

Our SEND Information Report

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A guide to the support we offer at North Heath Community Primary School



Working together, we enjoy and achieve

Introduction

As part of the Children and Families Act (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25.

This report tells you more about North Heath Community Primary School (a mainstream setting) and how we can support your child in order to reach their full potential in the four broad areas of need described in the SEND Code of practice:

- **Communication and Interaction** – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.
- **Cognition and Learning** – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health Difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. Children and young people may also have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or Physical needs** – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD)

Children and young people with any of these needs can be included within our school community. Whilst these four categories broadly identify the primary area of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

Admissions to our school follow West Sussex County Council’s standard procedures. More information can be found at: <https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/primary-infant-and-junior-school-places/> If you want a place at North Heath for a child with an Education, Health and Care plan (EHCP), this can be considered during the annual review process and/or during the admissions process.

We use our best endeavours to ensure that pupils with any additional need are treated as favourably as other pupils. These steps are underpinned by sections 6.36 – 6.40 of the Special Educational Needs and disability Code of Practice 2014.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Please also see our Accessibility Plan on our website for further information about access facilities for pupils with SEND.

Please also see our Remote Education Provision Policy on our website for information about how children with additional needs are supported when local and national restrictions or a specific need require a child to work from home.



What is the SEN Information Report?

The intention of the SEN Information Report is to improve choice and transparency for families. "All young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Schools must use their best endeavours to ensure that the necessary provision is made for any individual who has SEND."

(Special Educational Needs and Disability Code of Practice: 0 to 25 years. January 2015)



Assessment and Identification

Pupils at North Heath are assessed on a regular basis against the Early Years Foundation Stage Curriculum and the National Curriculum. This is combined with ongoing formative assessment.

Pupils whose attainment shows a significant difference to the expected age related target are then observed, monitored and assessed individually by the class teacher in conjunction with the SENCO to assess whether a child has SEND. The first response to less than expected progress will always be high quality teaching targeting the pupil's area of weakness.

Where a pupil is identified as having SEND, the school will plan (in association with the pupil and parent/s/carer/s) the outcomes that are being aimed for and the provision needed to meet those outcomes. This may result in an Individual Learning Plan (ILP) which will form part of the 'Assess, Plan, Do, Review' cycle. This cycle helps everyone to work together to continually improve support given so that the pupil makes good progress.



All pupils with an ILP are involved in the regular setting and reviewing of their targets, alongside their parent/s/carer/s and class teacher with the SENCo if necessary (See SEN Policy). Targets in ILPs are reviewed at least three times a year.

Where, despite taking purposeful action over an extended period to meet the SEN needs of the pupil through an ILP, expected progress is not made, consideration will be given to requesting an Education, Health and Care assessment from the local authority. This request can be made by school or by parents.

In considering whether an EHC needs assessment is necessary, the local authority will consider the evidence of action already undertaken by school to meet the pupil's needs. (An EHC needs assessment does not always lead to an EHC plan.)

The purpose of an EHC plan is to make special educational provision to meet the educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, to prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets for pupils.

If a pupil is identified as Gifted and Talented / More Able then the curriculum will be adapted in order to ensure challenge and the fulfillment of potential. (See Gifted and Talented / More Able Pupils Policy on our website).

Difficulties relating to limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEN. We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. For other children, however, difficulties become evident only as they develop.

Pupils entering the school either in Foundation Stage or other years are assessed by the class teacher. Previous records and information are gathered and taken into account when identifying individual children's starting points. A comprehensive history of special needs will lay the foundations of the next steps in learning and help identify the areas of support required. Early identification of special educational needs (SEN) helps ensure the best possible outcomes.

Information gained from previous schools, preschools or Nursery, as well as from parents, teachers and outside agencies will also inform and determine the specific needs.

Parent partnership and communication is vital to our approach and we value and welcome others' opinions and concerns. We operate an open door approach to parents and carers of our pupils. Any member of staff working with individual children will be responsible and in a position to share information and achievement.



Transition

Transition arrangements when joining, or leaving, North Heath are well planned and both pupil and parents are supported.

Pupils joining in the Foundation Stage, along with their parents/carers, are given various opportunities before starting school to familiarise themselves with the school and the Early Years staff. Parents are then invited in during the first term to observe their child in the classroom and attend meetings regarding the induction of their child. Feedback is actively sought at these times and is used to reflect on and improve our practice.

Pupils joining in other year groups may be offered visits before they start to familiarise themselves with the staff and school.

Transition for pupils with additional special educational needs, whether joining the school or moving between year groups/ key stages, is embedded across the school.

Staff

Ms Roden is our Inclusion Co-ordinator. Ms Roden is responsible for the co-ordination of support for Special Educational Needs across the school. She oversees individual support for pupils with additional special educational needs which will be implemented by our experienced and caring staff, personalised for pupils and their needs.

We have a particular duty in ensuring children who are Looked After (CLA) are given the appropriate support and care to ensure they reach their potential. Our Designated Teacher for Children Looked After is Ms Roden.

Classroom assistants are deployed according to their expertise in order to best meet the pupil's needs. They are trained in the delivery of various specific interventions to support accelerated progress where necessary.

All staff are trained in Safeguarding, with three Designated Members of Staff for Safeguarding. External training is available for teaching and support staff, as well as regular 'in house' training opportunities.

All staff have regular internal or external training in specific areas of SEND.

The North Heath Governor with a responsibility for Inclusion is reported to termly regarding SEND.

North Heath has many fully trained First Aiders. Members of staff are also trained in Early Years First Aid. There are also many members of staff who are trained in epilepsy, diabetes and the administration of specific medications such as epi—pens and asthma inhalers. This training is updated annually.

A policy is in place for administration of medicines.



Further Support

Parents/ carers, school staff including the Head Teacher, Senior Management Team, Governors and outside agencies are involved in decision making as to what is the best provision and support for individual children.

As part of the 'assess, plan, do, review' cycle, North Heath has a very good professional relationship with a range of outside support agencies and services, including speech and language therapists, the social communication team, the inclusion advisory service, educational psychologists, school nurses, family link workers, as well as links with Social Care, community police force and educational welfare department. Please also see our Visitors Policy regarding protocols for visits by external services, including those which are privately commissioned.

Resources and specific equipment are budgeted for and alternative grants are always applied for if available.

Additional risk assessments are put into place for children with specific needs when appropriate. When organising trips or extracurricular activities, careful planning and reasonable adjustments ensure pupils with SEND engage in all activities together with those who do not have SEND.

What to do if you are concerned that your child has additional needs?

In the first instance, speak to your child's class teacher.

Alternatively, make an appointment to speak to Ms Roden, the school Inclusion Co-ordinator or Mr Gildea/Mrs Chesshire.

Contact can be made via the school office

01403 254790 office@northheathprimary.co.uk

A number of key policies are available to view on the School website

www.northheathprimary.co.uk

Useful websites / links / contacts for further information about children and young people with Special Educational Needs and Disabilities (SEND):

<http://compass-support.org/index.html>

<https://westsussex.local-offer.org/>

West Sussex County Council website: Special Educational Needs, Local Offer

<https://westsussexsendias.org/>

www.wspcf.co.uk

West Sussex Parent Carer Forum : 07341 183449

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