



Heene Church of England (Aided) Primary School

Governors SEND Information Report Statement – 2019

1.0 Introduction

Governing Bodies have Statutory Duty to publish information on the school website about the implementation of the schools policy for pupils with SEN (Special Educational Needs).

The information required in the report is set out in the Special Educational Needs and Disability Regulations 2014, Regulation 51 and schedule 1; Children and Families Act 2014, Section 69(2); Special Educational Needs and Disability Code of Practice: 0-25 years, Section 6.

This statement sets out, in broad terms, how SEND is managed at Heene CE Primary School and where further detailed information may be found.

2.0 Documentation

Management of SEND at Heene Primary School is set out in the following documents:

- Heene Primary School Local Offer and SEN Information Report
- Inclusion and SEND Policy
- Accessibility Plan
- Behaviour Policy
- Anti-bullying Policy
- Equality Policy
- Supporting pupils with medical conditions

These documents are reviewed and updated annually. Any changes to the information occurring during the year are updated as soon as possible. The documents may be found on the school web site.

3.0 Provision

A full range of SEND provision is available at Heene Primary School as identified by the schools published policies and procedures.

Further information on the following specific issues may be found in the documentation referred to in Section 2.0 above:

- Policies for identifying pupils with SEND and assessing their needs
- Contact details for the SEND Coordinator
- Arrangements for consulting and involving pupils with SEND
- Arrangements for assessing and reviewing the progress of identified pupils
- Arrangements for supporting pupils moving between phases of education
- The approach to teaching pupils with SEND Heene Church of England (Aided) Primary School
- How adaptations are made to the curriculum and learning environment
- The expertise and training of staff
- Evaluating the effectiveness of provision
- How pupils with SEND are enabled to engage with pupils who are not identified as having SEND
- Support for improving emotional and social development
- How other agencies are involved by the school
- Arrangements for handling complaints

4.0 Special Educational Needs (SEN) and Disability Information

We are an inclusive school and we do not adhere to the 'one size fits all' approach. Instead we endeavour to adapt our environment to suit the needs of the child. All children are entitled to full access to a broad and balanced curriculum, differentiated to meet their individual needs. We will use our best endeavours to appropriately integrate children with SEND in mainstream school activities. No child will be treated less favourably than other pupils.

We are committed to providing an accessible environment which caters for the needs of pupils with a disability. We conduct an accessibility audit every 3 years and modify it as necessary during this period. From this we publish an Accessibility Plan, reviewed annually, that also covers a 3 year period. This plan includes:

- Access to the Curriculum
- Access to the Physical Environment
- Access to Information