at the heart of leadership. Additionally, our school has a Special Needs Coordinator (SENCO) and a Learning Mentor (LM).

- Class Teachers plan lessons according to the specific needs of the children in their class. Their job is to ensure that activities are adapted to the needs of everyone in the class.
- If necessary, specifically trained support staff will implement the teacher's modified/adapted planning to support the needs of specific children and teaching is adapted on a daily basis to meet the specific individual needs of children as and when they arise.
- The Inclusion Manager will support teachers with advice, strategies, consultation on needs, specific practical resources such as pencil grips, writing slopes and specific IT programs etc.
- Sometimes, learning needs are difficult to meet within a differentiated lesson in class. This may be because a child is well behind peers and struggles to access the language, especially as volume and pace of work increases in the upper key stage.
- Early support and identification of need aims to close gaps and help children progress academically. Where this progress hasn't happened or is too slow despite this support in place, our Learning Mentor and SENCO provide a specifically tailored program of academic support, delivered in specialist Maths and English lessons.
- Heber School has a wide range of interventions in place covering all areas of SEN. For a detailed list of all interventions, please speak to our Inclusion Manager who can talk you through all that we offer.
- Alongside this our school works effectively and regularly with many external professionals. These professionals advise and inform our provision and ensure that we explore all avenues of support.

Heber School has a service level agreement with:

- ✓ The NHS Speech and Language Service who provide 35 days of therapy per year.
- ✓ Southwark Educational Psychology Service.
- We additionally access support as is needed from:
 - ✓ The Autism Outreach Team,
 - ✓ Child and Mental Health Services (CAMHS),
 - ✓ The Occupational Therapy Service,
 - ✓ Physiotherapy Service,
 - ✓ Hearing Impairment Team,
 - ✓ Visual Impairment Team and
 - ✓ Sunshine House and their medical team.
- We also have an allocated school nurse who works closely with us to support the writing of care plans and provision for children with significant medical needs.

How does Heber Primary School ensure that staff are informed and have training on specific SEND?

- Part of the role of the Inclusion Manager is to support the class teacher in planning for children with SEND.
- The school improvement plan includes identified training needs for staff. It may include whole school training on SEND issues or the need to support identified groups of learners in school, such as children with dyslexia.
- Teacher's appraisals always have a strand with a focus on training. This may include training on SEND issues.
- Members of staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- The Inclusion Manager/SENCO regularly attends SENCO forums and undertakes necessary training to keep abreast of the changing climate of SEN.
- The Inclusion Manager/SENCO arranges regular consultation between teachers and Learning Support Assistants with the relevant external specialists dealing with children in that class, to ensure that provision is well informed and monitored.
- The Speech and Language (SAL) therapist trains and supports Learning Support Assistants to run SAL groups so that SAL delivery is seamless and continuous.

The Inclusion Manager delivers INSET to staff in a timely manner based on needs. All Learning Support Assistants meet on a weekly basis for regular CPD. If parents and carers would like to hear about the training which is currently taking place or has recently taken place, they can speak to the Headteacher or Inclusion Manager. **How does Heber Primary School track the progress of children with SEND?**

The progress of **every child** is continually monitored every half term. Children with Special Educational Needs are a particular focus. The Inclusion Manager will agree with the teacher at the half-termly progress meeting what the next steps for specific children need to be. These points of action are then reviewed at the following progress meeting. Progress in reading, writing and maths is reviewed formally every half-term when every child is assessed as working:

- ... well below,
- ... below,
- ... on track or
- ... exceeding expectations

- Sometimes if as a result of their SEN children are only making small steps of progress, the Inclusion Manager supports teachers in the use of more detailed assessment tools.
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children are also assessed at the end of Reception (Foundation Stage Profile). Phonic ability is assessed at the end of Year 1.
- Children's provision is reviewed every term. Children with SEND will have a written review of their provision and progress which is shared with parents in the form of an Individual Provision Map (IPM). If your child's additional need is not related to a specific identified need but there are severe barriers to learning, we may draw up a Pastoral Support Plan (PSP) with parents/carers. This is to track and support needs alongside exploring any underlying SEN.
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Inclusion Manager also takes part in lesson observations and book scrutinies where she checks on the progress of children with Special Educational Needs.
- All information from outside professionals will be discussed with parents and carers directly, or where this is not possible, in a report. The Inclusion Manager will also arrange to meet with parents and carers to discuss any new assessments and ideas suggested by outside agencies for their child.
- Individual provision maps/plans are drawn up and reviewed with parental involvement each term.
- If appropriate, a home/school contact book may be used to support communication about needs and progress.

How does Heber Primary School cater for medical needs and what are the school's access arrangements?

- Heber School support staff regularly undertake First Aid training. A First Aider is on hand to all pupils at all times.
- Parents are encouraged to share medical concerns with class teachers and the Inclusion Manager.
- Reasonable adjustments are made to accommodate pupil need and to include pupils in all aspects of school life as far as is possible.
- Relevant staff, including playtime staff, are informed of allergies and diet related medical issues.
- There is annual epi-pen training for all staff.
- Where children have specific medical needs, the Inclusion Manager will liaise with the relevant external professionals and ensure that staff are aware of children's care plans. A multi-agency approach is adopted where needed. Where staff need specific additional training, this is arranged.
- The School Nurse assists in ensuring that care plans are kept updated.
- Medication is only administered if backed up by a prescription. Medication is housed in the school office.
- The school has a track record of supporting children with life threatening illnesses.
- The ground floor and the disabled toilet are accessible to adults and children in wheelchairs.
- The first and second floors are not accessible. However as much as is possible, reasonable adjustments are made to ensure the needs of parents, carers and children are met.

How will Heber Primary School support children with transition?

The school recognises that 'moving on' can be difficult for a child with SEN/and or disabilities and takes steps to ensure that any transition is as smooth as possible.

- a) If a child is moving to another school:
 - ... The school may need to contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - ... The school will make sure that all records about your child are passed on as soon as possible.
- b) When moving classes in school:

... Information is passed on to the new class teacher in advance through a planning and handover meeting with the new teacher. All individual plans of support will be shared with the new teacher.

- If a child would be helped by a transition book to support them understand moving on, then it will be made for them.

In Year 6:

- The Inclusion Manager will, where necessary, liaise with the SENCO at the receiving Secondary Schools. Where necessary, Secondary SENCOs will be invited to attend a transition meeting at Heber School to support the move to Secondary School. For a child with an EHCP, this is essential.
- Children with EHCP's will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Where possible children will visit their new school on several occasions and in some cases staff from the new school will visit children at Heber School. Their Learning Support Assistant may visit the new school with them.
- Children on the autistic spectrum often struggle with change and transition. The Southwark specialist from the Autism Outreach Team will support a child's move as closely as is necessary.

Glossary

ASD/ASC	Autistic Spectrum Disorder/Condition
CAMHS	Child & Adolescent Mental Health Service
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
LA	Local Authority
IPM	Individual Provision Map
OT	Occupational Therapist
PSP	Pastoral Support Plan
SALT	Speech and Language Therapist
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability

Approval and Review Record

Policy Approved by Governors (date)...02/03/2020.

Signed by Chair of Governors...Approved by Jo Watson, signature pending.....(date).....

Due for Annual Review by Governors (date) ...Spring 2021