



## SEN information report

This report has been developed in accordance with the DfE's 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping Children Safe In Education' (KCSIE), which addresses specific areas and additional risks staff members should be aware of for pupils with SEND.

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## **Our school's approach to supporting pupils with Special Educational Needs and Disability (SEND)**

A child has special educational needs if he or she has a learning difficulty or disability which calls for special provision. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Our SEND Policy outlines our approach to managing the needs of children with SEND at Heamoor School.

We recognise the four areas of (SEND) identified in the new Code of Practice (September 2014/updated 2015).

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory/Physical

### **Catering for different kinds of SEND**

Please see the documents on the Heamoor School website to see the details of how we meet the needs of children with different kinds of SEND and how we specifically meet them in the different subject areas.

Documents:

'A Quick Guide to SEND Strategies at Heamoor School' on the SEND page.

'SEND Subject Specific Strategies for Supporting Pupils' on each subject area page in the Curriculum area.

## Key staff and expertise

Name of staff member	Area of expertise	
Chloe Reeves	Communication Champion Autism/Social Communication specialism Parenting Champion	
Brigitte Barr	Learning Mentor Nurture Lead Trauma Informed Schools and Thrive Practitioner	
Chloe Reeves	Communication Champion/Parenting Champion/Emotional First Aider	
Lottie Millard	Parenting Champion/Mental Health Lead	
Maeve Macknelly Primary Mental Health Worker Mental Health Support Team	Promoting the wellbeing of children who are experiencing a range of emotional, social or behavioural issues through one to one CBT and small group work in school.	
Name of SENDCO	Email address	Phone number
Lesley Osborne	lesley.osborne@heamoor.cornwall.sch.uk	01736 364868

### Securing and deploying expertise

We work closely with outside specialists such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists/Cognition and Learning Team and the School's ASD Service etc.

The SENDCO offers guidance and facilitates training where necessary to improve staff's ability to identify and respond to children with SEND and to increase their understanding of the needs most frequently encountered in our school.

The school's SENDCO attends SENDCO network meetings in order to keep up to date with local and national updates in SEND.

Heamoor School welcomes a member of the the Mental Health Support Team one morning a week to support children with their emotional wellbeing through Cognitive Behavioural Therapy sessions. We also employ a peripatetic music teacher and part of his work is to provide a music therapy style session for children with SEND and/or emotional challenges giving a space to explore their difficulties through music. Heamoor School works with Cornwall College's Counsellor Training Programme and a Student Counsellor provides Person Centred Counselling for individual pupils.

Heamoor School has quick access to a Link Family Worker who works from the Early Help Hub. No referral is necessary if parents would like the opportunity to talk through issues affecting their home life.

#### **Equipment and facilities**

- Different learning materials or specialist equipment such as a writing slope, move and sit cushion, pencil grips, work stations, individualised visual resources or equipment recommended through physiotherapy or occupational therapy programmes are all used to enhance learning experience and to make the mainstream school accessible.
- Heamoor School has a dedicated sensory space called The Hub that is organised to provide a regulating space away from the classroom. All staff have received training in using sensory circuits to support children to regulate and be ready to learn.
- Key staff are trained in specific sensory regulating programmes such as TACPAC and InTouch With Music in a dedicated sensory chill out space.
- Group or individual support, which may involve small groups of children being withdrawn to work with an additional adult, other personalised intervention or pre-teaching of new concepts etc are all provision that can be made to meet need.
- Social skills groups such as Nurture Group or Lego Club are available led by specifically trained staff members.
- Peer and adult mentoring and counselling such as Draw and Talk, access to our Learning Mentor or to the MHST when appropriate.
- A home school communication book or a Book of Awesome may be used to triangulate support between home, school and the child.
- Additional individual reward charts, agreed with parent and child, can be put into place as needed.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness is provided to ensure quality intervention is available for children that need this.

- Staff development and training to introduce more effective strategies to manage the complex needs of children across the school is an ongoing commitment by SLT to all staff.

## **Identifying and assessing pupils with SEND**

At Heamoor Community Primary School we aim to identify the needs of pupils by considering the whole child. The purpose of identification is to work out what action we need to take. The benefits of early identification are widely recognised - identifying need at the earliest point and then making sure that effective provision improves the long-term outcomes for the child. We use the graduated approach to meet a child's individual needs and plan for provision using the widely recognised Assess, Plan, Do, Review process.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. We use our ongoing assessment process to identify any learning difficulty and barrier to achievement and this is used to form the basis for planning the next steps of the child's learning. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Intervention programmes can be put in place if necessary, hopefully to 'plug the gap' and these will be discussed with the SENDCO and other relevant staff. The child will be recorded as "On Alert." Parents are involved in a consistent and positive way throughout.

If a child does not make adequate progress once they have had good quality personalised teaching and all the interventions and reasonable adjustments have been made, the conclusion may be reached that the child requires help over and above that which is normally available and they will be placed on the school Record of Support with parental permission. They will the receive SEND Support (SS) in school. These children will have an Individual Education Plan (IEP) with agreed goals that are reviewed at least termly.

On the school website you will find copies of our SEND Policy, SEN Response Summary and our Local Offer which details our provision.

## **Consulting with pupils and parents**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and given support to play an active and valued role in their child's education. The school aims to keep parents fully informed and involved at all stages of the special needs graduated process. We always take account of the wishes, feelings and knowledge of parents. We encourage parents to make an active contribution to their child's education and have regular meetings at least termly to share the progress of children with additional needs with their parents. We discuss with parents, any planned outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. They are always encouraged to contribute to any assessment of their needs, their Individual Education Plan, goal setting and the review and transition process.

The child is involved in developing their Individual Education Plans through a structured conversation with their class teacher that includes creating short term targets, discussing preferred learning styles and actions to be taken to achieve outcomes. These are shared with parents, reviewed and updated termly.

## Involving key stakeholders

Heamoor School works with a wide range of partner agencies and referrals will be made in agreement with parents when appropriate. A list of the key organisations that we work with is detailed below.

<b>Service/Organisation</b>	<b>What they do in brief</b>
<b>Speech and Language Therapy</b>	Therapist available to undertake assessment and monitor usually termly, provide resources and training and contribute to reviews. Specific programmes of intervention delivered by therapist or assistant as needed.
<b>Mental Health Support Team</b>	Mental Health Support Teams (MHSTs) work in partnership with schools and other services to offer a wide range of mental health and wellbeing support for children and young people, as well as the adults who support them. A Primary mental Health Worker will be allocated to a school and will work with children on a block of work both individually and in small groups.
<b>Sensory Support Service</b>	Teacher of the Deaf and Vision Support Teacher monitor and offer advice and support including training, contribute to reviews, provide specialist equipment such as radio aids, magnifiers etc. Additional specialist teaching delivered as needed.

<b>Educational Psychology Service</b>	Educational Psychologist available for statutory work linked to Local Authority assessment as well as for consultation, supervision and training.  Our named Educational Psychologist is Lucy Yeomans.
<b>School Nurse Team</b>	School Nurse Team available to help families with health care needs and offer advice to schools and with training e.g. use of Epi -pens.
<b>Physical Disabilities Team</b>	Advisor available to offer advice, provide specialist equipment and support with training and contribute to reviews.
<b>ASD Team</b>	Advisor available for advice on supporting children with a diagnosis of Autism Spectrum Condition.
<b>CAMHS</b>	Specialist clinicians available to support schools and families with mental health needs.
<b>Educational Welfare Service</b>	EWO available to support schools and families to ensure all children access their entitlement to an education
<b>Occupational Therapist/ Physiotherapist</b>	OT and or Physiotherapy support with identification of Developmental Co-ordination Difficulties, sensory processing difficulties etc and with programmes of specific support, equipment, training and reviews.

<b>Special Parenting</b>	Advice for families, training and support.
<b>Penhaligon's Friends</b>	Advice and support for families experiencing loss or bereavement.

## **Progressing towards outcomes**

The quality of teaching for pupils with SEND, and the progress made by pupils is a core part of the school's performance management. As a school we review the quality of teaching and learning, including those children at risk of underachievement, through regular pupil progress meetings.

Accurate records are kept by the class teacher and SENDCO and data is carefully tracked.

## **Transition support**

We work closely with transferring settings such as Willows Educare, other local Nurseries and Pre-Schools, Special Schools, Wave Alternative Provision Academies and mainstream secondary schools such as Mounts Bay and Humphry Davy. We hold professional meetings to share information as required and facilitate additional visits and training etc to ensure children transfer between phases of education smoothly.

## **Teaching approach**

We are a fully inclusive setting with adjustments made depending on need. We provide a supportive environment making available the appropriate resources and accessing any required specialist equipment to ensure all children can access the curriculum. We use our best endeavours, making reasonable adjustments, to ensure all children with disabilities can be included in all aspects of school life including school visits and residential trips.

## **Adaptations to the curriculum and learning environment**

Our school provides a positive, child friendly learning environment with excellent outdoor space. There are plans for further development to include equipment and play resources. Access is possible to all areas of the school both inside and outside. Amongst the adaptations to allow access are:

- Specialist equipment to enable children to be independent can be made available as needed.
- Advice is followed from specialist teachers for children with sensory/physical needs.
- An accessible toilet facility is available including a shower and changing table.
- Ramps are available to access all areas of the school.
- At break and lunchtimes there is access to quiet spaces both inside and outside and alternative arrangements for unstructured times can be made as needed regarding supervision and environment.
- Scaffolding up (differentiation) is a key part of the planning process to allow opportunity for all children to access the learning at their own level.

## **Inclusivity in activities**

No child will ever be excluded from an activity whether in school or off site because of their Special Educational Need or Disability. We use individual risk assessments for children with SEND to summarise the challenges that may arise and to mitigate risks so that everyone can be involved at the level that they are able to with the support and adaptation that they need.

We recognise that being included does not necessarily mean that a child will feel a sense of belonging so all practical adjustments are made through the lens of how will this feel for the child.

## **Supporting emotional and social development**

As a school we strongly believe that children will not be able to learn if their emotional needs are not being met and we invest a great deal of time and resource in ensuring that this can happen. As well as this action is taken to ensure children can access relevant opportunities for learning as well as for curriculum enrichment. Examples of this are below:

- Our Learning Mentor is available for paired and small group activities and we run small targeted Nurture Groups and allow access to the Learning Mentor as needed.
- Our Learning Mentor and/or Communication Champion are available for individual and small group support such as Draw and Talk/Lego Club etc.
- Our Communication Champion works specifically to support the needs of children with social communication challenges and complex behavioural needs. She can work with the child in class and out, can advise parents of useful strategies for home and creates visual resources and alternative systems to help all children to be included.
- Our Parenting Champion Team work with parents and families who are facing challenges at home, often with managing behaviour, sleep, eating or structuring routines etc.
- A member of the Mental Health Support Team visits weekly to support those children with challenging emotional needs in small groups or in one to one sessions.
- A Student Counsellor visits weekly to work one to one with children with the most significant mental health needs.
- The School Nursing Team is available for advice and support for families and school as appropriate.
- Support for families is available through the Family Information Service (FIS) and Early Help Hub.
- We have quick access to our Early Help Link Family Worker who is available for parents on the telephone as needed when there are challenges at home.
- Our school works closely with a range of outside agencies and contributes to TACS, Child Protection meetings etc.
- We will provide access to specialist support from agencies eg: Penhaligon's Friends for bereavement and loss counselling as needed.
- Students with specific medical conditions have Individual Health Care Plans which are reviewed and updated as necessary.
- A meet and greet with preferred staff is available as needed.
- Accessible toilet facilities are available including a shower and an appropriate changing table.

- Our School Council and School Parliament gives voice to the children across the school and improves understanding of the fundamental British Values. A Minister for Inclusion sits on the School Parliament.

## **Online safety**

We are aware that children with SEND may be at increased risk online. Our E-Safety policy and practice is effective in addressing these issues and adaptations to this curriculum are made to meet the needs of all learners. Heamoor School is proactive in highlighting to parents the risks posed through online activity and social media. Regular updates are sent out via our school communication platforms. Parents are introduced to social media free childhood initiatives and encouraged to reflect on their child's online profile and to monitor closely.

## **Evaluating effectiveness**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of teachers and Teaching Assistants are identified through regular performance management, monitoring processes and following advice from outside agencies. We work closely with outside specialists such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, the School's ASD team etc. The SENDCO offers guidance and facilitates training for staff where necessary to improve staff's ability to identify and respond to children with SEND and their understanding of the needs most frequently encountered in our school. The school's SENDCO attends the County SENDCO network meetings in order to keep up to date with local and national updates in SEND.

## **Handling complaints**

Parents wishing to raise concerns about their child should make an appointment with their child's Class Teacher, the Headteacher and/or the SENDCO.

If the matter is not resolved the parents will be encouraged to meet with the SEND Governor and then if necessary the County Complaints Procedure should be followed. A copy is available on request.

## **Local Offer**

Our Local Offer is also available on the school's website and on the Family Information Services website. These documents are updated annually.

## **Named contacts**

Contact details of support services for families and children are available on our website as part of the Local Offer.