



SEND Information Report 2022-2023

SENCo: Corrina Smith and Nicky Smith

SEND Local Academy Board Member: Di Writer

Head of School: Jo Richardson

Tel: 01323 502525

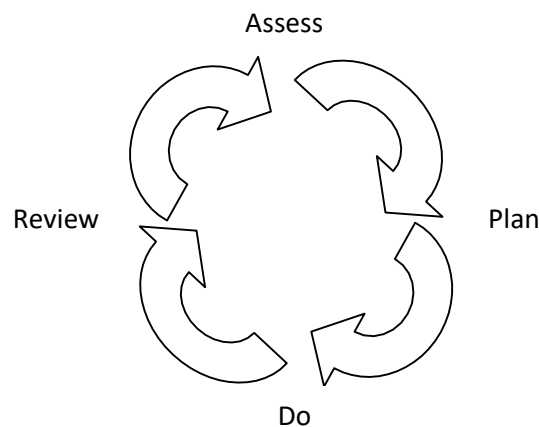
Which children has the school provide for?

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.

What has been 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 have been discussed at Pupil Progress Meetings (PPM) and SEN PPM's this year. Children who have a higher level of need have been placed on plans and on our Year Group Provision Maps. These documents have helped us to regularly review and record what we offer to EVERY child in our care and what we offer additionally.

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



Assess- children have been regularly assessed as part of the whole class. Progress has been carefully tracked and monitored. Some children have required 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 Additional Needs Plan (ANP). Most children on the SEND register have had a short term assess-plan-do-review plan. It was the responsibility of the class teacher to plan for interventions and additional inclusion strategies that a child may need in their class.

Do- It has been recognised that quality first teaching enables all children with SEND to make the best progress. Teachers have planned 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 has been regularly reviewed by teachers as part of an ongoing process. At Pupil Progress Meetings the effectiveness of strategies and interventions have been discussed. In addition, Additional Needs/Assess- Plan-Do- Review meetings have been held three times a year.

How has the school identify children's special educational needs and what have they done to support and teach pupils with SEN?

We have aimed 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 have run Nurture and social skills groups. We have used 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 have used multisensory approaches as part of our quality first teaching and provide precision style interventions where appropriate.

3. Social, Emotional and Mental Health

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

4. Sensory and Physical

Provision has been 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 have been followed up where appropriate. We have run sensory circuit groups and Pindora Box as recognised interventions.

How has the curriculum and learning environment been matched to my child's needs?

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

We have looked at the child's level of achievement and seen what support they need to make good progress and reach their potential. We have used our in-school formative (day-to-day) and in-school summative (termly) assessment systems to do this. We have talked with children and parents as part of our support cycle (assess, plan, do, review) the children have been regularly assessed as part of the school's ongoing process.

How have parents and carers been involved in reviewing children's progress and planning support?

Involving parents and learners in the dialogue has been central to our approach and we have done 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	SENDCO Family Key Worker (FKW) – Amanda Nippard and Stacey Newell	We have offered 3 across the year.
Parent meetings Additional Need Plan meetings EHC plans reviewed	SENCO Class teacher Parents Other professionals	Parents have had the opportunity to come at least 3 times a year. Some of these have been done these virtually and others face to face. ANP meetings have taken place in school. EHC reviewed once in 12 months.

How have children been involved in reviewing their progress and planning support?

Heron Park Primary Academy has been committed in involving children with SEND in decisions about their learning.

We have:

- listened to their views, wishes and feelings.
- provide children with information and support to help them make decisions
- supported 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 have included:

- 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 Specialist Dyslexia TA Read, write, inc Fresh start Destination reader Daily supported reader Literacy Speech, Language and Communication CLASS behaviour support	Phonics Autism Sensory circuits (occupational therapy programme) Counselling

2021-22 SEN Training Included:

- CLASS – Sensory circuits training for some Support Staff
- CLASS support for individual teachers
- Educare courses related to SEND and inclusion
- Atlas online courses
- SENCO delivered:
 - ✓ update on SEND assessments
 - ✓ SEN Support Plans – ANP’s and APDR’s
 - ✓ Intervention training
- Specific training for individuals from Speech and Language Therapists, Occupational Therapist and Physiotherapists
- Training for specific interventions (Language Link)
- Provision Review training
- SENCo Training:
 - ✓ Role of East Sussex Lead SENCO - peer reviews,
 - ✓ ISEND Conference
 - ✓ Designated Safeguarding Training refresher
 - ✓ East Sussex Inclusion Network Day

How has the school measured how well it teaches and supports children with SEN?

We have regularly reviewed the quality of teaching for all pupils to make sure no one underachieves. We have looked at whether our teaching and programmes of support have made a difference. We have used information systems to monitor the progress and development of all pupils.

We have invited parents to provide feedback at meetings, through attending parent forums and through the OFSTED parent view website <https://parentview.ofsted.gov.uk/>
OFSTED judgement in May 2022 stated that,

‘Anyone who struggles or starts to fall behind is identified promptly and given the help they need to catch up. All pupils, including those with SEND, benefit from books that match their needs well. This helps them to be successful and gain confidence.’

How have staff been deployed?

Support staff were allocated according to the needs of the children to support children. Interventions, specific to the needs of children, are planned and delivered by support staff or teachers. Where year groups had specific needs, support was provided, for example Year 4/5 benefitted from regular morning Nurture provision.

How accessible has the school been and how has the school arranged 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 we have:

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

How has the school prepared and supported 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 have worked closely alongside Eastbourne Academy and other secondary schools to 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.

What have the Finances for SEN?

Our notional SEND budget funding year 2021/22:	£ 311,773.23
Top-up funding:	£7,071.84
Total Income:	£318,845.07
	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 a member of SLT 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.

- A morning Nurture/focus teaching has been available for Year 4/5 pupils. This was provided through our new Nurture lead.
- Year 1, 2, 3 and 4 have benefitted from Nurture in the afternoon as it was identified that these Year groups were vulnerable and specific support was needed.
- Small group intervention (Inside Out) and mindfulness work was set within year 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.
- We have continued to support pupils and staff to embed the school’s Behaviour policy, which has been refined. This promotes a more empowering approach to managing behaviour.
- Mrs Grinstead (SEN TA) has continued to develop her role – writing plans, making referrals, meeting with professional, parents and children.
- Staff and parents were interviewed as part of our school review.
- Quality first teaching has been at the heart of insuring all children are getting the very best – this was confirmed in the OFSTED May 2022.
- Most TAs have received sensory circuits training.

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'
- Continue to develop the SEN/Welfare team
- SEN pupil voice and review teacher and parent questionnaire to develop SEN provision further
- Continue to ensure SEND pupils are making progress
- That sensory circuits is embedded across the school.
- Pastoral support provides bespoke individual / group work where the need is highlighted

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