



Special Educational Needs Report

This report complies with Section 69 of the Children and Families Act 2014, regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014. It should be read in conjunction with the school's Accessibility Plan 2018-2022.

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 significant greater difficulty in learning than the majority of others of the same age.

We recognise the four areas of Special Educational Needs and Disability (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

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.

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 SENCO 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 the child will be placed on the school Record of Support with parental permission and will receive SEND Support (SS) in school. These children will have a Personal Learning Plan with agreed goals that are reviewed termly.

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 SENCO and data is carefully tracked. The child's outcomes, teaching strategies and the involvement of specialists informs the One Page Profile. This One Page Profile provides an accurate and comprehensive summary of the child and is used to inform all staff and as part of the transition process from class to class and when transferring to a new school. The One Page profile is updated annually and then termly as needed.

We ensure that teachers provide, where necessary, an individualised programme of learning with intervention that is 'additional to and different from' those provided as part of the school's usual differentiated curriculum.

Intervention may take the form of:

- Different learning materials or specialist equipment such as a writing slope, move and sit cushion, pencil grips, individualised visual resources etc.
- Some 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.
- Social skills groups such as Nurture Group or Lego Club.
- Peer and adult mentoring and counselling such as Draw and Talk, access to our Learning Mentor or Counsellor (CHALK)
- Additional home school communication book or a Book of Awesome.
- Additional individual reward charts agreed with parent and child.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

We have a number of well trained, good quality support staff at Heamoor School who are employed to support the learning of all the children. They work in partnership with school staff and outside agencies to help support the pupils with additional needs and maximise their progress. Our Learning Mentor works closely with our Senior Leadership Team to support our more vulnerable children and families. As part of our package of support we also offer Breakfast and Homework Clubs as well as a Nurture Group. (NB: These are currently subject to Covid restrictions.)

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 inform the parents of 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, the Personal Learning Plan and the review and transition process.

The child is involved in developing a Personal Learning Plan (PLP) through a structured conversation with their class teacher that includes short term

targets, preferred learning styles and actions to be taken to achieve outcomes. These are shared with parents, reviewed and updated termly.

The SENCO has an overview of the progress of all children in the school with SEND and as appropriate, if a child's needs are complex and progress is not being made, referrals to outside agencies will be made and an Education, Health and Care Plan (EHCP) may be requested. Progress is monitored through the Assess, Plan, Do, Review cycle and extensive records are kept to inform assessment. If an EHCP is issued for a child, this is a statutory document that directs the school regarding provision that must be made available. An EHCP is reviewed annually.

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 SENCO 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 SENCO regularly attends the SENCO network meetings in order to keep up to date with local and national updates in SEND.

We make available the appropriate resources and specialist equipment to ensure all children can access the curriculum and fulfil their true potential.

The person responsible for managing the school's response to the provision made for children with SEND is Mrs Lesley Osborne. She is the Assistant Headteacher and is member of the Senior Leadership Team.

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The school's website contains details of our policy for children with SEND. This Special Educational Needs Information Report includes the arrangements made for children in our school with SEND. Our Local Offer is also available on the

school's website and on the Family Information Services website. These documents are updated annually.

The Governing Body of the school have a legal duty to publish information on the website about the policy for pupils with SEND. This is updated annually.

The named Governor with responsibility for SEND is Mrs Carol Breakwell.

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.

We understand that children with SEND can be at increased risk of isolation and harassment. Our inclusive approach creates a welcoming and nurturing environment for all members of our school community and any hurtful or harmful behaviours are investigated and support will be made available for all involved. All staff, but particularly our Learning Mentor, provide a watchful eye and are always available to support any child who is vulnerable.

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

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.

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

We work closely with transferring settings such as Willows Educare, other local Nurseries and Pre-Schools, Special School, 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.