

SEND INFORMATION REPORT

Heron Hill Primary School

Special Educational Needs and Disabilities Information Report/Local Offer Response

Question	Answer
<p>How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?</p>	<p>We have close relationships with parents and our feeder nurseries. Class teachers are encouraged to raise concerns and have discussions with parents, carers and relevant colleagues. All staff are aware of expected development at different ages and have expertise in identifying additional/special educational needs (SEN).</p> <p>If you have a concern about your child's development please raise this with the class teacher in the first instance. The school SENCO is also available and liaises closely with school staff and parents/carers.</p>
<p>How will school staff support my child?</p>	<p>Class teachers are responsible for the education and progress of all the children in their class. They plan the curriculum for all pupils, including those who have SEND. Children may require additional support. This may come in the form of: additional adult support, adapted resources, movement breaks or adapted learning activities. Support may be received as an individual, within a small group or within the whole class.</p> <p>The school has a nominated governor for Special Educational Needs who reports directly to the governing body and is a member of the Curriculum & Standards committee.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support may be appropriate in some cases.</p> <p>Our practitioners are highly-skilled in adapting the planned curriculum to meet individual pupil's needs. All pupils at Heron Hill receive a full, broad and balanced curriculum.</p>

<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>At Heron Hill Primary School communication with parents/carers is the foundation of our home-school agreement. We value the opinions, views and concerns of parents/carers greatly, encouraging open conversation in all aspects of school life.</p> <p>The progress of each child is carefully monitored and tracked on a regular basis. This, along with other information gathered, informs staff on the next steps for your child.</p> <p>Progress and targets are discussed as part of the school's normal reporting arrangements.</p> <p>In some cases, your child may require an individual support plan or positive behaviour support plan which will be drawn up in consultation with you and your child and reviewed regularly. For some children, an Education Health and Care Assessment may be requested with advice and support from external agencies to allow for higher needs funding to be allocated. Where a child has an Education Health and Care Plan (EHCP), an online communication platform is used to effectively share successes and learning achievements.</p> <p>Where appropriate, we signpost parents and carers to relevant agencies within the community who can offer further support to you and your child.</p> <p>Follow this link to view the Westmorland & Furness Local Offer page.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>When children feel happy, healthy and safe, they are better able to learn. This is why relationships between our staff and the children we serve are a high priority. Staff work hard to establish positive, respectful relationships with all children and understand the importance of their role as a 'trusted adult'. Our school values of RESPECT – RESPONSIBILITY – RELATIONSHIPS further emphasise this.</p> <p>The wellbeing of our pupils underpins all elements of the school day from the start-of-day routines to lesson times and lunchtimes. Class teachers are further supported by advice and support from the SENCO and our full-time Pastoral Learning Mentor. We have prioritised training in social, emotional and mental health for young people, with courses such as ELSA and Decider Skills running in our school.</p> <p>The school follows statutory guidance in the administration of medicines and provision of personal care. We have a whole school behaviour policy which applies to all members of our school community. We have a zero-tolerance approach to bullying; our approach is outlined in our policy. Follow this link to access it.</p>

<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>When additional advice or support is required, school has a number of positive working links with external agencies and specialists. These include: Educational Psychologists, Specialist Advisory Teachers, Behaviour and Wellbeing Officers, Young Carers, Action for Children and an Attendance Officer. In addition to this, children can access counselling sessions within school when significant emotional needs are experienced.</p> <p>Referrals can also be made to other agencies including Paediatric Services, Speech and Language Specialists, CAMHS and Occupational Therapy.</p>
<p>What training is the staff receiving or have completed to support children and young people with SEND?</p>	<p>Staff professional learning and development is a continual process that is fully-committed to at Heron Hill. Senior leaders ensure that any changes in regulation or advice are shared in a timely manner with all staff. This includes national DFE guidance relating to Send and safeguarding. Staff value the opportunity to work collaboratively in compulsory and non-compulsory sessions. Weekly teaching assistant training enables practitioners to keep up-to-date in their practice in curriculum support.</p> <p>External training has also been delivered by Team Teach, the Autism Education Trust, Emotion Coaching and One Education.</p>
<p>How accessible is the school environment?</p>	<p>Our school is on a single level with disability access ramps where needed. We also have inclusive toilets. Please refer to the school's ISEND policy for further details: ISEND POLICY</p> <p>We endeavour to make school a comfortable, safe and secure environment for all pupils. Where a specific need emerges e.g. sensory, reasonable adaptations can be made in consultation with parents. Examples would include the use of ear defenders, changes to school uniform and sensory aids.</p>
<p>How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?</p>	<p>When starting Heron Hill Primary during the Nursery or Reception years, we carry out home visits to begin relationship-building with parents/carers. This allows our staff to spend time with you and your child in a familiar environment.</p> <p>We have strong links with local nurseries, childminders, primary schools and secondary schools. A change of school mid-academic year is carefully managed to support children's wellbeing.</p> <p>A range of transition strategies are put in place to support children when moving school. These could include: transition plans, extra visits or holiday activities.</p> <p>When children are moving to the secondary stage of their education, schools are invited to attend transition meetings to share information about your child and to ensure a positive transition. In all</p>

	cases of pupil movement there will be liaison and communication between the schools.
How are the school's resources allocated and matched to children's special educational needs?	<p>School (specifically our SENCO) play an active role in the assessment of any pupil's needs. This involves close liaison with specialist services and providers. Advice is often given by external partners and funding is prioritised to meet these recommendations, in consultation with the Headteacher and Governing Body.</p> <p>Regular reviews and monitoring of pupil need is a regular part of the SENCOs role; ensuring that needs are being met, that the impact of support is clear and that SEND pupils are making good progress is essential.</p> <p>When a child has an EHCP, the allocation of funding and provision is clearly documented within the plan. School has a legal duty to meet this.</p>
How is the decision made about what type and how much support my child will receive?	<p>The decisions about the type of support your child needs will be based on discussions between all interested parties including you as a parent/carer. Support for your child is primarily focused on quality-first teaching and adaptations within the classroom by the class teachers. If more support is required, a specialist support request would be instigated; a process that parents/carers are fully involved with. On the recommendations of specialists, additional funding may be sought to further enhance the amount of support your child receives. Every step of the way, communication between school and home is key.</p> <p>More information about decision making and levels of SEN support can be found here: Families Information Educational, Health and Care Plans (EHCPs) and Special Educational Needs (SEN) Support</p>
Does the school have a complaints procedure?	<p>Should you ever be unhappy with school, any decisions we have made or any of the provision in place for your child, we welcome a conversation with you and would always work to address your concerns. Working in partnership with parents/carers is a vital part of our work at Heron Hill.</p> <p>Should you ever feel that your issues remain unresolved, we have a formal complaints procedure. This can be viewed here: COMPLAINTS</p>
What are the contact details of support services for parents/carers of children with special educational needs?	<p>SENDIASS Kendal: Westmorland and Furness SEND IAS Service Sendiass Zoe McSorley Tel: 07774 337248 zoe.mcsorley@westmorlandandfurness.gov.uk</p>