
SEND Information Report

Review date: June 2025
Ratified by the Governing Body:
Next review: June 2026 (or before if guidance changes)

In January 2015 a new Code of Practice for Special Educational Needs and Disabilities became law in England. It covers all schools and settings that cater for children from 0 to 25. A key part of this Code of Practice is to make it easier for parents and carers to have information about the SEND provision on offer in schools. Every school is asked to write and publish information that explains how we identify and meet the needs of children with special educational needs or with disabilities (SEND).

The SENCo/ Inclusion Manager at North Heath Community Primary School is Ms Alison Roden.

Our Vision for SEND pupils at North Heath Community Primary School

Our vision at North Heath Primary is to provide every child in our care with the very best start to their life. It is our privilege to teach the children in our school and we strive to do our utmost to ensure every child has full access to a broad and balanced curriculum that is inclusive and engaging. All children, regardless of race, gender, religion, background, abilities and need will be appropriately supported to thrive and achieve their full potential across the whole curriculum. We are fully committed to inclusion within the school and ensuring all pupils, including pupils with SEND, acquire the knowledge and cultural capital they need to succeed in life.

Though we recognise that the pathway of progress for some children may be different to that of their peers, we strive to support all pupils to achieve their best through reasonable adjustments and targeted approaches, as per the SEND code of practice¹. We strongly believe that every teacher is a teacher of SEND and every leader is a leader of SEND. Collaboration with students, parents, staff, and, where appropriate, external services is at the heart of everything we do.

We promote high expectations and aspirations for all individuals in our school. Every child is encouraged to contribute positively - to our school, the local community and beyond.

In line with the White Paper 'Parent Pledge', North Heath Community Primary School will ensure that any child who falls behind in English or Maths will receive timely and evidence-based support to enable them to reach their potential. We will also ensure all pupils receive appropriate support in all areas of the curriculum.

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

1. How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs and Disability?

We recognise that children can have Special Educational Needs and/or Disability either throughout or at any time during their school career.

The four broad areas of need described in the SEND Code of Practice are:

- **Communication and interaction**
This includes children and young people with speech, language and communication needs (SLCN) and those with Autism Spectrum Disorder (ASD). Examples of Support could include Lego Therapy, Circle of Friends, specific SALT support/targets, turn taking through games
- **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). It also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia. Examples of support could include daily reading, precision spelling, Memory Magic, Bullseye
- **Social, emotional and mental health**
Social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, or showing challenging, disruptive or disturbing behaviour. Children and young people may also have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. Examples of support could include ELSA support, Lego Therapy, Circle of Friends, WOWSI support programme.
- **Sensory and/ physical needs**
This includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). Examples of support could include Sensory Circuits, specialist equipment/support, fine motor sessions and handwriting interventions.

At North Heath Primary, children are identified as having Special Educational Needs and/or Disability (SEND) in a variety of ways:

These may include:

- Liaison with pre-school settings or their previous school
- Concerns raised by a parent or carer
- Concerns raised by class teachers
- Regularly tracking performance (progress and attainment) against age related expectations
- Liaison with external agencies
- Health diagnosis through paediatrician

- Mental Health diagnosis through CAMHS

We continually monitor progress across the curriculum and termly Pupil Progress meetings are held where the progress of *all* children is discussed in detail. Where a child is found to be making less than expected progress or is attaining **significantly** below age-related expectations, discussions will then take place between the class teacher, SENCo and parents as to the particular needs of the child and strategies both school and home can put in place to support them.

We also carefully monitor children's social, emotional and mental health. Any concerns or significant change in any of these areas will be discussed with the class teacher, SENCo/ Inclusion Manager and parents.

Any member of staff can raise concerns about a child. Moreover, parents are actively encouraged to discuss concerns that they may have about their child with the school. Staff/parents/carers then work in partnership to ensure every child receives the support they need to overcome any barriers and fulfil their potential at school. If parents have any concerns, they can contact their child's class teacher, the SENCo/ Inclusion Manager or the Headteacher (Mrs Nicola Chesshire).

2. How will the school support my child?

At North Heath Primary, we ensure all teachers deliver Quality First teaching, which is inclusive of the needs of all pupils. The Ordinarily Available Inclusive Practice document produced by West Sussex County Council is used to support our Quality First Teaching and identify strategies to support individual children. We are fully committed to inclusion within the school and to ensuring every child acquires the knowledge and cultural capital they need to succeed in life. We continually ensure that our curriculum is suitable for all children with SEND and that they have the breadth of opportunities provided to support their all-round development. In doing so, we provide a creative, exciting and effective learning environment which recognises and responds to individual learning styles.

Class teachers plan lessons which are adapted to meet the needs of all the children in their class. We strongly believe that all children should work towards the same outcomes, but different learners may need a range of support to achieve these. Teachers may organise the class into small groups in order to focus the teaching and learning potential. Groups may be supported by a key adult, either the class teacher or teaching assistant, where appropriate, to foster effective, independent learning.

Our aim is to support every pupil's learning in the classroom. However, we do recognise that some children need additional support and at times small group or 1:1 interventions will be needed. Class teachers liaise with the SENCo/ Inclusion Manager for additional advice or support. SEND provision, including interventions, is recorded. Progress is monitored closely

to measure the impact of interventions and these are regularly reviewed and adjusted as necessary to ensure maximum impact for every child.

If school and parents agree that further advice or support is needed, a referral will be made to a specific outside agency such as the Educational Psychologist, Speech and Language Therapist, Child Development Centre, CAMHS or West Sussex advisory team.

The SEND link Governor works closely with the school to help monitor provision for and the progress of children with SEND. The SENCo/ Inclusion Lead and SEND Governor meet once a term to facilitate this process.

3. How will I know how my child is doing?

As a school we measure the progress and attainment of all children against age related expectations. Class teachers regularly assess each child and note areas where they are making progress as well as where further support is needed. This process starts on entry to school and progress is reviewed on a termly basis, or more frequently if there are concerns about a pupil.

If a child is placed on the SEND register, their progress is carefully monitored through their Individual Learning Plan (ILP), which includes specific targets for them to meet during the school term. These targets are drawn up by the teacher in discussion with the child, to ensure they understand the steps involved and the support available to help them achieve success. The targets are reviewed each term during review meetings involving parents, the child's teacher, the SENCo/ Inclusion Lead and, most importantly, the child. Class teachers discuss the progress made against the targets and the child and their parents are involved in setting new targets. Parents receive a copy of their child's Individual Learning Plan. If a child has not met their targets, we discuss why this may have happened and adapt the target accordingly.

If a child has more complex SEND needs they may have an Education and Health Care Plan (EHCP). This plan is reviewed each year through a more formal meeting, called an Annual Review, where the child's progress is discussed. School prepares a report and parents/carers and child submit their views. Reports are also sought from any external agencies involved and are shared with parents/carers in advance of the meeting. Parents/carers and the child are invited to attend the Annual Review. Where appropriate, external agencies are also invited to attend. Following the meeting, a copy of the school's report and meeting minutes are submitted to West Sussex County Council.

The SENCo/ Inclusion Lead operates an "Open Door" policy that enables all parents to arrange a meeting to discuss concerns they may have at any time she is available.

4. How will learning and development provision be matched to my child's needs?

For a child who has been identified as in need of SEND support, we follow a cycle of 'Assess, Plan, Do, Review,' as set out in the SEND Code of Practice (2015).

Teachers assess the learning needs of all pupils on a daily basis, and adjust their subsequent teaching accordingly. Children's needs are met by careful adaption; we believe that all children should work towards the same outcomes but some will need additional support to do this. This may include adapting teaching and learning styles, the structure of the lesson, the resources provided, the layout of the classroom, the pitch of activities, support from adults, pre-teaching of vocabulary and concepts. IT and visual support are regularly used to support pupils.

Termly pupil progress meetings take place with the Senior Leadership Team and class teachers to track the progress of every child and make sure that any additional provision in place is having the intended impact.

Termly ILP meetings are held with teachers, parents/carers and the child to review the child's progress over the preceding term, and discuss provision for the term ahead. Targets are agreed for the subsequent term, in order to work towards the agreed desired outcomes for the child. The voice of the child and the parent/carer are central to these meetings. Where appropriate, advice from external professionals is sought and used to implement specific strategies or to access particular resources or equipment.

The Headteacher and SENCo/ Inclusion Manager regularly discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed. The link SEND Governor is kept up to date with all decisions made.

Children may be removed from the SEND register if they have made accelerated progress and it is no longer necessary for them to be on there. This would always be done in consultation with parents/carers.

5. What support will there be for my child's overall well-being and mental health?

At North Heath Community Primary School, we place positive mental health and well-being at the centre of school life. We aim to ensure positive mental health and well-being for every pupil in our care.

We promote a positive ethos in school, based on the understanding that all children need the foundations of positive mental health to be able to fulfil their potential academically, personally and socially. We pursue this aim through both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and well-being, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health and well-being policies and procedures we can promote a safe and stable environment for pupils affected both directly and indirectly by mental ill health.

We have many opportunities to celebrate children's achievements such as our weekly Celebration Assemblies. We take every opportunity to expose children to a broad range of life experiences, including activities in the school, school trips and sports events. We ensure that children feel safe by offering clear routines, consistent expectations and regular adults in every class. Pupil voice is regularly sought through our School Council and pupil questionnaires. We teach children to respect each other and their environment and to behave appropriately at all times.

We strive to build positive relationships whereby parents/carers, pupils and teachers share ideas and information to make our school a safe and happy place for everyone. Children are supported with their social and emotional development throughout the school day through the curriculum and through our teaching of Personal, Social, Health and Economic education (PSHE), which covers social, moral, cultural, and emotional aspects of learning.

North Heath Community Primary has an ELSA (Emotional Literacy Support Assistant) who works with those children who would benefit from additional emotional support. The ELSA at North Heath is Mrs Saunders.

We take a positive approach to the management of all types of behaviour, with a reward system that is followed by all staff and pupils. This is part of our Behaviour Policy. If a child has behavioural difficulties, a Personal Support Plan may be implemented. This will be written in consultation with the child and their parents/carers to identify the specific behavioural challenges, put support in place and set targets. If a behavioural incident takes place, we encourage the child/children involved to reflect on their behaviour, thinking about why it happened and what they can do next time to avoid it. Please see our Behaviour Policy for more information.

Attendance of every child is monitored on a daily basis by our school office as we recognise that poor attendance can have a negative impact on a pupil's well-being. Lateness and absence are recorded and the school takes appropriate steps to encourage punctuality and prevent unauthorised absence. Please see our Attendance Policy for more information. The school ensures the safety of all children through a range of measures.

These include:

- Strict disclosure checks for all staff and volunteers
- North Heath has 4 members of staff (Mrs Chesshire, Ms Head, Mrs Smith and Ms Roden) trained as Designated Safeguarding Leads.
- All staff have regular Safeguarding training in accordance with government legislation
- A clear whistle blowing policy

Please see our Safeguarding Policy for more information.

6. What training have the staff supporting children and young people with SEND had or are having?

The staff in our school (teachers and teaching assistants) continually receive new and updated training to meet the needs of all our children, including those with SEND.

Throughout the last academic year, staff have received a variety of in house training around Quality First Teaching, adaptation, mental health and well-being. They have also received training from outside agencies. This training will be refreshed and built upon during 2025/2026.

Across the school we have a number of staff who are Team Teach trained. This is a method used for the positive handling of children should the need ever arise. Additionally, we have a number of qualified first aiders on site. Staff will receive specific training for an individual child if and when such training is appropriate.

We have a policy for the administration of prescribed medication during the school day and parents should initially contact the school office for further information. All relevant staff receive regular training on how to administer any prescribed medicine. Please see our Medical Conditions Policy for more information.

7. What specialist services and expertise are available at or accessed by the school?

In the first instance, class teachers adapt learning in every lesson. This means that they plan particular questions, scaffolding and resources for groups or individuals so that they have the appropriate support to access the work provided.

When a child is on the SEND register (assessed as having longer term special education needs), the school may involve outside agencies such as:

- The Learning and Behaviour Advisory Team (LBAT)
- Autism and Social Communication Team (ASCT)
- Speech and Language Service
- School Nurse
- Early Help
- Family Link Workers
- Social Services
- Educational Psychologist
- EMTAS (Ethnic Minority and Traveller Achievement Service)
- Fair Access Team
- Child Development Centre
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Service)

If a child is assessed as having Special Educational Needs and is added to the SEND register, they will also receive additional support in school. This support will be detailed on the child's

termly Individual Learning Plans (ILP) that will be created through discussion with the child and parents/carers.

Where involvement from a number of agencies is required, Team Around the Family (TAF) meetings may take place.

In addition, if the school feels that a child's needs are so significant that they will need a plan, with legally binding provisions, to follow the child through their school career the school can also apply to West Sussex County Council for an Education, Health and Care Needs Assessment (ECHNA). This will always be done in consultation with parents and, where appropriate, the child. The local authority will consider the evidence of action already undertaken by school to meet the pupil's needs and if appropriate will issue an Education, Health and Care plan (EHCP). An EHCNA does not always lead to an EHCP. (The EHCP replaces the old Statement for Special Educational Needs.)

8. How will the school help me support my child's learning?

At North Heath Community Primary, we strongly value communication and the sharing of ideas and information between home and school. There are regular opportunities for parents/carers to discuss their child's progress and how they can best support them at home. Termly target setting meetings take place as well as formal parent/carers consultation meetings in Autumn and Spring. The SENCo/ Inclusion Manager will be available at all parents' evenings should parents wish to discuss their child's strengths and needs and explore further ways in which they can support their child's learning.

The SENCo/ Inclusion Manager can also support parents/carers with ideas and strategies to support their child at home or signpost parents towards external agencies.

9. How will I be involved in discussions about and planning for my child's education?

In addition to formal consultation meetings, parents/carers can also discuss their child's education with their class teacher, SENCo/ Inclusion Manager or Headteacher.

For some pupils, a school/home liaison book may be appropriate to enable regular information-sharing and updates between key school staff and parents/carers.

Where a child needs more focused, individualised support, an Individual Support Plan (ISP) may be introduced to enable closer monitoring of small steps of progress. Ideas and information will be shared, reviewed and recorded through this planning each term. Advice from outside professionals will be included and followed in the plan where there is involvement.

If a child's needs are significant, in some cases it may be appropriate to undertake a statutory assessment of their needs (see section 7). During this process parents/carers will also be supported by the West Sussex SEND Team, who will ensure that the parents/carers fully understand the process.

10. How will my child be included in activities outside the classroom?

North Heath Community Primary is proud to be an inclusive school. We provide all pupils with equal opportunities to access the curriculum and life of the school and every effort will be made to reduce barriers to participation. We are committed to including students with SEND in activities outside of the classroom, including school trips and residential visits, and will make reasonable adjustments to facilitate this. We also offer a range of after school clubs. Risk assessments will be undertaken for all activities and reasonable adjustments considered to aid inclusion regardless of need or disability.

11. How accessible is the school environment?

North Heath Community Primary is subject to the general "Equality Duty" under the Equality Act 2010. We are committed to adapting our learning environment and teaching strategies as appropriate within budget constraints.

We always recommend that parents/carers make an appointment to visit our site to make their own assessment of suitability and discuss any specific requirements prior to joining us. We will also liaise with external professionals involved with the child to gain further advice on how we can make the learning environment accessible to all children.

Please see the school's Accessibility Plan for more information.

12. How will the school prepare and support my child to join the school and transfer to a new school?

We encourage all new children and parent/carers to visit our school prior to starting where they will be offered a tour. For children with SEND we may encourage additional transition visits in order to ensure that the child is comfortable and familiar with their new school surroundings. All Reception pupils are offered a number of introductory visits prior to their start in September.

For children who are moving on to a new school, such as our Year 6 pupils, we offer transition groups for vulnerable pupils who may find the move more difficult. This will involve group sessions with the ELSA and we will liaise with receiving schools re additional visits.

Social stories and transition booklets may also be provided for individual children around transition to their new class in the summer if we anticipate that transition might be difficult. All children learn about change and ways to manage this through our PHSE programme.

We liaise closely with staff from other schools when receiving and transferring children, ensuring that all relevant paperwork is passed on and all needs are discussed and understood.

If a child has an Education and Health Care Plan their Annual Review meeting will be used as a transition meeting to which staff from both schools will be invited. If a child is moving to a specialist school, the SENCo/ Inclusion Manager will ensure a detailed meeting is held with the child's new school to give them the best possible start.

13. Who can I contact for further information?

The first point of contact is the child's class teacher.

Parents/carers can also arrange to meet the SENCo/ Inclusion Lead or Headteacher at any time by making an appointment directly or through the school office.

Email:

Alison Roden: senco@northheathprimary.co.uk

School Office: office@northheathprimary.co.uk

Phone: 01403 254790

There are also agencies that can offer support such as 'Parent Partnership' and West Sussex Parent Carer Forum www.wspcf.org.uk or IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

Alternatively, parents/carers can seek further advice from Our Locality 'HUB':

<https://www.compasscard.org.uk/useful-links/>

<https://westsussexsendias.org/>

These websites will provide information concerning the type of additional help and support that is available to children with SEND within our locality.

14. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disabilities?

Parents/carers can read about West Sussex County Council's local offer at:

<https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/send-local-offer/>

15. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

Parents/carers are encouraged to come into the school to talk about any aspect of their child's education. Should it become necessary to make a complaint regarding SEND

provision, initial contact should be with the child's class teacher or the SENCo/ Inclusion Manager and then the Headteacher.

If the matter remains unresolved, parents/carers should refer to the school's complaints procedure which outlines the formal process to follow should you wish to make a complaint to Governors. Please ask for a copy of this from the school office.

Please do not hesitate to contact the school if you have any further questions and we look forward to working with you and your child.