

Heelands School

SEND Information Report 2018

Meeting the needs of pupils with special educational needs and disabilities – SEND Information Report.

At Heelands School children are identified as having SEND through a variety of ways including:

- **Liaison with your child’s previous school/early years setting**
- **Concerns raised by parents/carers**
- **Concerns raised by your child’s class teacher or school SENDCo**
- **Concerns raised due to behavioural difficulties or poor self-esteem which is affecting performance**
- **Liaison with external professionals (e.g. speech and language therapist)**
- **A medical diagnosis**

How do we know if children need extra help?

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have emotional, social and/or behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, if appropriate additional support will be put into place to provide enhanced resources, targeted small group and/or additional support to help overcome any difficulties.

The views of the pupil about their support will be given consideration at this stage.

What should a parent/carer do if they think their child may have special educational needs or a disability (SEND)?

Class teacher	He/she is responsible for: <ul style="list-style-type: none">➤ Adapting and refining the curriculum to respond to strengths
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<p>Special Educational Needs Coordinator (SENDCo)</p> <p>Mrs. Kelly Wilson</p>	<p>and needs of all pupils. Checking on the progress of all children and identifying and planning the delivery of any additional support. (It may not be the class teacher delivering the support but he/she will oversee the work)</p> <ul style="list-style-type: none"> ➤ Contributing to devising personalised learning plans to prioritise and focus on the next steps required for children to improve their learning. ➤ Applying the school’s SEND/Inclusion policy. <p>If you have concerns or are worried about your child you should speak to your child’s class teacher first. You may then be directed to the SENDCo.</p> <p>She is responsible for</p> <ul style="list-style-type: none"> ➤ Coordinating provision for children with SEND and developing the school’s SEND policy ➤ Ensuring that parents are: <ul style="list-style-type: none"> a. Involved in supporting their child’s learning and access to the curriculum b. Kept informed about the range and level of support offered to their child c. Included in reviewing how their child is doing d. Consulted about planning successful movement transition to a new class or school ➤ Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties ➤ Providing specialist advice and facilitating training to ensure that all staff are skilled in and confident in meeting a range of needs.
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How will school support a child who has been identified as having special educational needs or a disability?

- In all year groups children will have access to learning and the curriculum through individual plans and tailored to the child's need or through access to learning support staff.

- Regular intervention programmes are available in all classes to support children to make progress with their learning
- Class teachers organise and plan for intervention with support from the SENDCo or outside agencies as required

Strategies and programmes to support speech and language

- Speech and Language Therapist advice is implemented by teaching staff
- Speech therapy individual or group work can be delivered by support staff following speech therapist advice

Strategies to support and develop literacy

- Small group intervention programmes to support reading and writing
- Read write inc. Scheme
- Additional reading support from support staff
- Opportunities for over learning
- Better reading partners

Strategies to support and develop numeracy

- Small group intervention programme to fill in the gaps and consolidate learning
- Opportunities for over learning
- Additional teacher support

Strategies to support and develop independent learning

- Visual timetables for class and individuals
- Lesson objectives clearly displayed (We are learning to)
- Success criteria used in all lessons

- Individual targets in books

Strategies to support and modify behaviour

- School sanctions and reward system as set out in the School Behaviour Policy
- Advice from BESD – Behaviour Emotional Social Difficulties Team
- Mentoring and guidance from a Teaching Assistant

Support and supervision at unstructured times of the day including personal care

- Trained staff supervising during break time
- First aid trained staff all day

Planning, assessment, evaluation and next steps are always agreed through

- Regular reviews with parents and gaining the views of the pupil
- Where applicable an Education Health Care Plan
- Pupil progress assessed and reviewed half termly with senior leaders
- Clear support plans for pupils who have needs but don't have specific targets from other agencies
- All lessons differentiated to take account of individual needs
- Provision map available in school showing all the provision in each year group

How will the curriculum be matched to the child who has special needs or a disability?

Quality first teaching is in place in all classes for all pupils to access curriculum. Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. We plan for all of our children to participate in learning and in physical and practical activities.

Differentiation is approached in a range of ways to support access and ensure that all pupils can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed groups

to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils develop independent learning skills.

Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

How will Heelands and the parent know how well the child is doing and how will school help the parent to support their child's learning?

In consultation with the SENDCo and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases support from a Teaching Assistant may be allocated. This support is deployed to ensure children can engage in lessons and wider school activities and to facilitate independent learning to support transition to Junior school.

Review meetings are held at least termly. Parents, and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. If a child is continuing to have significant difficulties, further external expertise may be requested.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENDCo will inform parents about eligibility and applications for these arrangements.

Parental involvement We value parents as partners in their child's learning journey. All parents are encouraged to contribute to their child's education. This may be through:

- Parents evening discussions and review meetings
- Working with their child at home by hearing them read regularly, supporting completion of homework and other additional activities provided by school
- Ensuring their child has good attendance and punctuality
- Ensure their child is ready for school; sufficient sleep, nutritious breakfast and have all they need with them – well equipped for learning

- Attending courses, training or information events at school or outside of school. Where appropriate the school will help parents find training and events.

What support is offered from the school to ensure the well-being of the child who has special educational needs or disabilities?

Attendance support

- Attendance will be closely monitored and discussed with parents (see school attendance policy)

Behaviour support

- Where appropriate a behaviour support plan will be written
- Exclusions will be used when necessary following the school and local and National guidelines

Medical support

- Most medicines will be administered following the school policy
- Where more specialist medicines or care are required this will be provided where possible. This will depend on having available trained staff. A Health Care Plan will be agreed between the medical professionals, parents and school staff. Where appropriate the child's views will also be obtained
- The school works closely with medical professionals to support a child with medical needs

Pastoral support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Support from a Teaching Assistant
- Small group programmes
- Mentoring
- Daily or weekly celebration opportunities
- Lunch and after school clubs

Strategies to reduce anxiety and promote emotional wellbeing

- Regular contact, communication and liaison with parents
- Transition support when transferring from one year group to another as well as to junior school. Extra transition visits can be arranged for children who have SEND. A photograph book to help children become familiar with their surroundings and the adults who will work with them can be made so that children can look at them and discuss them with parents prior to moving schools.
- Consistency of approach by all adults
- Regular planned opportunities for children to give their views

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

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. The school fosters liaison and communication with professionals and parents; it attends all meetings and prepares all reports.

The school organises:

- Regular meetings as required
- Meetings with the school SENDCo – meetings can be booked through the school at any time if there are any concerns.
- Referrals to outside agencies as required following internal and LA systems
- Speech and Language therapy for specific individual pupils
- Educational Psychologist visits
- Specialist teacher visits
- Communication with medical professionals – requesting advice as needed from school nurses, health visitors, doctors, hospitals and specialists
- Liaison with (CFP) Children and Families Practise MK
- Liaison with (CSC) Children’s Social Care

If a parent has a problem with any of the issues raised they should speak to the SENDCo or the Headteacher initially.

<p>Galley Hill Education Centre Stony Stratford Milton Keynes MK11 1PA</p> <p>Educational Professional responsibility for children who are looked after. School contact: Mrs. Barnard</p>	<p>The Milton Keynes Virtual School oversees and monitors provision for children who are in the care of the local authority.</p>