

Heron Park Primary Academy - SEND Policy Overview 2024-2025



What is SEN?

To reach their full potential some children need extra support, especially those who find learning challenging.

These children may struggle with:

- **Following lessons**
- **Controlling their emotions**
- **Their sensory or physical needs**
- **Reading, writing and maths**
- **Interacting with both adults and their peers**
- **Expressing themselves**

All of these can be a barrier to learning.

A child who needs extra help with their learning or has a diagnosis may receive additional support from one of the following categories:

- SEN Support (Lower/higher)
- Educational Health Care Plan

SEN Support

This describes the extra help given to a child to enable them to access the curriculum. It may include:

- Extra support within the classroom
- Small group or one to one learning
- Support from outside professionals, like Speech and Language therapists

EHC Plans

These are for children with more complex needs. It involves a formal request for assessment, from either the school or from parents, to the Local Authority.

What is their need?

Communication and interaction

Children with speech language and communication needs (SLCN) and those with an Autism (ASC)

Cognition and learning

Children with a range of learning difficulties. This includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

These difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying dysregulated behaviour. Other children may have disorders such as attention deficit hyperactivity disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

This includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

What support does my child need?

Each and every child's needs are different and will also change over time. The SEN team at Heron Park will identify what support is best; this may include external professionals, targeted support within the classroom or small group interventions. We understand that each and every child is unique and their needs will be too.

We will regularly review what is working and what is not. We value parent feedback and will incorporate these views in any support plan.

Does my child need SEN Support?

If your child is not making the expected progress for their year group then SEN support may be required. If you are concerned that your child needs further support, talk to their class teacher, in the first instance who will pass on your concern to Miss Smith the school SENCo.

Support

At Heron Park we follow 'The Graduated Approach' as set out in the Special Educational Needs of Practice.

Assess - A range of information is used to assess your child's current level of need.

Plan - We work together to plan the provision to meet your child's needs.

Do - Adjustments and interventions are implemented.

Review - We review the impact of the additional support.

Some children might have an **Individual Support Plan (ISP)** if, despite the appropriate targeted support, a child continues to make little or no progress or to work at levels considerably below those of their peers and might need an EHCP in the future.



The following is a list of strategies we use within school to offer additional support:

- Smaller working groups
- Differentiation of resources, activities or questioning
- Multi-sensory approach to learning
- The opportunity to use technology to support learning
- Use of visual timetables in all classrooms, and visual reminders, timers, resources and rewards
- Small group or 1:1 programmes, planned by the teacher, delivered by a TA to address specific difficulties
- Sensory Circuit groups
- Movement and sensory breaks during the day
- Resources and displays provided to support independence
- Simplified level/pace/amount of adult talk
- The possibility of other ways of recording e.g. oral presentation, posters, sound buttons, mind maps, matching labels to pictures, sorting
- The implementation of advice from outside agencies e.g. Education Psychologist, Speech and Language Therapist, CLASS, TASS.
- Pre-teaching to enable the child to engage with the learning in the classroom
- Time limited proven interventions that are matched to the individual pupil need and delivered by suitably trained staff
- Opportunities provided for skill reinforcement/overlearning and revision

Our school information report provides detailed information for parents on the provision we provide for SEN pupils.

East Sussex County Council produce a local offer so the services they provide are easily accessible.

Roles and Responsibilities

The first and main point of contact will always be your child's class teacher. They will share details with you about the support being provided and your child's progress. This may be at parents meetings or as a separate meeting.

The person responsible for managing the SEND provision at Heron Park is Miss Smith, she can be contacted on 01323 502525 or by emailing heronparkoffice@auroraacademies.org



Our Promise to you is we will ensure that every child at Heron Park enjoys high quality learning experiences through which they are able to achieve their full potential.

